

PART I - ELIGIBILITY CERTIFICATION

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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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

1. Number of schools in the district: 15 Elementary schools
 (per district designation) 5 Middle/Junior high schools
3 High schools
0 K-12 schools
23 Total schools in district
2. District per-pupil expenditure: 9292

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	21	23	44		7	0	0	0
1	25	22	47		8	0	0	0
2	17	13	30		9	0	0	0
3	18	19	37		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								158

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
0 % Asian
6 % Black or African American
9 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
78 % White
5 % 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 2009-2010 school year: 13%
 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, 2009 until the end of the school year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1, 2009	158
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent limited English proficient students in the school: 2%
 Total number of limited English proficient students in the school: 3
 Number of languages represented, not including English: 1
 Specify languages:

All three ELL students in our school represent the Spanish language.

9. Percent of students eligible for free/reduced-priced meals: 37%
 Total number of students who qualify: 58

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%
 Total number of students served: 23

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</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>8</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>7</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>16</u>	<u>10</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: 20:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	99%	98%	99%	99%	99%
Daily teacher attendance	96%	97%	96%	96%	96%
Teacher turnover rate	12%	25%	0%	25%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Inwood Primary is a small school and even one teacher leaving with another taking their place results in a 12% turnover rate. Inwood has experienced several retirements over the last several years.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Inwood Primary is a small town school that was established in the 1920s in the eastern panhandle of West Virginia. It sets in the middle of Inwood, West Virginia and houses grades kindergarten through third. The school is used for many community activities including Boy Scouts, Girl Scouts, baseball, softball, and soccer. Because of Inwood Primary's central location and beautifully kept and safe playground, people can be seen enjoying the outdoor facilities during most evening and weekend hours when weather permits.

The school serves an average population of 160 students. This population has changed over the last eight years as the population has grown with many families moving from the Baltimore/Washington D.C. Metro areas and beyond. The percentage of Low SES students has averaged around 40 percent while minority population has increased. In 2003 the school had a Black population of 2 percent and a Hispanic population of 0 percent. In 2010 the Black population was 10 percent while the Hispanic population grew to nearly 7 percent. The population has also changed from a large number of native families working locally to a much smaller native population with many families commuting long distances daily to work.

“Berkeley County Schools will provide educational excellence for all” is our county mission statement. This is also combined with our county core beliefs. These beliefs are: (1) all students can learn and want to be successful; (2) students learn at different rates and in different ways; (3) curriculum, instruction, and assessment must be aligned, learner-centered, and based on high standards and expectations; (4) students, teachers, parents, and the community are partners in the learning process; (5) meeting the needs of a growing and diverse population; (6) promoting positive self-esteem, self-discipline, and mutual respect; (7) schools should be safe and welcoming environments that support continued learning; (8) Developing and supporting quality staff; (9) learning is a lifelong process.

Inwood Primary mirrors this mission and these beliefs while adding a team/family approach to our instruction. For example, our S.A.T. (Student Assistance Team) consists of nearly our entire staff. Any student concern whether academic, physical, or social, is reviewed by this team. Therefore a majority of the staff has an important role in the welfare of our students. Everyone in the school works together and shares knowledge to care for the physical and intellectual well-being of our students. Our staff meets on a regular basis to analyze benchmark assessment scores as well as progress monitoring scores in order to guide instruction during the school day.

The dedication and caring of the staff goes beyond the school day. Teachers are seen and actively engaged in after hour school and community events. This dedication also pays huge academic rewards. Inwood Primary has an after school program that functions three evenings a week for one hour each night from October to April. Our Monday night program, A.R.M.S (Advanced Reading and Math Skills) is dedicated to our higher achieving students while two nights are strategically designed for remediation to meet the individual needs of each student that takes part in this invaluable program.

Inwood Primary has always been well respected in the community and county for its dedication to the academic and social success of every individual student. AYP (Adequate Yearly Progress) has been maintained since the development of West Virginia Educational Standards Test (WESTEST) in 2003. Our school has also been designated as a West Virginia Exemplary School in 2004 and again in 2010.

