

2003-2004 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal: **Mr. Gary Weitz**

Official School Name: **Pateros Elementary School**

School Mailing Address: **PO Box 567 344 West Beach Street
Pateros, WA 98846-0098**

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E-mail: gweitz@pateros.org

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.

_____ Date _____
(Principal’s signature)

Name of Superintendent: **Mr. Dennis Przychodzin**

District Name: **Pateros School District**

Telephone: **(509) 923-2343**

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.

_____ Date _____
(Superintendent’s signature)

Name of School Board Chairperson: **Mr. Steve Nieuwenhuis**

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.

_____ Date _____
(School Board Chairperson’s Signature)

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complain or to conduct a district-wide compliance review.
6. The 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 or the Constitution's equal protection clause.
7. 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.
8. 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

1. Number of schools in the district: 1 Elementary School
1 Junior High School
1 High School
3 Total

2. District Per Pupil Expenditure: \$8,571

Average State Per Pupil Expenditure: \$7436.15

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

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

2 If fewer than three years, how long was the previous principal at this school.

5. Number of students enrolled at each grade level in applying school:

Grade	# Males	# Females	Total
K	8	9	17
1	12	12	24
2	9	11	20
3	9	10	19
4	8	4	12
5	12	14	26
6	13	12	25
	TOTAL STUDENTS		143

6. Racial/ethnic composition of students in Pateros School District
- | |
|-------------------------------------|
| <u>50.4</u> % White |
| <u>0</u> % Black/African American |
| <u>46.6</u> % Hispanic/Latino |
| <u>2.3</u> % Asian/Pacific Islander |
| <u>2.3</u> % American Indian |

7. Student turnover, or mobility rate, during the past year: 7.69 %

(1)	Number of students who transferred to Pateros after October 1 until the end of the year.	3
(2)	Number of students who transferred from Pateros after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students	11
(4)	Total number of students in the school as of October 1	143
(5)	Subtotal in row (3) divided by total in row (4)	.076
(6)	Amount in row (5) multiplied by 100	7.69

8. Limited English Proficient students in the school: 23%
31 Total Number Limited English

Number of languages represented: 1 Spanish

9. Students eligible for free/reduced-priced meals: 64.4 %
86 Total Number of Qualifiers

10. Students receiving special education services: 11%
15 Total Number Served

Students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- 1 Autism
- 8 Speech or Language Impairment
- 1 Other Health Impaired
- 5 Specific Learning Disability

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)	1	1
Classroom Teachers	14	1
Special resource teachers/specialists	2	
Paraprofessionals	5	2
Support Staff	<u>1</u>	<u>1</u>
Total Number	<u>23</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio: 9

13. Attendance patterns of teachers and students as a percentage.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily Student Attendance	95%	94%	95%	94%	94%
Daily Teacher Attendance	95%	95%	94%	95%	95%
Teacher Turnover Rate	6%	6%	6%	6%	12%
Student Drop Out Rate	0%	0%	4%	0%	0%
Student Drop Off Rate	0%	0%	4%	0%	0%

Part III – Summary

The town of Pateros is located at the confluence of the Methow and Columbia Rivers in Okanogan County, Washington State. Pateros School District, which overlooks these two rivers, resides in a rural community where fruit orchards, dominantly apple and pear, are the primary economic base for the district. Two fruit warehouses, a bakery, bank, tavern, restaurant, a convenience store and a hardware store are the primary businesses.

Employment centers on the apple industry. Because of the agricultural nature of our area, the Hispanic population has increased substantially every year; currently, the first grade is 50% Hispanic; five years ago – 36%; and ten years ago, 20% of the first graders were Hispanic. This trend is projected to continue.

The apple industry has suffered severe economic losses over the last five years. This creates problems for our small school district, consisting of **one** building which houses approximately 290 students – kindergarten through 12th grade. We lost two maintenance and operation levies in 2001/2002. This trend stopped through energetic interaction between the school and community; even in dire economic times, the 2003 and 2004 levies passed.

In spite of the economic devastation in our area, Pateros Elementary School continues to operate on the firm belief that children are the nation’s future and that superior, not just adequate, education is essential for their success. A dedicated, talented, and highly competent staff is and has been the cornerstone of our school for many years.

