

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mr. William R. Ritterskamp (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 1513 Main Street (If address is P.O. Box, also include street address)

Vincennes IN 47591 City State Zip Code+4 (9 digits total)

Tel. (812) 882-5817 Fax (812) 885-1454

Website/URL www.vcsc.k12.in.us/vigo/vigo.html Email ritterskampw@vcsc.k12.in.us

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

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Mr. Doug Rose (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Vincennes Community School Tel. (812) 882-4844

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

(Superintendent's Signature) Date

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

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

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

## **PART II - DEMOGRAPHIC DATA**

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

1. Number of schools in the district:    \_\_\_5\_\_\_ Elementary schools  
   \_\_\_1\_\_\_ Middle schools  
   \_\_\_0\_\_\_ Junior high schools  
   \_\_\_1\_\_\_ High schools  
   \_\_\_7\_\_\_ TOTAL
  
2. District Per Pupil Expenditure:    \_\_\_\$2,956.00\_\_\_\_\_
  
- Average State Per Pupil Expenditure:    \_\_\_\$1,824.00\_\_\_\_\_

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

3. Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
  
4.    \_\_\_15\_\_\_ 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	26	35	<b>61</b>	<b>7</b>			
<b>1</b>	28	37	<b>65</b>	<b>8</b>			
<b>2</b>	33	22	<b>55</b>	<b>9</b>			
<b>3</b>	27	26	<b>53</b>	<b>10</b>			
<b>4</b>	31	27	<b>58</b>	<b>11</b>			
<b>5</b>	47	22	<b>69</b>	<b>12</b>			
<b>6</b>				Other	2	6	8
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>369</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>96</u>         | % White                          |
| <u>2</u>          | % Black or African American      |
| <u>2</u>          | % Hispanic or Latino             |
| <u>    </u>       | % Asian/Pacific Islander         |
| <u>    </u>       | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 19 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	39
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	69
<b>(4)</b>	Total number of students in the school as of October 1	369
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.19
<b>(6)</b>	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school:  $\frac{0}{0}$  %  
 Total Number Limited English Proficient

Number of languages represented: \_\_\_\_\_  
 Specify languages:

9. Students eligible for free/reduced-priced meals:  $\frac{59}{215}$  %  
 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 23 %  
83 Total Number of Students Served

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

<u>1</u> Autism	<u>   </u> Orthopedic Impairment
<u>   </u> Deafness	<u>1</u> Other Health Impaired
<u>   </u> Deaf-Blindness	<u>44</u> Specific Learning Disability
<u>   </u> Hearing Impairment	<u>39</u> Speech or Language Impairment
<u>23</u> Mental Retardation	<u>   </u> Traumatic Brain Injury
<u>   </u> Multiple Disabilities	<u>   </u> Visual Impairment Including Blindness
	<u>1</u> Emotionally Handicap

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>   </u>
Classroom teachers	<u>19</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>   </u>
Paraprofessionals	<u>5</u>	<u>   </u>
Support staff	<u>14</u>	<u>   </u>
Total number	<u>48</u>	<u>1</u>

12. Student-“classroom teacher” ratio: 20:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.9	95.9	95.4	95.6	95.7
Daily teacher attendance	89	89	89	89	89
Teacher turnover rate	11	11	11	11	11
Student dropout rate					
Student drop-off rate					

### **III - SUMMARY**

Vigo Elementary School is located in Vincennes, Indiana. Grades Kindergarten through fifth are housed at this school. Vigo Elementary School is the largest elementary school by enrollment in the Vincennes Community School Corporation. The school does not have a great ethnic diversity. School population is almost 97 percent Caucasian.

