

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

Name of Principal Ms. Linda E. Sears
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address HC 61 Box 14
(If address is P.O. Box, also include street address)

Frametown West Virginia 26623-9401
City State Zip Code+4 (9 digits total)

Tel. (304) 364-5526 Fax (304) 364-8620

Website/URL http://boe.brax.k12.wv.us E-mail lsears@access.k12.wv.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 _____

Name of Superintendent* Mrs. Carolyn D. Long
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Braxton County Schools Tel. (304) 765-7101

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 Mrs. Arlene Herndon
(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 _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 complaint 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. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
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

All data are the most recent year available.

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

1. Number of schools in the district: 6 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other (Briefly explain)
- 8 TOTAL
2. District Per Pupil Expenditure: \$7420.70
 Average State Per Pupil Expenditure: \$7690.98

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. 7 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
K	11	22	33	7			
1	15	16	31	8			
2	10	10	20	9			
3	19	15	34	10			
4	18	12	30	11			
5				12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							148*

*This number does not include 19 four year old students and 6 three year old students.

6. Racial/ethnic composition of the students in the school: 100 % White
 _____ % Black or African American
 _____ % Hispanic or Latino
 _____ % Asian/Pacific Islander
 _____ % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 13.8 %

(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.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	22
(4)	Total number of students in the school as of October 1	159
(5)	Subtotal in row (3) divided by total in row (4)	0.138
(6)	Amount in row (5) multiplied by 100	13.8

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: _____

Specify languages:

9. Students eligible for free/reduced-priced meals: 76 %

113 Total Number Students Who Qualify

If this method does not produce 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: 31 %
46 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>29</u> Speech or Language Impairment
<u>5</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Gifted	<u>5</u> Preschool Special Needs (Kindergarten Students)

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>0</u>
Classroom teachers	<u>8</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>5</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>20</u>	<u>6</u>

12. Average school student-“classroom teacher” ratio: 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	93.81	93.20	94.34	94.70	94.47
Daily teacher attendance	95.20	95.20	96.20	95.60	95.90
Teacher turnover rate	0%	11%	5%	5%	11%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page. Include at least a summary of the school’s mission or vision in the statement.

Frametown Elementary School sits on a knoll overlooking the heart of the community. A small, rural school with a current enrollment of 173 students from preschool through fourth grades, Frametown Elementary School was originally constructed in 1958, with much needed additional classrooms and a multi-purpose room added in 1971. A single story brick and block building surrounded by several acres of outdoor “classroom” space ranging from a T-ball field and playground, to an actual outdoor classroom, finds students, teachers, parents, and community members all actively engaged in learning.

The majority of the Frametown Elementary staff lives in Frametown or the surrounding communities. On average, the typical staff member has ten years of teaching experience. All of our teachers are committed to providing our students with the best possible education. Our belief is that all students must be held to a high level of expectations in order to prepare for the future. As a staff we research and plan effective staff development sessions to further improve the educational process and best meet the needs of our students.

Establishing and developing a solid foundation from which to build, the mission of Frametown Elementary School is to provide a developmentally appropriate education to all children from preschool through fourth grade, affording each child the opportunity to attain maximum growth physically, academically, technologically, socially, and emotionally. All resources including parents, the community, businesses, partners-in-education, and higher education are incorporated to assist with this mission.

Although we are a small, rural school, we face many of the challenges of “inner-city” schools located in metropolitan areas. Since many of our students come from low socio-economic backgrounds, qualify for free or reduced lunch, and have limited opportunities for cultural experiences, it is up to the school to provide students with a wide variety of activities, learning experiences, and field trips. As a result of living and learning in a depressed area, our school has been named a Title I School-Wide Project. This designation makes funding available for staffing in the areas of reading and math. Additionally, much needed money is available for extra instructional supplies and materials. Frametown Elementary, as well as all of Braxton County, provides an opportunity unique to the state in that we have full-time daily preschool for our four year old children as well as a home-based program for three year old children. As preschool students are introduced to the school environment and begin learning reading and math readiness skills, parents are offered many valuable skills ranging from GED courses to parenting tips. Our special education programs include instruction for students with preschool special needs, specific learning disabilities, mild mental impairments, behavior disorders, speech/language disorders, visual impairments, as well as counseling and gifted services.

