

Yankeetown Elementary School
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Steering Committee

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School Improvement
&
Professional Development Plan

Fall 2010

Yankeetown Elementary Faculty & Staff

Signature Sheet

ANDERSON, LARREN	
BELL, DENISE	
BENDER, JODY	
BICE, CHARLOTTE	
BISCHOFF, MARY	
BLAYLOCK, JENNIFER	
CECIL, JOAN	
CLABORN, JENNIFER	
DURGY, TRACY	
HOUGLAND, SUSIE	
FORTUNE, VICKI	
KIRSCH, TAUNYA	
KRAMER, TERESA	
LAMPKINS, SHERRY	
LEISTNER, KRISTIN	
LESLIE, AMANDA	
MCATEE, CHAD	
POOLE, BRIAN	
REESE, DIANE	
SCALES, SHANNON	
SHAMBLIN, SANDY	
SMITH, TOMMY	
SMITH, VERONICA	
STRICKLAND, MICHELLE	
STUART, ANN	
SUTER, MARILYN	
TAYLOR, MELODY	
VANDEVENTER, TIFFANY	
WENTZEL, KANITA	
WATSON, JENNIFER	

Parents & Community

Beth Fitzsimmons _____

Cassie Miller _____

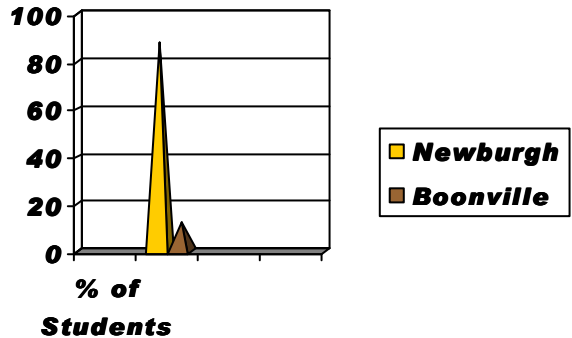
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(1)

(A) Narrative Description of the school, community, and the educational programs.....

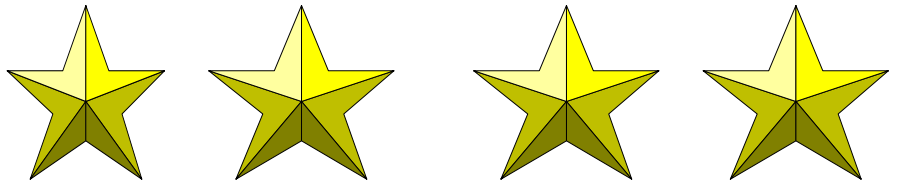
Yankeetown Elementary School was constructed in 1960 on a twenty acre site five miles east of historic Newburgh, Indiana on highway 66 near ALCOA, Warrick Operations. The building houses 2 sections of kindergarten, third, and fifth with three sections of first, second, and fourth. There are 369 students, and a faculty consisting of one administrator, 18 teachers, along with 20 support staff. All of the students are bused to and from school on a daily basis with the exception of kindergarten which is bussed one way only because of 1/2 day status. Eight-six percent of the students live in the Newburgh area and 12.4% live in Boonville area. Some of our students have the option of going to either Boonville Middle or Castle Middle High upon completion of the fifth grade.



The one-story building is constructed of concrete block with a steel panel and buff brick exterior. Situated along two doubled-loaded corridors are 14 general classrooms, a self-contained kindergarten room, library, lounge, remedial reading room, counseling and speech offices, learning disability room, art and music classrooms, computer lab, kitchen, dining room, nurse's office, four restrooms and an administrative office area. The gymnasium has a wooden floor and at the north end is a stage.

Yankeetown Elementary School was remodeled in 2001-2002. At that time 14,000 square feet of space was added, including five classrooms, conferencing area, remedial classrooms, and additional restroom facilities. Thermo pane windows were installed to improve the efficiency of the new heating and air conditioning units. A new media center was completed with a mini computer lab, along with an ultra-modern office/reception area. The playground has been updated and will continue to be through the efforts of the Yankeetown Elementary School Parent-Teacher Organization.

The staff of Yankeetown Elementary is committed to excellence in education. Teachers participate in a wide variety of workshops and programs throughout the year to improve their teaching strategies. A number of teachers have been trained in DIBELS and Acuity to improve their academic delivery method. Most notably Yankeetown Elementary is a recognized Model School for Technology by the State of Indiana in the year 2004.



Indiana Four Star School

- 94-95**
- 95-96**
- 98-99**
- 05-06**

Through the efforts of the Southwestern Indiana Network for Education (SINE), our school serves as a resource in this exciting arena.

Yankeetown Elementary has met Adequate Yearly Progress 3 out of the last 5 years. Yankeetown also has been recognized as an exemplary school under PL221. Yankeetown has been an Indiana 4-Star School twice since 2000.

The staff, in addition to 14 regular education teachers, includes a full time Learning Disabilities teacher, part time Speech teacher, part time ESL instructor, 1 instructional aides, 2 special education assistants, 2 part time remedial assistant, and a part time home school advisor.

Community support for the school has always been strong. Most families participate in a variety of school activities. Community organizations donate monetary gifts and incentives for student programs. The Yankeetown Elementary School Parent-Teacher Organization aids in the sponsorship of contests and projects, and provides adult interaction, as well as field trips and field days.

ALCOA, Warrick Operations, is actively involved in the school through the outdoor educational environment, Yankee Hollow. Their Land Office assists in the management of the environmental area. The Southwestern Indiana Network for Education (SINE) is a Lilly funded organization that has provided a consultant to help with data dashboards and school improvement efforts.

Collegial and supportive describes the climate within the school community. Visitors note a sense of belonging when they arrive. Some anxiety and apprehension is apparent as students enter the school for the first time, but these feelings quickly dissipate as families discover a warm and caring atmosphere among the staff and students. In an effort to alleviate anxiety; all new families receive a personal tour of the facility from the office staff. *Meet the Teacher Evenings* take place as soon as school starts in the fall.

Presently, the 369 students are closely divided between male and female. Minorities represent less than 8% of the school population, and less than 4% of the school population is in the English as a Second Language program. During the 2009-2010 school year, the average daily attendance was over 96.6%. Of the student population, 21% participate in the free and reduced lunch program.

(B) Description and location of curriculum.....

Yankeetown Elementary School is committed to student success by providing a collegial and collaborative environment where teaching and learning is the focus. Yankeetown Elementary School is a professional learning community in which the staff continually strives for best practice within all curricular areas. The Indiana Academic Standards identify what students should know and be able to do at each grade level. The teacher teams discuss and develop curriculum that is aligned with these standards. Grade level meetings provide a stimulating environment for streamlining instruction through the development of cross-curricular connections. Teacher tools include textbooks, curricular guides, and the Indiana Academic Standards for math, language arts, science, social studies, health, physical education, music, and art. The ISTE (International Society for Technology in Education) standards are integrated into regular classroom instruction on a daily basis.

Professional materials to guide teachers in their preparation are located in the school library, principal’s office and teacher’s lounge. A variety of journal articles including instructional techniques, subject matter, and topics related to student development are made available to staff members. Prior and current professional staff meetings have prepared teachers to incorporate standards into weekly lesson plans. Currently, teachers note standards in their lesson plans on a daily or weekly basis. During the school year 2009-2010 the Yankeetown

Indiana School Improvement Awards



- 1989 1990
- 1990 1991
- 1991 1992
- 1992 1993
- 1993 1994
- 1994 1995
- 1995 1996
- 1996 1997
- 1997 1998
- 1998 1999
- 1999 2000
- 2000 2001

staff started to investigate curriculum mapping for math. Each classroom has a set of teacher manuals and support materials available for lesson planning and delivering instruction to the students.

(C) Titles and descriptions of assessment instruments to be used in addition to Indiana statewide testing for educational progress plus (ISTEP+).....

Kindergarten students are given the Lollipop Readiness test at enrollment, along with pre-screening testing as provided by the Gibson-Pike-Warrick Special Education Cooperative. Students in grades k through two take benchmark test three times a year in the areas of reading and math utilizing Wireless generation technology. Students in grades three through five take Acuity Predicative three times a year in areas of reading, writing, and math. In addition, grade four take Science Predictive Test and grade five take Social Studies Predictive Test. Simple Six checklists addressing the appropriate standards in the writing area. Students take part in the STAR math as an additional assessment to monitor student's growth. Rocket Math is utilized in some grades to increase competency in basic math facts. Students take part in the STAR (Standardized Testing for Accelerated Reading) test for reading placement, and then continue on their own pace with Accelerated Reader. All students utilize the Compass Learning Odyssey integrated learning lab where they work at their own pace in Language Arts, Mathematics, Science, and Social Studies. Before going to the next level, all students are tested for levels of competency. Mid-term reports are sent to parents every four and a half weeks while report cards are issued every nine weeks. The school corporation implemented an Internet viewing tool for parents to view their student's grades instantaneously. The school corporation also requires the LAS Links test to be completed for the ESL students in the spring.

(2)
Statement of mission, vision, or beliefs.....

Yankeetown Elementary School promotes:

Achieving Excellence Is Our Ultimate goal.

The mission of the Warrick County School Corporation is to provide a positive and safe instructional environment which promotes the intellectual, physical, emotional, and social growth of the individual and to encourage each student to become a lifelong learner and contributing member of society.

Goals

To ensure a safe, drug free, and disciplined school atmosphere conducive to learning.

To create high academic standards for all students and staff and high expectations in every measure of educational achievement.

To promote life-long learning through ongoing communication with the entire school community.

To maintain an effective corporation technology plan.

To support professional development for all staff.

(3)

Summary of data, derived from an assessment of the current status of educational programming, including the following:

- (A) Data, including graphs, from the annual performance report
- (B) Data related to performance indicators other than those included in the annual performance report
- (C) Other information about educational programming and the learning environment

Warrick County School Corporation, Boonville 8130

Indicator	Corporation Results				State results
	'04-'05	'05-'06	'06-'07	'07-'08	
Student Enrollment	9,268	9,354	9,590	9,665	1,046,612
Total Expenditure Per Pupil Three-Year Average	\$8,400	\$8,600	\$8,400		\$10,300
Percent Academic Achievement Expenditures		54			54
Percent Instructional Support Expenditures		4			7
Percent Overhead Operational Expenditures		22			21
Percent Non-operating Expenditures		19			18
Teacher Salary Range, Minimum	\$31,690	\$31,690*	\$31,690*		\$26,500
Teacher Salary Range, Maximum	\$62,128	\$62,128*	\$62,128*		\$78,979
Percent of Students in Special Education	20.3	20.6	20.7		17.8
Percent of Students in Gifted and Talented Education	1	1	4		11
Percent of Instruction Delivered Through Vocational Education	2.7	2.6	2.6		4.3
Percent of Students Receiving Free Lunches/Textbooks	20	22	23		40
Percent Limited English Proficiency Students	.9	.7	1.3		3.9
Total ISTEP+ Remediation Funding	\$146,924	\$91,103	\$80,225		
Intra District Mobility	2.3	1.7	1.5		2.4
Inter District Mobility	4.6	5	5		3.9

*Salary Schedule not available, Data is from DOE-CECP report

Yankeetown Elementary, Newburgh 8761

Indicator	Corporation Results				State results
	'04-'05	'05-'06	'06-'07	'07-'08	
Student Enrollment	358	371	390	389	
Grade 3 Percent Passing ISTEP+ Math Standard	82	84	83	76	70
Grade 3 Percent Passing ISTEP+ Language Arts Standard	82	83	88	86	75
Grade 4 Percent Passing ISTEP+ Math Standard	85	89	90	95	75
Grade 4 Percent Passing ISTEP+ Language Arts Standard	83	91	91	92	74
Grade 5 Percent Passing ISTEP+ Math Standard	85	85	87	93	77
Grade 5 Percent Passing ISTEP+ Language Arts Standard	92	92	91	95	75
Grade 5 Percent Passing ISTEP+ Science Standard	88	81	89	86	65
Grade 6 Percent Passing ISTEP+ Math Standard	85	88	88	92	80
Grade 6 Percent Passing ISTEP+ Language Arts Standard	77	82	84	77	72
Average Class Size	24	23	23		22
Attendance Rate	96.7	96.6	96.3		95.8
Number of Students With More Than 10 days Unexcused Absence	7	6	4		
Number of Students Suspended	0	0	1		
Number of Students Expelled	0	0	0		
Number of Suspensions or Expulsions involving Drugs, Weapons, or Alcohol	0	0	0		

Analysis of Student Achievement

Members

Larren Anderson, grade 1
Denise Bell, resource
Mary Bischoff, grade 3
Jennifer Blaylock, grade 2
Tony Bradshaw, grade 6
Mary Jo Campbell, speech pathologist
Jennifer Claborn, grade 3
Susie Hougland, remediation aide
Connie King, grade 6
Taunya Kirsch, grade 3
Shanda Kivett, grade 1
Teresa Kramer, grade 4
Walter Lambert, principal
Sherry Lampkins, grade 5
Chad McAtee, grade 4
Diane Reese, grade 5
Anne Stuart, grade 1
Melody Taylor, grade 2
Tiffany Vandeventer, kindergarten

The Student and Program Assessment Committee's objective was to analyze data from the *2007 ISTEP+ Test* (Appendix A) administered to the 3rd, 4th, 5th, and 6th grade students. The committee's intent was to identify areas of mastery and non-mastery in English/Language Arts and Mathematics.

