

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

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

School Mailing Address 1625 Saint Mary's Road
(If address is P.O. Box, also include street address)

Junction City Kansas 66441-4038
City State Zip Code+4 (9 digits total)

County Geary State School Code Number* 7598

Telephone (785) 717-4340 Fax (785) 717-4341

Website/URL <http://www.usd475.org/ei> E-mail SusanKamphaus@usd475.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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Ronald P. Walker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Geary County Unified School District 475 Tel.(785) 717-4000 ext. 4006

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. Mark Roeser
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the *No Child Left Behind – Blue Ribbon Schools Award* in the past five years.
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: 13 Elementary schools
 2 Middle schools
 N/A Junior high schools
 1 High schools
 0 Other
 16 TOTAL
2. District Per Pupil Expenditure: \$10,450
 Average State Per Pupil Expenditure: \$ 9,624

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. 17 Number of years the principal has been in her/his position at this school.
N/A 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	12	18	30	8			
1	24	11	35	9			
2	25	20	45	10			
3	22	24	46	11			
4	25	19	44	12			
5	29	24	53	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							253

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>50</u> | % White |
| <u>31</u> | % Black or African American |
| <u>10</u> | % Hispanic or Latino |
| <u>8</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 41%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	57
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	46
(3)	Total of all transferred students [sum of rows (1) and (2)]	103
(4)	Total number of students in the school as of October 1	253
(5)	Total transferred students in row (3) divided by total students in row (4)	.41
(6)	Amount in row (5) multiplied by 100	41%

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

Number of languages represented: 7

Specify languages: Japanese, Korean, Spanish, Turkish, Pangasine, German, Chinese

9. Students eligible for free/reduced-priced meals: 41%

Total number students who qualify: 109

10. Students receiving special education services: 17 %
46 Total Number of Students Served

<u>6</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>11</u>	<u> </u>
Special resource teachers/specialists	<u>11</u>	<u>10</u>
Paraprofessionals	<u>20</u>	<u>2</u>
Support staff	<u>7</u>	<u>8</u>
Total number	<u>50</u>	<u>20</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96 %	98 %	97 %	96 %	96 %
Daily teacher attendance	96 %	94 %	92 %	94 %	95 %
Teacher turnover rate	31 %*	20 %	24 %	9 %	5 %
Student dropout rate (middle/high)	n/a	n/a	n/a	n/a	n/a
Student drop-off rate (high school)	n/a	n/a	n/a	n/a	n/a

***Teacher Turnover Rate:** Junction City is adjacent to Fort Riley Military Base. Schools located on post are part of our school district. Each year USD 475 hires spouses of military personnel who leave when the spouse is transferred to a new installation. Kansas State University is located 16 miles to the east of our community. New teachers are often married to someone still completing their degree. When the spouse completes their program of study they frequently relocate to another part of the country. In addition, when staff members complete their post-graduate study at Kansas State University they sometimes transfer to another position or relocate out of district.

PART III - SUMMARY

Eisenhower Elementary School is one of six elementary schools in the city of Junction City. There are thirteen elementary schools in our district, Geary County USD 475. Five are located on Fort Riley, the military base adjoining the city, two are small schools located in the outskirts of the town. The school district encompasses Junction City with a population of approximately twenty-thousand and Fort Riley being home to over thirty-thousand soldiers and their dependents. The impact of the Big Red One Division returning to Fort Riley is resulting in a substantial increase in the population of the area. This influence creates a wealth of diversity as well as unique challenges for families and schools. This is reflected in our current enrollment of 253 as of September 20th, with over fifty percent of our student body being minority.

Eisenhower's attendance boundaries have not changed, but the demographics of our school have changed dramatically over the last ten years. The school's neighborhood is comprised of newer single family homes, duplexes, and multi-family apartment complexes. The mobility of some families in these residences is connected to the number of military families needing housing off post. Another impact can be seen in the increase of families qualifying for free and reduced lunch. Despite the changing population of Eisenhower, we maintain an active Parent/Teacher Association and Site Council, a committee of patrons from our school and community.