As a school, we offer an after-school tutoring program for students having difficulty with reading and/or math. This program is fully funded with a 21st Century Learning Grant and staffed by community volunteers. Our Parent Teacher Association is vital to fund-raising each year. This active group sponsors an annual Safe Halloween Party, funds the school store and the annual fourth grade trip, allocates \$3.00 per student for each classroom teacher, and assists with the funding of field trips.

This year, as a result of our Stanford Achievement Test results, Frametown Elementary received the West Virginia Achieves Award from the West Virginia Department of Education. Frametown Elementary School was recognized in all three possible areas: Making Adequate Yearly Progress, Showing High Achievement, and Making Notable Improvement over the previous years’ test results.

Working together in the home and at school, parents, staff, and students are successfully bridging the gap between socio-economics and academics.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

The Stanford Achievement Test, Ninth Edition (SAT-9) is administered annually with the results serving as the framework for the curriculum. Textbook adoption and supplemental materials, as well as staff development sessions, are all guided by test results and student needs. Students’ academic strengths and weaknesses on the SAT-9 along with additional results collected via Compass Learning Basic Skills programs, the West Virginia Informal Reading and Math Assessments, and the Accelerated Reading program combine to determine areas for curricular improvement.

In examining SAT-9 results in reading and math over the past five years, both third and fourth grade students have shown marked improvement while the percentage for free and reduced lunch rate has remained steady in the mid-to-upper 70s. The initial “wake-up” call came in 1999 when third grade students scored at the thirty-sixth percentile in total reading, the fifty-fifth percentile in total math, and the forty-eighth percentile in total basic skills. Fourth grade results were very similar with students scoring at the forty-sixth percentile in total reading, the fifty-sixth percentile in total math, and the fifty-third percentile in total basic skills. It was then the staff redoubled their efforts to increase student achievement. Collaborative work sessions and research were done to discern the best methods to increase student learning.

While the classroom make-up of a group of students does change from year to year, the expectation for high test scores remains the same. Examining Percentile Mean Scores gives the staff a “snapshot” of student performance and allows for the determination of specific content areas that are in need of immediate improvement as well as those that need to be maintained. From 1999 to 2003 third grade SAT-9 scores increased 105% in total reading, 53% in total math, and 63% in total basic skills. Fourth grade SAT-9 scores showed a marked improvement as well with a 61% increase in total reading, a 50% increase in total math, and a 51% increase in total basic skills. Individual and Classroom Right Response Reports allow teachers to see individual concepts that are strengths and weaknesses. These reports indicate the number of students scoring correctly on each question of each subtest and pinpoint areas that are in need of immediate attention.

Beginning in spring 2004, the West Virginia Educational Standards Test (WESTEST) will be administered throughout West Virginia. This is a norm-referenced and a criterion-referenced test. It is our expectation that continued improvement in basic skills will occur.

One can readily see that a wide variety of assessment tools are implemented at Frametown Elementary to evaluate student progress. Each assessment is crucial for the success of each and every child. While we do have a low socio-economic base, the results of all of the existing assessment tools indicate that there is no significant discrepancy between students attending Frametown Elementary and any other school within Braxton County or the state of West Virginia.

2. Show in one-half page how the school uses assessment data to understand and improve student and school performance.

Frametown Elementary School annually administers a variety of assessments both formally and informally with the results driving the entire curriculum. The Stanford Achievement Test, Ninth Edition (SAT-9) is broken down into the following subtests: reading vocabulary, reading comprehension, total reading, math problem solving, math procedures, total math, language, spelling, science, social science, total basic skills, and a complete battery score. As each subtest is analyzed, staff members determine which areas need the greatest amount of attention as well as the materials and supplies necessary to improve classroom instruction.

Another valuable tool of student assessment is the Compass Learning Basic Skills Program. This skills-based computer program is designed for individual student pacing in the areas of reading, math, and language arts. This program monitors student progress and provides a wide variety of data and reports. One key component of this program is the ability to individualize the lessons to each student's appropriate grade level. This valuable option provides remediation and/or enrichment on a daily basis for students in kindergarten through fourth grades.