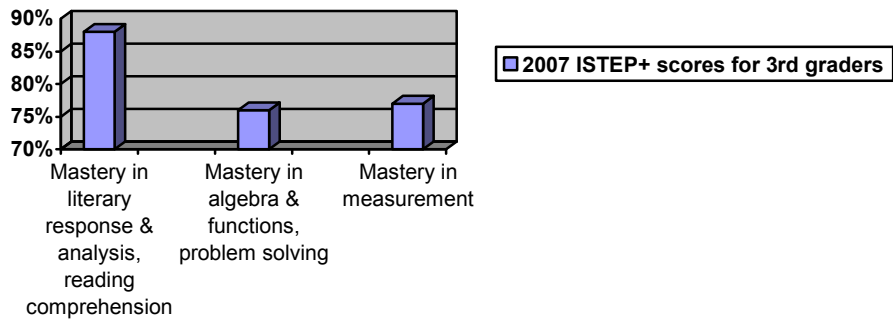
As ISTEP+ scores were analyzed, data statements were developed that reflected areas of notable achievement as well as focus areas.

Notable areas of achievement found were:

According to 2007 ISTEP+ scores, 88% (58 out of 66) of the 3rd grade students showed mastery in literary response and analysis, and reading comprehension.

Based on 2007 ISTEP+, 76% (50 out of 66) of the 3rd grade students showed mastery in algebra and functions and problem solving.

Based on 2007 ISTEP+ scores, 77% (51 out of 66) 3rd grade students showed mastery in measurement.

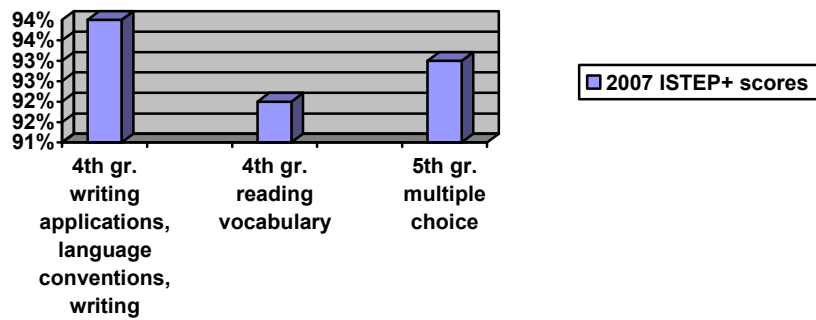


In 2007 ISTEP+ scores revealed that 94% (56 out of 60) 4th grade students showed mastery in

- writing applications
- language conventions
- writing process
- computation
- geometry

Based on 2007 ISTEP+ scores, 92% (55 out of 60) 4th grade students showed mastery in reading vocabulary.

According to 2007 ISTEP+ scores, 93% (53 out of 57) of the 5th grade students showed mastery in the multiple choice section of language arts.



Based on 2007 ISTEP+, 84% (48 out of 57) of the 5th grade students received all points possible for the applied skills portion of the reading comprehension.

Based on 2007 ISTEP+ scores, 93% (53 out of 57) 5th grade students showed mastery in

- algebra and functions
- data analysis and probability
- problem solving

In 2007 ISTEP+ scores revealed that 92% (44 out of 48) 6th grade students showed mastery in

- computation
- number sense
- geometry
- measurement

According to 2007 ISTEP+ scores, 90% (43 out of 48) 6th grade students showed mastery in

- algebra and functions
- data analysis and probability
- problem solving

According to 2007 ISTEP+ scores, 75% (36 out of 48) of the 6th grade students obtained a 4 or above on the applied writing applications portion.

Based on 2007 ISTEP+, 92% (44 out of 48) of the 6th grade students obtained a passing score on the applied reading comprehension.

In 2007 ISTEP+ scores revealed that 77% (37 out of 48) of the 6th grade students showed mastery on literary response and analysis.

Focus Areas were:

Based on 2007 ISTEP+ scores, 52% (34 out of 66) of the 3rd grade students scored a 3 on writing applications.

2007 ISTEP+ scores revealed 88% (53 out of 60) of 4th grade students earned a passing score in number sense.

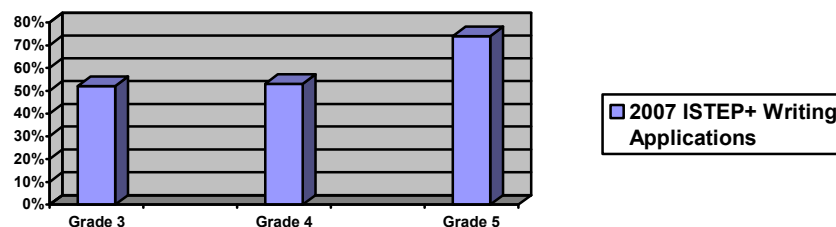
Based on 2007 ISTEP+ scores, 87% (52 out of 60) of the 4th grade students earned a passing score in

- problem solving
- reading comprehension

2007 ISTEP+ scores reflect 90% (54 out of 60) of the 4th grade students earned a passing score in literary response and analysis.

Based on 2007 ISTEP+ scores, 53% (32 out of 60) of the 4th grade students were within ten points of not passing or did not pass the writing applications and language conventions.

Based on 2007 ISTEP+, 74% (42 out of 57) of the 5th grade students scored a two or below (out of 4 possible) on writing applications writing skills.



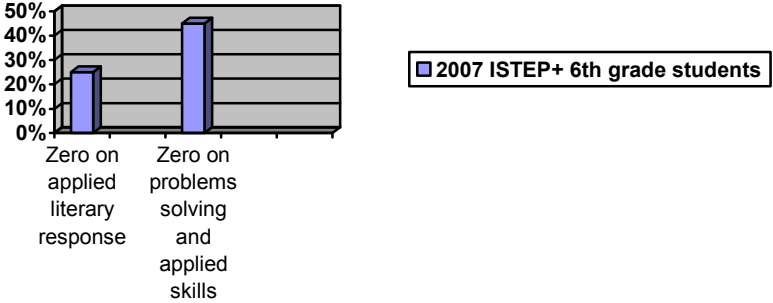
According to 2007 ISTEP+ scores, 16% (9 out of 57) of the 5th grade students did not pass the computation.

2007 ISTEP+ scores reflect 34% (19 out of 57) of the 5th grade students earned a zero score in applied skills literary response (tests A and B of literary response).

According to 2007 ISTEP+ scores, 12% (7 out of 57) of the 5th grade students did not pass geometry.

Based on 2007 ISTEP+, 25% (12 out of 48) of the 6th grade students scored a zero on applied literary response.

In year 2007 on ISTEP+, 45% (21 out of 48) of 6th grade students obtained a zero on problem solving and applied skills.



Educational Program Evaluation

Members

Denise Bell, resource
Mary Bischoff, grade 3
Mary Jo Campbell, speech pathologist
Susie Houglund, remediation aide
Teresa Kramer, grade 4
Anne Stuart, grade 1

The Educational Program Evaluation Committee's objective was to analyze data from the spring of 2006 and fall of 2007 of the specialized sub-categories for first through sixth grade students including free and reduced lunches, English as a Second Language, Speech and Language Therapy, reading and math remediation, and special education.

The data analyzed was collected from STAR reading tests, classroom writing and math prompts, Language Assessment System (LAS Links) for *Educational Program Evaluation* (Appendix H) and *ISTEP+ scores* for reading, writing, and math (Appendix A). In November 2007, the committee issued the *Parent Perception Survey for Special Services* (Appendix B) to 56 parents of students receiving these special services at Yankeetown Elementary. Results from the *2007-2008 Family and Community Involvement Survey* (Appendix I) and *The Purpose of Education* survey (Appendix G) regarding the perceptions of the general parent population were also included in the data analysis. Teachers and staff were surveyed in the *School Climate and Culture Survey 2007* (Appendix F) for their perceptions of the school setting.

The committee's intent was to identify areas of growth, mastery, and non-mastery in reading, writing, or math for the above mentioned specialized groups. The objective was to compare and contrast the success of students enrolled in sub-categorical education programs at Yankeetown Elementary. Another charge for this committee was to examine the perceptions of parents and teachers in relation to the specialized programs offered at Yankeetown Elementary.

As the varied results were analyzed, the committee developed data statements that reflect notable achievements as well as focus areas. It was a finding of this committee that the progress of students in kindergarten and first grade are difficult to analyze because they do not participate in any form of standardized testing.

Notable areas of achievement found were:

According to the *Education Program Evaluation* data, one hundred percent (5/5) of students in grades 2-6 receiving English as a Second Language (ESL) services showed growth in:

- August 2007 - November 2007 classroom writing prompts
- August 2007 - November 2007 classroom math problem solving prompts
- March 2006 and the March 2007 LAS Links (Language Assessment System)

One hundred percent (26/26) of parents with English as a Second Language (ESL) students and Speech/Language Therapy students reported in November 2007 on the *Parent Perception Survey for Special Services* that:

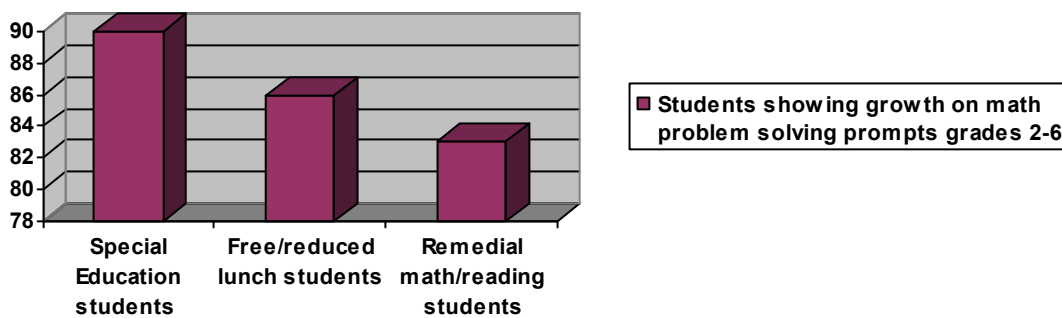
- The parents understood their child's learning plan.
- Their child was being helped by the respective programs.
- Their child was making progress.

Ninety percent (19/21) of the Speech/Language Therapy students in grades 2-5 showed growth on classroom writing prompts from August 2007- November 2007 according to *Education Program Evaluation* data.

Data from *Education Program Evaluation* showed that ninety percent (27/30) of students receiving special education services grades 2-6 showed growth in classroom math problem solving prompts from August 2007 through November 2007.

Eighty-six percent (48/56) of students receiving free and reduced lunches in grades 2-6 showed growth in classroom math problem solving prompts from August 2007 through November 2007 as recorded in *Education Program Evaluation* data.

According to data from *Education Program Evaluation*, eighty-three percent (48/58) of students in grades 2-6 receiving remedial math and/or reading services showed growth in classroom math problem solving prompts from August 2007 through November 2007.



According to the 2007 *School Climate and Culture Survey*, 89% (16 out of 18) felt that there is ongoing, collaborative work among teachers in our school.

Seventy-five percent (12 out of 16) of the teachers indicated on the 2007 *School Climate and Culture Survey* that they frequently work with colleague(s) in our school to prepare unit outlines and/or instructional materials.

According to the 2007 *School Climate and Culture Survey*, 88% (15 out of 17) of the teachers

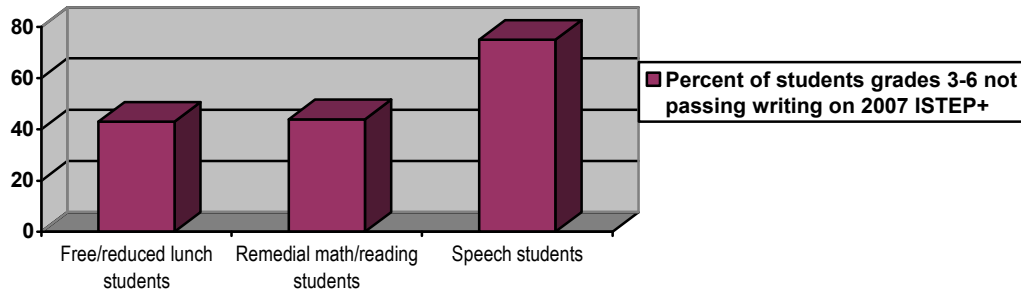
- felt that most students with special needs are integrated with regular classes.
- instruct using agreed upon lessons supporting the school improvement plan.

Ninety-three percent (105 out of 113) of the parents polled in 2007 on *The Purpose of Education* survey felt that it was important for their child to learn the basics of academia (math, reading, writing, science, and history) in the public school system.

Focus Areas were:

Students not passing the writing portion of the *ISTEP+* test given during the fall of 2007:

- forty-three percent (17/40) of students receiving free and reduced lunches in grades 3-6.
- forty-four (19/43) of students in grades 3-6 receiving remedial math and/or reading services.
- seventy-five percent (9/12) of the students receiving speech services.



According to data from *Education Program Evaluation*, fifty-eight percent (14/24) of students receiving special education services grades 3-6 did not pass the reading portion of the ISTEP+ given during the fall 2007.

Forty-three percent (9/21) of parents of children in the math and reading remediation program feel they do not have enough understanding of their child's program or progress as indicated by results of the 2007 November *Parent Perception Survey for Special Services*.

According to the *2007-2008 Family and Community Involvement Survey*, 69% (139 out of 202) parents are aware of the special programs offered at Yankeetown Elementary (remediation, speech, ESL, special education.)

Thirty-three percent (19/58) of students in grades 2-6 receiving remedial math and/or reading services did not show growth on the STAR reading test given in August 2007 – October 2007 as recorded in *Education Program Evaluation* data.

