

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Craig Lenzmeier

Official School Name: Webster Elementary School

School Mailing Address:
1409 8th Street
Lewiston, ID 83501-2908

County: Nez Perce State School Code Number*: 537

Telephone: (208) 748-3800 Fax: (208) 748-3849

Web site/URL: www.lewiston.k12.id.us/webster E-mail: CLenzmeier@lewiston.k12.id.us

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Joy Rapp

District Name: Lewiston School District #340 Tel: (208) 748-3000

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Daniel Rudolph

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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:
- | | |
|-----------|---------------------|
| 7 | Elementary schools |
| | Middle schools |
| 2 | Junior high schools |
| 1 | High schools |
| 1 | Other |
| 11 | TOTAL |

2. District Per Pupil Expenditure: 8417

Average State Per Pupil Expenditure: 8412

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 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			0	7			0
K	18	25	43	8			0
1	20	24	44	9			0
2	25	17	42	10			0
3	22	22	44	11			0
4	25	24	49	12			0
5	20	19	39	Other			0
6	17	31	48				
TOTAL STUDENTS IN THE APPLYING SCHOOL							309

6. Racial/ethnic composition of the school:

2 %	American Indian or Alaska Native
1 %	Asian
1 %	Black or African American
3 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
92 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

This rate is 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.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1.	310
(5)	Total transferred students in row (3) divided by total students in row (4).	0.071
(6)	Amount in row (5) multiplied by 100.	7.097

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

Korean

9. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 131

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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: 12 %

Total Number of Students Served: 36

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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>12</u>	<u>2</u>
Special resource teachers/specialists	<u>2</u>	<u>3</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>1</u>	<u>7</u>
Total number	<u>26</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 24 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	96%	95%	95%	94%
Daily teacher attendance	92%	92%	92%	95%	94%
Teacher turnover rate	0%	0%	3%	3%	0%

Please provide all explanations below.

Our student attendance rate in 2003-2004 is 94.43%. Our average is consistent with our district average. Teacher attendance is very consistent among most of our staff. Teacher absence can be explained through maternity leaves or medical reasons (i.e., surgery).

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

The mission of Webster Elementary School is to provide a quality educational program for all students in a challenging, safe, and nurturing environment, promoting in children a love for learning they can use in reaching their full potential.

At Webster Elementary we believe...

- An emotionally and physically safe learning environment is essential for all children.
- A positive atmosphere is created by teaching and modeling respect, responsibility, and cooperation.
- All individuals are diverse with unique talents and strengths.
- The responsibility for education is shared by our entire community.
- High expectations and a stimulating learning environment benefit all children.

Middle income and blue collar families make up our relatively small community where approximately 43% of our students receive free or reduced lunch.

Webster impacts the world community. Our many service related projects demonstrate the desire to help those in need. A fundraiser was organized for the victims of the tsunami that ravaged Southeast Asia in 2004, earning over \$12,000 for the American Red Cross. This project is called Fill the Bus, in which we annually gather over 9,000 pounds of food. During this same time, our Service Learning Group raised money to purchase a defibrillator for Webster.

Webster has received the following awards: In 2006-2007, we were one of seven schools statewide to receive the Distinguished Schools Award and in 2007-2008 Webster was one of three schools to receive the award.

Webster is exclusive in that we provide a quality education for students in a multi-age setting (grades 1/2 and 3/4), and single graded setting (Kindergarten, 5 and 6). Standards Implementation Teams meet each week focusing on student achievement and adult learning. Classroom teachers work very closely with these specialists to meet the needs of each and every child.

The success and distinction we hold is a result of recognizing the importance in balancing academic needs and basic needs of students and their families. We work vigorously to meet the needs of students and families from before and after school programs and the time in between. A variety of community resources are utilized to meet the needs of our students and we do not hesitate to seek assistance and support from community businesses and individuals.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

This improvement process can be seen in the Idaho Standards Achievement Test (ISAT) data moving from the school year 2003-04 to 2007-08. It is administered to all students in grades 3-6. We have consistently shown growth of students who are economically disadvantaged as well as with the general population in the percentage meeting or exceeding state standard benchmarks .

