

**Revised 4.4.05**  
**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**  
**U.S. Department of Education**

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

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

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

School Mailing Address 5305 3<sup>rd</sup> Avenue South  
(If address is P.O. Box, also include street address)

Great Falls Montana 59405-1799  
City State Zip Code+4 (9 digits total)

County Cascade School Code Number\* 1408

Telephone ( 406 ) 268-6675 Fax ( 406 ) 268-6955

Website/URL gfps.k12.mt.us E-mail howard\_corey@gfps.k12.mt.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\* Dr. Bryan Dunn  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Great Falls Public Schools Tel. ( 406 ) 268-6001

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 Mr. Mick Taleff  
(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**

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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

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1. Number of schools in the district:     15 Elementary schools  
   3 Middle schools  
   0 Junior high schools  
   2 High schools  
   1 Other  
  
   21 TOTAL

2. District Per Pupil Expenditure:     \$6,336 K-8  
 Average State Per Pupil Expenditure: \$7,578 K-8

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. 5 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	18	19	37	8			
1	23	16	39	9			
2	13	22	35	10			
3	30	24	54	11			
4	17	8	25	12			
5	17	21	38	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>228</b>

6. Racial/ethnic composition of the students in the school: 79 % White  
6 % Black or African American  
5 % Hispanic or Latino  
2 % Asian/Pacific Islander  
8 % American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: 34 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	60
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	81
(4)	Total number of students in the school as of October 1	241
(5)	Subtotal in row (3) divided by total in row (4)	.34
(6)	Amount in row (5) multiplied by 100	34

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

Number of languages represented: NA

Specify languages:

9. Students eligible for free/reduced-priced meals: 32 %

Total number students who qualify: 76

10. Students receiving special education services: 15 %  
36 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>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	<u>5</u> Cognitive Delay

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

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>	
Administrator(s)	<u>  1  </u>	<u>      </u>	
Classroom teachers	<u> 15 </u>	<u>      </u>	
Special resource teachers/specialists	<u>  1 </u>	<u> 11 </u>	
Paraprofessionals	<u>      </u>	<u>  4 </u>	
Support staff	<u>  1 </u>	<u>  6 </u>	
Total number	<u> 18 </u>	<u> 21 </u>	

12. Average school student-“classroom teacher” ratio:  15:1
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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	96%	95%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	11%	22%	5%	5%	22%

## **PART III - SUMMARY**

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Chief Joseph Elementary is a neighborhood school nestled in the Rocky Mountain Front in north-central Montana. Serving the community of Great Falls since 1964, Chief Joseph Elementary is a school community driven by high academic standards and the unwavering belief that all children can be successful. Chief Joseph, a Title One school, represents a population of parents, children, and teachers from a wide array of cultural, geographic, and socio-economic backgrounds. In addition, we proudly serve the Malmstrom Air Force Base community, with nearly half of our students affiliated with the United States military. Our unique composition of students, staff and community creates a school culture that is friendly and charming, as well as academically successful.

The foundation on which our success is built is undoubtedly our steadfast dedication to a strong, scientifically research-based curriculum that promotes and fosters significant academic achievement and accountability. We are committed to data-driven decision-making and the utilization of assessment for learning to drive classroom instruction. Our district curriculum and assessments are closely aligned to state and national standards, ensuring a consistent, comprehensive focus on the academic achievement of each child. Because assessment is such a key component of our success as a school, Chief Joseph uses a wide variety of scientifically research-based programs and practices that actively promote assessment for learning. These attitudes toward student achievement help teachers and students form a partnership that is tailored to the needs of each child. In support of our curriculum, Chief Joseph maintains a group of highly-qualified teachers who are passionate in their pursuit of educational excellence. Our consistent professional development opportunities and collaborative efforts help to sustain a professional atmosphere focused on student achievement. The support of strong school and district leadership encourages teachers to engage each student in learning that is both purposeful and authentic, while maintaining close accountability of student learning.

With the steadfast support of our learning community, we are able to actively promote our school mission, which states: Chief Joseph students will embark on the lifelong pursuit of teamwork, academic excellence, social competence, compassion, and success. As a neighborhood school, we are afforded many unique opportunities to work with each member of the close-knit community. At Chief Joseph School, we pride ourselves on a positive and successful relationship with each and every member of our professional learning community. It is our successful community relationship that has been a catalyst for our success in student achievement. Examples of our relationships include dedicated support from foster grandparents, parent volunteers, and local businesses. However, fostering children we can be proud of does not end with academic achievement. Teachers, parents, children, administration and community members all strive toward cultivating children who are not only academically successful, but who are also caring, considerate and socially proficient. The direct teaching of social skills, respect, and behavior helps us to establish a strong bond with parents and community members who help to advocate the continued success of each child.