1. Assessment Results:

All students in grades 3-11 in West Virginia are required to participate in the WESTEST Assessment which includes an online writing assessment. The WESTEST was introduced in 2003 and is designed to measure student achievement in reading/language arts, math, science, and social studies. The online writing assessment is administered before the WESTEST and its score is represented in the reading/language arts score. Students earn one of five achievement levels:

- **Distinguished** - An exceptional/exemplary performance that exceeds course or grade level standards.
- **Above Mastery** - A competent/proficient performance that exceeds course or grade level standards.
- **Mastery** - A solid academic performance that meets course or grade level standards.
- **Partial Mastery** - A basic understanding performance but lacks consistent application of course or grade level standards.
- **Novice** - A performance that does not demonstrate fundamental knowledge/skills of course or grade level standards.

Every year the state of West Virginia sets the minimum percentage of students that must be at or above mastery within each subtest to meet state standards. Inwood Primary has meet the state standards every year from 2006 through 2010. While meeting the state standards every year our school has nearly always maintained scores at or above the state and county averages.

Inwood Primary's scores appear to fluctuate for three major reasons:

1. The WESTEST has evolved over the years since its introduction. This evolution has changed the WESTEST and its representative scores. The state has constantly strived to make the state standards and the assessment itself more rigorous.
2. During the last five years the Online Writing Assessment scores were incorporated into the reading/language arts scores.
3. Inwood Primary only tests its third grade students. Therefore a completely new group of third graders are tested each year with their unique strengths and weaknesses represented in the scores.

The Low SES score for the most recent year in math was 16 points below the score for All Students. However, the Low SES score of 47 was still significantly above the state's minimum score to achieve mastery. This achievement gap is being addressed through our RTI (Response To Intervention) program. This is a three tiered intervention that monitors and assesses all students within the school as follows:

1. **Tier I** - All students receive high quality differentiated instruction and are assessed (benchmarked) three times at equal intervals throughout the school year.
2. **Tier II** - Students showing academic deficiencies are assessed (progressed monitored) and receive an additional 30 minutes of remedial instruction three times each week.
3. **Tier III** – Students who continue to struggle receive more intensive daily remediation.

Inwood Primary School has combined its small team/family approach with the RTI Program. This combination assures that every student receives the monitoring and exact skills necessary to achieve at their highest level.

2. Using Assessment Results:

Our county follows the Response to Intervention (RTI) three-tiered reading model that allows us to meet the varying needs of our students. All students receive 90 minutes of instruction in a core reading program (TIER I). Students who continue to struggle receive an additional 30 minutes of strategic reading instruction using an intervention tool that accompanies our Harcourt reading series (TIER II). Students who show no improvement after multiple sessions of intervention strategies are then moved to a tier III group where they receive instruction using research based tools for 45 minutes daily.

Our school uses several different tools to assess student achievement in reading. The first test that teachers use is STAR Reading and STAR Early Literacy programs. They are given to test students' strengths and weaknesses. Star Early Literacy identifies strengths and weaknesses in seven early literacy domains and 41 skills. It provides feedback to guide instruction and monitor progress. STAR Reading is a standardized computer-adaptive assessment that assesses reading comprehension and achievement. It helps determine initial reading ranges and monitors progress.

The next diagnostic tool that teachers use is DIBELS (Dynamic Indicators of Basic Early Literacy Skills). It is a set of measures used to assess early literacy and reading skills for students. We can identify students who may be at risk for learning disabilities, help teachers identify areas to target instructional support, and monitor at-risk students while they receive additional, targeted instruction.

Third grade students take an online benchmark test, Acuity, which is aligned to WV Content Standards and Objectives. Student progress is again measured, and teachers can gear instruction to meet varying needs in the classroom.

Our students are benchmarked three times a year using the STAR, DIBELS, and Acuity tests. Students who require additional support are progress monitored twice a month or weekly, depending on the tiered support they are receiving. The Instruction and Intervention Team (IIT) meets every 4-9 weeks to monitor student progress for those who are receiving intervention. The classroom teacher brings supporting classroom information and all recommendations that the IIT make are data driven. The team may decide that the teacher should change an intervention for a particular student, or student groupings may change. The team also meets after every benchmark administration to identify students that need additional intervention or students who may no longer require extra support.

3. Communicating Assessment Results:

Inwood Primary constantly assesses student performance for the purpose of enhancing individual student and school performance. Students receive benchmark testing (STAR Assessment) and in some cases are progress monitored (DIBELS) on a bi-weekly basis to monitor targeted academic weaknesses. These assessments are shared with our IIT (Instruction and Intervention Team), students, and parents.