Our staff supports and actively pursues the mission of the Pateros Elementary School. It is our shared belief that we will be accountable for providing and maintaining a positive, challenging and learning experience for **all** students. In order to provide...this environment, it is our mission to develop and implement programs that provide **all** students with the knowledge, skills, and attitudes that...will prepare our students to become productive members of a democratic society. We believe that only through a partnership with parents and community can we make a significant difference in the lives of the students that attend our school. We utilize a collaboration of staff, students, parents, and community members to develop our district vision...from which meaningful and research based educational programs emerge.

Our school is a “family” school. Community members help students with reading difficulties in the junior high and high school; high school students help teach (and raise) our junior high and elementary students. Most teachers know a child from kindergarten through graduation as a 12th grader. Most students know each other well; many for their entire life. This structure enhances the philosophy of the school - that we care deeply about each other in all aspects of growth: mentally, physically, and morally.

We are thrilled to be nominated as a blue ribbon school. This recognition is significant in our conversations with staff, students, parents and community. Pateros Elementary School will continue evaluating and adapting the best researched programs to fit the needs of our students, in collaboration with parents, students and community.

Part IV – Indicators of Academic Success

Pateros Elementary School’s Assessment Program for Reading and Math includes:

- Grade 2 Reading Assessment: Measures oral reading accuracy and fluency skills
- The ITBS (Iowa Tests of Basic Skills) - grade 3: Measures basic skills reading/math
- The WASL (Washington Assessment of Student Learning) - grade 4: Measures application of knowledge to problem-solving tasks. It is also used to evaluate the school’s performance improvements.
- The ITBS – grade 6: Measures basic skills in reading, language arts, and math

The meaning of the results of Pateros Elementary School’s assessment in reading is:

The ITBS and ITED are norm referenced tests designed to provide national comparisons. The test compares our school’s performance with others across the country. A 55% score means out of a 100 students, the child ranks 55th or scored as high or higher than 55 % of students taking the test. Individual and classroom weaknesses in sub areas such as vocabulary, comprehension, and punctuation are identified, evaluated, and addressed.

The WASL measures student achievement of academic standards that define what students should know and be able to do. The standard is rigorous and fixed. It measures the application of skills to problem-solving tasks and real-world situations. The maximum score in reading is 460 with 400 or higher required to meet the standard. In math, the maximum score is 568, with 400 needed to meet standard. In both reading and math, Levels 1, 2, 3, and 4 reflect: well below standard, below standard, meets standard and well above standard, respectively. Sub areas such as interpretation, analysis and comprehension provide individual and group information to assess and guide change.

The results of both assessments provide teachers and administration with individual and classroom knowledge of our school’s performance. The results provide individual scores in sub areas such as critical thinking that give insight for a teacher to help the child improve his performance. If class scores show deficiencies in skills, teachers identify them; teachers then look for programs to meet the deficiencies and implement them.

2. Assessment data is aggregated and disaggregated through the Washington Query system on a CD that is mailed to the school from OSPI (Office of the Superintendent of Public Instruction). Data is also received through paper reports of both classroom and individual students from the testing agent. In addition, we access further data through OSPI if we have additional concerns or questions.

The superintendent, principal and counselor assess the data as it becomes available. Comparisons are made to past years' data. This data is then given to each teacher to review. Teachers, counselor and administration meet on early release days to discuss the overall data and its meaning; we identify weaknesses; we then separate into subject area groups to discuss what is needed to provide programming that will address the specific problems. Time is spent in evaluating research-based programs or "best schools" programs. Implementation follows after further discussion of possible change or addition occurs at staff development meetings. After implementation, evaluation of the new program(s) occurs in May.

3. Student performance is communicated to parents, students and the community in a variety of ways:

- Teacher letter, email, or phone call
- School reports: Interim Reports; Report Cards
- Monthly school newsletter
- Local newspapers
- Local radio stations
- Television news programs addressing our area
- Web site: www.pateros.org

Teachers send letters, email, or call parents whenever a child performs in an outstanding way or when problems exist. Students are assessed formally by classroom teachers every three weeks; interim reports are mailed to parents for high or low performance. Report Cards are given to students every term or every 45 days. Students are honored through the media (newsletter, newspaper, radio, and TV) for their academic performance.