In math, economically disadvantaged fourth grade students went from 33% proficient in 03-04 to 100% in 07-08, with 40% of those scoring advanced. Overall, 4th graders were 95% proficient with 50% scoring advanced in 07-08.

Webster Elementary assessment data shows continual improvement in student learning which is over a 20% increase from 03-04. The state benchmark for 07-08 was 70% proficient or advanced. As you can see we greatly exceeded that benchmark.

Webster Elementary also exemplifies a continuum of learning for students that ensures success at the next level. This continuum is evidenced by each grade level's improvement over time. Each grade level consistently maintains or shows growth and continues to score far and above state expectations. For example in reading, the 07-08 benchmark was 78% proficient or advanced. Our data shows the following percentages for proficient or advanced scores on the ISAT and the increase beginning with the 03-04 school year:

- grade 3 - 92%, consistently remaining proficient above 91%
- grade 4 – 95%, an increase of 15%
- grade 5 – 98%, an increase of 8%
- grade 6 – 83%, an increase of 5%

Another area that deserves notice in Webster's assessment data is the lack of discrepancy between performance of the total school population and economically disadvantaged students. The school's dedication to meeting the needs of each student is evidenced by their ability to close this performance gap. We have received awards for showing growth in test scores with our economically disadvantaged population on the ISAT. For example in 04-05 fourth graders were 71% proficient or advanced in reading, and improved to 95% in 07-08. In 04-05 fifth graders were 79% proficient or advanced in reading and improved to 95% in 07-08. Our scores have dramatically increased over time with this subgroup. This was far above the state benchmark of 78% proficient or advanced.

We have shown consistently high evidence of depth in learning with our Direct Math Assessment administered to fourth and sixth graders. Sixth graders have shown an increase of proficient or advanced scores by over 45% from 03-04 to 07-08. Our fourth graders have always been above the state average. We have improved from having 3% scoring advanced in 03-04 to 22% scoring advanced in 07-08.

Idaho Standards Achievement Test results can be found at:
<http://www.boardofed.idaho.gov/saa/isatresults.asp>

Direct Math Assessment results can be found at:
<http://www.sde.idaho.gov/DataCollection/dmwa/DmaDwa.asp>

2. Using Assessment Results:

We use a variety of assessments: ISAT, Idaho Reading Indicator(IRI), Direct Math Assessment(DMA), Direct Writing Assessment (DWA), surveys (student, parent, and teacher), Running Records, report card data, teacher observation, formative and summative classroom assessments, and student reflections. We test on state achievement standards and all learning areas. Test data is communicated to our students as they formulate and communicate personal goals in each subject area. The data is consistently shared with families during conferences, phone calls, emails, and personal notes.

Assessments are vehicles which provide feedback/constructive criticism of our teaching-learning process. They bring awareness of potential growth opportunities and guide development of support systems. We use data to assist in decision making and plan for instruction. For example, using IRI data, students are strategically placed in groups to provide intensive intervention for skills not yet mastered. In the intermediate grades, students self assess practice tests prior to the DMA and use the data to improve their future score, giving them a sense of ownership and pride in the results.

What sets Webster apart is the development of a community that fosters leadership, empathy, and strength. Our students come to school “ready to work, ready to learn, with a positive attitude.” They believe, as our whole staff does, that Webster is a safe, nurturing, and supportive environment. Because of our commitment to meeting emotional, physical, and personal needs of our Webster family, students take assessments with pride and ownership. In our multi-age classrooms students spend two years with the same teacher, allowing a stronger bond between students, teachers, and our classroom families. We know this has a positive impact on standardized test results. Our test scores are high because our students set goals, are held personally accountable and take pride in their learning.

3. Communicating Assessment Results:

Webster Elementary School communicates assessment results to students, parents and the community in a variety of ways. Student/parent/teacher conferences are held a minimum of twice a year where academic goals are set for students to help them meet or exceed grade level standards. An academic map is developed for each learner as a result of the information derived from our summative and formative assessments.