Eisenhower serves students in kindergarten through fifth grade, with kindergarten being only half-day prior to the current school year. There are two sections of each grade level. We also have a music room, a multi-purpose room that serves as a physical education classroom and lunchroom, a library/media Center and a twenty-eight station computer lab. A mobile computer lab added thirty additional computers to our school this year. Our school also houses a district kitchen that prepares meals for five additional schools, including Junction City High School. Our school is unique because we serve the needs of students from all over the district who have been identified as having more severe academic and behavioral needs. Students identified with moderate to severe Autism Spectrum Disorder, Emotional Disorders, and Moderate to Severe Mental and Developmental Disabilities are served in three self-contained special education classrooms. We also have two resource rooms for students with Learning Disabilities and Hearing Impairments. Social Work, Speech and Language, Gifted, Physical and Occupational Therapy are other services provided. Our building is also regularly used for district Professional Development and community events.

The composition of the faculty and staff of Eisenhower helps us meet the varied and diverse needs of our student population. There are twenty-eight certified teachers and twenty paraprofessionals. Of the certified teachers, fifty percent have Master's Degree, with one-third of those having additional hours beyond. Sixty-eight percent have at least one additional endorsement. While one-third of the staff is within their first five years of teaching, the remainder has a wealth of experience with thirty percent having twenty, or more, years in teaching. The classified personnel at Eisenhower who work directly with students have either a minimum of sixty college credits, or have passed an assessment of academic proficiency.

The mission statement of Eisenhower is "To encourage children to believe in themselves and to learn the skills needed to succeed in life." At Eisenhower the atmosphere is student centered and nurtures the whole child so students can live up to our school motto of "I believe in myself, I can succeed!" We strive to make students better citizens by teaching life skills, giving them opportunities to contribute to the community, while also allowing them to develop talents beyond the classroom.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Kansas administers State Assessments in reading, mathematics, writing, and science prepared by the Center for Educational Testing and Evaluation at the University of Kansas. These are based on state standards found on the Kansas State Department of Education website, www.ksde.org. The Kansas Reading and Mathematics Assessments are administered online to third, fourth, and fifth grade students, and are part of the Quality Performance Accreditation process.

To meet the Kansas Standards students are expected to perform at the *Meets Standard* level, or above, in math and reading. To achieve the State Standard of Excellence a school must have at least 25 percent of students achieving at the *Exemplary* level and no more than 5 percent in *Academic Warning*. Eisenhower Elementary has earned the State Standard of Excellence Award in Math from 2002 to 2006 and in Reading from 2004 to 2006. We received the Inaugural Governor's Achievement Award for 2005-2006 for reaching the Standard of Excellence in reading and math, meeting AYP, and being in the top 5% of all elementary schools in Kansas.

This year Kansas students were given new assessment tests, creating a new assessment baseline with new performance category names. Comparisons between this year's results and prior years would not be valid. Subgroups that did not meet the state criteria for the number of students reported are marked N/A.

Our performance data for the Kansas Reading Assessment, for fifth graders uses these performance levels and cut points:

- *Exemplary* 88-100: Student independently demonstrates the ability to go beyond the text consistently.
- *Exceeds Standard* 80-87: Student independently demonstrates inferential understanding within a text.
- *Meets Standard* 68-79: Student demonstrates a literal understanding of text with instructional support before, during, and/or after reading.
- *Approaches Standard* 57-67: Student requires extensive support in decoding text. Application of knowledge and skills is limited, inconsistent, or incomplete. Intervention is necessary.
- *Academic Warning* 0-56: Student does not meet any of the preceding criteria.

Over the last five years, an increasing proportion of students have scored in the upper performance levels. In 2006, all fifth grade students scored in the *Meets Standard* performance level, or higher, with 70 percent scoring in the *Exemplary* level. White students continue to outperform other statistically significant ethnic subpopulations; all disaggregated groups continue to score higher than district or state averages. In 2005 Eisenhower received the Kansas Challenge Award for student achievement in fifth grade reading, despite facing significant challenges in our school population.