Our IIT team meets with teachers at least each quarter. During this meeting assessment information from benchmark testing and progress monitoring is shared between teachers and the team. The information is then used to establish which students need more help with essential skills.

Teachers in turn share results with students and parents. We feel that it is essential for students to have ownership in their education. Scores are explained to the students. Charts and graphs provide a visual representation of where each student is and where they need to progress. This information is provided and explained to parents through parent/teacher conferences, individual parent meetings, and information sent home.

The state of West Virginia assesses every student grades 3-11 in reading/language arts, math, social studies, science, and writing every school year. The results for these tests arrive too late for Inwood Primary to distribute to our outgoing third graders. Therefore the following procedures are in place:

- When test scores arrive necessary information is recorded to provide information for our school to analyze test data.
- Information is delivered to the school that is to receive our outgoing third graders.
- Testing information is given and explained to students.
- Testing information and letter of explanation are sent home to parents.

WESTEST information is also available to our community. The state provides a county and school report card that is distributed to every student by the schools. This information is also available for present and previous years through our State Department website <http://wvde.state.wv.us>.

4. Sharing Lessons Learned:

Sharing and celebrating success is invaluable and essential to schools and school systems. Inwood Primary and Berkeley County Schools have shared success in the following ways:

- Teachers from other schools visit Inwood Primary to observe and work with successful teachers.
- New teachers are asked to visit with experienced and highly successful teachers at other schools in the district.
- Student and teacher successes are shared during our IIT (Instruction and Intervention Team) when teachers share and analyze student progress.
- Student success in the form of assignments and projects is proudly displayed at all times in the hallways of our school.
- District has asked schools to send examples of best practices and lessons to workshops and trainings.
- Teachers representing each school attend trainings. Successes are shared during this time and teachers are asked to share this with their school.
- Inwood shares successes on a daily basis between grade level teams.
- Monthly school newsletter showcasing events and accomplishments.
- Each teacher has their own website within the school's website posting educational links, events, and student accomplishments.
- Principal's curriculum meetings have been redesigned as a PLC (Professional Learning Community) to share information and successes.
- District Superintendents and directors travel to state conferences and events where information is gained and shared.
- Principals and LSIC members share successes with the local board of education each spring.
- District Public Relations Director releases information about successes and events to local papers.
- Inwood Primary is used consistently by local colleges and universities to train student teachers.

Inwood Primary is extremely proud of our hard work and accomplishments. We try to find every opportunity to share these within our school and community.

1. Curriculum:

Inwood Primary uses the Berkeley County Curriculum maps, which are driven by the West Virginia and Twenty First Century standards. In addition to the curriculum maps we utilize research based county adopted textbooks aligned with West Virginia State Standards, Technology Standards, and Twenty First Century Standards.

Our textbooks, aligned with the state standards, are chosen by the county textbook committee from the approved state textbook list. Throughout the school in grades kindergarten through third grade we use The University of Chicago's *Everyday Mathematics* and Harcourt's *Trophies Reading, Social Studies, Science, and Health Zaner-Blozer's Handwriting*. Kindergarten's *Social Studies, Science, and Health* books are "Big Books" facilitating whole group instruction during circle time. First through third grade utilize individual student texts for *Social Studies, Science, and Health* and use Houghton Mifflin's *English*. First and second grade students use a spelling book that accompanies the reading series, integrating the phonics lesson and vocabulary from the basal reading story of the week. Third graders have a separate spelling and vocabulary text by Houghton Mifflin which gives students practice spelling and understanding words with related spelling patterns.

Classroom instruction throughout the school focuses on student mastery of standards. Teachers use multisensory approaches in their delivery of research based instruction. Skills are scaffolded from one grade level to the next in all areas. For example Kindergarten receives science, health, and social studies instruction as a whole group. First and second graders have individual texts, but work in a combination of small groups and whole group.