The corporation's administrative branch consists of a superintendent, an assistant superintendent, and a five-member school board. Vigo Elementary has a principal, (1) home liaison person, (1) MIMH classroom, (1) LD classroom, (1) Interim room, (4) Kindergarten classes, (3) first grades, (3) second grades, (3) third grades, (3) fourth grades, (3) fifth grades, (2) Title One Math and Reading Labs, (3) Reading Recovery classes, (1) full-time nurse, (5) aides, (1) library aide, (4) cooks, (4) special classes: Art, Physical Education Primary and Intermediate, Music, (1) Speech Language Pathologist and (3) custodians.

Students' participate in a traditional academic school day program. Classrooms are self-contained with special classes in music, art, computer lab, and physical education. Extra-curricular activities include: Academic Team, Spell Bowl, Math Pentathlon, Great Books, Odyssey of the Mind, Future Problem Solvers and the gifted and Talented Program. Girls' volleyball, girls and boys' basketball, and track are also offered.

Vigo Elementary School is currently using varied teaching techniques and concepts. These include, but are not limited to, traditional instructional techniques, Four Block Literacy instruction, looping-classrooms, and learning disabilities team teaching in 4<sup>th</sup> and 5<sup>th</sup> grades. Vigo Elementary was granted I-READ and Indiana Academic School Improvement Plan grants. As part of these plans, a literacy coach has been hired to model Best Practices and a standards-based core curriculum was developed. Supplemental math and phonics materials are available for remediation purposes in grades K-3.

To keep abreast of new technology, new equipment has been added to each classroom. All classrooms have networked computers, a VCR and television. In the building, staff has access to a scanner, Smart Board, document camera, color laser printers, digital cameras, digital video camera and a CD burner. Plans are underway to install Vision Athena in our media center.

In conclusion, Vigo is an elementary school in a typical small midwestern community. Although our community has limited finances and many are satisfied with "status quo", Vigo staff, parents and students pledge to provide all students with the opportunities to develop their full academic potential through understanding, a sense of caring, appreciating themselves and others. We will provide defined goals, a standards-based curriculum, a safe atmosphere conducive to learning, and a partnership with home and community.

## **IV - INDICATORS OF ACADEMIC SUCCESS**

The Indiana State Educational Progress tests, commonly referred to as ISTEP+, is mandated by state law to help determine a child's progress. The state of Indiana mandates that all third grade students take the ISTEP+. No students are excluded from the tests. Scores are reported for all 3<sup>rd</sup> grade students, including those with IEP's and special needs. These tests give a percentage of children passing the tests. New cut scores were created by the Indiana Department of Education for the 2002 fall testing. These new cut scores will be the standard for future comparisons. Comparisons of scores from previous years are not valid since new cut scores were implemented. The information also contains a breakdown by subtests, headings of content being tested and the percentage of children that are in need of further remediation. Scores are given for each student, individual classes, and as a group summary. The tests look at essential skills, as well as, applied skills. The 2002 fall test is the first year that data has been kept in the applied areas. The applied tests include a student-writing prompt. The students are expected to use the writing process to create a written piece. Different genres are given each year. Teachers throughout the state have been trained to score these pieces using a 6-point rubric for writing applications. A score is also given in language usage using a 4-point rubric.

Over the last three school years, ISTEP+ scores have shown significant improvement. The percentage of students passing has increased 4% per year. In the area of Language Arts, an increase in the percentage passing is noticed. A 4% drop was apparent in 1999-2000 year, but a very significant 9% increase was observed the following year. Math scores have steadily increased in the last five years, except in 2000-2001 and 2001-2002, when scores remained steady at 83% passing.

Those third grade students who receive free/reduced lunch during the 2001-2002 school year exceeded the state average in both Language Arts and Math. Of the 27 third grade students tested in 2001-2002, 81% passed the Language Arts test, while 89% passed the Math test. The state average in Language Arts was 67% and Math was 71%. No data was available through the Department of Education for previous years.

Although we do not house the sixth grade classrooms in our building, the state mandates that ISTEP+ be given to all sixth graders. As we examined the data, we found that less than half of former Vigo students scored above state standards in English/Language Arts. Approximately one-half of the students scored above state standards in Math. These scores will return to the home school of students in the year 2002-2004. A review of grades 4 and 5 is forthcoming to determine ways to improve curriculum.