Our performance data for the Kansas Math Assessment, for fifth graders uses these performance levels and cut points:

- *Exemplary* 89-100: Student demonstrates superior knowledge and a comprehensive understanding of all mathematics standards (number sense, algebraic concepts, geometry, and data interpretation).
- *Exceeds Standard* 80-88: Student demonstrates a high level of knowledge and comprehension within at least 3 of the 4 standards.
- *Meets Standard* 63-79: Student demonstrates sound knowledge and understanding within 4 areas of the standards, but may not be able to apply his or her understanding within each of the 4 areas.
- *Approaches Standard* 54-62: Student is having difficulty consistently demonstrating basic skills, concepts, and procedures across one or more standards.
- *Academic Warning* 0-53: Student does not demonstrate understanding of facts, concepts, or procedures across one or more standards.

Math assessment scores have trended toward the upper performance levels. 77 percent of Eisenhower

fifth graders scored in the *Exemplary* level, compared to 24 percent of Kansas fifth graders. When indicators are averaged, our students scored above the state average by almost 20 percentage points. White students generally scored higher than other ethnic subpopulations, although all students scored at, or above, the *Meets Standard* performance level.

2. **Using Assessment Results:** Eisenhower Elementary teachers use formative and summative assessment data when making decisions regarding student instruction, school improvement, selection of curricular support materials, and professional development activities. In addition to state assessments and district criterion referenced tests, quarterly formative assessments in math, reading, and writing are given to all kindergarten through fifth grade students to determine current levels of achievement. These assessments are based on state standards and model state assessment formats. Assessment results are used to determine curricular needs. Manipulatives, instructional games, and supplemental texts that support existing curriculum are examples of materials used. Professional development is based on needs indicated from test results. Activities, book studies, consultants, and training target student needs. In addition, test results are used to identify students needing differentiated and/or supplemental instruction. This information is used to make referrals to one of our After School programs. Students needing more assistance in the third through fifth grade meet five days a week, while primary students meet twice weekly. Test results are also used to determine placement in the Academic Support Program which provides daily supplemental instruction through the use of programs such as Soar to Success. Elementary Student Action Plans are created by teachers and parents for students not making expected progress on formative and summative assessments. These results are used to develop interventions that may be used for reinforcement both at home and at school. Students are referred to the Student Improvement Team if more individually differentiated instructional strategies are indicated or if progress has not been made with previous interventions. Plans for student success are formulated and documented. Test data is analyzed routinely at Effective Schools meetings, faculty meetings, and Collegial Group meetings, as well as during quarterly meetings between the principal and teachers. Grade level peer teams meet on a regular basis to discuss assessment results.

3. **Communicating Assessment Results:** Eisenhower Elementary uses a variety of methods to communicate student performance to parents, students, and the community. Teachers routinely conference with students to set goals, share test scores, examine daily work, and review academic progress. Student performance may be communicated to parents through telephone calls, emails, and classroom newsletters. Students in the third through fifth grade use a daily planner to facilitate communication between school and home. Parents receive grade summaries at the fifth week of each quarter to show progress toward expected goals and indicate academic concerns. Report cards are provided to parents each quarter. Honors Assemblies recognize students achieving at high levels of academic performance. These results are shared in monthly school newsletters. Additional assemblies are held to celebrate students who have met established standards in reading and math. Parent/Teacher conferences are scheduled twice a year and occur near the end of the first and third quarters, with participation by parents averaging ninety-eight percent. Additional parent/teacher meetings are held as needed. The Eisenhower Elementary Site Council receives monthly updates on overall student performance. At our annual Block Party, during the district Schools in Review week, assessment data is presented and student work is displayed for parents and community members. The Geary County Schools Foundation annually recognizes schools meeting the State Standard of Excellence. At least once a year we make a presentation to the district Board of Education, summarizing students' achievement on state and district assessments and sharing progress toward the goals stated in the School Improvement Plan. The Kansas State Department of Education publishes a Building Report Card showing student performance on state assessments. The results are sent to parents and published in newspapers. The information is also available online at the Kansas State Department of Education, district, and Eisenhower Elementary websites.