A third component in the assessment of our students is the Accelerated Reading Program. This reading comprehension program is enjoyed by all students. Students in kindergarten or struggling readers, work with fourth grade students, parents, or staff to successfully read books and quizzes. Older students read and assess comprehension independently. Also a computer-based assessment tool, this program is student motivated.

The West Virginia Informal Reading Assessment and Informal Math Assessment are used in grades kindergarten through third to check for mastery of individual reading and math skills. This assessment provides key information for each child indicating strengths and weaknesses. Given three times each year, the results become part of each student's portfolio.

A final piece of the assessment results relies on the classroom teacher. Both standardized and teacher-made tests, along with skill checklists, are used to assess learning in kindergarten through fourth grades.

The process of analyzing evaluation results will always be a valuable tool. Teachers focus instruction to maximize student learning and initiate diagnoses and prescriptions for addressing those weaknesses.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Communication regarding any issue is essential for school success. Prior to the first day of school, an Open House is held to allow students, parents, and staff members to become familiar with school and teacher expectations for the year. Students in grades preschool through first receive a parent folder. This folder is sent home each evening with important announcements along with reading assignments. This folder must be signed nightly. Assignment books used for students in second through fourth grades allows daily communication between the teacher and the parent. Additionally, all students take home a weekly packet with completed assignments. This packet also must be signed by the parent.

During the school year progress reports are sent home at the end of each marking period. Additionally, mid-term reports are sent home between marking periods to keep the parents informed of academic progress or problems. Parent-Teacher Conferences are scheduled each fall and spring for parents and teachers to discuss issues involving their students. As the need arises, parents are invited to participate in Student Assistance Team meetings. These meetings include the classroom teacher, the Title I teacher, the special education teacher, the principal, and the parent. These meetings are designed to offer intervention strategies in the classroom and home for the student to boost his/her academic performance, as well as planning for further evaluation if necessary.

SAT-9 and West Virginia Writing Assessment results are analyzed and shared among staff, parents, and students. Each parent annually receives the West Virginia Report Card issued by the West Virginia Department of Education. This document compares the school to other schools in the county and the state. Parents are encouraged to examine this report and share it with all family and community members. The report is also published in the local newspapers.

Additional communication is also maintained with a monthly student-written newsletter, a master calendar, monthly calendar updates, and articles/current events published in the local newspapers. Community members are invited to participate in the annual Appalachian Heritage Festival, the Halloween Community Event, the Thanksgiving Dinner, the 21st Century After School Tutoring Program, special presentations, and the parent volunteer program.

4. Describe in one-half page how the school will share its successes with other schools.

When people work together and attain a goal, there exists not only a feeling of satisfaction at a job well done but also a desire to share the knowledge. Upon successfully gaining recognition as a No Child Left Behind National Blue Ribbon School of Excellence, the staff will make themselves available for sharing any ideas, including instructional strategies, parent involvement, student motivation, and technology integration, that have allowed the students of Frametown Elementary to bridge the gap between academic success and low socio-economics to become a high achieving school.

Continuing to do “what works” is what the staff of Frametown Elementary is all about. If one teacher has an idea/strategy that works, it is shared. The school is currently piloting a 21st Century Learning Grant After-School program for students struggling with reading and/or math. Participants are also provided a much needed nutritious snack. This program is staffed by local community members, school staff, and high school students. With the success of this program, the administration will share key components that will enable other elementary schools to replicate the program.

A team approach to educating children is the one concept that the staff of Frametown Elementary would readily share with everyone. Our staff knows the value of collaboration and is willing and able to spread this message to our colleagues throughout the area. Educators are welcome to observe our programs in action.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions.

The state of West Virginia has developed Content Standards and Objectives (CSOs) that provide the driving force for the school’s curriculum. These CSOs give direction for each academic subject at each grade level and provide the framework from which to work toward the goals and high expectations for Frametown Elementary students. With each academic subject, a scope and sequence by grade level follows a logical learning sequence with accelerating levels of difficulty according to Bloom’s Taxonomy.