Abraham Lincoln once said, “Your own resolution toward success is more important than any other one thing.” At Chief Joseph Elementary, the success of every child is our resolution. We are dedicated to ensuring that each child’s pursuit of success is met with the passion and fervor that defines the rich tradition of public education. The children of our community deserve nothing less.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **Assessment**

Our school holds firmly to the belief that assessment is the driving force behind instruction. We use a great deal of formative assessment throughout the grade levels, which helps us to make informed decisions about the students and their future learning. Among the specific assessments for learning we use are performance, portfolio, and student-generated assessments. We feel strongly that assessment data, when valid and reliable, will set the course for productive, meaningful instruction.

There are a number of facets to Chief Joseph's assessment results. To begin with, there are classroom assessments. These formative assessments give teachers ongoing information regarding a student's areas of strength and weakness. Teachers give daily instruction, test students consistently, and scrutinize the results to compare students' present level of performance and their academic goals. The second aspect of our assessment plan is the mandated district testing. These tests are both summative and formative in nature, giving the teachers and students a general picture of prior learning and a roadmap for future learning. Students are tested on a specific set of criteria learned over a designated amount of time. Both classroom and district assessments help students establish learning goals and targets, and let teachers cater their instruction toward areas of deficiency. Finally, the third aspect of our assessment plan is state standardized tests, where outcomes support and validate district and classroom testing results. Chief Joseph participates in state assessments by using the Iowa Test of Basic Skills (ITBS) and the Montana State Criterion Referenced Test (CRT). Both state tests are quite diverse and permit teachers to make data-driven decisions based on a student's performance. In order for assessment to be truly meaningful, each of the three aspects of assessment is closely monitored and appraised, allowing our school to make informed, data-driven decisions regarding instruction of students.

Our state defines proficient or advanced as any student in the 5<sup>th</sup> stanine or higher. By those standards prescribed by the state, Chief Joseph has far exceeded the acceptable levels of proficiency using the state's 4<sup>th</sup> grade assessment benchmark. In the year 2004 CRT testing, our percent of 4<sup>th</sup> grader students proficient in reading was 89% compared with Montana's required 55% adequate yearly progress (AYP) benchmark. Our percent of proficient 4<sup>th</sup> grade students in math was 82% compared to the state's 40% AYP benchmark. In ITBS testing, our 4<sup>th</sup> grade students scored 86.5% in reading versus the school district average of 72%. In math, our 4<sup>th</sup> grade students scored 89.2% and the district scored 74%. In addition to using the ITBS and the Montana CRT, our benchmarks are closely aligned with state standards and assessments to ensure consistency and accountability. The staff of Chief Joseph School remains vigilant about the various subgroups functioning within our student population. Although our district has very few English as a Second Language (ESL) students, we evaluate a number of other subgroups, such as ethnicity, free and reduced lunch, and disability. For example, our grade 1-5 free and reduced lunch subgroup scores 90.7% in mathematics and our grade 1-5 female gender subgroup scores 95.2% as compared to 92.3% of students overall. These scores reflect our efforts at scrutinizing data and information within subgroups as well as individually in order to monitor any inconsistencies or areas of concern. Using the Data Warehouse teachers at Chief Joseph School continue to strive to eliminate any disparity amongst all subgroups.

Achievement data for Chief Joseph School can be viewed at the following website:  
[www.gfps.k12.mt.us/chief\\_elementary.htm](http://www.gfps.k12.mt.us/chief_elementary.htm)

## **Using Assessment**

Effective classroom assessments must be clear, purposeful, appropriate, and only implemented after the careful scrutiny of highly-qualified teachers and administrators. Upon implementation, those assessments must be buttressed by scientifically researched data. At Chief Joseph School we use an electronic scoring system to track student performance on chapter and unit tests. The feedback, which is broken down by achievement in each benchmark area, is then used to understand the student's level of proficiency and determine the necessity of remediation. Each teacher understands the purpose of assessing, so that when they receive the results they know how to use the data to benefit their students. Therefore, clearly defined achievement targets for assessment are imperative in the assessment process. Teachers at Chief Joseph motivate students by actively engaging them in classroom assessment. When students are involved in the assessment, they have a greater sense of ownership and a clearer indication of their areas of strength and weakness. At the beginning of each new school quarter, students are asked to set achievement goals that are reviewed at the end of the quarter. Using achievement goals, students are challenged to strive for a more meaningful school experience focused on improving themselves.