4. **Sharing Success:** Eisenhower Elementary shares its success with other schools in various ways. Our

school district has a strong commitment to professional development and student achievement. With eight days of professional development each year, there are many opportunities to share successful strategies. Staff development activities allow an opportunity for sharing between same grade, primary and intermediate, kindergarten through fifth grade, and elementary and secondary groups. The district Curriculum and Advisory Council provides an opportunity for each building to share their formative assessment plans and School Improvement Plans. Information, ideas, and strategies which promote student success are shared. Feedback and suggestions for improvement are given by representatives of other schools and district personnel. The district provides grade level Learning Labs as an opportunity to reinforce, share, and exchange strategies in the core curriculum that have been proven to build student success. Classroom teachers are asked to present and share innovative and successful strategies with other schools in the district. School staff members communicate ideas and successes at district curriculum task forces in all core subject areas. Staff members from within and outside the district have observed educational practices and use of curricular resources in classrooms at Eisenhower. Our faculty observes and shares successful strategies when they visit other schools. Teachers from our building have presented at district, regional, and state venues, including the Kansas Association of Teachers of Mathematics and the Kansas State Department of Education Effective Schools conferences. Monthly Elementary Principals meetings provide another opportunity for sharing successful strategies. Teachers and the principal share innovative practices with other buildings and district administrators. Our administrator has served as a Quality Performance Accreditation chairwoman for another school in the state. Sharing successful strategies that impact student learning is an integral part of an ongoing commitment to school improvement.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Curriculum in each content area is comprehensive and based on national, state, and district standards. Art, music, and physical education integrate content standards as appropriate to the discipline. Teachers work with our library/media specialist to integrate literature, research, and media applications into each content area. The use of technology, including Excel, PowerPoint, webcams, digital cameras, scanners, keyboarding, and the internet, provides additional instructional tools for meeting building goals.

The reading series, adopted by our district, uses a combination of the basal text and literature trade books to teach students phonemic awareness skills and guided reading strategies needed to achieve reading proficiency based on state and district standards for each grade level. Within this structure, teachers ensure that students can identify each of the reading genres, and the text structures inherent in each. Students in need of assistance receive supplementary reading instruction, with third through fifth grade students utilizing a remedial program that focuses on specific reading strategies.

The *Everyday Mathematics* program provides the groundwork for our mathematics curriculum. It includes a spiraling, standards-based, comprehensive foundation using hands-on application in number sense, algebraic concepts, measurement and geometry, and probability and statistics. Additionally, appropriate mathematical vocabulary is taught and its use is expected in technical writing to explain reasoning as students solve single and multi-step problems.

Eisenhower utilizes the Five Step Writing Process in combination with the *6+1 Trait* writing model. Students learn to pre-write, draft, revise, edit and publish. They are taught the six writing traits and rubrics for a better understanding of the requirements for quality writing. Teachers formally assess one writing sample each quarter, emphasizing a different writing structure to include narrative, expository, technical, and persuasive.

Our adopted series provides the social studies text as the basic curriculum tool to teach state and district standards. Using themes of Commonality and Diversity, Continuity and Change, Conflict and Cooperation, Individualism and Interdependence, and Interaction within Different Environments, students are taught to view the world around them by making connections to past and present.

The science curriculum adopted by our district used methods of inquiry-based investigations incorporating the science process skills in the areas of earth science, life science and physical science. This program provided a balance between hands-on activities and content resources to enhance students' understanding of science concepts.

The health curriculum was developed locally in cooperation with a diverse group of parents and community members using guidelines established by the Kansas Department of Education. The focus is on respect for self and others and teaches age appropriate information about human sexuality and HIV. Some of the concepts are reinforced in the DARE program at first, third, and fifth grades, and with the Second Step Violence Prevention Program at all grades levels.

The physical education curriculum, *The Physical Essentials*, builds on the health curriculum and emphasizes the need for physical fitness as a part of a healthy lifestyle. The curriculum includes physical fitness development through the components of flexibility, endurance, muscle strength, and cardio-respiratory endurance. Fundamental movement and participation skills are the main focus.