Regardless of the academic area, student success in reading is crucial. Frametown Elementary uses SRA Open Court Reading, a phonics-based approach for reading instruction. This program which incorporates language and writing skills, allows learners to “build a bridge” between pictures, sounds, and letters to actually reading. While this series meets all of the state required mandates, instructional materials in language and spelling are used to supplement this approach. Teaching morphographic spelling along with the parts of speech, sentence and paragraph writing and other grammar skills enhance student performance in throughout the curriculum. Staff members are constantly seeking research-based materials to implement for further enhancement of reading, the cornerstone of the curriculum.

Writing across the curriculum is also a daily component of the instructional process. Encouraging students to write in areas such as math, science and social studies as well as all other areas of the curriculum is essential to good writing. With the implementation of graphic organizers, the writing process is streamlined and allows students to express themselves in a logical progression.

Math instruction focuses on problem solving and procedures. A wide variety of strategies and materials are incorporated into daily instruction to maximize learning. Manipulatives are used for hands-on learning. Small group instruction is implemented each afternoon to focus on key concepts. Drill and practice activities are completed each day to improve skill levels.

Instruction in social studies focuses on basic concepts regarding the country and world around us. The main content of science instruction emphasizes the environment and how it relates to the plants and animals. Each year students continue to build on knowledge previously learned utilizing scope and sequence. Annually Frametown Elementary School sponsors both social studies and science fairs to spark student interest in these subject areas.

The arts are a vital part of instruction. Art and music are often incorporated into core subjects such as reading, math, science, and social studies. The school sponsors special guests that afford students the opportunity to experience the arts first-hand.

Physical education is a valuable component of the curriculum. Building skills for the Presidential Physical Fitness Test, improving both fine and gross motor skills, providing instruction on current nutrition and health topics, and discussing issues relating to character education are some of the areas of concentration.

While at present there is no formal instruction in foreign languages, multicultural activities that involve language, art and music are regularly offered in individual classrooms as well as school-wide assemblies.

The staff is engaged in an on-going process to make available to the students the best textbooks, materials, lessons, and instruction for all core subjects.

2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

It is the belief at Frametown Elementary School that reading is the cornerstone for all academic success. Without success in reading, all other areas of the curriculum are forfeited. Beginning at the age of three, students begin to become familiar with picture-word association. Pictures, objects, and words are associated to forge the framework for reading. By kindergarten, students are combining letters and sounds to form words, sentences, and actually reading. Our basic reading program is phonics-based SRA Open Court Reading. This series is complimented with SRA Spelling Mastery in grades first through fourth. Additionally, an independent language arts series by Macmillan/McGraw-Hill introduces and reinforces necessary language skills.

The SRA Open Court Reading series incorporates five core elements to provide maximum learning. Phonemic awareness, specific phonics instruction, vocabulary and building background knowledge, language skills, and comprehension strategies. Research throughout the years has shown that approximately eighty percent of all elementary students will successfully learn to read with a phonics-based program. Students struggling with this approach begin learning with the sight word method at the beginning of second grade. Additional time is also spent with the Title I teacher to further ensure success.

Key early education staff has received training in a pilot phonemic awareness program. At-risk kindergarten and first grade students are targeted for additional instruction. This program has been effective in increasing pre-reading skills as evidenced by pre- and post-assessment.

Another key piece of the reading puzzle is the Accelerated Reading Program. This research-based program has allowed students to make positive gains in reading comprehension. As students complete stories or books and take quizzes, they see immediate results. Points are accumulated based on the difficulty of the stories and rewards are afforded each student. Parents are kept up-to-date on student progress.

Approaching reading with a variety of tools and strategies allows students at Frametown Elementary to become lifelong readers and learners.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Frametown Elementary School has determined its mission is to provide all students with a developmentally appropriate education affording each child the opportunity to attain maximum growth physically, academically, technologically, socially, and emotionally. While reading is the number one priority of the staff, the academic area of math is a close second.

While math ranges from number recognition to a wide variety of advanced courses, it is an essential component for everyday living. Students begin in preschool associating numbers with manipulatives and continue to build upon these skills as they progress through the grades. Students must be good problem solvers to be successful in other academic areas. At Frametown Elementary we use the Math Advantage series published by Harcourt Brace. One supplement to this series is the Compass Learning Basic Skills math component. Offering students lessons from math readiness to higher level thinking skills, this student-paced program provides enrichment and remediation activities. Teachers also incorporate Drop in the Bucket Math, and Mad Minute Math. Each program is a skill building program for students in first through fourth grades. While Drop in the Bucket Math focuses on previously taught skills, Mad Minute Math is a daily math facts drill.