Students in all grades receive direct reading instruction for ninety minutes daily from their teachers and work independently during class time. Beginning in kindergarten Inwood's reading curriculum focuses on building strong phonetic skills and sight word acquisition, developing reading fluency and literacy using leveled readers. As the students progress through the grade levels their skills are strengthened focusing on inferential and literal comprehension, story elements, and critical thinking skills with the use of a variety of literature. Reading is further enhanced by Scholastic leveled readers, *Weekly Reader*, Scholastic, Harcourt Reading's *Intervention Readers*, IPAP (Intensive Phonological Awareness Program), and multiple learning stations and games. Students are instructed as a whole group then break into smaller groups for differentiated instruction on their instructional level. This is accomplished by working with the teacher, aide, and intervention specialists or resource teacher.

Written language begins in kindergarten with student writing words and sentences. First graders write sentences and practice capitalization and punctuation. Second graders hone these first grade skills to write in journals daily, learn sentence structure, verb tense, subject verb agreement, parts of speech (nouns, verbs, and pronouns), correct punctuation and capitalization. They learn touch typing and use Word to write riddles and reports. Having learned the "Four Square Writing" technique to compose paragraphs and daily sentence correction in second grade, the third grade students practice their language skills by composing paragraphs, narratives, reports, and stories across the curriculum. Instruction in the English texts varies between direct instruction and guided practice.

2. Reading/English:

The reading program at Inwood Primary is based on the NCLB (No Child Left Behind) five essential components of reading and the West Virginia Content Standards and Objectives. They include: Phonemic awareness, Phonics, Fluency, Vocabulary, and Comprehension. Using this base model the school uses the Harcourt Trophies reading program. "Harcourt Trophies is a research-based, developmental reading/language arts program.(K-6) Explicit phonics instruction; direct reading instruction; guided

reading strategies; phonemic awareness instruction; systematic, intervention strategies; integrated language arts components; and state-of-the-art assessment tools ensure every student successfully learns to read.” Taken from the Harcourt Trophies website:

(<http://www.harcourtschool.com/menus/trophies/menu.html>).

The reading series incorporates a spiral approach to reading instruction. The spiral approach uses the *Teach, Assess, Re-teach* model. During the 90 minute reading block children receive direct whole group instruction, in which the state and school have incorporated the use of IPAP. IPAP is a effective tool for increasing phonics and phonemic awareness skills. They then break into groups for center activities and differentiated skill based instruction. Groups are determined through several forms of assessment. The school uses DIBELS (Dynamic Indicators of Basic Early Literacy Skills), STAR (Standardized Test for the Assessment of Reading), and the reading series assessments to place children into skill specific groupings. It also aides in the RTI model by allowing teachers to place at risk children into Tier II and Tier III groups to provide additional re-teach time beyond the 90 minute block. Tier II instruction uses the intervention lessons provided through the reading series, Intervention Station, and IPAP. Tier III uses SPIRE. SPIRE is a multisensory remediation program for reading skills.

Technology is incorporated through the centers in the Harcourt Trophies website. The activities are skill specific and theme based. The school also uses Compass Learning Odyssey. “This program allows a teacher to create skill specific learning paths to address a child’s needs” taken from Compass Learning website, (<http://compasslearningodyssey.com>). Smartboards, ELMOs, and a mobile lab are used throughout the school to increase the use of technology in the reading program.

The spiral approach to teaching reading has allowed the school to target struggling readers early and provide them with intense individualized instruction to meet their skill deficits. This approach has led to an increase in reading skills and test scores.

3. Mathematics:

Inwood Primary currently uses Everyday Mathematics published by McGraw Hill Wright Group. The 2010-2011 school year is the first year this program of instruction has been utilized. This curriculum teaches concepts and skills, developing them over a long period of time with a spiraling curriculum.

The materials include the following for each child: My Reference Book (contains key concepts and directions for games), Student Math Journal (consumable books with practice pages of key concepts and a constant review) and a packet of manipulatives including playing cards, base ten blocks, rulers, etc. In addition, the following teacher materials are also available for use: Minute Math (activities that provide a quick review) and Math Masters (masters that provide practice for the lesson being taught, home/study links, and game masters).

Several opportunities exist to support the connection with school and home thus providing opportunity for extra practice for those students who are performing below grade level. Parents are provided with information about the curriculum and how key skills are being taught. The “Home/Study Links” are an extension of the lessons and provide the much needed review.

Each lesson in the book has a section entitled “Differentiation Options”. Included in this part are the following: readiness activities for those students performing below grade level, enrichment activities for those who are in need of more challenging pursuits and ELL support for students who have English as a second language.