Music education is designed to expose students to a broad range of musical experiences. Students are actively involved in using a variety of hands-on tools to make music and learn rhythm patterns. The music and physical education teachers strive to integrate core curriculum standards with their own. They combine grade levels of students at various times throughout the year to give each student at least one performance opportunity. Additional opportunities for students in third through fifth include after school groups, Voices in Flight and the Recorder Consort. Flying Fingers, a sign language group, is offered for kindergarten through fifth grade students.

2a **Reading:** Eisenhower's goal to improve reading and comprehension skills is accomplished using a variety of methods. Our strategies are research based, best practices concentrating on teaching phonemic

awareness skills in kindergarten and first grade and enabling students to use guided reading strategies in second through fifth grade. We are steadily moving all students toward higher performance levels. The reading series provides the basal text for our district curriculum, and at Eisenhower we supplement the basal by using literature trade books in the classroom. With these, we apply comprehension strategies from the Debbie Miller book Reading with Meaning. Two additional supplementary reading programs are used by our academic support program to tutor struggling readers during the school day. Research shows that unless emergent readers have a solid foundation of phonemic awareness skills, their chance of becoming proficient readers is greatly diminished. Once that foundation is in place, students need reading strategies that will aid them in understanding the different text types and text structures. While there is an emphasis on phonemic awareness in the primary grades, our building's guided reading strategies include the use of graphic organizers, SQ3R and vocabulary development. Focus is also given to using expository texts like Time for Kids and National Geographic Kids. Frequent monitoring of student progress allows teachers to use flexible grouping and differentiated instruction to meet student needs. Teachers use formative and summative assessments such as *DIBELS*, quarterly fluency tests, the *STAR* test, and comprehension and skill assessments to monitor progress and guide instruction. The After School program provides additional support for students who may need further assistance meeting grade level objectives. These strategies have resulted in Eisenhower students meeting the State Standard of Excellence for the last three years, and also received the Kansas Challenge Award in reading in 2004-05 for fifth grade.

3. **Mathematics:** Eisenhower's goal to improve mathematic skills is another focus of our school improvement plan. As we prepare students for their next level of education, we use a variety of strategies. Our main strategy is to teach the *Four Step Problem Solving Model* and its application for solving single and multi-step problems. There has also been a focus on teaching specific mathematical vocabulary and its use in explaining math tasks. This includes students being able to clearly express their math thinking in writing. A spiraling curriculum allows skills to be presented and reinforced in kindergarten through fifth grades. Lessons are structured to always begin with the concrete and move to the abstract. Our use of the *Everyday Math* program has allowed us to ensure that national, state, and district standards are incorporated into daily hands-on lessons that introduce students to problems using number sense, algebraic concepts, measurement and geometry, and probability and statistics. One component of the *Everyday Math* program is the *EM Math Games* which include games played in the classroom and on-line games that can be used in the computer lab or at home. Other components of the program include *Daily Word Problems*, *Math Messages*, and *Math Minutes* which enhance basic skills. Teachers supplement the curriculum with resources such as The Problem Solver, Groundworks, and Roads to Reasoning. The use of word walls listing mathematical vocabulary allows students to consistently make connections to correct usage and build comprehension. We also utilize *Rainbow Math*, which are timed tests used building-wide to monitor and reward students for memorization of basic math facts. Students in third through fifth grades are also able to participate in the after school Math Club. The combination of these curricular resources has made it possible for students at Eisenhower to meet the State Standard of Excellence for the past five years.