One of the benefits of achievement testing has been the greater emphasis on higher-level thinking skills. The result has been that much of what we assess involves more than one method, including performance assessment, portfolios, formative assessment, and criterion-referenced testing. Teachers work to promote student success by using useful, meaningful assessments, which also includes students self-assessing their own work. Teachers and administrators use the school district Data Warehouse to access and analyze information which is used to diagnose areas of need. The Data Warehouse is effective for evaluating ITBS and CRT as well as district-level testing results and remediating weaknesses.

## **Communicating Assessment Data**

Chief Joseph School communicates student performance to parents, students and the community in a variety of ways. Academic goals are developed with students as a foundation for future learning. One strategy for establishing goals is the use of Data on the Wall, guiding students and teachers to graphically record and observe data on student performance and facilitate the communication of academic success with parents. In addition, teachers communicate progress through assorted methods. Traditional progress reports and report cards are sent home quarterly. Each classroom is conveniently equipped with a telephone and computer to facilitate consistent communication. Every Wednesday students carry home weekly envelopes containing work that has been completed and scored. The information contained in the envelopes is intended to encourage conversation between parents and children concerning academic progress. Teachers hold conferences regularly and conduct official bi-yearly parent/teacher and student-led conferences to communicate progress and set goals. Also, instructors and students develop and utilize a variety of grading rubrics to evaluate and guide student work. These rubrics help communicate a true understanding of what is appropriate, quality work for each student. Additionally, the school communicates achievement through quarterly, grade level award ceremonies. The ceremonies share the students' achievement with their peers. The school and district also provide a web site that teachers, parents and community members can access to obtain data on the school's performance.

Chief Joseph is a neighborhood school where parents and community members are welcomed into an inviting, caring environment. Frequent visits by families are punctuated by consistent communication on student academic progress and behavior. A school newsletter composed by teachers is also sent home quarterly to keep parents informed of classroom events and accomplishments. In addition to the parent/teacher newsletter sent home monthly, Chief Joseph hosts PTA meetings that help communicate activities and student performance.

## **Sharing Success**

Sharing teaching strategies and activities to improve student learning is essential in education. Time constraints severely limit the opportunities for teachers to converse professionally with other educators. As a result, effective schools must actively seek out venues that allow for the exchange of research, testimony and information related to successful instruction. Should we be so honored to receive the Blue Ribbon Award, Chief Joseph School will continue to promote and maintain a productive and highly beneficial relationship with other area schools. Our school has participated in or facilitated numerous professional development workshops, with the subject matter including reading and writing instruction and formative assessment. On many occasions we have shared our strengths by inviting other school teams from around the state to observe specific educational programs. We have had other schools observe our full day kindergarten program, the Read Well first grade and kindergarten reading programs, and the Data on the Wall formative assessment plan, in addition to other teams that have come to observe our successful climate and other attributes. Chief Joseph's accomplishments and ideas are often disseminated through newspapers and television within the community. Having built a strong reputation for academic achievement and student motivation, Chief Joseph is considered a benchmark for success.

The Great Falls Public School district also provides many opportunities for sharing success with a wide array of professional development courses and committee meetings focused on individual areas of education, like communication arts, math, and assessment. Testimony of our school's success is also circulated through traveling specialists, such as teachers of library media, gifted education, music, and art. Weekly administrative meetings give our principal the chance to share our success with other educational leaders, which often stimulates even further prospects for exchange. Teachers also visit individually with other teachers across the district via e-mail, phone conversations, personal contacts, workshops, meetings and other school and social events.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **Curriculum**

The curriculum at Chief Joseph is comprehensive by design. Our curriculum is closely aligned with state and national standards and addresses the principles set forth by the No Child Left Behind Act. We have carefully developed learning targets that are essential, clear, and specific to student learning. The targets fit into a continuously progressing curriculum that guides instruction across grade levels.