2. As we reflected upon our test scores, ISTEP+ scores indicated an increase in language arts scores at the third grade level. However, upon closer analysis we saw that our lowest area was in language usage. As we continued to discuss the data, we recognized that our current instruction in language usage needs to be refined for each grade level. A local staff survey indicated that teachers were not as confident teaching language skills as they were teaching reading and math skills. Discussions centered around lack of resources available that offer assistance in language lessons, and a major focus on the home environment.

The faculty of Vigo Elementary developed lists of common instructional techniques and staff development opportunities. This compilation allowed us to observe the variety of teaching

methods being used in our school. The opportunities for staff development are offered through workshops and in-services. A Four Block Literacy coach has been hired through the I-READ grant to model Best Practices. The Indiana Reading Assessments were given for the first time this year in grades 1 and 2. These assessments will give us further evidence of strengths and weaknesses in the future.

Students are responsible for communication by writing on the ISTEP+ test at each level. As children continue through school, there is a need for verbal skills, also. Correct us of grammar indicated an understanding of the importance of these communication skills. Communication skills, such as writing and speaking, are lifelong skills that will influence career opportunities for our student. We decided that this goal was a worthy one.

**3.** The staff at Vigo Elementary recognizes the importance of parent and student participation and support. Parent reports of test data are sent home with letters from our principal. We encourage parents to review all data and offer conferences to those who feel it necessary. Conferences with parents whose student failed any part of the ISTEP+ are mandatory. Local newspapers print results of ISTEP+ testing data for public viewing. Test data is also available on the Indiana Department of Education web site, as well as, a link to this page from our own school web site.

Classroom celebrations at the end of ISTEP+ testing are common. Students are rewarded and praised for hard work. Teachers encourage all students to perform to the best of their abilities and instill the idea that “No one is a loser, if best efforts are given”.

Parent Teacher Organization meetings are also opportunities for communication between parents, teachers and administration. Parents are encouraged to ask questions and are kept abreast of any assessment tools being used within the school.

Family Literacy Nights have been added for grades K-3. These nights also allow communication between parents and teachers. Topics discussed are homework help, No Child Left Behind legislation and summer survival activities for parents and children.

**4.** Vigo Elementary shares its successes with other schools through a variety of ways. Since we are one of five elementary schools in our corporation, administrators meet bi-weekly to discuss many different issues. At these meetings, our administrator has the opportunity to share the methods and programs we use.

We also collaborate with other teachers in our corporation by inviting them to attend professional development sessions we host. Other teachers are invited to watch out literacy coach model different lessons within our classrooms and ask questions about procedures and methods.

We are planning a Four Block Summer Institute within our building for teachers in our area. We will invite students of all instructional levels from our corporation to attend. Trained Four Block Literacy teachers will instruct students in the morning while other teachers watch. Then, afternoon sessions will follow for teachers only. Discussions about methods modeled and classroom practices will allow more in depth knowledge of Four Block Literacy.

Vision Athena is being installed in our media center. Vision Athena will allow us to collaborate with schools outside of our city. This will not only allow for us to broaden our professional development, but also assist others who may be looking for successful programs and methods.



## **V - CURRICULUM AND INSTRUCTUION**

**1.** The curriculum at Vigo Elementary school is based upon a school developed core curriculum, a corporation wide developed curriculum, and the state adopted standards.

The school developed a core curriculum using funding from an I.S.A.I.P. grant. This curriculum was designed to meet academic needs of Vigo students as viewed by parents, staff, and community. After our development, the corporation followed suit developing a curriculum for all our elementary schools. The State Department of Education later developed the Indiana State Academic Standards for each grade level. These standards are based on minimum skills necessary for educational success. . A curriculum format has been set up to help in cross-referencing of grade levels. The curriculum is available for teachers and parents at each grade level with curriculum at a glance for previous and proceeding levels. The structure and content spans grades K-5. Thus our curriculum is based on three sets of curriculum guidelines.