Curriculum and Instruction

Members

Larren Anderson, grade 1
Denise Bell, resource
Mary Bischoff, grade 3
Jennifer Blaylock, grade 2
Tony Bradshaw, grade 6
Jennifer Claborn, grade 3
Susie Houglund, remediation aide
Connie King, grade 6
Taunya Kirsch, grade 3
Shanda Kivett, grade 1
Teresa Kramer, grade 4
Walter Lambert, principal
Sherry Lampkins, grade 5
Chad McAtee, grade 4
Diane Reese, grade 5
Anne Stuart, grade 1
Melody Taylor, grade 2
Tiffany Vandeventer, kindergarten

The curriculum and instruction committee's purpose was to examine teaching methodologies for math, writing, and language arts instruction by the teachers at Yankeetown Elementary School. These practices were then compared to those determined by research to be the most effective and correlated to Indiana's Academic Standards. This process should provide direction to adjust instructional methodologies to provide a more solid and consistent instruction. Data collection began with three *Hallway Walks for Reading, Math, and Writing* (Appendix C) that were administered to determine individual teaching practices/instructional techniques in language arts and math. In addition, a *Yankeetown Teacher Technology Survey (2008)* was administered to 17 licensed teachers to determine their teaching practices incorporating technology (Appendix D). A *School Climate and Culture Survey 2007* (Appendix F) summarized staff beliefs about school atmosphere and teaching philosophies. Finally, a *2007-2008 Family and Community Involvement Survey* (Appendix I) was given to determine the perceptions of parents concerning curriculum instruction.

(For the purpose of this study, "teacher" will be defined in each data resource as:

1. *Language Arts/Math* "teacher" refers to sixteen K-6 regular classroom teachers including one resource teacher.
2. In the staff document, *Yankeetown Teacher Technology Survey*, "teacher" refers to seventeen licensed teacher and one principal.

Notable areas of achievement found in Reading were:

In November 2007 the *Reading Hallway Walk* was given to 16 teachers with 100% (16 out of 16) reporting that they:

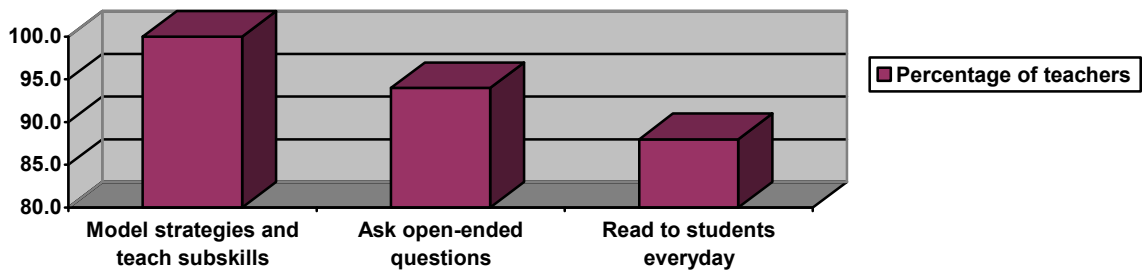
- model reading strategies for students such as the use of context clues, look back, etc.
- teach sub-skills such as phonics or syllabication through the use of meaningful text
- invite their students to make predictions and give rationale explanations for their thinking
- invite their students to retell or enact the events of a story

In November 2007 the *Reading Hallway Walk* was given to 16 teachers, 94% (15 out of 16) reported that they:

- ask open-ended questions as prompts for literature discussions
- provide time to read silently.

In November 2007 a *Reading Hallway Walk* was given to 16 teachers with 88% (14 out of 16) reporting that they:

- compare story elements of a story to another story.
- read aloud to students every day.
- surround their students with a wide variety of engaging print resources



Ninety percent (173 out of 198) of Yankeetown Elementary parents reported in the January 2007 *Family and Community Involvement Survey* that they felt their child was being prepared to pass the ISTEP+ test.

Ninety-three percent (178 out of 187) of Yankeetown Elementary parents reported in the January 2007 *Family and Community Involvement Survey* that they felt their child’s school curriculum meets the state’s standards.

Ninety-nine percent (186 out of 190) of Yankeetown Elementary parents reported in the January 2007 *Family and Community Involvement Survey* that they felt their child’s teacher presents material in a way that he/she can understand.

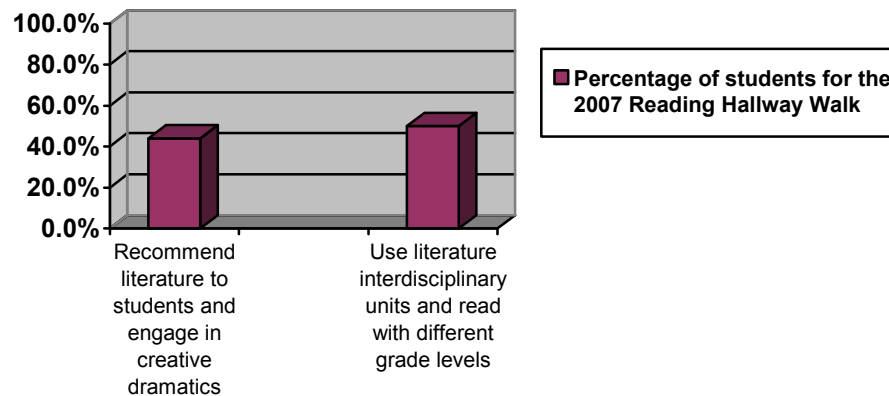
Focus areas in Reading were:

In November 2007, a *Reading Hallway Walk* was given to 16 teachers with 44% (7 out of 16) reporting they do not:

- recommend high interest, quality books to their students through book talks and book discussions.
- Engage students in activities such as creative dramatics or role-playing.

In November 2007, a *Reading Hallway Walk* was given to 16 teachers, 50% (8 out of 16) reported that they do not

- use literature as focal point of an interdisciplinary unit of study.
- Provide opportunities for students from different grade levels to read and share books



In a *School Climate and Culture Survey* used in January 2007, 50% (9 out of 18) of professional staff felt the needs of students requiring extra support were being met effectively sometimes.

Notable areas of achievement found in Writing were:

Based on a *Writing Hallway Walk* administered in November 2007, 100% (16 out of 16) teachers stated that they:

- provide uninterrupted periods of time for students to write.

Ninety-four percent (15 out of 16) teachers reported in a *Writing Hallway Walk* given in November 2007 that they:

- model writing techniques for students.

Eighty-eight percent (14 out of 16) teachers reported in a *Writing Hallway Walk* given in November 2007 that they:

- have students share what they have written for peer feedback.

Focus areas for Writing were:

In a *Writing Hallway Walk* completed by 16 teachers in November 2007, 69% (11 out of 16) do not provide a writing center that has many “real-life” writing materials.

In a *Writing Hallway Walk* completed by 16 teachers in November 2007, 94% (14 out of 16) teach grammar by using workbook pages..

Based on the November 2007 *Writing Hallway Walk*, 50% (8 out of 16) teachers do not support peer conferencing among students in grades two and higher.

Notable areas of achievement found in Mathematics were:

In November 2007, a *Math Hallway Walk* was given to 16 teachers, 100% (16 out of 16) reported that:

- their students discuss what they know and how they solve mathematical problems.
- their students explain how they derived the answers to problems.
- teachers model math activities that students are required to complete.

In November 2007, a *Math Hallway Walk* was given to 16 teachers, 94% (15 out of 16) reported that:

- they provide feedback on validity of student answers
- their students explain the reasoning behind the answers to their problems.
- they look for opportunities to extend math into other subjects.

In November 2007, a *Math Hallway Walk* was given to 16 teachers, 88% (14 out of 16) reported that:

- they use games to demonstrate mathematical concepts.

Focus areas for Mathematics were:

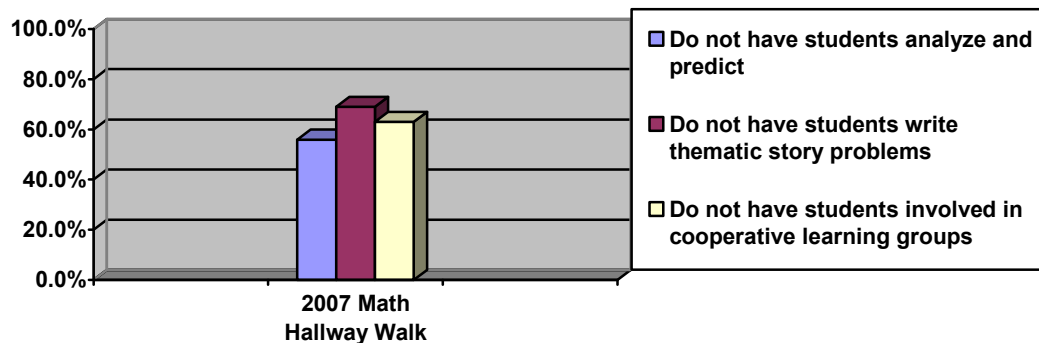
A *Math Hallway Walk* was given to 16 teachers in November 2007, 69% (11 out of 16) reported that they do not

- have their students write their own story problems across thematic curriculums.
- engage their students in acting out/role playing in mathematics.

In November 2007 a *Math Hallway Walk* given to 16 teachers reported that 63% (10 out of 16) teachers did not have their students actively involved in cooperative learning groups for multiple stage math problems.

In November 2007 a *Math Hallway Walk* given to 16 teachers reported that 56% (9 out of 16) teachers did not

- analyze, nor have students analyze, and predict outcomes using data and given information.
- provide technology to their students to help solve complex problems and meaningful situations.



Professional Development

Members

Rachel Doty, art
Taunya Kirsch, grade 3
Chad McAtee, grade 4
Melody Taylor, grade 2

The School Organization and Management Committee focused inquiries into the areas of professional development. These areas included professional development options and participation levels and activities for professional development. The mode for investigation utilized included the *Teacher Survey for Professional Development* (Appendix E). Those surveyed by the *Teacher Survey for Professional Development* included the administrator, 16 kindergarten through sixth grade teachers and one teacher from the following areas: speech, art, music and resource.

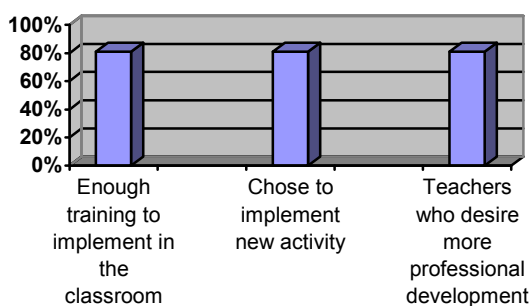
The *Teacher Survey for Professional Development* elaborated on types of professional development activities, reasons for participating in these activities, and sharing professional expertise. The *Teacher Survey for Professional Development* also gave those surveyed a chance to express their interest in receiving further training in various professional development opportunities. The survey also asked the participants questions pertaining to the implementation of the new activity after receiving training.

Notable areas of achievement found were:

As a result of the *Teacher Survey for Professional Development* given in December 2007, 81% (13 out of 16) of the teaching staff reported feeling as though they have had enough training to implement new activities learned in professional development in their classroom

As a result of the *Teacher Survey for Professional Development* given in December 2007, 81% (13 out of 16) of the teaching staff chose to implement new activities learned after professional development.

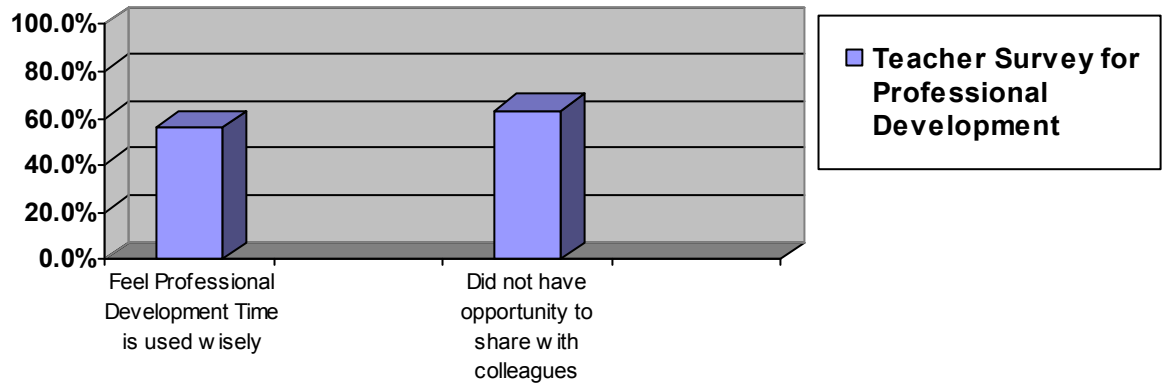
As a result of the *Teacher Survey for Professional Development* given in December 2007, 81% (13 out of 16) of the teaching staff expressed desire for more professional development opportunities.



Focus areas were:

As a result of the *Teacher Survey for Professional Development* given in December 2007, 56% (9 out of 16) of the teaching staff think that professional development time is used wisely

As a result of the *Teacher Survey for Professional Development* given in December 2007, 63% (10 out of 16) of the teaching staff did not feel they had the opportunity to share professional development with colleagues.



As a result of the *Teacher Survey for Professional Development* given in December 2007, 73% (5 out of 16) of the teaching staff expressed interest in receiving training in Ruby Payne’s Poverty in the Classroom.

As a result of the *Teacher Survey for Professional Development* given in December 2007, 38% (6 out of 16) of the teaching staff expressed interest in receiving training in Environmental Awareness.