Our district employs the scientifically researched Harcourt Trophies program to cultivate our learning targets in communication arts. Teachers and support staff, after thorough professional development, use the program to facilitate communication arts instruction. They also make necessary professional judgments as to the supplemental materials and instructional strategies that best meet the needs of the students in their classrooms. Many training opportunities and materials are provided to teachers and staff, including concept groups, computer software, strategies for using literature, writing, and skill instruction, as well as other communication arts topics. Zoo Phonics and Read Well are also used to assure that students receive a well-balanced and consistent literary experience. The Harcourt Intervention Program is an intervention strategy utilized by the school's literacy teacher as an additional literacy supplement. At Chief Joseph, we believe children need to spend much of their day engaged in communication arts-related activities, primarily reading and writing. With a substantial emphasis on communication arts, our curriculum across grade levels immerses children in an environment rich in communication arts activities designed to promote the development of skills in reading, writing, listening, and speaking. These communication skills are integrated throughout the curriculum and fostered throughout their elementary educational experience.

The school mathematics curriculum is designed to reinforce basic skills while promoting higher-level understanding of math concepts and mathematical problem solving. Chief Joseph employs the scientific research based Harcourt math series. The series is a multi-leveled math program offering a wide variety of strategies and activity-based lessons and activities designed to ensure all learners have the opportunity to succeed in math. The Harcourt series is backed by standards-based assessment, technology support, and differentiated instruction planning options. We utilize multiple supplementary materials and programs to reach our objectives, including Developing Number Concepts, Every Day Counts, Skill Builders, and Daily Oral Math. The school has established high standards for mathematical success for each student and has continuously worked toward tailoring the math curriculum to meet and exceed those standards.

The Chief Joseph science and social studies curricula are designed around topics specific to each grade level. Our school uses the McGraw-Hill series and related materials for integrating and advancing the science curriculum and the Harcourt-Brace social studies program as the basis for our teaching of social studies. Both programs are carefully aligned with state and district benchmarks and provide multiple opportunities for content-based learning, as well as inquiry, investigation, and examination. The science and social studies curricula are also integrated throughout other areas of the curriculum, such as math and reading, to promote the application of science and social studies concepts in a differentiated environment. Chief Joseph implements curricula in the areas of art, library, gifted education, instrumental and vocal music, and physical education. These creative activities enhance and promote higher level thinking skills and cooperation, as well as provide a variety of ways for students to excel. These essential areas of core instruction enhance the overall educational experience for children by stimulating growth in the multiple intelligences.

## **Reading**

Chief Joseph uses the Harcourt-Brace Trophies program for all grade levels, kindergarten through fifth. After field testing the program in two Great Falls elementary schools that were operating under the Reading First grant, Great Falls Public Schools adopted the Harcourt-Brace Trophies program for the purpose of implementing and maintaining a comprehensive

communication arts program for all its elementary students. The decision was based on the following guidelines: 1) Reading First requirements for comprehensive scientifically based reading research programs 2) Montana's content and performance standards for communication arts 3) The five major components of reading instruction 4) A research-based and extensively field-tested program. As a supplement to the phonemic awareness and phonics components, which were rated lower, Chief Joseph continues to utilize the Read Well program for primary grades. The Read Well program is research-based and systematically presents phonics instruction with flexible grouping and formative assessments. Read Well instructors meet as a team weekly with the principal to discuss pacing, achievement, and placement.

The school's approach to reading has led to demonstrable growth. Success in statewide achievement tests as well as district and local assessments have shown dramatic improvement in reading and other communication arts related areas. Reading instruction includes reciprocal teaching, direct instruction, and flexible grouping. To facilitate dynamic reading instruction, staff development is conducted frequently in the area of reading, including professional reading and conferring with other schools to strengthen and refine reading instruction. There is also a far greater emphasis on the integration of reading and communication arts into multiple areas of learning, as opposed to the departmentalization of reading. The scientifically-proven reading program, supplemental materials, and the highly qualified staff are supported by certified resource teachers, a Title I instructor, and numerous members of the community who volunteer their time to assist in the area of reading.

## **Writing**

Proficient writing skills are critical to students' academic achievement as well as their future success. As educators, we firmly believe that obtaining proficient writing skills will ensure these successes. Our primary goal for the past three years has been the improvement of student writing skills and teacher writing instruction. Using our school mission as a foundation, we established a writing goal that promotes academic excellence and success, while fostering teamwork and collaboration. We incorporate a comprehensive and integrated approach focused on systematic, explicit instruction with abundant practice. Specific instruction includes lessons in spelling, grammar, language, and mechanics. Teaching writing also includes guiding students through the writing process, instructing them on how to plan, write, edit, and revise. Writing is truly both an art and a science, so teachers communicate frequently about the various genres of writing and effective teaching practices. Through the use of our district writing rubric and research based communication arts rubrics, students are able to evaluate their own writing as well as that of their peers. The continuous process of monitoring and adjusting one's own writing helps to identify targeted skills that students and teachers can use as a focus. Writing activities and lessons originate from two research based communication arts programs that our school has adopted. Chief Joseph uses the Harcourt Reading and Language Arts Program and the Step Up To Writing Program.