The standards provide a better picture of the scope and sequences of student expectations for learning. These standards help form our base curriculum.

All areas of our curriculum were reviewed. From the review two major goals have were selected for total school improvement. These goals are improvement of language usage and process writing. Vigo Elementary collected data to support our choice of goals. Our focus has been to improve the curriculum for these goals. A set of benchmarks is available for each grade level.

Vigo Elementary has developed a set of Benchmarks. Each grade met and determined what skills need to be introduced, developed, or mastered during each grading period. Then corresponding grade levels met to determine the appropriateness of the benchmark based on the standards provided by the state. Each benchmark scaffolds to the proceeding grade allowing our curriculum to spiral continuously through each child's experience at Vigo Elementary.

The curriculum is reviewed and revised yearly. Our goal is to consistently provide our students with a curriculum to help meet the challenges of our society.

**2.** The reading curriculum at Vigo Elementary is an integrate part of our whole curriculum. Through Grade Three reading is the focus of our curriculum. Science, Social Studies and Health are all taught through our reading curriculum. In the intermediate classrooms reading is emphasized in all of the content areas.

The reading curriculum receives extra help in our building. Students receive services through Title 1 funding, Reading Recovery, R.S.V.P reading volunteers, I-READ literacy coaches and Reading Renaissance.

The teachers at Vigo Elementary are committed to a balanced literacy model for their reading curriculum. This model allots 30 minutes or more daily for guided reading and self-selected reading aligned with best practice and scientifically based reading research. We are also committed to provide a print-rich environment for our students, through the implementation of classroom libraries.

The teachers have chosen the Four Blocks model to meet our curriculum goals. The Four Block model allows teachers a multi-levelled approach to implement their reading curriculums. This includes flexible grouping and individual attention to each student.

Best practices are urged in the achievement of our reading goals. These practices must be scientifically based and help the students achieve their goals as stated in our mission

**3.** Process writing has taken on an important role in our curriculum at Vigo Elementary. Students are taught that writing is a process that is made up of consecutive stages – prewriting, rough draft, revising, editing, and publishing.

Writing is also integrated across the curriculum at Vigo Elementary. Students write in all of their classes including music, art, and physical education. Teachers dedicate 40 minutes a day to help achieve our writing goals. During this time writing workshops are occurring in all classrooms. The writing workshop includes a mini-lesson and teacher modeling. Then students conference with the teacher for individualized instruction.

We also offer a publishing center at Vigo Elementary where students can go and publish their own stories. Books are published and then showcased in the school library for check out. Author parties are also held to celebrate our students’ successes in writing.

In our curriculum each grade level is responsible for teaching different genres of writing. This include, letter writing, persuasive writing, descriptive writing, informational reports and narratives. All of these writing styles make up the writing curriculum at Vigo Elementary.

**4.** At Vigo Elementary School teachers participate in a variety of instructional methods in their classroom. These include but are not limited to Four Block instruction, looping classrooms and learning disability team teaching. Through the use of various methods our students are able to learn based on their learning style.

Our school has created a professional workroom for teacher to share ideas and methods that have worked in their classroom. Inside the workroom is also a professional library that stores books for classroom use. We also have a collection of mathematical manipulatives available for teacher use.

Instructional strategies that are currently being implemented by Vigo Elementary faculty are as follows:

- Whole group Instruction
- Cooperative learning groups
- Discussion
- Role playing
- Lecture
- Demonstration
- Small group instruction
- Hands on
- Guest Speakers
- Panel Discussions
- Partner Reading
- Peer groups

- Individualized Instruction
- Four Block techniques
- Modeling
- Computer Instruction
- Conferencing

5. It is our desire to build a professional learning community within our school, while ensuring every educator has the skills, knowledge and attitudes to improve student achievement. All staff members recognize the need for continuing education in order to stay abreast of new trends and techniques. The staff participates in monthly professional development meetings focused upon learning strategies, effective teaching techniques and assessment designs. Grade level meetings across the school corporation are offered, as well as, in-service days. Faculty is encouraged to attend at least one workshop outside our corporation. Time for sharing knowledge gained at workshops is allotted. Vigo's professional library continues to be updated and available for staff use.