School Climate

Members

Jennifer Blaylock, grade 2
Diane Reese, grade 5
Tiffany Vandeventer, kindergarten
Cyndi Turner, Sp.Ed. Prg. Assistant
Michelle Strickland, Sp. Ed. Prg. Assistant

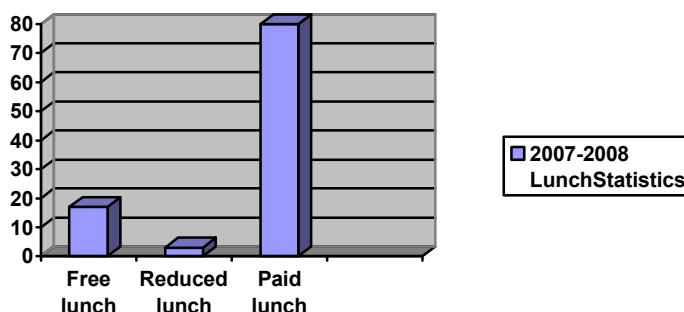
The primary objective of this committee was to evaluate overall school climate. A variety of data collecting tools were used, consisting of a *School Climate and Culture Survey 2007* (Appendix F), Indiana Department of Education Performance Reports, and the Warrick County School Corporation student database. Areas that the committee looked at specifically were attendance, parent profiles, and free/reduced lunch.

Notable Areas of achievement found were:

In January 2008, 100% of teachers (18 of 18) taking the *School Climate and Culture Survey 2007* indicated that they always or often felt that:

- Their school administrator acts in the best interest of individual students.
- They hold high expectations for student learning and behavior.
- They model lifelong learning for their students.
- They are satisfied with the progress of their students.
- Students in their school need to meet or exceed clearly defined expectations.
- They, along with their students, feel safe in their school.

Based on the December 2007 Indiana Department of Education Performance Report, 80% (311 out of 389) of Yankeetown students pay for their lunches, 3% (12 out of 389) are on reduced lunch, and 17% (66 out of 389) are on free lunches.



Focus Areas were:

In January 2008, 28% (5 out of 18) of teachers taking the *School Climate and Culture Survey 2007* indicated that the needs of students requiring extra support are being met effectively.

In January 2008, 41% (7 out of 18) of teachers taking the *School Climate and Culture Survey 2007* felt our school monitors positive student behavior

Parent Participation

Members

Larren Anderson, grade 1
Charlotte Bice, custodian
Tony Bradshaw, grade 6
Joan Cecil, instructional aide
Beth Fitzsimmons, parent
Wanda Johnson, library aide
Treva Pruden, Music
Diana Scales, parent

It has been the charge of this committee to survey the entire school community to make determinations concerning communication, safety, and the overall academic achievement of its students. An instrument was constructed, entitled the *2007-2008 Family and Community Involvement Survey* (Appendix I), which addressed issues concerning communication, safety, academics, and general concerns.

Notable areas of achievement found were:

In January 2008, 99% (199 out of 202) of the respondents to the *2007-2008 Family and Community Involvement Survey* indicated that parents feel like the school provides a safe learning environment.

In January 2008, 97% (197 out of 202) of the *2007-2008 Family and Community Involvement Survey* respondents indicated that parents feel their child's teacher presents material in a way that my child can understand.

As of January 2008, 98% (198 out of 202) of the *2007-2008 Family and Community Involvement Survey* participants stated school personnel care about the parents input concerning their child's education.

In January 2008, 99% (199 out of 202) of the *2007-2008 Family and Community Involvement Survey* respondents indicated that school personnel encourage parents to participate in their child's educational growth.

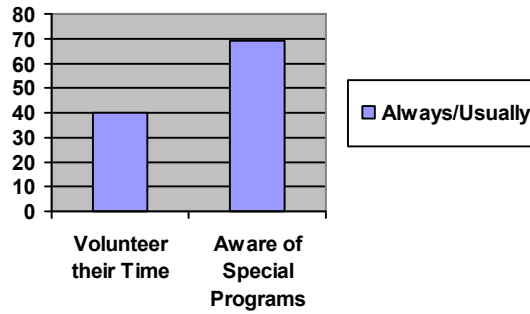
Ninety-six percent (195 out of 202) of the *2007-2008 Family and Community Involvement Survey* respondents indicated that parents feel school personnel listen to them (January 2008).

Of the 202 total parent participants in the *2007-2008 Family and Community Involvement Survey* conducted in January 2008, 189 or 95%, said their child's report card provides them with useful information.

Focus Areas found were:

In January 2008, 40% (82 out of 202) of the *2007-2008 Family and Community Involvement Survey* respondents indicated that parents volunteer their time to help school personnel.

Sixty-nine percent (139 out of 202) of the *2007-2008 Family and Community Involvement Survey* respondents (January 2008), indicated that parents are aware of special programs offered at Yankeetown



Technology

Members

Jennifer Claborn, grade 3
Connie King, grade 6
Shanda Kivett, grade 1
Sherry Lampkins, grade 5
Brian Poole, technical specialist

The Technology Committee's purposes were to assess technology integration in the K-6 curriculum and student success on focused technological skills. The *Yankeetown Teacher Technology Survey 2008* (Appendix D) was administered to address the usage of and to what extent various modes of technology were being integrated into the classroom. Our staff created a list of *Yankeetown Technology Power Standards* by grade level using the ISTI standards as a guideline. A *Yankeetown Student Technology Performance Checklist* (Appendix J), based on the *Yankeetown Technology Power Standards*, was administered to assess the percent of students that mastered a variety of skills using technology provided by our school.

Notable areas of achievement were:

According to the *Yankeetown Teacher Technology Survey 2008*, 100% (17 out of 17) of teachers

- Use spreadsheets.
- Use technology as an instructional tool.
- Use the Internet for lesson plan ideas and resources.
- Download pictures, sounds, and/or documents from the Internet.
- Email to communicate with staff and parents.

Ninety-four percent (16 out of 17) of teachers reported on the *Yankeetown Teacher Technology Survey 2008* that they

- Use an LCD projector.
- Save and open documents using a flash drive or network drive.
- Use CD-Rom software (textbook software).
- Use a word processing program.
- Use advanced email features (attachments, insert links, create mail lists).
- Encourage positive attitude in students toward technology.
- Use technology as a teaching tool to enhance curriculum

Based on the *Yankeetown Student Technology Performance Checklist* given in January 2008, 72% (52 out of 69) of first grade students could identify major components of the computer.

As a result of the *Yankeetown Student Technology Performance Checklist* of January 2008, 83% (140 out of 168) of fourth through sixth grade students could produce a slide show project.

In January 2008, 94% (62 out of 66) of third graders could print a document independently according to the *Yankeetown Student Technology Performance Checklist*.

According to the *Yankeetown Student Technology Performance Checklist*, 97% (48 out of 50) of second grade students "log in" to various programs independently.

Focus areas were:

Based on the *Yankeetown Teacher Technology Survey 2008*, 82% (14 out of 17) of teachers

- Provide students with fair distribution of computer time.
- Teach keyboarding skills to students.
- Use technology projects as grades.

Fifty-nine percent (10 out of 17) of teachers reported on the *Yankeetown Teacher Technology Survey 2008* that they help students prepare and use multimedia presentations such as PowerPoint.

As a result of the *Yankeetown Student Technology Performance Checklist*, 45% (26 out of 58) of the fifth grade students could type a sentence with 100% accuracy without looking at the keyboard.

Fifty-eight percent (28 out of 48) of the *Yankeetown Student Technology Performance Checklist* indicated that sixth grade students were able to type with 70% accuracy and 10 words per minute.

Based on the *Yankeetown Student Technology Performance Checklist*, 64% (32 out of 50) of the second grade students could print a document with assistance.

(4)

Conclusions about the current educational programming, including the following:

(A) Information about how the school's curriculum supports the achievement of Indiana academic standards.

The curriculum at Yankeetown Elementary strongly supports the achievement of Indiana academic standards. Teachers record on a weekly basis the curriculum-standard match in their lesson plans for language arts, math and science. The adopted language arts, math, science, and social studies programs provide a correlation standard document to the series. Web-based programs used in the computer lab reinforce Indiana academic standards. Some of the teaching staff use checklists enumerating the standards in every subject area. Teachers revisit the standards weekly and are involved in collaborative curriculum meeting discussions focusing on Indiana academic standards.

(B) Information about how the school's instructional strategies support the achievement of Indiana academic standards.

The Yankeetown staff uses instructional strategies that support the achievement of Indiana academic standards. The teachers analysis testing results from DIBELS and ACUITY to drive their instruction. Also, ACUITY Diagnostic Assessment has been used to build math curriculum maps for the 2010 school year. The teachers focus on using best practice methodologies as they model math, reading, and thinking strategies by the use of overheads, charts, LCD projectors, document cameras and other visual aids. They teach sub-skills, ask questions requiring the students to explain their thinking, use graphic organizers, surround students with a wide variety of printed materials, read aloud to students daily and provide time to read silently. Students participate in activities such as comparing story elements, and retelling or enacting events of the story. Students frequently engage in writing for uninterrupted periods of time after teachers have modeled writing techniques. Students do conference together over peer written work and teachers review and/or edit student writing. Teachers spend time discussing with their students prior knowledge and problem solving techniques used in mathematics. This includes students explaining how they derived the answers to problems and reasoning behind their answers to the problem. The teachers continually look for opportunities to extend math and integrate subject areas. Compass Learning Odyssey web-based program includes number sense, computations, geometry, algebra, measurement, data analysis, probability, and problem solving. Compass Learning Odyssey also includes word recognition, vocabulary, reading comprehension, literary response, and analysis activities. Odyssey provides a variety of practical and literary writing applications such as narratives, description, and persuasion with a focus on the writing process. The language mechanics component includes writing conventions such as sentence structure, grammar, punctuation, capitalization, and spelling. Teachers frequently use the internet to enhance curriculum and instruction because they feel that integrating technology into the curriculum is beneficial. In addition, students use technology to help master academic standards. Digital cameras, LCD projectors and computer software such as Inspiration, Kidspiration, and Microsoft Office are some of the tools utilized by classroom teachers and students. Available in every classroom are computers networked to the school-wide lab.

(C) Analysis of student achievement on ISTEP+ and other assessment strategies.

Analyzing student achievement at Yankeetown primarily relied on the ISTEP+ scores that could be used as baseline data. The staff also administers Wireless Generation for grades k through second and ACUITY for grades three through five. The results from these tests are used to plan remediation and grouping of students. The STAR reading test is also administered as a pre and post assessment of independent reading level with Accelerated Reader quizzes used as a weekly monitoring tool for student reading progress. The scores from these tests are compiled to help plan instruction in individual classrooms. Over the three year period, there was a general increase in language arts for grades 4 and 5 on the ISTEP+ tests. Fourth and fifth grade students ranked in the 90th percentile for language arts during the two year period beginning 2006. An increase in math

for grades 4, 5, and 6 was also indicated by the ISTEP+ tests. It was noted that assessment data for kindergarten through grade two was not available.

(D) Parental participation in the school

Parental participation at Yankeetown Elementary School is excellent. Their contribution revolves around the Yankeetown Elementary School Parent/Teacher Organization. This group actively supports our school. Parents are involved in Fall and Spring fundraising, playground improvements, classroom activities, Santa Secret Shop, field trip sponsorship, as well as after-school activities. Yankeetown Elementary School continues to improve its image by providing the best possible education to its students on a daily basis through an expanded parent participation program. Our school provides a variety of communication tools, such as email, weekly bulletins, lunch menus, calendars, school website and newsletters in an effort to keep our parents informed.

(E) Technology as a learning tool

Technology is an integral part of the Yankeetown learning environment. Through the services of a computer laboratory, the students at Yankeetown Elementary utilize technology as a learning tool. The school is equipped with a thirty-one station internet accessible computer lab connected to a school-wide server. In addition, the school has a thirty station portable Writer Lab. The Writer Lab is used for student word processing projects and keyboarding instruction. Teachers use the school computer laboratory at least 60 minutes or more every week as well as the 13 station computer lab in the media center. A large variety of interactive learning software programs are used by the students such as Compass Odyssey web-based program, Accelerated Reading, Type-to-Learn, Kidspiration/Inspiration, Microsoft Office Suite, and a Writer Lab. The networked programs are also available on additional computers in regular classrooms. The instructional staff of Yankeetown Elementary School is committed to the use of technology. They currently utilize an email system, electronic server-based grade book and attendance program as well as many of the Office Suite tools and the Internet for lesson planning. Daily lesson plans, which are aligned to Indiana State and ISTE Standards, contain a variety of ways that technology facilitates increased student learning. During classroom walk-throughs, visitors will be able to observe students and teachers using technology tools in their classrooms as well as a lesson plan binder showcasing lesson plans that integrate technology, management strategies, and samples of student work. Samples of assessments designed to evaluate student work using technology are also included in these binders. Various other technological devices are used to enhance student learning such as digital cameras, scanners, computer microscopes, Writer Lab, LCD projectors, and a SmartBoard Symposium. The paraprofessional staff is actively engaged in the use of technology as well. From using Accelerated Reader, ESL instruction and Compass Odyssey, paraprofessionals use technology as an integral part of improving student learning. The remedial/ESL classroom has 6 computers available for student use. Realizing the importance that technology integration has for their students, the faculty and staff of Yankeetown School have been actively involved in technology training for a number of years.

(F) Safe and disciplined learning environment

We are quite pleased to report that a definite majority (100%) of teachers polled feel that their school administrator shares teachers' values, beliefs and attitudes related to teaching and learning, and that he acts in the best interest of individual students. The same percentage of teachers felt that there is a strong positive relationship between them and their administrator allowing the implementation of new programs, professional risk taking and experimentation and reported being happy in their jobs. Also, teachers polled felt that the school was free of vandalism and that safety is important to all adults. In addition, they reported that they were satisfied with student progress and that students need to meet or exceed clearly defined expectations. Our overall findings prove that we have a positive school climate. Another notable area of improvement is our 96.3% student attendance rate.