As part of our continuous staff development on writing, the teachers at Chief Joseph present to each other frequently regarding current practices in writing instruction. Teachers have also had the opportunity to evaluate and observe the writing of other grade levels, which has facilitated a greater understanding of writing as a developmental process. Quality modeling and continuous practice are also emphasized. Additionally, students practice critiquing peer writing using rubrics to evaluate a writing product from a variety of perspectives.

## **Instructional Methods**

The art of a highly-qualified teacher requires an abundance of teaching strategies to improve student learning. At Chief Joseph School, teachers utilize a wide variety of instructional methods with the belief that how they are teaching is equally as important as what they are teaching. Research indicates that one of the greatest factors contributing to student achievement is the relationship between a student and his or her highly-qualified teacher. With that relationship firmly in place, our school has used a wide assortment of instructional methods to consistently promote student achievement. Our school uses Madeline Hunter's research-based lesson plan format as a baseline for our instruction. Included in that plan are instructional methods such as guided and independent practice, setting and teaching to an objective, and reviewing prior learning. After a well-designed lesson is in place, we employ a number of other instructional methods.

One example is the use of flexible grouping. Depending upon the lesson objective and students' learning needs, teachers may use whole group, small group, one-on-one instruction, direct instruction, or cooperative learning to deliver instruction. Flexible grouping allows children to move from one group to another based primarily on their needs as a learner. Teachers also use strategies throughout a lesson to promote active engagement in the learning process. Active participation, covert and overt participation, reciprocal teaching and peer tutoring all help students stay interested and engaged in their learning. Some of the learning tools Chief Joseph teachers provide are charts, graphs, diagrams, flashcards, math manipulatives, dry erase boards, science materials and many other resources targeted toward increasing student achievement. Teachers also incorporate questioning techniques, modeling and activity-based learning. To supplement the use of numerous instructional methods, teachers use resources and practices such as technology, curriculum integration, and multiple community resources.

## **Professional Development**

Chief Joseph staff members believe that one of the indispensable elements of good teaching is a vibrant, ongoing professional development program. Our professional development program is closely tied with our school's mission and promotes the notion that all successful teachers must be consistently involved in training that focuses on student achievement and research-based teaching practices. As evidenced by our academic growth, professional development in our school has directly translated into higher student achievement.

The blueprint for our professional development program begins within our school. One of the cornerstones of our success has been our ability to learn from the highly qualified teachers in our building. Each week, we have an allotted professional development time in which we confer about current issues and listen to colleagues share their educational knowledge and proficiency. Teachers present on such topics as writing instruction, assessment techniques, new curriculum ideas, and effective teaching strategies. We have also read and discussed books by prominent authors such as Ruby Payne, Eric Jensen, and Robert Marzano.

Each teacher takes 18 hours of professional development training each year, with an assortment of topics available that are specific to each teacher's needs. The courses are designed and facilitated by highly qualified teachers in their areas of specialty. In addition, our teachers have studied with prominent state and national presenters such as Laura Lipton, Victoria

Bernhardt, and Richard Stiggins. Chief Joseph is also represented on each one of the many district committees, including math, communication arts, science, social studies, assessment and technology, giving staff members the chance to receive and share the most current research and information pertaining to many areas of elementary education. Chief Joseph staff members frequently attend national, state and local conferences for the purpose of gathering and sharing information with their colleagues.

**Table 1**  
*Chief Joseph Elementary School*  
**Grade 1 Reading**

**STATE NORM-REFERENCED TEST**

**Subject** Reading **Grade** 1 **Test** Iowa Test of Basic Skills

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: April				
<b>SCHOOL SCORES</b>				
% Proficient or Advanced	97	80	69	82
% Not-Proficient	3	20	31	18
Number of students tested	36	51	32	38
<b>SUBGROUP SCORES</b>				
1. Free-Reduced Lunch				
% Proficient or Advanced	100	61	50	*
% Not-Proficient	0	39	50	*
Number of students tested	13	18	12	*
2. White				
% Proficient or Advanced	97	79	67	79
% Not-Proficient	3	21	33	21
Number of students tested	34	43	27	29
<b>STATE SCORES</b>				
% Proficient or Advanced	**	**	**	**
% Not-Proficient	**	**	**	**

\*Less than ten students were assessed.