4. **Instructional Methods:** Eisenhower teachers use many different instructional methods to improve student learning. As our staff prepared our School Improvement Plan, to include goals in reading, writing and math, we looked for specific research-based practices that we felt would have the most impact on student achievement. Students are taught strategies they can use for reading comprehension, writing, and math problem solving. The use of these strategies within instruction is monitored weekly on a checklist that is submitted to the principal. This helps maintain the focus of our instruction. Kindergarten and first grade focus on teaching phonemic awareness skills. Grades two through five focus on using guided reading, which includes before reading, during reading, and after reading strategies. At all grade levels we are committed to applying strategies that will enhance comprehension skills across all genres: narrative, expository, persuasive, and technical texts. This exposure to a variety of genres extends to our writing

instruction as well. We utilize the *Five Step Writing Process*, *COPS* (Capitalization-Organization-Punctuation-Spelling), the *Four Square Writing Method* graphic organizer, and the *6+1 Trait Writing* model. The six traits are then used to evaluate student writing samples in all four genres. In math, we teach students to use the *Problem Solver* model. Students are taught to use specific mathematical vocabulary as they explain their thought processes in written form. There is a focus on using these strategies, but as we collect and analyze student data, teachers use many different instructional strategies to improve student achievement. Teachers meet with parents of struggling learners to develop an Elementary Student Action Plan. If more assistance is needed, the Student Improvement Team further develops individual strategies. Some strategies include tutoring from the Academic Support teacher, participation in the After School program, and providing parents with suggestions for helping their child at home.

5. Professional Development: Professional development is an important tool teachers use to reflect upon disaggregated data to support instruction. This collaboration allows for a genuine results-based professional development plan based on building needs. Our plan includes book studies, working with consultants both inside and outside our district, collaborating with our neighboring university, and working on district task forces to align curriculum and instruction with district, state and national standards.

The district is committed to providing quality professional development. Grade-level Learning Labs, training throughout the school year and during the summer, in addition to the eight professional development days during the school year reflect this commitment. The training helps teachers gain knowledge on specific research based instructional strategies and interventions.

Professional development in reading involves connecting the literacy components of phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Our current book study focus is on addressing the literacy needs of black male students. We have found that strategies in this book can also be applied to other populations.

In math, professional development has been an ongoing priority in our building. Teachers use assessment data to direct instruction while focusing on improving problem solving skills, and student understanding and use of math vocabulary.

Some of our professional development in writing methods occurs in collegial groups. Teachers work with colleagues to practice consistent writing scoring methods; develop rubrics and graphic organizers and participate in district-wide training for the *Four Square Writing Method*.

Our professional development is designed to understand the needs of the students while aiding teachers in improving instruction to meet those needs. Our on-going professional development throughout the school year enables students to achieve greater success. This is evidenced by consistently meeting the State Standard of Excellence in Math and Reading and receiving the Kansas Challenge Award in reading.

PART VII – ASSESSMENT RESULTS

Subject Reading Grade 3 Kansas State Reading Assessment

EISENHOWER ELEMENTARY SCHOOL	
(first year administered at this grade level)	2006
ALL STUDENTS	March
% At or Above Meets Std. (Proficient 2002-2005)	100
% At or Above Exceeds Std. (Advanced 2002-2005)	81
% Exemplary (Exemplary 2002-2005)	46
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	3
Percent of students alternatively assessed	6
SUBGROUP SCORES	
1. AFRICAN AMERICAN	
% At or Above Meets Std. (Proficient 2002-2005)	100
% At or Above Exceeds Std. (Advanced 2002-2005)	67
% Exemplary (Exemplary 2002-2005)	25
Number of students tested	13
2. WHITE	
% At or Above Meets Std. (Proficient 2001-2005)	100
% At or Above Exceeds Std. (Advanced 2001-2005)	90
% Exemplary (Exemplary 2001-2005)	60
Number of students tested	23
3. ECONOMICALLY DISADVANTAGED	
% At or Above Meets Std. (Proficient 2001-2005)	100
% At or Above Exceeds Std. (Advanced 2001-2005)	79
% Exemplary (Exemplary 2001-2005)	25
Number of students tested	23
4. SPED	
% At or Above Meets Std. (Proficient 2002-2005)	n/a
% At or Above Exceeds Std. (Advanced 2002-2005)	n/a
% Exemplary (Exemplary 2002-2005)	n/a
Number of students tested	9