Parents are encouraged to follow their child’s progress on-line via PowerSchool. This data, updated by teachers, enables parents to view information from the convenience of their home. Report cards are prepared 4 times a year, covering topics from attendance and citizenship to academic achievement and are tied directly to the state standards. Students in grades K-3 take the Idaho Reading Indicator three times a year and the results are communicated in detail to the parents. The Idaho Standards Achievement Test results are given to parents, with explanation, as soon as they become available and can be viewed in PowerSchool.

We post our Targeted Assisted Program Plan to the state department yearly to report assessment data, procedural methods, scientifically based research materials used, and parent involvement opportunities. A copy of this report is available to parents in our school office and discussed at meetings, documenting how we tie assessment results to instruction.

Parents of students involved in Special Education and the Gifted and Talented program receive quarterly progress reports and meet at least once a year to review/update the individual education plan which informs them of student progress and needs.

To ensure that parents and the community are actively informed about assessment results, we hold monthly PTA meetings, send newsletters, post ISAT and AYP results on our website. A monthly article is written in our local paper to share accomplishments with the community.

4. **Sharing Success:**

Students are the focus of Webster's academic achievement, success, and teamwork where motivating and nurturing learning environments, strong leadership, and a sense of mission is shared by all. Frequently, area educators observe our classrooms to see our school vision and innovative teaching. Area schools have turned to Webster for guidance and assistance with creating a multiage environment.

We have presented and hosted workshops for other district employees and have shared methods of current "best practices" and instruction. Webster is a mentoring site for teachers in training through the local state college. Three of our teachers are instructors at the collegiate level, fostering a love of our profession for those just entering. To model highly effective professional learning teams, a Standards Implementation Team meeting was videotaped and presented to our school board and to other Lewiston schools.

Webster has been honored at district events to communicate and celebrate the awards we have received. Letters have been sent praising and congratulating Webster for the hard work, effort, and dedication needed to receive these awards. Webster is held in high esteem as an example of excellence in educational practices by not only our community but the state of Idaho.

In the event Webster is honored by the Blue Ribbon School Award, we will proudly continue to share our successes with other schools by being an example to others of educational excellence. We will continue to value collaborating with our peers and other professionals from throughout the district and outlying communities.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Webster teachers use a variety of strategies to design instruction for all students. Using the Idaho State Standards as a guide, we base our instruction on the individual needs of students. Instruction is differentiated to appropriately challenge our diverse learners in the classroom and beyond. The core curriculum areas taught at Webster include Language Arts, Reading, Math, Social Studies, Science, Performing Arts, and Physical Education.

One of the great attributes of Webster is that staff members have the creativity and freedom to tailor the curriculum to meet the needs of a diverse classroom. The multiage environment creates an atmosphere of safety and allows for supported risk taking for students, enabling teachers to help students go above and beyond typical grade level curricular expectations. For example, in a typical classroom, Readers' Workshop begins with a read aloud to introduce the mini- lesson for the day. Each student then is prepared with text of their choice at his/her independent reading level to practice the new comprehension strategy learned. At the end of work time students share what they accomplished as a reader. This allows the students to meet and exceed the grade level standards in a meaningful, research-based manner. In the same classroom, the teacher may also use plays, Reader's Theater, Book Clubs, Literature Circles and Paired Reading to meet the needs of the individual learner. Due to these instructional methods stated above, students have developed a love of reading.

Subject integration is a critical component for meeting curriculum expectations. For example, in our 3rd/4th grade multiage classrooms they study the solar system. The classrooms are transformed into a solar system with student created artwork, constellations, and models of the solar system. Power Point slideshows are created and presented by each student to showcase learning to parents who attend the Reader's Theater planet plays. Planet haikus are written in Writer's Workshop to integrate the writing process into science. The bulk of the learning comes from students developing research questions then finding the answers using a multitude of resources at their instructional level. This allows students choice in their learning, which motivates and engages them in their educational process. It also gives the students opportunities for enrichment.