\*\*State does not mandate 1<sup>st</sup> grade testing

**Table 2**  
*Chief Joseph Elementary School*  
**Grade 1 Math**  
**STATE NORM-REFERENCED TEST**

**Subject** Math **Grade** 1 **Test** Iowa Test of Basic Skills

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: April				
<b>SCHOOL SCORES</b>				
% Proficient or Advanced	95	90	81	87
% Not-Proficient	5	10	19	13
Number of students tested	37	51	32	39
<b>SUBGROUP SCORES</b>				
1. Free-Reduced Lunch				
% Proficient or Advanced	93	83	67	*
% Not-Proficient	7	17	33	*
Number of students tested	14	18	12	*
2. White				
% Proficient or Advanced	97	91	81	87
% Not-Proficient	3	9	19	13
Number of students tested	35	43	27	30
<b>STATE SCORES</b>				
% Proficient or Advanced	**	**	**	**
% Not-Proficient	**	**	**	**

\*Less than ten students were assessed.

\*\*State does not mandate 1<sup>st</sup> grade testing

**Table 3**  
*Chief Joseph Elementary School*  
**Grade 2 Reading**

**STATE NORM-REFERENCED TEST**

**Subject** Reading **Grade** 2 **Test** Iowa Test of Basic Skills

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: April				
<b>SCHOOL SCORES</b>				
% Proficient or Advanced	96	72	89	100
% Not-Proficient	4	28	11	0
Number of students tested	54	29	35	34
<b>SUBGROUP SCORES</b>				
1. Free-Reduced Lunch				
% Proficient or Advanced	85	71	93	100
% Not-Proficient	15	29	7	0
Number of students tested	13	14	14	14
2. White				
% Proficient or Advanced	96	71	86	100
% Not-Proficient	4	29	14	0
Number of students tested	46	24	29	30
<b>STATE SCORES</b>				
% Proficient or Advanced	**	**	**	**
% Not-Proficient	**	**	**	**

\*Less than ten students were assessed.

\*\*State does not mandate 2nd grade testing

**Table 4**  
*Chief Joseph Elementary School*  
**Grade 2 Math**  
**STATE NORM-REFERENCED TEST**

**Subject** Math **Grade** 2 **Test** Iowa Test of Basic Skills

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: April				
<b>SCHOOL SCORES</b>				
% Proficient or Advanced	100	89	89	97
% Not-Proficient	0	11	11	3
Number of students tested	54	28	35	34
<b>SUBGROUP SCORES</b>				
1. Free-Reduced Lunch				
% Proficient or Advanced	100	77	93	100
% Not-Proficient	0	23	7	0
Number of students tested	13	13	14	14
2. White				
% Proficient or Advanced	100	91	86	97
% Not-Proficient	0	9	14	3
Number of students tested	46	23	29	30
<b>STATE SCORES</b>				
% Proficient or Advanced	**	**	**	**
% Not-Proficient	**	**	**	**

\*Less than ten students were assessed.

\*\*State does not mandate 2nd grade testing

**Table 5**  
*Chief Joseph Elementary School*  
**Grade 3 Reading**

**STATE NORM-REFERENCED TEST**

**Subject** Reading **Grade** 3 **Test** Iowa Test of Basic Skills

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: April				
<b>SCHOOL SCORES</b>				
% Proficient or Advanced	72	77	78	90
% Not-Proficient	28	23	22	10
Number of students tested	25	30	27	29
<b>SUBGROUP SCORES</b>				
1. Free-Reduced Lunch				
% Proficient or Advanced	*	83	*	100
% Not-Proficient	*	17	*	0
Number of students tested	*	12	*	13
2. White				
% Proficient or Advanced	77	74	78	88
% Not-Proficient	23	26	22	12
Number of students tested	22	27	23	24
<b>STATE SCORES</b>				
% Proficient or Advanced	**	**	**	**
% Not-Proficient	**	**	**	**

\*Less than ten students were assessed.