Subject Reading Grade 4 Kansas State Reading Assessment

EISENHOWER ELEMENTARY SCHOOL	
(first year administered at this grade level)	2006
ALL STUDENTS	March
% At or Above Meets Std. (Proficient 2002-2005)	100
% At or Above Exceeds Std. (Advanced 2002-2005)	93
% Exemplary (Exemplary 2002-2005)	53
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	2
Percent of students alternatively assessed	4
SUBGROUP SCORES	
5. AFRICAN AMERICAN	
% At or Above Meets Std. (Proficient 2002-2005)	100
% At or Above Exceeds Std. (Advanced 2002-2005)	100
% Exemplary (Exemplary 2002-2005)	18
Number of students tested	11
6. WHITE	
% At or Above Meets Std. (Proficient 2001-2005)	100
% At or Above Exceeds Std. (Advanced 2001-2005)	91
% Exemplary (Exemplary 2001-2005)	74
Number of students tested	23
7. ECONOMICALLY DISADVANTAGED	
% At or Above Meets Std. (Proficient 2001-2005)	100
% At or Above Exceeds Std. (Advanced 2001-2005)	93
% Exemplary (Exemplary 2001-2005)	50
Number of students tested	14
8. SPED	
% At or Above Meets Std. (Proficient 2002-2005)	n/a
% At or Above Exceeds Std. (Advanced 2002-2005)	n/a
% Exemplary (Exemplary 2002-2005)	n/a
Number of students tested	2

EISENHOWER ELEMENTARY SCHOOL					
	2006 March	2005 March	2004 March	2003 March	2002 March
ALL STUDENTS					
% At or Above Meets Std. (Proficient 2002-2005)	100	96	100	71	75
% At or Above Exceeds Std. (Advanced 2002-2005)	91	86	93	52	50
% Exemplary (Exemplary 2002-2005)	71	55	61	25	20
Number of students tested	56	51	44	38	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	9	6	5	3	8
Percent of students alternatively assessed	16	12	11	6	13
SUBGROUP SCORES					
9. AFRICAN AMERICAN					
% At or Above Meets Std. (Proficient 2002-2005)	100	90	100	64	50
% At or Above Exceeds Std. (Advanced 2002-2005)	81	75	94	46	42
% Exemplary (Exemplary 2002-2005)	52	30	44	0	25
Number of students tested	21	20	16	11	12
10. WHITE					
% At or Above Meets Std. (Proficient 2002-2005)	100	100	100	80	87
% At or Above Exceeds Std. (Advanced 2002-2005)	100	91	96	60	48
% Exemplary (Exemplary 2002-2005)	89	68	79	33	17
Number of students tested	27	22	24	30	23
11. ECONOMICALLY DISADVANTAGED					
% At or Above Meets Std. (Proficient 2002-2005)	100	94	100	67	42
% At or Above Exceeds Std. (Advanced 2002-2005)	89	75	91	39	17
% Exemplary (Exemplary 2002-2005)	84	50	46	17	0
Number of students tested	19	16	11	18	12
12. SPED					
% At or Above Meets Std. (Proficient 2002-2005)	100	92	n/a	n/a	36
% At or Above Exceeds Std. (Advanced 2002-2005)	67	77	n/a	n/a	27
% Exemplary (Exemplary 2002-2005)	53	39	n/a	n/a	9
Number of students tested	15	13	6	9	11

Subject **Math** Grade 3 **Kansas State Math Assessment**

EISENHOWER ELEMENTARY SCHOOL	
(first year administered at this grade level)	2006
ALL STUDENTS	March
% At or Above Meets Std. (Proficient 2002-2005)	100
% At or Above Exceeds Std. (Advanced 2002-2005)	95
% Exemplary (Exemplary 2002-2005)	79
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	4
Percent of students alternatively assessed	9
SUBGROUP SCORES	
13. AFRICAN AMERICAN	
% At or Above Meets Std. (Proficient 2002-2005)	100
% At or Above Exceeds Std. (Advanced 2002-2005)	92
% Exemplary (Exemplary 2002-2005)	58
Number of students tested	13
14. WHITE	
% At or Above Meets Std. (Proficient 2001-2005)	100
% At or Above Exceeds Std. (Advanced 2001-2005)	100
% Exemplary (Exemplary 2001-2005)	85
Number of students tested	23
15. ECONOMICALLY DISADVANTAGED	
% At or Above Meets Std. (Proficient 2001-2005)	100
% At or Above Exceeds Std. (Advanced 2001-2005)	87
% Exemplary (Exemplary 2001-2005)	67
Number of students tested	23
16. SPED	
% At or Above Meets Std. (Proficient 2002-2005)	n/a
% At or Above Exceeds Std. (Advanced 2002-2005)	n/a
% Exemplary (Exemplary 2002-2005)	n/a
Number of students tested	9