Elementary teachers share the assessment data with parents during conference time. Teachers understand the meaning of the results and discuss the data with the students' parents and the student. A special assembly for parents and community also honors students' performances.

The community receives information on group or classroom performances through the media: Pateros Elementary School monthly newsletter, The Quad City Herald or Wenatchee World (newspapers), the radio stations in Chelan and the TV stations in Spokane.

4. Our success in improving our reading, math and writing assessment scores is based on a program that is in constant evaluation and restructure. We have shared our successes with neighboring school districts through seminars presented by our local Educational Service District as well as through other school sponsored seminars.

Our reading, writing, and math teachers communicate with other teachers in their subject area through technological methods such as email and chat rooms. These teachers also place information on our website that others may access.

We are constantly seeking input from other successful schools; the more interaction we share, the more successful each school district will be.

Part V – Curriculum and Instruction

Elementary Curriculum (K-6):

Reading – Although the adopted text is Spotlight on Literacy, multiple resources are used, including Book Baskets, Read Well, Accelerated Reader, and Picture Books; Phonics is taught, but aspects of whole language are used. Pre reading, vocabulary before reading, questioning, and critical thinking are used extensively in the instruction of reading. Frequent assessment is done, resulting in individual programming where needed. Time spent in actual reading is fundamental. Silent Reading for 30 minutes a day is sustained throughout the elementary system. ParaProfessionals and Cross Age Tutors are used extensively in one on one reading.

Math – The adopted text is Math Advantage; the selection was made because of the extensive problem solving and critical thinking focus. Tool Kits are used frequently, as are manipulatives.

Science – After reviewing multiple programs, Foss science kits were purchased because of its inquiry learning and hands on approach. The scientific process is used throughout.

Social Studies – Magazines such as Scholastic News are used along with media presentations and hands on projects; geography, U.S. history, cultures are introduced. Internet and media work is common. All classes have computer centers.

The subjects below are taught by high school specialists:

- Music - includes basic movement and voice; flutophones at 5th grade, band in 6th.
- Art – includes 100 minutes a week for each grade; focuses on the basics.
- Spanish – 50 minutes once a week for each grade level; focus is on basics.
- Physical Education: Required 100 minutes a week; 6th grade 150 minutes
- Life Skills: Careers, Substance Abuse Prevention- Project Alert, 2nd Step Program

2. The Pateros Elementary School's reading curriculum is scoped and sequenced from K-6th grade. It addresses the Essential Academic Learning Requirements required by the state of Washington. We have been working on implementation of a reading program that is effective for many years. Elementary meet with junior high and high school teachers to implement programs that will effectively address our **unique problems**, existing in both the elementary and secondary school: **bilingual speakers and low reading levels in fluency and comprehension of non bilingual students**. Teachers attend numerous seminars; speakers expert in reading visit our school. Americorps, Vista and community volunteers assist. Through much effort, evaluation and reevaluation, we have developed the following reading program, chosen because it addresses our concerns in having all students master reading at grade level or higher:

Our primary focus is on reading. In addition to the regular classroom reading program, all students K-2 are involved in **book baskets** where students read one on one with paraprofessionals and cross age tutors from the high school or volunteers from the community. Individual low readers also receive additional one on one time with two **reading specialists and paraprofessionals**. **Silent Reading**, using the **Accelerated Reader program**, is a focus after lunch for 30 minutes each day for all elementary students K-6. **Afters**, supervised by the high school English teacher, offers additional reading time and assistance using the Accelerated Reader program. **Summer school** is offered to assist struggling readers.

3. Our mission is to provide all students with the skills to be successful academically and vocationally after leaving our school. The failure to meet state assessment standards in mathematics prompted the staff and administration to address our low math scores. Math, like reading, has been an ongoing project since 1998 for Pateros Elementary School.