(G) Professional Development

The Yankeetown faculty has taken part in a variety of academically related professional development opportunities such as subject area workshops especially in writing, assessment workshops, technology workshops, textbook training, curriculum standard alignment, and a variety of post-graduate college courses. Faculty members frequently implement new teaching methodologies and strategies. When schedules allow, there is ongoing collaboration between faculty members. The staff is currently investigating student instruction, assessment, and teacher collaboration

(5)

Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:

(A) Attendance rate

Yankeetown Elementary School will strive for a 0.3% improved attendance rate throughout the three year improvement period by:

1. Providing intrinsic motivation
2. Assigning staff members as a mentor to students with chronic attendance issues.
3. The Home/School Advisor and Principal monitors students with attendance concerns and conducts home visits when necessary.
4. The Warrick County School Corporation attendance policy is strictly enforced on 10, 20 and 30-day absence notifications.
5. Stressing the importance of regular daily attendance
6. Addressing the responsibility of each individual to be on time and at school every day.

(B) Percentage of students meeting academic standards under the ISTEP program

Yankeetown Elementary School will continue to improve ISTEP+ scores in all areas by 1% during the three year improvement period through:

1. Addressing the needs of professional development for teaching staff.
2. Remediation for students not mastering the Acuity Predictive Assessment based on the Indiana Academic State Standards.
3. Utilizing the curriculum maps developed by the I-DOE on the Learning Connection website in language arts and mathematics.
4. Improved instructional methodologies.
5. Pinpointing focus areas of need as indicated by level of mastery.

(6)

Specific areas where improvement is needed immediately

School Improvement Goals

- I. The professional teaching staff will work to improve mastery ISTEP+ levels by 1% during the three year improvement period by addressing their methods of instruction for literary text and vocabulary development focusing on the use of I-STEP+ terminology.**

- II. **The professional teaching staff will work to improve mastery ISTEP+ levels by 1% during the three year improvement period by addressing their methods of math instruction with a focus in geometry and problem solving with an emphasis on written responses by the student to explain their thinking.**
- III. **The professional teaching staff will work to improve mastery ISTEP+ levels of over –all attendance by three-tenths of one percent during the three year improvement period by addressing chronic absences.**

(7)

Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system

Benchmarks will include mastery levels on ISTEP+ and continued improvement on pre/post math and writing assessments. Our school will make continual improvement based upon the strategies outlined in our goals for improvement and our Professional Development Plan.

(8)

Proposed interventions based on school improvement goals

See School Professional Development Plan (Appendix L)-A general summary of interventions are:

- Continuation of collaboration between regular classroom teachers and special needs staff.
- Investigating examples of literary text questions on Acuity and I-STEP+.
- Investigating DOE I-STEP+ terminology for language arts and mathematics.
- Ability grouping for grades k-2 in language arts and mathematics based on the DIBELS assessment.
- Providing consistency of problem-solving techniques by utilizing a problem solving mathematic poster displayed in each room.
- Create Instructional Resources from Acuity and Odyssey in math instruction for geometry and problem solving.

(9)

Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.

Proper funding is essential to the success of any initiative. When academic success for all students is the ultimate goal, then the following should be considered:

- Training in reading intervention programs
- Investigating math intervention programs
- Training new teachers in Simple Six and Write Traits, and offering refresher courses as needed.
- Collaboration time for grade-level teachers to meet and discuss DIBELS and ACUITY assessment data to drive instruction.

(10)

Statutes and rules to be waived.

None

(11)

Three (3) year time line for implementation, review, and revision

A. Implementation

See School Improvement Plan – Appendix K

B. Review and Revision

A PL 221 Review Subcommittee will revise and update the report annually. Faculty meetings and teacher team meetings will be used to review and consequently update data and text. The PL 221 School Improvement Plan is regarded as a working document that guides continuous growth for the entire school community.

(Appendix A)

2005-2008 ISTEP+ Scores for Students at Yankeetown Elementary

3rd GRADE ISTEP+ MASTERY

SUBJECT TESTED	2005-06	2006-07	2007-08
English/Language Arts	83%	88%	86%
Mathematics	84%	83%	76%

4th GRADE ISTEP+ MASTERY

SUBJECT TESTED	2005-06	2006-07	2007-08
English/Language Arts	91%	91%	92%
Mathematics	89%	90%	95%

5th GRADE ISTEP+ MASTERY

SUBJECT TESTED	2005-06	2006-07	2007-08
English/Language Arts	92%	91%	95%
Mathematics	85%	87%	93%

6th GRADE ISTEP+ MASTERY

SUBJECT TESTED	2005-06	2006-07	2007-08
English/Language Arts	82%	84%	77%
Mathematics	88%	88%	92%

(Appendix B)

Parent Perception Survey for Special Services

56 total Respondents
5 ESL, 21 Speech, 21 Remediation, 9 Special Education

<i>ESL</i>	Not at all	Very little	Somewhat	Very much
1. How well do you feel you understand your child's plan for learning in this program?	0	0	60%	40%
2. How much do you think your child is being helped?	0	0	20%	80%
3. How well do you think you are kept informed about your child's progress?	0	0	40%	60%
<i>Speech/Language</i>				
4. How well do you feel you understand the plan/goal of the IEP (Individualized Education Program)?	0	0	24%	76%
5. How much do you think your child is being helped?	0	0	0	100%
6. How well do you think you are kept informed about your child's progress?	0	0	24%	76%
<i>Remediation</i>				
7. How well do you feel you understand your child's plan for learning in this program?	19%	24%	38%	19%
8. How much do you think your child is being helped?	5%	16%	37%	42%
9. How well do you think you are kept informed about your child's progress?	24%	19%	24%	33%
<i>Special Education</i>				
10. How well do you feel you understand the components of the IEP (Individualized Education Program)?	0	22%	45%	33%
11. How much do you think your child is being helped?	0	0	67%	33%
12. How well do you think you are kept informed about your child's progress?	0	11%	67%	22%

(Appendix C)

Hallway Walks for Reading, Math, and Writing 17 Total Participants

Percentage
of teachers
using the
practice

Reading Statement

44%	Engage students in activities such as creative dramatics or role-playing
94%	Provide students time within the school day to read silently books of their own choosing
56%	Place students in flexible reading groups based on factors such as reading interests, book choices, and skill development
88%	Read aloud to students every day
56%	Read stories or selections in the basal textbook in sequential order
31%	Grade papers during sustained silent reading time
69%	Require students to take comprehension quizzes over books independently
44%	Choose titles to be read by students for literature study
0%	Place students in permanent reading groups based on reading levels
100%	Model reading strategies for students such as the use of context clues, look back, etc.
100%	Teach sub-skills such as phonics or syllabication through the use of meaningful text
81%	Emphasize accurate reading and correct pronunciation of words in oral reading
88%	Have students demonstrate comprehension by completing worksheets or fill-in-the-blank activities related to the reading selection
0%	Teach the letters of the alphabet one at a time and requiring students to master it before moving on to the next letter
25%	Test students over a list of randomly selected vocabulary words
88%	Surround students with a wide variety of engaging print resources in the classroom
63%	Use a variety of multimedia such as audio-cassette tapes and CD-Roms to enhance and extend reading experiences
44%	Recommend high interest, quality books to students through book-talks and book discussions
38%	Use the textbook or basal reader only for reading instruction
88%	Compare the elements of a story to those of another story
100%	Invite students to make predictions and give rationale explanations for their thinking
25%	Ask students to read a story before it has been introduced to them
50%	Provide opportunities for students from different grade levels to read and share books together
94%	Ask open-ended questions as prompts for literature discussions
100%	Invite students to retell or enact the events of a story
50%	Frequently ask questions requiring a one-word or short answer response
50%	Use literature as the focal point of an interdisciplinary unit of study
63%	Require students to read books by authors from different cultures or countries
81%	Demonstrate the use of graphic organizers to help student make meaning from informational text
75%	Map story elements to help students understand the structure of narrative text
69%	Asking students to make a judgment or take a position and defend it using information from the text to support their reasoning
25%	Requiring book reports focusing on the analysis of literary elements

(Appendix C cont.)

Percentage of teachers
using the practice

Math Statement

100%	Students discuss what they know and how they solve mathematical problems
100%	Students explain how they derived the answers to problems
50%	Students discuss the value of math in their lives
50%	Students generally use answers as a way to talk about word problems
50%	Students repeat formulas for answering story problems
94%	Students explain reasoning behind answers to their problems Students estimate answers using various strategies to determine reasonableness
75%	
94%	Teachers provide feedback on validity of students answers Teachers/students analyze and predict outcomes using data and given information
44%	
75%	Estimation is primarily taught as a skill
44%	Students answer problems on first attempt
94%	Teachers look for opportunities to extend math into other subjects Teachers develop real life situations that require mathematical application on multilevels
75%	
31%	Students writing/creating their own story problems across thematic curriculums
75%	Math taught mainly during math block
	Students answer math problems concentrated on math themes as opposed to other curriculums
31%	
31%	Students engage in acting out/role play Students actively involved in cooperative learning groups for multiple stage math problems
38%	
81%	Students classifying, creating and solving pattern problems
88%	Teacher uses games to demonstrate mathematical concepts Activities using exercise and word problems to concentrate on one or two step process
50%	
75%	Worksheets are used as a tool for problem solving strategies
50%	Problems consistently grouped by strategies on tests consistently
69%	Students given story problems focused on their developmental level
	Technology is provided to help solve complex problems and meaningful situations
44%	
75%	Students working with "play money" rather than pictures of money Newspapers, maps, catalogs, and other "real life" items are used as math resources
56%	
50%	Students using paper and pencil activities to solve all computation problems
50%	Students display mastery of concepts excluding manipulatives, and calculators
	Teachers use multiple assessment techniques, including written, oral and modeling
81%	
100%	Teachers model math activities that students are required to complete
81%	Teachers provide instruction to small groups
75%	Teachers base curriculum on ISTEP+ proficiencies
69%	Teachers primarily monitor student's independent work at their desks
75%	Assessment testing information to determine what students do not know
19%	Program evaluation is the basis of standardized test scores
63%	Assessment primarily is done as a means of assigning grades

(Appendix C cont.)

Percentage of
teachers using the
practice

Writing Statement

56%	Dictate sentences for the students to write
94%	Teach grammar (e.g. parts of speech, sentence structure) using workbook pages
31%	Critique and grade all errors on students' papers
88%	Have students share what they have written for peer feedback
69%	Display "published" (final revisions) of student work
100%	Provide uninterrupted periods of time for students to write
94%	Model writing techniques for students
75%	Conference with individual students about their draft writing
50%	Support peer conferencing among students (grade two and higher)
69%	Review revision and/or editing strategies with students
69%	Show students how to use a rubric to consider possible refinements to a piece of writing
38%	Supervise students re-copying corrections marked by the teacher on rough drafts
38%	Have students make as many corrections as necessary to obtain perfect papers
63%	Lead students in collaborative writing in cooperative groups
44%	Display samples of student writing from various genre around the classroom
69%	Give choices about the topic/subtopics and style to respond to a writing assignment
69%	Have students respond with their reactions or feelings to literature read
81%	Model how to write in a particular type of writing, e.g. haiku, persuasive writing
25%	Monitor students in their daily journal writing as the major component of the classroom writing program
69%	Support students in a letter-writing activity prior to mailing or delivering the letters
56%	Teach students how to make notes and write research drafts or content area reports
31%	Provide a writing center that has many "real life" writing materials, e.g. forms, applications, memo pads

(Appendix D)

Yankeetown Teacher Technology Survey 2008
(17 teachers polled)

	<i>Statement</i>	<i>% N/A</i>	<i>% Never</i>	<i>% Seldom</i>	<i>% Sometimes</i>	<i>% Often</i>
1	I use a digital camera	0	12	6	59	23
2	I use a LCD projector	6	0	0	29	65
3	I save and open documents using a flash drive or the Network Drive.	0	6	6	18	70
4	I use CD-ROM software. (textbook software)	0	6	6	53	35
5	I use a word processing program.	0	6	0	24	70
6	I use spreadsheets.	0	0	18	59	23
7	I use technology as an instructional tool.	0	0	6	29	65
8	I use the Internet for lesson plan ideas and resources.	0	0	19	38	43
9	I download pictures, sounds, and/or documents from the Internet.	0	0	6	65	59
10	I use e-mail to communicate with staff.	0	0	0	6	94
11	I use e-mail to communicate with parents.	0	0	18	35	47
12	I use advanced e-mail features (attachments, insert links, create mailing lists.)	0	6	6	35	53
13	I use technology projects for grades.	12	6	29	47	6
14	I encourage a positive attitude in my students towards technology.	6	0	0	18	76
15	I use technology as a teacher tool to enhance my current curriculum.	6	0	0	24	70
16	I provide my students with fair distribution of computer time.	18	0	6	29	47
17	I teach keyboarding skills to my students.	18	0	12	58	12
18	I help students prepare and use multimedia Presentations such as PowerPoint.	24	17	24	35	0

19) In what areas of technology would you like to have further training?

- AR and Odyssey, slideshows, spreadsheets, graphic publishing,
- Multimedia presentations with Music

20) Are there any computer programs you would like to see purchased?

Maps 101, Webkins, Fun Brain, AR Math

21) Is there any computer or technology hardware you would like to purchase?