EISENHOWER ELEMENTARY SCHOOL					
ALL STUDENTS	2006 March	2005 March	2004 March	2003 March	2002 March
% At or Above Meets Std. (Proficient 2002-2005)	100	98	100	87	85
% At or Above Exceeds Std. (Advanced 2002-2005)	98	98	98	79	62
% Exemplary (Exemplary 2002-2005)	80	91	78	46	27
Number of students tested	45	44	54	48	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	7	4	8	2
Percent of students alternatively assessed	4	16	7	17	6
SUBGROUP SCORES					
17. AFRICAN AMERICAN					
% At or Above Meets Std. (Proficient 2002-2005)	100	94	100	83	50
% At or Above Exceeds Std. (Advanced 2002-2005)	100	94	95	58	42
% Exemplary (Exemplary 2002-2005)	64	82	64	25	17
Number of students tested	11	16	22	12	12
18. WHITE					
% At or Above Meets Std. (Proficient 2001-2005)	100	100	100	92	95
% At or Above Exceeds Std. (Advanced 2001-2005)	96	100	100	92	85
% Exemplary (Exemplary 2001-2005)	91	100	85	60	40
Number of students tested	23	21	27	27	20
19. ECONOMICALLY DISADVANTAGED					
% At or Above Meets Std. (Proficient 2001-2005)	100	100	100	86	81
% At or Above Exceeds Std. (Advanced 2001-2005)	100	100	100	57	50
% Exemplary (Exemplary 2001-2005)	71	92	80	22	6
Number of students tested	14	13	15	14	16
20. SPED					
% At or Above Meets Std. (Proficient 2002-2005)	n/a	93	n/a	85	82
% At or Above Exceeds Std. (Advanced 2002-2005)	n/a	93	n/a	77	36
% Exemplary (Exemplary 2002-2005)	n/a	79	n/a	54	18
Number of students tested	8	14	4	13	11

Subject Math Grade 5 Kansas State Math Assessment

EISENHOWER ELEMENTARY SCHOOL	
(first year administered at this grade level)	2006
ALL STUDENTS	March
% At or Above Meets Std. (Proficient 2002-2005)	100
% At or Above Exceeds Std. (Advanced 2002-2005)	95
% Exemplary (Exemplary 2002-2005)	77
Number of students tested	57
Percent of total students tested	100
Number of students alternatively assessed	10
Percent of students alternatively assessed	18
SUBGROUP SCORES	
21. AFRICAN AMERICAN	
% At or Above Meets Std. (Proficient 2002-2005)	100
% At or Above Exceeds Std. (Advanced 2002-2005)	86
% Exemplary (Exemplary 2002-2005)	67
Number of students tested	21
22. WHITE	
% At or Above Meets Std. (Proficient 2001-2005)	100
% At or Above Exceeds Std. (Advanced 2001-2005)	100
% Exemplary (Exemplary 2001-2005)	86
Number of students tested	28
23. ECONOMICALLY DISADVANTAGED	
% At or Above Meets Std. (Proficient 2001-2005)	100
% At or Above Exceeds Std. (Advanced 2001-2005)	100
% Exemplary (Exemplary 2001-2005)	85
Number of students tested	20
24. SPED	
% At or Above Meets Std. (Proficient 2002-2005)	100
% At or Above Exceeds Std. (Advanced 2002-2005)	82
% Exemplary (Exemplary 2002-2005)	38
Number of students tested	16