During the 2003-2004 school year, "Mountain Math" has been implemented in kindergarten with funds currently allocated to purchase another computer-based, student-driven program Math in a Flash. With staff constantly researching and examining the best teaching materials available, students will continue to improve their essential skills and knowledge base in the curriculum area of mathematics.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

The staff of Frametown Elementary School incorporates a wide variety of instructional strategies to improve student learning and ensure academic success. Staff members strive to remain current with research, seeking strategies that address the multiple intelligences of its learners through direct instruction, hands-on learning, cooperative groups, and computer-based programs. The staff carefully balances daily instruction in an effort to meet the diverse needs of the students.

One instructional method for which Frametown Elementary School received a commendation during the West Virginia Office of Performance Audits was the modified block schedule for daily remediation and/or enrichment. This strategy, unique to Frametown Elementary School, concentrates on a specific skill or concept. During this time students are divided into small groups allowing for more individualized instruction.

Another instructional method which has proven effective in raising spelling scores is the SRA Spelling Mastery program. A waiver has been approved through the West Virginia Department of Education for this direct instruction approach to spelling. This program utilizes specific rules in association with sounds, blends, and word parts.

As a participant in the Foster Grandparent Program, at-risk students spend time four days each week reading orally to a senior citizen. This program not only helps our students, but affords an elderly member of the community the opportunity to spend time with children.

Through formal and informal assessments, teachers can determine whether a particular instructional method is effective. If a student or students are not grasping the material as presented, the teacher has the flexibility to offer instruction in a different modality.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Professional development provides all staff members the opportunity to acquire knowledge and skills that relate to the successful implementation of the mission and goals of the school. Being committed to delivering the highest quality education possible, the annual staff development plan is designed with all student needs in mind.

The Faculty Senate determines and prioritizes staff development needs and plans when these sessions will be conducted. Analysis of the Stanford Achievement Test results is always the primary emphasis and is scheduled as the first session held at the school when the school term begins. Additional topics planned always include training and/or instruction with student writing, staff and student technology issues, updating the Unified School Improvement Plan, and consultation with textbook representatives to become acclimated with the scope and sequence of recently adopted materials.

Frametown Elementary School's staff development plan is always designed with the improvement of student instruction as the number one priority. While school is in recess for the summer, teachers attend conferences and training sessions to sharpen skills and gather valuable knowledge. Staff may also take advantage of professional leave opportunities throughout the academic year. Staff members then implement knowledge gained through professional development in their own classrooms as well as share that information with school and county colleagues.

ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 3

Test Stanford Achievement Test, Ninth Edition

Edition/publication year 1996

Publisher Harcourt Brace and Company

Number of students in the grade in which the test was administered See chart below.

Number of students who took the test All students took the test.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score: Total Basic Skills	78	70	66	61	48
Number of students tested	27	29	25	32	22
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Total Reading (specify subgroup)	74	57	57	49	36
Number of students tested	27	29	25	32	22
2. Total Math (specify subgroup)	82	83	75	73	59
Number of students tested	27	29	25	32	22
3. Total Language (specify subgroup)	75	71	66	58	50
Number of students tested	27	29	25	32	22
4. Complete Battery (specify subgroup)	80	68	62	58	46
Number of students tested	27	29	25	32	22

ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4

Test Stanford Achievement Test, Ninth Edition

Edition/publication year 1996

Publisher Harcourt Brace and Company

Number of students in the grade in which the test was administered See chart below.

Number of students who took the test All students took the test.

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score: Total Basic Skills	80	70	67	52	53
Number of students tested	32	23	31	22	23
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Total Reading</u> (specify subgroup)	74	63	58	40	46
Number of students tested	32	23	31	22	23
2. <u>Total Math</u> (specify subgroup)	84	80	75	62	56
Number of students tested	32	23	31	22	23
3. <u>Total Language</u> (specify subgroup)	84	66	69	54	56
Number of students tested	32	23	31	22	23
4. <u>Complete Battery</u> (specify subgroup)	76	62	61	51	55
Number of students tested	32	23	31	22	23