Scanner per grade level, digital camera, large capacity flash drives, wireless internet, wireless lab, more classroom computers, Smart Board, replace DVD players, connector from TV to data projector

(Appendix E)

Teacher Survey for Professional Development

* 16 certified classroom teachers polled*

In the past 3 years, I have participated in the following professional development activities: (please check those that apply to you)

Professional Development Activities	Check those you have participated in over the past 3 years.		Place a check if interested in receiving training.	
LA Workshops-4 Block	4	25%	0	0%
College classes (Masters or other classes toward license renewal)	6	38%	2	13%
Writing-Write Traits	5	31%	0	0%
Writing-Simple Six	13	81%	0	0%
Curriculum Mapping	8	50%	3	19%
DIBELS	8	50%	2	13%
Technology	9	56%	3	19%
Odyssey	11	69%	0	0%
Math (if so, please specify)	9	56%	2	13%
Computerized (IEP/RTI/GEI) program	1	6%	1	6%
Poverty in the Classroom-Ruby Payne	0	0%	5	31%
Textbook Training	11	69%	0	0%
Classroom Management-Fred Jones	4	25%	0	0%
Curriculum (coordinator meetings and alignment)	10	63%	0	0%
Writer Lab	7	44%	1	6%
Strengthening Families	3	19%	1	6%
Tucker Signing	4	25%	2	13%
ESL in the Classroom	1	6%	3	19%
Environmental Awareness	2	13%	6	38%
Please list any others:				
Handwriting w/o Tears	1			
Data Dashboard	1			
SSP Sharing Workshop	1			
Identifying Gifted/Talented Student	1			

(Appendix E cont.)

Please answer the following questions based on your professional development opportunities.

	Yes		No	
After returning from professional development, did you have the opportunity to share with colleagues?	10	63%	5	31%
Did you have the resources needed to implement the new activity?	12	75%	3	19%
Did you have enough training to implement the new activity in your classroom?	13	81%	3	19%
Did you choose to implement the new training in your classroom?	13	81%	0	0%
Do you think your professional development time is used wisely?	9	56%	4	25%
Do you want more professional development opportunities?	13	81%	1	6%

Comments:

Vocabulary development for the upper grades

Time

List any professional literature that you have read recently.

NEA Today, Modifying 4 Blocks for the Upper Grades, Fred Jones Classroom Management

(Appendix F)

School Climate and Culture Survey 2007 Percentages

18 respondents

Please respond to each item regarding how often each occurs, using the following scale:

A= Always O= Often S= Sometimes N= Never

Staff Relationships/Work Environment

	Statement	A %	O %	S %	N %
1.	Most teachers in our school have a similar set of values, beliefs and attitudes related to teaching and learning.	44	44	11	0
2.	I have close working relationships with my colleagues in our school.	33	56	11	0
3.	There is ongoing, collaborative work among teachers in our school.	33	56	11	0
4.	Our school administrator shares teachers' values, beliefs and attitudes related to teaching and learning.	56	44	0	0
5.	I frequently work with colleague(s) in our school to prepare unit outlines and/ or instructional materials.	50	25	19	6
6.	I share my professional knowledge gained from meetings/ workshops.	13	80	13	7
7.	I teach agreed on lessons supporting the school improvement plan .	41	47	12	0
8.	Our school administration acts in the best interest of individual students.	65	35	0	0
9.	My school administrators allow for minimal interruptions during classroom instructional time.	39	44	17	0
10.	Strong, positive relationships between staff and school administration allow implementation of new programs.	50	50	0	0
11.	I frequently implement new programs or new teaching strategies.	28	39	33	0
12.	I engage in ongoing professional development for myself.	28	39	28	6
13.	I am motivated to implement new programs.	33	39	22	6
14.	I am happy in my job.	35	59	6	0
15.	Administrators in my school encourage and support professional risk taking and experimentation.	41	59	0	0
16.	I use a wide variety of assessment methods to provide authentic assessment of student achievement.	28	44	28	0
17.	I am developing a good match between our assessment strategies and our curriculum objectives.	24	59	18	0
18.	My colleagues and I agree about criteria for student assessment, evaluation, and reporting.	40	47	13	0
19.	My assessment information is used to plan further learning opportunities for individuals in groups.	28	56	17	0
20.	Teachers work well with support staff.	22	61	17	0
21.	Teachers have ample supplies and equipment.	17	56	28	0
22.	Teachers are willing to share resources when needed.	33	56	11	0
23.	Teachers participate in many school activities other than teaching.	27	72	0	0
24.	Teachers trust the administration.	50	44	6	0

Teacher/Student Relationships

1.	There is a strong, positive relationship between students and staff in our school.	44	56	0	0
2.	I model lifelong learning for my students.	50	50	0	0
3.	I hold high expectations for individual student learning and behavior.	83	17	0	0
4.	I usually work through problems with my students, rather than refer them to the administration.	56	44	0	0
5.	Teachers understand and implement the school's discipline policies.	50	44	6	0
6.	Teachers feel they are able make school fun.	28	44	28	0
7.	Teachers encourage students to ask questions.	56	39	6	0
8.	Students seem to trust teachers.	47	47	6	0
9.	I acknowledge students' significant achievements.	56	44	0	0

10.	I give students specific feedback about their learning.	44	44	6	0
11.	My assessment practices include discussions and conferences with students.	17	56	28	0
12.	My evaluation practices include student reflection and self-evaluation processes to interpret their own learning.	7	47	40	7
13.	My evaluation practices include comparing students' current and past products, performances, and processes for learning.	6	50	38	6
14.	My assessment practices include collaboration with students to compile portfolios of samples of their work.	24	25	35	18
15.	My assessment practices include observing student products, performances, and learning processes.	39	50	11	0
16.	Planning for and helping students learn is my most important work.	76	24	0	0
17.	Our staff praise and reward students' exemplary efforts and behavior.	37	50	11	0
18.	Our school has relatively few discipline problems.	39	50	11	0
19.	I feel comfortable interacting with students in our school.	72	28	0	0
20.	Inappropriate student behavior is dealt with effectively in our school.	50	43	7	0

Student Needs and Safety

1.	Our school is virtually free of vandalism.	59	41	0	0
2.	Students complete homework assignments.	6	82	11	0
3.	Students do their best in class.	0	86	13	0
4.	Student safety is important to all adults in this school.	88	12	0	0
5.	Our school expects collaborative staff decisions regarding students with special needs.	53	24	24	0
6.	The needs of students requiring extra support are being met effectively.	28	22	50	0
7.	Most students with special needs are integrated with regular classes.	41	47	12	0
8.	I am satisfied with the progress of my students.	29	71	0	0
9.	Students in our school need to meet or exceed clearly defined expectations	53	47	0	0
10.	Our school monitors positive student behavior.	41	35	24	0

Atmosphere

1.	I feel safe in our school.	88	12	0	0
2.	Parents volunteer at this school.	33	61	5	0
3.	Teachers enjoy talking to parents.	12	53	35	0
4.	Parents are invited to share their opinions about this school.	29	29	41	0
5.	Parents are encouraged to attend school events.	65	29	6	0
6.	School lunches offer healthy lunch choices.	29	65	6	0
7.	The school is a fun working environment.	31	63	6	0
8.	Classes are exciting at this school.	6	67	28	0
9.	Our school emphasizes creating a positive atmosphere for our students.	47	47	6	0

Facility

1.	Overall, the school is clean inside.	93	0	7	0
2.	Classroom furniture is in good condition.	44	50	6	0
3.	Classrooms are well maintained.	44	50	6	0
4.	The interior components of the school are well maintained (air condition/heaters, drinking fountains, roof structure, etc.)	6	83	11	0
5.	The grounds of the school are well maintained.	33	50	17	0

(Appendix G)

The Purpose of Education

Total respondents: 113

Categorize each of the items below according to the degree you believe each should be a reason we provide a public education in our society. Circle "5" if the item is very important, circle "1" if the item is not very important.

%	%	%	%	%	Statement
1	2	3	4	5	
8	17	29	24	22	1. To bridge the fault lines between religions, societies, and civilizations
84	7	6	1	2	2. To teach students how to beat the system
3	3	20	33	41	3. To learn the value of cooperation over competition
13	16	22	18	31	4. To reduce the threat of global terrorism
6	15	30	20	29	5. To help students become great at (least) one thing
12	14	31	21	22	6. To narrow the gap between the rich and the poor
56	14	17	4	9	7. To learn how unfair the world is
3	2	2	3	90	8. To learn the basics of academia (math, reading, writing, science, history)
32	20	25	13	10	9. To maintain world domination by means other than military strength
36	12	28	14	10	10. To make mistakes
14	8	22	28	28	11. To recognize and resist unethical domestic/business practices
14	7	32	19	28	12. To pass tests
5	5	19	30	41	13. To evolve into a less violent society
6	6	30	28	30	14. To have fun
3	6	35	28	28	15. To reduce environment degradation
4	4	11	28	53	16. To appreciate and aspire toward a professional disposition
35	23	20	10	12	17. To use force prudently in the name of improving the world
4	0	16	40	40	18. To increase one's sense of civic responsibility
18	29	31	11	11	19. To become rich and independent
28	20	35	11	6	20. To check/balance the influence of lobbyists on legislation
27	36	22	8	7	21. To become great in a sport
58	19	11	8	4	22. To learn how to use credit cards
6	5	19	23	47	23. To be a nice person
23	13	30	15	19	24. To know what to do with your spare time
5	5	25	25	40	25. To make more sense out of the world
9	11	31	25	24	26. To appreciate deep, philosophical discussion
2	2	5	14	77	27. To always be honest and forthcoming

(Appendix H)
Educational Program Evaluation Scores

2007-2008 Free/Reduced Lunch Students

Student Name	STAR Test	Writing Prompt	Math Prompt	ISTEP+ Reading	ISTEP+ Math	ISTEP+ Writing
Kindergarten	beginning-present	highest score=6	highest score=2	passing	passing	passing=4
Student 1						
Student 2						
Student 3						
Student 4						
Student 5						
Student 6						
Student 7						
Student 8						
First Grade						
Student 9	0.5-0.9					
Student 10	too low to register					
Student 11	1.1-1.8					
Student 12	0.5-0.9					
Student 13	too low to register					
Student 14	too low to register					
Student 15	no baseline					
Student 16	too low to register					
Student 17	0.9-1.7					
Student 18	1.5-1.9					
Student 19	0.8-1.5					
Second Grade	beginning-present	highest score=6	highest score=2			
Student 20	0.2-1.6	1,2,3	0,1,0,0			
Student 21	2.7-3.2	2,5,5	0,1,1,2			
Student 22	3.9-4.0	2,5,3	0,1,2,2			
Student 23	2.4-3.9	2,1,3	0,1,1,2			
Student 24	0.9-1.5	1,1,2	1,2,0,0,			
Student 25	1.9-2.4	0,2,1	0,2,0,0			
Student 26	1.8-2.1	1,1,3	0,1,0,0			
Student 27	0.8-1.3	1,1,1	0,0,0,0			
Student 28	1.4-2.4	2,4,4	0,2,0,1			
Student 29	1.5-1.9	0,1,1	0,1,1,0			
Student 30	1.3-2.1	2,1,0	0,0,0,1			
Student 31	0.9-1.3	0,1,1	0,0,1,2			
Student 32	0.7-1.4	1,4,1	0,0,0,0			
Student 33	1.3-2.0	2,4,1	0,1,2,1			
Student 34	0.5-0.8	0,3,2	0,1,0,1			
Student 35	too low to register	0,2,2	0,2,-,1			
Free/Reduced Lunch Students (cont.)						
Third Grade	beginning-present	highest score=6	highest score=2	passing=404	passing=393	passing=4

Student 36	1.7-1.8	0,0	0,0,0,1	319 DNP	394	2
Student 37	2.5-3.4	4,5,1	2,1,1	387 DNP	348 DNP	3
Student 38	2.4-3.1	1,2,1	0,1,1,1	413	377 DNP	3
Student 39	2.0-2.3	2,3,2	2,2,2,1	420	463	2
Student 40	4.7-5.0	2,2,3	2,0,1,1	489	466	3
Student 41	4.7-4.6	4,3	0,2,1,1	500	450	4
Student 42	2.0-2.1	1,2	0,0,0,2	408	357 DNP	2
Student 43	3.5-4.0	1,1,2	1,1,1,2	447	322 DNP	3
Student 44	2.6-2.5	4,3,4	2,1,2,0	465	413	5
Student 45	3.2-4.0	3,2,1	0,1,0,1	399 DNP	382 DNP	2
Student 46	3.7-4.4	3,3,3	1,2,2,1	481	426	4
Student 47	2.6-3.1	1,3,2	0,0,1,2	419	437	3
Student 48	3.4-3.4	3,2	0,1,1,1	465	374 DNP	4
Student 49	2.0-2.8	1,2,1	1,1,0,1	386 DNP	410	4

	STAR Test	Writing Prompt	Math Prompt	ISTEP+ Reading	ISTEP+ Math	ISTEP+ Writing
Fourth Grade	beginning-present	highest score=6	highest score=2	passing=429	passing=415	passing=4
Student 50	4.2-3.3	1,2,2	1,1,1,1	420 DNP	417	4
Student 51	2.2-2.3	1,1,2	2,2,1,1	397 DNP	475	2
Student 52	3.9-5.1	3,3,4	1,1,1,1	482	428	6
Student 53	1.3-1.9	2,1,2	1,1,1,0	392 DNP	364 DNP	3
Student 54	3.5-4.9	2,2,2	0,1,1,1	469	448	3
Student 55	2.8-3.5	1,2,2	0,1,1,2	428 DNP	479	4
Student 56	2.2-4.1	3,4,3	1,2,1,2	473	567	4