\*\*State does not mandate 3rd grade testing

**Table 6**  
*Chief Joseph Elementary School*  
**Grade 3 Math**  
**STATE NORM-REFERENCED TEST**

**Subject** Math **Grade** 3 **Test** Iowa Test of Basic Skills

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: April				
<b>SCHOOL SCORES</b>				
% Proficient or Advanced	93	87	78	90
% Not-Proficient	7	13	22	10
Number of students tested	25	30	27	29
<b>SUBGROUP SCORES</b>				
1. Free-Reduced Lunch				
% Proficient or Advanced	*	83	*	100
% Not-Proficient	*	17	*	0
Number of students tested	*	12	*	13
2. White				
% Proficient or Advanced	91	85	100	96
% Not-Proficient	9	15	0	4
Number of students tested	22	27	23	24
<b>STATE SCORES</b>				
% Proficient or Advanced	**	**	**	**
% Not-Proficient	**	**	**	**

\*Less than ten students were assessed.

\*\*State does not mandate 3rd grade testing

**Table 7**  
*Chief Joseph Elementary School*  
**Grade 4 Reading**

**STATE NORM-REFERENCED TEST**

**Subject** Reading **Grade** 4 **Test** Iowa Test of Basic Skills

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: April				
<b>SCHOOL SCORES</b>				
% Proficient or Advanced	91	83	85	82
% Not-Proficient	9	17	15	18
Number of students tested	37	30	34	34
<b>SUBGROUP SCORES</b>				
1. Free-Reduced Lunch				
% Proficient or Advanced	79	64	83	*
% Not-Proficient	21	36	17	*
Number of students tested	14	11	12	*
2. White				
% Proficient or Advanced	85	84	83	84
% Not-Proficient	15	16	17	16
Number of students tested	33	25	29	25
<b>STATE SCORES</b>				
% Proficient or Advanced	78	77	76	76
% Not-Proficient	22	23	24	24

\*Less than ten students were assessed.

**Table 8**  
*Chief Joseph Elementary School*  
**Grade 4 Math**

**STATE NORM-REFERENCED TEST**

**Subject** Math **Grade** 4 **Test** Iowa Test of Basic Skills

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: April				
<b>SCHOOL SCORES</b>				
% Proficient or Advanced	89	93	85	82
% Not-Proficient	11	7	15	18
Number of students tested	37	29	34	34
<b>SUBGROUP SCORES</b>				
1. Free-Reduced Lunch				
% Proficient or Advanced	86	80	92	*
% Not-Proficient	14	20	8	*
Number of students tested	14	10	12	*
2. White				
% Proficient or Advanced	88	92	83	84
% Not-Proficient	12	8	17	16
Number of students tested	33	24	29	25
<b>STATE SCORES</b>				
% Proficient or Advanced	78	75	72	72
% Not-Proficient	22	25	28	28

\*Less than ten students were assessed.

**Table 9**  
*Chief Joseph Elementary School*  
**Grade 5 Reading**

**STATE NORM-REFERENCED TEST**

**Subject** Reading **Grade** 5 **Test** Iowa Test of Basic Skills

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: April				
<b>SCHOOL SCORES</b>				
% Proficient or Advanced	73	82	66	78
% Not-Proficient	27	18	34	22
Number of students tested	30	38	32	37
<b>SUBGROUP SCORES</b>				
1. Free-Reduced Lunch				
% Proficient or Advanced	*	82	*	62
% Not-Proficient	*	18	*	38
Number of students tested	*	11	*	13
2. White				
% Proficient or Advanced	71	79	68	81
% Not-Proficient	29	21	32	19
Number of students tested	24	33	25	32
<b>STATE SCORES</b>				
% Proficient or Advanced	**	**	**	**
% Not-Proficient	**	**	**	**

\*Less than ten students were assessed.

\*\*State does not mandate 5th grade testing

**Table 10**  
*Chief Joseph Elementary School*  
**Grade 5 Math**  
**STATE NORM-REFERENCED TEST**

**Subject** Math **Grade** 5 **Test** Iowa Test of Basic Skills

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: April				
<b>SCHOOL SCORES</b>				
% Proficient or Advanced	80	76	68	84
% Not-Proficient	20	24	32	16
Number of students tested	30	38	31	37
<b>SUBGROUP SCORES</b>				
1. Free-Reduced Lunch				
% Proficient or Advanced	*	73	*	77
% Not-Proficient	*	27	*	23
Number of students tested	*	11	*	13
2. White				
% Proficient or Advanced	79	78	75	84
% Not-Proficient	21	22	25	16
Number of students tested	24	33	24	32
<b>STATE SCORES</b>				
% Proficient or Advanced	**	**	**	**
% Not-Proficient	**	**	**	**

\*Less than ten students were assessed.