At Webster we seek ways to go above and beyond the curriculum the district provides for us. We strive to meet the needs of students with different learning styles. Some of the methods we use to enhance our curriculum include:

- After School Drumming Club
- Before School Walking Club
- Visits from published authors/illustrators
- Professional artists teaching authentic art forms
- School wide Art Show
- Weekly Spanish lessons
- Morning Choir
- Jazz Band
- Winter and Spring Music Concerts
- College mentors for at-risk students
- Before school reading club
- Apangea (before school differentiated computer math program)
- Read Naturally (after school differentiated computer reading program)
- PLATO (differentiated computer standards based math program)

Webster teachers participate in weekly collaboration time with grade level partners to share strategies. This enables us to work together as a team sharing and creating curriculum that meets the district and state standards, but most importantly, engages and motivates the students to learn. We believe that if students have a voice and choice in how and what they learn they will be more willing to go above and beyond expectations.

2a. (Elementary Schools) Reading:

We provide a balanced approach to literacy instruction and recognize that students have individual needs that cannot be met through a single program. Guided by standards and professional knowledge, we teach students, not programs.

We assess students on multiple aspects of reading to develop individual reader profiles which allow us to identify strengths and needs of each reader, group students for instruction, and monitor progress over time.

Using running records allows us to adjust instruction based on student growth on fluency, decoding and comprehension skills. We then meet in teams to develop reader profiles and determine the supports needed for each student, thereby providing early interventions. For example, using Read Naturally, students' growth is measured and recorded on the computer, providing immediate feedback to the student and teacher on growth in fluency, comprehension, and decoding skills. By strategically pairing our younger readers with older, more experienced readers, we provide good models for reading fluency and comprehension.

Our classrooms are structured to permit daily and on-going individual student conferencing, small group and whole class instruction. We use The Comprehension Toolkit to assist in teaching skills such as inferencing, making connections, questioning, determining importance, summarizing, synthesizing, paraphrasing and locating information using authentic and engaging non-fiction and fiction texts.

Our students use individual book boxes filled with quality leveled texts which supports readers at their point of need and ensures engagement through choice of books. Daily read alouds and individual reading time are an integral part of implementing a love of reading.

Book Clubs and Literature Circles are used allowing students to meet with others who have the same reading interests and goals. We focus on comprehension skills by discussing and writing about what we've read.

The culture of Webster School reflects these understandings and a profound care for children, where each student becomes a life long reader.

3. Additional Curriculum Area:

Our school spent three years researching best practices in math. We wanted to find a balance between procedural and conceptual mathematical practices. Our math instruction focuses on questioning and discussion which allows all students' voices to be heard. We believe that math needs to be based on problem solving in real world situations. We help foster in our students the ability to be critical thinkers and have the flexibility to solve problems in many ways. Utilizing an inquiry based approach allows students to use manipulatives and a variety of strategies to solve problems. Through our research we discovered that the key to teaching math was differentiating our instruction to meet the educational needs of each child. Instead of focusing on grade level curriculum, we get to know our students' mathematical abilities and capabilities, then develop flexible teaching practices that allow us to teach them what they individually need to know. For example, in Mathematician's Workshop, the teacher may be working with a group of students on breaking apart a factor to multiply 18×7 . Another group may be investigating how to group numbers to begin learning

about the multiplication process. Yet another group may be above and beyond these processes and be working on multiplying much larger numbers in a story problem context.

Ways in which we supplement the math curriculum include: Apangea Math, PLATO, SPIKE groups and Math Competitions. These programs allow us to meet the diverse needs of all of our learners inside and outside of school hours. These supplemental methods help reach the students who are below grade level as well as enrich the math instruction for high achieving students.

4. Instructional Methods:

Instruction centers on differentiated instructional practices for all students. To enrich and modify curriculum, we collect data from Idaho state tests and classroom assessments. We group students for supplemental instruction with systematic teaching to focus on specific areas to meet the diverse needs of subgroup student populations.

Multiage classrooms are learning communities maximizing the interaction and cooperation among children who vary in experience, maturity and ability where instructional practices are modified to meet all students' needs. We believe in the "whole child" and that being with the same teacher for two years supports a cohesive atmosphere and becomes the cornerstone of student learning and achievement which better meets a student's emotional and social needs. Another way to meet these needs is with Webster's Community Resource Worker who facilitates extracurricular activities to build positive self esteem for students and provides support for low income families. With help from the community, Title I provides quarterly Parent Involvement Nights with dinner and an interactive learning activity which helps build positive relationships with families and school.