To further enhance the curriculum, students are provided with numerous hands on activities. We have found these activities to greatly enhance student learning in two major ways. First, the students become more engaged in the lesson when provided these hands on opportunities. Second, it provides varied and differentiated approaches to every lesson.

Inwood Primary provides twice weekly tutoring sessions. Students who require additional help in Math are given the opportunity to meet with a classroom teacher for one hour, two times a week, completing instructional activities.

By using the Everyday Mathematics, communicating with parents with the “Home/Study”, and providing students who are performing below grade level with additional practice in the after school tutoring program, Inwood Primary is giving students a balanced mathematic curriculum, thus maximizing student learning.

4. Additional Curriculum Area:

Inwood Primary and the state of West Virginia strongly believe that all children should experience and become proficient in technology skills. This is evident through West Virginia’s 21st Century Initiative.

We work toward these skills through, computers, smart boards, ELMOs, Mimios, and student responders.

Our school utilizes technology throughout our curriculum. We have a full service computer lab that all students visit at least two times a week. Each classroom has a minimum of 5 computers for use throughout the day. Computers are used during centers in math and reading. We have also recently added a six station mini computer lab which is used extensively for remediation through technology.

Part of the technology usage is the STAR testing program. This program tests early literacy in lower grades such as phonemic awareness and vocabulary. In the higher grades it provides a reading grade level for each student. The testing also provides data for strengths and weaknesses in each child. This allows teachers to meet specific needs of each child.

We use Compass Odyssey for reading and math instruction. This program allows the student to progress at their own pace. The teacher can individualize assignments to a specific child’s needs.

Third grade utilizes Acuity testing which is aligned with State of West Virginia Content Standards and Objectives. This provides data to the classroom teacher to further differentiate instruction and prepare students for state assessments.

A mobile computer lab is utilized regularly throughout our building. It is used during the school day and during our after school program. The mobile lab is used for Social Studies and Science research projects, educational sites, and various other computer applications.

Virtual field trips have been utilized throughout the grade levels. Classes perform activities such as Christmas Round the World tour, zoo tours, and visiting other states and countries. This introduces the children to other cultures and locations. Our Science curriculum is also impacted through the use of on-line science experiments and demonstrations. These on-line experiences allow the children to witness an egg hatch, butterflies hatch, and other occurrences that students may never witness in real life.

5. Instructional Methods:

Our instructional methods are dictated by assessing our students’ abilities using the STAR, DIBELS, and IPAP assessment tools. These assessment tools give us a scientific based format of student proficiency. From data collected we determine strengths and weaknesses of all students. Using this information the individual classroom teacher designs and implements activities and lesson plans to facilitate instruction for each student based on specific student learning profiles. RTI (Response to Intervention) tiered instruction is the driving force of our differentiation.

Our differentiation involves keeping the overall learning goals and content of learning the same but creating assignments with different levels of complexity for each of the levels of learning. We can adjust

the level of complexity of learning materials, break information into smaller steps, and adjust the number and complexity of expected student responses, the degree of abstractness versus concreteness, and the amount of support we provide to a student. Based on the student readiness level we provide instruction that will meet them where they are, providing assistance to move to their next level of skill and knowledge.

While creating our differentiated instruction, our teachers take great care so that we do not create obvious ability groupings within the classroom by simply grouping all children who are similar in activity or level. Differentiated instruction accommodates children at multiple levels in one classroom. This point would be difficult to exaggerate.

Our teachers ensure that the classroom is challenging and nonthreatening. Students must feel comfortable, safe, and at ease but also engaged, interested, involved, and curious. This combination creates an environment that is conducive to learning.

In addition Inwood Primary provides two additional highly differentiated after school programs. The first is our ARMS (accelerated reading and math) program for students who have demonstrated an above average ability in reading and math as provided by the classroom teacher and the results of our assessments. The second program is a tutorial class for students who have shown a need for additional instruction in reading and math.

Both after school programs provide differentiated instruction and a fun learning environment. These programs offer a multitude of ways to present information using the internet, newspapers, listening centers, literacy centers, and activities designed to meet individual needs and interests.

6. Professional Development:

Inwood Primary School receives the majority of its staff development from opportunities provided by our district. These staff developments are scientifically based, well presented, and aligned with new state initiatives and the State's Content Standards.