	STAR Test	Writing Prompt	Math Prompt	ISTEP+ Reading	ISTEP+ Math	ISTEP+ Writing
Fifth Grade	beginning-present	highest score=6	highest score=2	passing=447	passing=428	passing=4
Student 57	4.5-5.8	4,3,5	2,1,1,1	463	472	4
Student 58	4.3-3.4	2,3,3	1,2,1,2	447	446	5
Student 59	2.4-1.8	1,4,3	0,0,1,0	340 DNP	397 DNP	3
Student 60	3.6-2.5	2,4,4	1,1,1,0	466	398 DNP	4
Student 61	5.5-7.8	3,3,4	2,2,2,1	509	552	4
Student 62	4.8-6.5	4,6,5	2,1,2,2	498	571	4
Student 63	4.7-5.9	3,5,3	2,1,1,1	493	462	5
Student 64	4.0-6.4	4,5,3	2,2,2,2	513	477	4
Student 65	no baseline	3,6,3	2,2,2,2	542	511	4
Student 66	3.0-3.6	3,3,4	1,0,0,0	452	447	3
Student 67	6.6-7.0	4,3,4	0,1,1,2	530	454	4
Student 68	5.4-6.2	4,4,2	2,1,1,0	515	459	4
Student 69	6.3-6.2	3,5,4	2,1,1,2	497	518	4

Free/Reduced Lunch Students (cont.)	STAR Test	Writing Prompt	Math Prompt	ISTEP+ Reading	ISTEP+ Math	ISTEP+ Writing
Sixth Grade	beginning-present	highest score=6	highest score=2	passing=472	passing=464	passing=4
Student 70	2.4-2.2	3,2,2	0,2,1,0	403 DNP	460 DNP	3
Student 71	3.6-5.3	2,2,2	1,0,1,0	494	446 DNP	5
Student 72	3.8-3.4	1,2,2	0,1,1,1	396 DNP	503	2
Student 73	5.4-5.7	2,2,2	1,1,1,1	450 DNP	470	2
Student 74	7.5-7.6	5,6,6	1,2,2,2	496	529	4

Student 75 5.4-7.3 2,2,3 2,1,2,1 454 DNP 555 4

2007-2008 Speech and Language Therapy Students

Student Name	STAR Test	Writing Prompt	Math Prompt	ISTEP+ Reading	ISTEP+ Math	ISTEP+ Writing
Kindergarten	beginning-present	highest score=6	highest=2	Passing	passing	passing=4
Student 1						
Student 2						
Student 3						
Student 4						
Student 5						
Student 6						
Student 7						
Student 8						
First Grade	beginning-present					
Student 9	too low to register					
Student 10	1.2-0.9					
Student 11	0.7-0.7					
Student 12	no baseline					
Student 13	0.8-0.8					
Student 14	too low to register					
Student 15	0.6-0.9					
Student 16	0.3-1.0					
Student 17	too low to register					
Student 18	0.9-1.6					
Student 19	doesn't take					
Student 20	1.5-1.9					
Second Grade	beginning-present	highest score=6	highest score=2			
Student 21	2.5-3.4	2,1,1	1,1,1,1			
Student 22	0.9-1.5	1,1,2	1,2,0,0			
Student 23	1.9-2.4	0,2,1	0,2,0,0			
Student 24	too low to register	0,2,2	0,1,-,1			
Student 25	3.6-5.4	1,3,3	1,1,2,2			
Student 26	0.9-1.3	0,1,1	0,0,1,2			
Student 27	0.7-1.4	1,4,1	0,0,0,0			
Student 28	1.9-2.5	1,1,3	0,1,1,2			
Student 29	too low to register	0,2,2	0,2,-,1			
Speech/Language Therapy Students (cont.)	STAR Test	Writing Prompt	Math Prompt	ISTEP+ Reading	ISTEP+ Math	ISTEP+ Writing
Third Grade	beginning-present	highest score=6	highest score=2	passing=404	passing=393	passing=4
Student 30	4.4-5.0	3,4	0,1,1,2	473	351 DNP	3
Student 31	2.4-3.1	1,2,1	0,1,1,1	413	377 DNP	3
Student 32	3.0-3.6	3,4	0,1,1,2	454	443	3
Student 33	4.7-5.0	2,2,3	2,0,1,1	489	466	3
Student 34	1.9-1.6	3,2	0,0,0,1	348 DNP	361 DNP	3
Student 35	3.5-4.8	1,2,1	1,2,1,1	461	413	3
Student 36	5.2-6.1	1,3,3	1,2,2,1	488	449	3
						4
Student 37	2.0-2.8	1,2,1	1,1,0,1	386 DNP	410	

	STAR Test	Writing Prompt	Math Prompt	ISTEP+ Reading	ISTEP+ Math	ISTEP+ Writing
Fourth Grade	beginning-present	highest score=6	highest score=2	passing=429	passing=415	passing=4
Student 38	1.3-1.9	2,1,2	1,1,1,0	392 DNP	364 DNP	3
Student 39	6.6-5.8	4,6,3	2,1,1,1	504	469	5
	STAR Test	Writing Prompt	Math Prompt	ISTEP+ Reading	ISTEP+ Math	ISTEP+ Writing
Fifth Grade	beginning-present	highest score=6	highest score=2	passing=447	passing=428	passing=4
Student 40	2.4-1.8	1,4,3	0,0,1,0	340 DNP	397 DNP	3
Student 41	no baseline	0,3,3	0,1,0,0	376 DNP	285 DNP	4

2007-2008 Remedial Reading and Math Students

Student Name	STAR Test	Writing Prompt	Math Prompt
Second Grade	beginning-present	highest score=6	highest score=2
Student 1	0.2-1.6	1,2,3	0,1,0,0
Student 2	1.0-1.5	0,0,2	0,0,0,1
Student 3	0.5-1.7	1,4,0	0,0,1,1
Student 4	0.6-1.5	2,2,3	0,0,0,1
Student 5	0.9-1.5	1,1,2	1,2,0,0
Student 6	1.9-2.4	0,2,1	0,2,0,0
Student 7	0.7-1.9	0,2,3	0,0,0,0
Student 8	0.8-1.3	1,1,1,1	0,0,0,0
Student 9	0.9-1.5	1,4,2	1,0,1,0
Student 10	2.6-2.3	2,1,4	0,1,1,0
Student 11	1.5-1.9	0,1,1	0,1,1,0
Student 12	0.9-1.3	0,1,1	0,0,1,2
Student 13	0.7-1.4	1,4,1	0,0,0,0
Student 14	0.3-1.4	0,3,1	0,0,0,0
Student 15	2.3-2.5	,0,3	,0,0,1

Remedial Reading and Math Students (cont.)	STAR Test	Writing Prompt	Math Prompt	ISTEP+ Reading	ISTEP+ Math	ISTEP+ Writing
Third Grade	beginning-present	highest score=6	highest score=2	passing=404	passing=393	passing=4
Student 16	3.5-3.5	5,4	0,0,0,1	515	380 DNP	3
Student 17	3.1-2.5	2,1,2	2,1,0,0	472	429	3
Student 18	2.4-3.1	1,2,1	0,1,1,1	413	377 DNP	3
Student 19	4.4-4.4	1,2,2	0,1,0,1	436	370 DNP	4
Student 20	3.0-3.6	3,4	0,1,1,2	454	443	3
Student 21	2.0-2.3	2,3,2	2,2,2,1	420	463	2
Student 22	1.9-1.6	3,2	0,0,0,1	348 DNP	361 DNP	3
Student 23	6.6-4.9	2,5	2,1,1,2	457	442	3
Student 24	2.0-2.1	1,2	0,0,0,2	408	357 DNP	2
Student 25	3.2-2.9	1,1,1	1,0,1,2	383 DNP	430	3
Student 26	3.5-4.0	1,1,2	1,1,1,2	447	322 DNP	3
Student 27	2.6-2.5	4,3,4	2,1,2,0	465	413	5

Student 28	3.7-4.3	3,3,3	1,2,2,1	481	426	4
Student 29	2.6-3.1	1,3,2	0,0,1,2	419	437	3
Student 30	2.0-2.4	1,2,1	1,1,0,1	386 DNP	410	4
Fourth Grade	STAR Test beginning-present	Writing Prompt highest score=6	Math Prompt highest score=2	ISTEP+ Reading passing=429	ISTEP+ Math passing=415	ISTEP+ Writing passing=4
Student 31	4.2-3.3	1,2,2	1,1,1,1	420 DNP	417	4
Student 32	3.9-5.1	3,3,4	1,1,1,1	482	428	6
Student 33	3.0-3.0	3,4,3	0,0,1,2	431	401 DNP	4
Student 34	5.0-5.1	3,4,4	1,0,0,1	472	425	4
Student 35	4.5-4.4	4,4,4	0,1,1,1	482	453	5
Student 36	1.3-1.9	2,1,2	1,1,1,0	392 DNP	364 DNP	3
Student 37	5.2-5.0	3,3,3	0,1,2,0	476	465	4
Student 38	2.6-3.3	4,4,3	0,2,1,2	476	473	4
Student 39	2.8-3.5	1,2,2	0,1,1,2	428 DNP	479	4
Student 40	4.6-5.7	4,4,4	1,1,1,1	453	427	4
Student 41	4.9-3.6	4,3,3	1,0,1,2	452	441	4
Student 42	3.3-5.2	2,3,2	1,1,1,2	453	386 DNP	4
Student 43	2.4-2.2	1,0,3	0,1,1,2	461	473	4
Student 44	2.3-4.0	3,4,3	0,1,1,1,	480	463	4
Student 45	1.9-4.5	3,4,4,	1,1,1,1	464	464	4
Student 46	4.4-4.9	2,2,2	0,2,1,2	483	475	4
Student 47	4.8-4.6	3,2,3	0,0,2,0	450	436	4

Fifth Grade	STAR Test beginning-present	Writing Prompt highest score=6	Math Prompt highest score=2	ISTEP+ Reading passing=447	ISTEP+ Math passing=428	ISTEP+ Writing passing=4
Student 48	4.3-3.4	2,3,3	1,2,1,2	447	446	5
Student 49	5.3-3.3	2,4,4	2,1,1,0	411 DNP	450	3
Student 50	5.6-5.8	1,2,4	2,1,1,0	502	504	3
Student 51	6.1-6.2	3,3,3	2,1,1,0	457	439	3
Student 52	6.7-3.1	3,3,4	2,1,1,0	487	420 DNP	3
Student 53	4.0-6.4	4,5,3	2,2,2,2	513	477	4
Student 54	3.0-3.6	3,3,4	1,0,0,0	452	447	3

Remedial Reading and Math Students (cont.)

Sixth Grade	STAR Test beginning-present	Writing Prompt highest score=6	Math Prompt highest score=2	ISTEP+ Reading passing=472	ISTEP+ Math passing=464	ISTEP+ Writing passing=4
Student 55	3.6-5.3	2,2,2	1,0,1,0	494	446 DNP	5
Student 56	6.1-6.0	3,3,4	0,2,1,1	439 DNP	525	4
Student 57	5.4-5.7	2,2,2	1,1,1,1	450 DNP	470	2
Student 58	5.2-6.8	4,4,4	0,1,1,0	460 DNP	494	3

2007-2008 English as a Second Language Students

Student Name	STAR Test beginning-present	Writing Prompt highest score=6	Math Prompt highest score=2	ISTEP+ Reading	ISTEP+ Math	ISTEP+ Writing	LAS Links Highest score-5 2006 to 2007
K-Student 1							
1st- Student 2							
2nd Student 3	0.2-1.6	1,2,3	0,1,0,0				1 to 3
3rd- Student 4	3.0-2.9	4,4	0,1,1,2	467	476	4	5 to 5
4th Student 5	1.3-1.9	2,1,2	1,1,1,0	392 DNP	364 DNP	3	1 to 2

Student 6	4.1-5.9	4,4,6	2,2,2,2	700	592	6	4 to 5
6th Student 7	5.3-6.6	5,5,6	0,2,2,1	503	500	5	4 to 5

2007-2008 Special Education Students

Student Name	STAR Test	Writing Prompt	Math Prompt	ISTEP+ Reading	ISTEP+ Math	ISTEP+ Writing
First Grade						
	beginning-present	highest score=6	highest score=2			
Student 1	0.7-0.7					
Student 2	no baseline					
Student 3	doesn't take					
Second Grade						
	beginning-present	highest score=6	highest score=2			
Student 4	1.9-2.4	0,2,1	0,2,0,0			
Student 5	0.8-1.3	1,1,1	0,0,0,0			
Student 6	too low to register	0,2,2	0,1,-,0			
Student 7	0.7-1.4	1,4,1	0,0,0,0			
Student 8	0.5-0.8	0,3,2	0,1,0,1			
Student 9	too low to register	0,2,2	0,2,-,1			
Third Grade						
	beginning-present	highest score=6	highest score=2	passing=404	passing=393	passing=4
Student 10	1.7-1.8	0,0	0,0,0,1	319 DNP	394	2
Student 11	1.9-1.6	3,2	0,0,0,1	348 DNP	361 DNP	3
Student 12	0.9-1.2	2,1	0,0,0,1	315 DNP	334 DNP	3
Student 13	2.0-2.4	1,-,3	1,1,0,2	448	432	3
Student 14	1.3-2.2	2,3	0,1,0,1	335 DNP	343 DNP	3
Special Education Student (cont.)						
	beginning-present	highest score=6	highest score=2	passing=429	passing=415	passing=4
Fourth Grade						
Student 15	4.2-3.3	1,2,2	1,1,1,1	420 DNP	417	4
Student 16	2.2-2.3	1,1,2	2,2,1,1	397 DNP	475	2
Student 17	2.8-3.5	1,2,2	0,1,1,2	428 DNP	479	4
Student 18	6.6-5.8	4,6,3	2,1,1,1	504	469	5
Student 19	1.9-4.5	3,4,4	1,1,1,1	464	464	4
Student 20	4.4-4.9	2,2,2	0,2,1,2	483	475	4
Student 21	2.2-4.1	3,4,3	1,2,1,2	473	567	4
Student 22	2.0-2.2	1,2,2	0,0,0,1	419 DNP	440	3
Fifth Grade						
	beginning-present	highest score=6	highest score=2	passing=447	passing=428	passing=4
Student 23	4.5-5.4	3,4,5	2,2,2,2	464	452	4
Student 24	4.3-3.4	2,3,3	1,2,1,2	447	446	5
Student 25	2.4-1.8	1,4,3	0,0,1,0	340 DNP	397 DNP	3
Student 26	3.6-2.5	2,4,4	1,1,1,0	466	398 DNP	4
Student 27	no baseline	0,3,3	0,1,0,0	376 DNP	285 DNP	4
Student 28	4.0-6.4	4,5,3	2,2,2,2	513	477	4
Sixth Grade						
	beginning-present	highest score=6	highest score=2	passing=472	passing=464	passing=4
Student 29	no baseline	3,2,2	0,2,1,0	403 DNP	460 DNP	3