To meet the diverse needs of subgroup students, services are provided by trained staff: Gifted and Talented facilitator, Indian Education tutor, Title I teachers, English as a Second Language facilitator, Special Education teachers and aides, reading coaches, AmeriCorp Member, and Extended Reading Time specialist. Students are supplemented in the area of fluency with Read Naturally, DIBELS reading passages, paired reading, phonics, and sight word recognition. Progress is tracked and instruction is modified as achievement grows. Sixth grade students are grouped according to academic need in math and reading and take part in a weekly "Exploratory" class for supplemental instruction.

Webster identifies and serves academically gifted students to challenge and enrich students in the areas of math, reading and language arts and explore concepts in greater depth.

5. Professional Development:

A clear vision of beliefs about teaching and learning is what drives Webster educators to continue improving the academic, social, emotional, and physical needs of each learner. This ensures that we utilize current teaching skills, enabling students to meet or exceed their learning potential. Webster promotes an exceptional environment where educators feel comfortable and confident working collaboratively with each other.

Webster teachers take risks by embracing new and current research methods based on their knowledge of how students learn and develop. This allows them to provide challenging, developmentally-appropriate curricula that engage students in intellectual, social, and personal development. We recognize students' strengths and potential, while respecting talents, abilities and perspectives. To better understand the environment of our families from lower socio-economic status, we read *A Framework for Understanding Poverty and Working with Parents: Building Relationships for Student Success* by Dr. Ruby Payne and attended a workshop on that topic.

Clear, coherent, strategic and collaborative planning is encouraged. Teachers are aware of what students are expected to know and support a clearly delineated vision aligned with the state, district and school goals.

We believe that professional development is an on-going process which respects the personal strengths, needs, and diversity of each educator, using sound research-based theories critical for excellence. We value continuous improvement, challenging traditional roles and relationships among educators by:

- Encouraging creativity and innovation.
- Developing new skills in a collaborative environment for life long learning.

Webster Staff dedicates time every week for professional learning, which includes collegial consultation, analyzing data, developing and implementing instructional practices and assessments linked to state, district, and school standards. Summer months are devoted to professional dialogue on current educational literature and strategies. This reflects our dedication to achieve high student outcomes through current research and professional collaboration.

6. School Leadership:

The dedication and enthusiasm of Craig Lenzmeier, principal, provides the platform that enables him to articulate and instill in others a strong sense of purpose. Mr. Lenzmeier establishes, through the important work of teachers and the support of caring parents, the character of Webster Elementary School. He clearly understands that success serves as an instrument for building pride in accomplishment and continued determination to pursue excellence. The vigorous pursuit of sound educational values and goals has elevated Webster Elementary School to one of just three Distinguished Schools in Idaho. In fact, Webster Elementary School has received this distinction two years in a row with the added recognition of closing the achievement gap between students in poverty and the regular population by over ten percent (10%).

As elementary principal at Webster Elementary School, Craig Lenzmeier uses a collaborative style that involves staff, students, parents and volunteers to assure that every student attending Webster Elementary School knows that when the bell rings everyone is... "Ready to work. Ready to learn. With a positive attitude." Everyone understands their part in developing a school that offers rich learning experiences, is able to adapt organizational structures that support student learning, and that creates a culture of high performance and collaboration.

Under Craig's leadership, the daily habit of everyone working together in order to build the capacity needed to meet the unique needs of each child attending Webster Elementary School has been created. At the core of his leadership is the understanding that the very reason that Webster Elementary School exists is to help all of its students academically, physically, emotionally and socially – the flawed, imperfect boys and girls who come to school each day – to succeed at high levels. Hand in hand, everyone learns!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Idaho Standards Achievement Tests
 Edition/Publication Year: 2003 Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	96	78	98	81	96
% Advanced	65	41	71	28	50
Number of students tested	48	41	42	47	24
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	3	0	0
Percent of students alternatively assessed	0	0	7	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	95	60	94	60	
% Advanced	57	40	53	10	
Number of students tested	21	15	17	20	
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	96	78	97	82	96
% Advanced	67	46	70	27	48
Number of students tested	45	37	37	44	23
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No other subgroup is included because the number is less than 10.