Over the last few years our district has provided extensive staff development on a broad range of curricular, social, and instructional techniques and issues. Some of these trainings include;

- Marzano Instructional Strategies
- APL classroom management strategies
- Literacy centers
- Differentiated instruction
- Guided reading
- Pat Palevka
- Racial and social factors in education
- Ruby Payne on students of poverty
- Standards Based Mathematics

The staff developments are presented in two ways. First, the district arranges trainings that are presented to an entire target group. For example they may do training by working with one grade each day until all necessary grades are trained. Second, a member of a school team will attend a district based training and then that person is responsible for training the teachers from their school. Both methods have proved very effective at building necessary skills and enhancing the school and district curriculum.

Realizing the importance of staff development and constant personal and instructional improvement, teachers at Inwood Primary are encouraged to attend seminars and trainings through outside resources. These have included, differentiated instruction, retelling in reading, and designing learning centers.

Inwood Primary has also provided its own independent staff development within our school. We have invited presenters from other schools, our district office, and outside agencies to our school to facilitate staff development. We have arranged and participated in trainings for technology (mimios, white boards, student responders, portable computer lab, ELMOs, computer/internet resources ,etc.), guided reading, and accelerated reader.

7. School Leadership:

Mr. Sherrard is in his seventh year as Principal of Inwood Primary. He encourages the teachers to be independent and creative in their instruction while at the same time following the adopted curriculum and practices. He feels that the mood of any school, business, or organization is set by its leadership. Therefore he can always be found moving through the school with a smile and cheerful words.

He spends much of his time out in the building monitoring and ensuring student success. This is accomplished through classroom observations, classroom Walk-Throughs (brief non-evaluative observations), helping in classes, and student interaction. Mr. Sherrard feels that presence is important throughout the school, school day, and extracurricular activities. Because of this he constantly promotes an open door policy to teachers, students, and parents.

Mr. Sherrard encourages teamwork and the constant sharing of ideas among teachers. He also communicates and shares with other local elementary schools. He feels that the biggest untapped resource for high quality educational practices is within the walls of our own local schools. Because of this he has arranged for teachers to visit or be visited for the purpose of sharing the vast wealth of instructional knowledge possessed by our local teachers.

Inwood Primary functions very much like a family or team. We all work together and communicate freely to work for the best interests of our students. Because our school is so small and the staff is so invested in the education and well-being of the students, most staff members assume several responsibilities and leadership roles throughout our school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: WESTEST/WESTEST2

Edition/Publication Year: 2005-2010 Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Master/Above Mastery/Distinguished	63	86	76	97	78
Distinguished	15	0	5	6	0
Number of students tested	41	35	41	36	50
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Master/Above Mastery/Distinguished	47	89	77	92	65
Distinguished	18	0	8	0	0
Number of students tested	17	18	13	12	17
2. African American Students					
Master/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Master/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Master/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Master/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
6.					
Master/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
NOTES: Score variations are a result of the WESTEST being modified several times to be more rigorous.					

11WV3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: WESTEST/WESTEST2

Edition/Publication Year: 2005-2010 Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery/Above Mastery/Distinguished	63	63	85	86	74
Distinguished	7	0	5	3	4
Number of students tested	41	35	41	36	50
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery/Above Mastery/Distinguished	59	50	77	83	59
Distinguished	12	0	5	0	0
Number of students tested	17	18	13	12	17
2. African American Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
6.					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
NOTES: Score variations are a result of the WESTEST being modified several times to be more rigorous.					

11WV3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery/Above Mastery/Distinguished	63	86	76	97	78
Distinguished	15	0	5	6	0
Number of students tested	41	35	41	36	50
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery/Above Mastery/Distinguished	47	89	77	92	65
Distinguished	18	0	8	0	0
Number of students tested	17	18	13	12	17
2. African American Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
6.					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
NOTES: Score variations are a result of the WESTEST being modified several times to be more rigorous.					

11WV3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery/Above Mastery/Distinguished	63	63	85	86	74
Distinguished	7	0	5	3	4
Number of students tested	41	35	41	36	50
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery/Above Mastery/Distinguished	59	50	77	83	59
Distinguished	12	0	5	0	0
Number of students tested	17	18	13	12	17
2. African American Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
6.					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
NOTES: Score variations are a result of the WESTEST being modified several times to be more rigorous.					

11WV3