\*\*State does not mandate 5th grade testing

**Table 11**  
**Chief Joseph Elementary School**  
**Grades 1-5 Reading**

**STATE NORM-REFERENCED TEST**

**Subject** Reading **Grade** 1-5 **Test** Iowa Test of Basic Skills

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: April				
<b>SCHOOL SCORES</b>				
% Proficient or Advanced	87	81	78	86
% Not-Proficient	13	19	22	14
Number of students tested	184	185	160	182
<b>SUBGROUP SCORES</b>				
1. Free-Reduced Lunch				
% Proficient or Advanced	76	73	74	85
% Not-Proficient	24	27	26	15
Number of students tested	57	67	51	65
2. White				
% Proficient or Advanced	87	80	77	86
% Not-Proficient	13	20	23	14
Number of students tested	172	156	148	169
3. Native American				
% Proficient or Advanced	71	*	*	*
% Not-Proficient	29	*	*	*
Number of students tested	12	*	*	*
4. With Disability				
% Proficient or Advanced	45	30	38	55
% Not-Proficient	55	70	62	45
Number of students tested	16	15	14	23
<b>STATE SCORES</b>				
% Proficient or Advanced	**	**	**	**
% Not-Proficient	**	**	**	**

\*Less than ten students were assessed.

\*\*State only mandates 4th grade testing

**Table 12**  
**Chief Joseph Elementary School**  
**Grades 1-5 Math**

**STATE NORM-REFERENCED TEST**

**Subject** Math **Grade** 1-5 **Test** Iowa Test of Basic Skills

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: April				
<b>SCHOOL SCORES</b>				
% Proficient or Advanced	93	89	84	89
% Not-Proficient	7	11	16	11
Number of students tested	184	185	160	182
<b>SUBGROUP SCORES</b>				
1. Free-Reduced Lunch				
% Proficient or Advanced	91	83	86	93
% Not-Proficient	9	17	14	7
Number of students tested	57	67	51	65
2. White				
% Proficient or Advanced	87	80	77	86
% Not-Proficient	13	20	23	14
Number of students tested	172	156	148	169
3. Native American				
% Proficient or Advanced	71	*	*	*
% Not-Proficient	29	*	*	*
Number of students tested	12	*	*	*
4. With Disability				
% Proficient or Advanced	75	50	50	64
% Not-Proficient	25	50	50	36
Number of students tested	16	15	14	23
5. Without Disability				
% Proficient or Advanced	93	91	89	92
% Not-Proficient	7	9	11	8
Number of students tested	168	170	136	157
<b>STATE SCORES</b>				
% Proficient or Advanced	**	**	**	**
% Not-Proficient	**	**	**	**

\*Less than ten students were assessed.

\*\*State only mandates 4th grade testing

**Table 13**  
**Chief Joseph Elementary School**  
**Grade 4 Reading**

**STATE CRITERION-REFERENCED TEST**

**Subject Reading Grade 1-5 Test MontCas CRT**

	2003-2004
Testing month: March	
<b>SCHOOL SCORES</b>	
% Proficient or Advanced	82
% Not-Proficient	18
Number of students tested	34
<b>SUBGROUP SCORES</b>	
1. Free-Reduced Lunch	
% Proficient or Advanced	64
% Not-Proficient	36
Number of students tested	14
2. White	
% Proficient or Advanced	82
% Not-Proficient	18
Number of students tested	33
<b>STATE SCORES</b>	
% Proficient or Advanced	65
% Not-Proficient	35

**Table 14**  
**Chief Joseph Elementary School**  
**Grade 4 Math**

**STATE CRITERION-REFERENCED TEST**

**Subject Math Grade 1-5 Test MontCas CRT**

	2003-2004
Testing month: March	
<b>SCHOOL SCORES</b>	
% Proficient or Advanced	73
% Not-Proficient	27
Number of students tested	34
<b>SUBGROUP SCORES</b>	
1. Free-Reduced Lunch	
% Proficient or Advanced	58
% Not-Proficient	42
Number of students tested	14
2. White	
% Proficient or Advanced	75
% Not-Proficient	25
Number of students tested	33
<b>STATE SCORES</b>	
% Proficient or Advanced	45
% Not-Proficient	55