Through our professional development program, teacher discussions during nine early release days led to the following plan: 1) increase time for elementary math from 50 minutes a day to 90 minutes a day 180 days a year; 2) reduce class size; 3) provide training for teachers; 4) expect attendance at state sponsored WASL math seminars; 5) update text books and resources; 6) address Washington State's Essential Academic Learning Requirements by providing a curriculum based on the EALRs and sequenced from K-6.

4. Instructional Methods Pateros School District uses to improve student learning include:

One on One * Small Group * Large Group * Block Scheduling * Technology/Media * Hands On * Cooperative learning * Portfolios * Phonemic Awareness and Phonics Strategies * Comprehension Strategies * Writing as A Process * Reading Strategies Critical Thinking Strategies * Feedback * Performance Assessment * Direct Instruction Modeling * Questioning Strategies * Study Skills * Prior Knowledge * Mental Imagery * Mneumonics * Metacognitive Awareness * Graphic Organizers * Pre Reading Vocabulary Instruction * Multiple Intelligences * Learning Styles * Varied Seating Arrangements * Alliance with Methow Valley Artists * Guest Speakers

All teachers and paraprofessionals at Pateros Elementary School are taught Madeline Hunter's theory of instruction. They also receive instruction in Bloom's Taxonomy. Each teacher receives and uses a Cooperative Learning portfolio, a Block Scheduling Instruction text and an Effective Schools Packet to encourage varied instructional methods. A technology specialist assists with technology instruction until teachers feel competent using most educational programs.

5. Our school's professional development program has been very successful in its impact on improving student achievement. This success is apparent in improved state assessment scores as well as in the number of students attending college (consistently at 85% or higher) and in an almost non-existent drop out rate. This success is apparent academically, but from a more affective view, students thrive at Pateros. They are nurtured emotionally, increasing their determination to do well. Our professional development program has actively sought skills for improving academic success of students and for improving the nurturing environment to support **all** students.

Since 1998, the following professional development has been in place:

Early Release – One Wednesday each month students leave at 11:40; teachers stay for a planned inservice until 3:30 This inservice is designed to inform teachers and paraprofessionals about current instructional issues. Much of the focus since 1998 has been on reading and math improvement. Our school improvement plan's primary focus is reading. This inservice also provides time for teachers to discuss problems occurring in classrooms and provides time to plan solutions to problems.

Seminars – The district encourages staff to attend seminars related to their teaching assignment by paying for tuition and transportation costs related to the seminar.

Visitations – The district encourages staff to visit schools with "best practice" or innovative programs. A substitute teacher is provided and transportation paid.

Summer Get-togethers – Teachers over the last two summers have been paid to improve instruction by providing time for teachers to work on curriculum in groups

Washington State Criterion–Referenced Tests

Test: Washington Assessment of Student Learning		Grade: 4				
Edition: New Each Year			Publisher: Riverside Publishing			
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Month>>>>>	April	April	April	April	April	April
Scores						
Meets or exceeds Standard:						
Reading	79.2	55.6	65.2	80	46.2	60
Above Standard	20.8					
Below Standard	8.3					
Well Below Standard	12.5					
Math	79.2	48.1	13	65.2	23.1	32
Above Standard	45.8					
Below Standard	12.5					
Well Below Standard	8.3					
Tested	24 100%					
Subgroup						
1. Hispanic						
Meets or exceeds Standard:Reading	80					
Math	60					
Tested	10 100%					
2. Sex						
Meets or Exceeds Standard:Reading Female/Male	73/89					
Math	73/89					
Tested	100%					
State Scores						
Meets or Exceeds Standard:Reading	67					
Math	55					

Test: Iowa Tests of Basic Skills		Grade: 3		
Edition: Form M - 1996		Publisher: Riverside Publishing		
	2002-2003	2001-2002	2000-2001	1999-2000
Month>>>>>	March	March	March	March
Scores/Percentiles				
Total Score	73	64	56	57
Reading	64	57	48	53
Math	80	71	63	61
Total tested	12 100 %			
Subgroup				
1. Hispanic Total Score				
Reading	61			
Math	47			
Tested	7 100%			
2. Sex Total Score				
Reading	73			
Female 3 /Male 9	68/58			
Math	81/76			
Tested	12 100%			
State Scores/Percentile				
Composite	63			
Reading	60			
Math	65			