FRL achievement data for 03-04 is not available.

Subject: Reading

Grade: 3 Test: Idaho Standards Achievement Tests

Edition/Publication Year: 2003

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	92	93	93	91	92
% Advanced	65	32	67	55	67
Number of students tested	48	41	42	47	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	3	0	0
Percent of students alternatively assessed	0	0	7	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	86	93	82	85	
% Advanced	57	20	29	55	
Number of students tested	21	15	17	20	0
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	91	92	92	91	91
% Advanced	67	32	68	57	65
Number of students tested	45	37	37	44	23
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No other subgroups are listed because the number is less than 10.

FRL achievement data for 03-04 is not available.

Subject: Mathematics
Edition/Publication Year: 2003

Grade: 4 Test: Idaho Standards Achievement Test
Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	95	93	92	92	75
% Advanced	50	33	41	52	25
Number of students tested	40	46	51	25	40
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	3	0	0	0
Percent of students alternatively assessed	0	7	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	83	83	86	33
% Advanced	40	11	26	43	33
Number of students tested	19	18	23	7	3
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	94	95	93	91	78
% Advanced	53	38	39	52	25
Number of students tested	36	40	46	23	32
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No other subgroup is included because the number is less than 10.

Subject: Reading

Grade: 4 Test: Idaho Standards Achievement Test

Edition/Publication Year: 2003

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	95	89	84	76	80
% Advanced	25	35	53	52	35
Number of students tested	40	46	51	25	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	0	0	0
Percent of students alternatively assessed	0	7	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	95	78	70	71	67
% Advanced	16	22	48	57	33
Number of students tested	19	18	23	7	3
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	94	90	87	74	84
% Advanced	28	35	54	48	38
Number of students tested	36	40	46	23	32
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No other subgroup is listed because the number is less than 10.

Subject: Mathematics

Grade: 5 Test: Idaho Standards Achievement Test

Edition/Publication Year: 2003

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	89	80	87	78	81
% Advanced	50	45	57	35	42
Number of students tested	44	49	23	37	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	7	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	80	65	86	69	50
% Advanced	40	25	29	38	50
Number of students tested	15	20	7	13	2
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	90	78	86	79	82
% Advanced	48	44	52	33	37
Number of students tested	40	45	21	33	38
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No other subgroup is included because the number is less than 10.

Subject: Reading

Grade: 5 Test: Idaho Standards Achievement Test

Edition/Publication Year: 2003

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	98	92	87	84	91
% Advanced	55	47	61	26	33
Number of students tested	44	49	23	38	43
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	7	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	93	85	71	79	100
% Advanced	33	35	43	21	0
Number of students tested	15	20	7	14	2
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	98	91	86	82	89
% Advanced	53	49	57	24	32
Number of students tested	40	45	21	33	38
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No other subgroup is included because the number is less than 10.

Subject: Mathematics

Grade: 6 Test: Idaho Standards Achievement Test

Edition/Publication Year: 2003

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	83	80	83	69	83
% Advanced	49	48	31	12	40
Number of students tested	47	25	42	49	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	61	71	71	52	100
% Advanced	22	43	14	10	0
Number of students tested	18	7	14	21	1
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	81	78	82	67	84
% Advanced	47	48	28	11	41
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No other subgroup is included because the number is less than 10.

Subject: Reading

Grade: 6 Test: Idaho Standards Achievement Test

Edition/Publication Year: 2003

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	83	83	86	84	79
% Advanced	45	50	38	33	47
Number of students tested	47	24	42	49	47
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	67	83	71	71	100
% Advanced	28	50	43	19	0
Number of students tested	18	6	14	21	1
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	84	82	85	82	80
% Advanced	44	45	38	31	48
Number of students tested	43	22	39	45	44
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No other subgroups are included because the number is less than 10.