Teachers are actively involved in book study programs. These books focus on best practice strategies and scientifically based reading research. We are also involved in grade level and cross grade level collaborative teams. During these team meetings teachers analyze student work to determine progress toward standard mastery and to determine weaknesses. Using Schmoker's model for team meetings, we analyze disaggregated data, brainstorm and research innovative strategies to correct deficits, and then try strategies, and bring in more student work

## **STATE CRITERION-REFERENCED TESTS**

The Data Display Table is illustrated below.

**Grade:** 3

**TEST:** ISTEP+

**PUBLISHER:** McGraw-Hill Publishers

**What groups were excluded from testing?** No groups were excluded from testing.

### **ISTEP Test Performance**

The "Percent Meeting State Standard" is the percent of students, in the selected school, who passed both the English/Language Arts and Math parts of ISTEP.

The "State Average Meeting Standard" is the percent of students statewide who passed both the English and Math parts of ISTEP.

Testing Month	2001-2002 Oct.	2000-2001 Oct.	1999-2000 Oct.
<b>SCHOOL SCORES</b>			
<b>TOTAL</b>			
Percent Meeting State Standard	82.8	69.6	63.5
Number of Students Tested	58	69	52
Percent of total students tested	100	100	100
Number of Students Excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. Economically disadvantages--Language Arts			
Percent Passing	81 N/A	N/A	
2. Economically disadvantages--Math			
Percent Passing	89 N/A	N/A	
<b>STATE SCORES</b>			
<b>TOTAL</b>			
State Average Meeting Standard	74.1	69.6	63.5
State Mean Score	57.6	56.9	60.7

Disaggregation scores for economically disadvantaged students were only available for the 2001-2002 school-year from the Indiana Department of Education.

## REFERENCED ASSESSMENTS AGAINST NATIONAL NORMS

Grade: 3

Test: ISTEP+

Publisher: McGraw-Hill

What Groups Were Excluded: No groups were excluded from testing.

Scores are reported here as: Percentiles

	<b>2001- 2002</b>	<b>2000- 2001</b>	<b>1999- 2000</b>		
Testing Month	October	October	October		
<b>School Scores</b>					
Total Score	82.80%	77.50%	71.20%		
Number of Students Tested	58	69	52		
Percent of Total Students Tested	100%	100%	100%		
Number of Students Excluded	0	0	0		
Percent of Students Excluded	0	0	0		
<b>Subgroup Scores</b>					
Economically Disadvantaged LAN.	81%	NA	NA		
Economically Disadvantaged MATH	89%	NA	NA		
	<b>2001- 2002</b>	<b>2000- 2001</b>	<b>1999- 2000</b>	<b>1998- 1999</b>	<b>1997- 1998</b>
<b>NATIONAL SCORES</b>					
Total Score	4.6	4.6	5	3.8	3.5
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation	1.9	1.6	1.7	1.4	0.9
<b>TOTAL READING</b>					
Total Standard Deviation	4.7	4.6	4.6	3.7	4.1
<b>TOTAL LANGUAGE</b>	2.7	2.2	2.3	1.8	1.8
Total Standard Deviation	5	4.9	5.1	4.1	3.6
<b>TOTAL MATH</b>	3.5	2.7	2.9	2.4	1.3
Total Standard Deviation	4.2	4.3	4.7	3.7	3.4
Total Standard Deviation	1.5	1.2	1.4	1.4	1

Disaggregation results are not available for years prior to 2001-2002 through the Indiana Department of Education. 2002-2003 results are reported using the state's new cut scores and should not be compared to previous years.