Student 30	1.6-1.7	1,2,2	0,0,1,0	404 DNP	426 DNP	4
Student 31	3.8-3.4	1,2,2	0,1,1,1	394 DNP	503	2
Student 32	4.7-2.8	4,2,2	0,1,0,2	400 DNP	442 DNP	3
Student 33	5.8-5.7	2,3,3	1,1,1,0	521	497	5

(Appendix I)
2007-2008 Family and Community Involvement Survey

Kindergarten – Received 13 surveys	Always	Usually	Seldom	Never	N/A
1. I feel the central administration and school board support our school's educational efforts.	10 77%	3 23%	0	0	0
2. I have reviewed the Indian State Standards for my child provided by the school.	5 39%	2 15%	4 31%	2 15%	0
3. I feel my child's school curriculum meets the State's Standards.	7 54%	3 23%	1 8%	0	2 15%
4. I feel our school provides a safe learning environment.	13 100%	0	0	0	0
5. My child's teacher presents material in a way that my child can understand.	13 100%	0	0	0	0
6. My child's report card provides me with useful information.	12 92%	1 8%	0	0	0
7. I feel my child is being prepared to take the ISTEP+ test.	5 39%	2 15%	0	0	6 46%
8. School personnel care about my input concerning my child's education.	11 85%	2 15%	0	0	0
9. School personnel encourage me to participate in my child's educational growth.	11 85%	2 15%	0	0	0
10. School personnel listen to me.	11 85%	2 15%	0	0	0
11. I am appreciated for what I do at our school.	7 54%	1 8%	0	0	5 38%
12. Our family attends school activities. (Fall Festival, plays, ball games, etc.)	5 39%	5 38%	3 23%	0	0
13. Our child participates in extra-curricular activities. (sports, choir, clubs, etc.)	4 31%	2 15%	1 8%	1 8%	5 38%
14. I participate in parent-teacher conferences and/or meet the teacher night.	11 85%	0	2 15%	0	0
15. I volunteer my time to help school personnel during the school day.	3 23%	1 8%	3 23%	5 38%	1 8%
16. I make use of the communication tools provided by the school. (e-mail, agenda books, bulletins)	10 77%	3 23%	0	0	0
17. I am aware of special programs offered at Yankeetown (remediation, speech, ESL, special education, etc.)	8 62%	2 15%	0	2 15%	1 8%

1st Grade – Received 41 surveys	Always	Usually	Seldom	Never	N/A
1. I feel the central administration and school board support our school's educational efforts.	21 53%	18 43%	1 2%	0	1 2%
2. I have reviewed the Indian State Standards for my child provided by the school.	20 49%	10 24%	7 17%	4 10%	0
3. I feel my child's school curriculum meets the State's Standards.	24 59%	15 37%	1 2%	0	1 2%
4. I feel our school provides a safe learning environment.	28 68%	12 30%	1 2%	0	0
5. My child's teacher presents material in a way that my child can understand.	28 68%	13 32%	0	0	0
6. My child's report card provides me with useful information.	26 63%	15 37%	0	0	0
7. I feel my child is being prepared to take the ISTEP+ test.	24 59%	14 34%	0	0	3 7%
8. School personnel care about my input concerning my child's education.	31 76%	10 24%	0	0	0
9. School personnel encourage me to participate in my child's educational growth.	33 80%	8 20%	0	0	0
10. School personnel listen to me.	32 78%	9 22%	0	0	0
11. I am appreciated for what I do at our school.	25 61%	9 22%	0	0	7 17%
12. Our family attends school activities. (Fall Festival, plays, ball games, etc.)	18 44%	20 49%	3 7%	0	0
13. Our child participates in extra-curricular activities. (sports, choir, clubs, etc.)	7 17%	6 15%	5 12%	3 7%	20 49%
14. I participate in parent-teacher conferences and/or meet the teacher night.	34 83%	5 12%	2 5%	0	0
15. I volunteer my time to help school personnel during the school day.	11 27%	12 29%	9 22%	4 10%	5 12%
16. I make use of the communication tools provided by the school. (e-mail, agenda books, bulletins)	32 78%	9 22%	0	0	0
17. I am aware of special programs offered at Yankeetown (remediation, speech, ESL, special education, etc.)	13 32%	7 17%	10 24%	4 10%	7 17%

2nd Grade – Received 22 surveys	Always	Usually	Seldom	Never	N/A
1. I feel the central administration and school board support our school's educational efforts.	11 50%	7 32%	3 13%	0	1 5%
2. I have reviewed the Indian State Standards for my child provided by the school.	11 50%	8 36%	2 9%	1 5%	0
3. I feel my child's school curriculum meets the State's Standards.	17 77%	3 13%	1 5%	0	1 5%
4. I feel our school provides a safe learning environment.	22 100%	0	0	0	0
5. My child's teacher presents material in a way that my child can understand.	15 68%	6 27%	1 5%	0	0
6. My child's report card provides me with useful information.	16 72%	5 23%	1 5%	0	0
7. I feel my child is being prepared to take the ISTEP+ test.	16 72%	3 14%	0	0	3 14%
8. School personnel care about my input concerning my child's education.	18 82%	4 18%	0	0	0
9. School personnel encourage me to participate in my child's educational growth.	18 82%	3 13%	1 5%	0	0
10. School personnel listen to me.	19 86%	2 9%	1 5%	0	0
11. I am appreciated for what I do at our school.	16 72%	3 13%	1 5%	1 5%	1 5%
12. Our family attends school activities. (Fall Festival, plays, ball games, etc.)	8 37%	9 41%	3 13%	2 9%	0
13. Our child participates in extra-curricular activities. (sports, choir, clubs, etc.)	5 23%	4 18%	2 9%	4 18%	7 32%
14. I participate in parent-teacher conferences and/or meet the teacher night.	18 81%	2 9%	1 5%	1 5%	0
15. I volunteer my time to help school personnel during the school day.	3 13%	4 18%	7 32%	7 32%	1 5%
16. I make use of the communication tools provided by the school. (e-mail, agenda books, bulletins)	17 77%	5 23%	0	0	0
17. I am aware of special programs offered at Yankeetown (remediation, speech, ESL, special education, etc.)	15 68%	3 13%	2 9%	1 5%	1 5%

3rd Grade – Received 37 surveys	Always	Usually	Seldom	Never	N/A
1. I feel the central administration and school board support our school's educational efforts.	13 35%	17 46%	2 5%	1 3%	4 11%
2. I have reviewed the Indian State Standards for my child provided by the school.	10 27%	17 46%	6 16%	2 5%	2 5%
3. I feel my child's school curriculum meets the State's Standards.	23 62%	13 35%	0	0	1 3%
4. I feel our school provides a safe learning environment.	25 68%	10 27%	2 5%	0	0
5. My child's teacher presents material in a way that my child can understand.	28 75%	8 22%	1 3%	0	0
6. My child's report card provides me with useful information.	24 65%	13 35%	0	0	0
7. I feel my child is being prepared to take the ISTEP+ test.	24 65%	12 32%	0	0	1 3%
8. School personnel care about my input concerning my child's education.	26 70%	11 30%	0	0	0
9. School personnel encourage me to participate in my child's educational growth.	26 70%	11 30%	0	0	0
10. School personnel listen to me.	27 73%	9 24%	1 3%	0	0
11. I am appreciated for what I do at our school.	20 54%	6 16%	0	0	11 30%
12. Our family attends school activities. (Fall Festival, plays, ball games, etc.)	13 35%	15 40%	8 22%	0	1 3%
13. Our child participates in extra-curricular activities. (sports, choir, clubs, etc.)	10 27%	10 27%	4 11%	5 14%	8 21%
14. I participate in parent-teacher conferences and/or meet the teacher night.	25 68%	7 19%	3 8%	2 5%	0
15. I volunteer my time to help school personnel during the school day.	8 22%	7 19%	10 27%	6 16%	6 16%
16. I make use of the communication tools provided by the school. (e-mail, agenda books, bulletins)	20 54%	12 32%	3 8%	0	2 6%
17. I am aware of special programs offered at Yankeetown (remediation, speech, ESL, special education, etc.)	19 51%	6 16%	5 14%	3 8%	4 11%

4th Grade – Received 35 surveys	Always	Usually	Seldom	Never	N/A
1. I feel the central administration and school board support our school's educational efforts.	14 40%	17 49%	3 9%	0	1 2%
2. I have reviewed the Indian State Standards for my child provided by the school.	10 28%	12 34%	10 29%	3 9%	0
3. I feel my child's school curriculum meets the State's Standards.	22 65%	11 33%	0	0	1 2%
4. I feel our school provides a safe learning environment.	27 77%	8 23%	0	0	0
5. My child's teacher presents material in a way that my child can understand.	15 43%	19 55%	0	0	1 2%
6. My child's report card provides me with useful information.	20 57%	13 37%	2 6%	0	0
7. I feel my child is being prepared to take the ISTEP+ test.	21 60%	14 40%	0	0	0
8. School personnel care about my input concerning my child's education.	21 60%	13 37%	1 3%	0	0
9. School personnel encourage me to participate in my child's educational growth.	22 63%	10 28%	2 6%	0	1 3%
10. School personnel listen to me.	22 63%	11 31%	2 6%	0	0
11. I am appreciated for what I do at our school.	20 57%	9 26%	1 3%	0	5 14%
12. Our family attends school activities. (Fall Festival, plays, ball games, etc.)	13 38%	16 46%	4 12%	1 2%	1 2%
13. Our child participates in extra-curricular activities. (sports, choir, clubs, etc.)	9 26%	8 23%	6 17%	6 17%	6 17%
14. I participate in parent-teacher conferences and/or meet the teacher night.	25 71%	4 11%	3 9%	0	3 9%
15. I volunteer my time to help school personnel during the school day.	3 9%	8 23%	13 37%	5 14%	6 17%
16. I make use of the communication tools provided by the school. (e-mail, agenda books, bulletins)	24 69%	9 25%	1 3%	1 3%	0
17. I am aware of special programs offered at Yankeetown (remediation, speech, ESL, special education, etc.)	14 40%	14 40%	1 3%	2 6%	4 11%

Fifth Grade – Received 35 surveys	Always	Usually	Seldom	Never	N/A
1. I feel the central administration and school board support our school’s educational efforts.	9 26%	21 60%	4 11%	0	1 3%
2. I have reviewed the Indian State Standards for my child provided by the school.	10 29%	17 49%	7 19%	1 3%	0
3. I feel my child’s school curriculum meets the State’s Standards.	16 48.5%	16 48.5%	0	0	1 3%
4. I feel our school provides a safe learning environment.	27 77%	8 23%	0	0	0
5. My child’s teacher presents material in a way that my child can understand.	15 43%	19 54%	0	0	1 3%
6. My child’s report card provides me with useful information.	15 43%	19 54%	0	0	1 3%
7. I feel my child is being prepared to take the ISTEP+ test.	15 42%	17 49%	2 6%	0	1 3%
8. School personnel care about my input concerning my child’s education.	20 57%	14 40%	0	0	1 3%
9. School personnel encourage me to participate in my child’s educational growth.	20 57%	15 43%	0	0	0
10. School personnel listen to me.	16 46%	16 46%	0	0	3 8%
11. I am appreciated for what I do at our school.	15 43%	12 34%	0	0	8 23%
12. Our family attends school activities. (Fall Festival, plays, ball games, etc.)	14 40%	19 54%	2 6%	0	0
13. Our child participates in extra-curricular activities. (sports, choir, clubs, etc.)	16 46%	14 40%	4 11%	0	1 3%
14. I participate in parent-teacher conferences and/or meet the teacher night.	5 14%	29 83%	0	0	1 3%
15. I volunteer my time to help school personnel during the school day.	10 29%	6 17%	10 29%	7 20%	2 5%
16. I make use of the communication tools provided by the school. (e-mail, agenda books, bulletins)	17 48%	15 43%	2 6%	1 3%	0
17. I am aware of special programs offered at Yankeetown (remediation, speech, ESL, special education, etc.)	11 32%	13 37%	5 14%	1 3%	5 14%

6th Grade – Received 19 surveys	Always	Usually	Seldom	Never	N/A
1. I feel the central administration and school board support our school's educational efforts.	6 32%	11 58%	0	0	2 10%
2. I have reviewed the Indian State Standards for my child provided by the school.	7 37%	10 53%	2 10%	0	0
3. I feel my child's school curriculum meets the State's Standards.	11 58%	8 42%	0	0	0
4. I feel our school provides a safe learning environment.	15 79%	4 21%	0	0	0
5. My child's teacher presents material in a way that my child can understand.	11 58%	7 36%	1 6%	0	0
6. My child's report card provides me with useful information.	9 47%	9 47%	1 6%	0	0
7. I feel my child is being prepared to take the ISTEP+ test.	11 58%	8 42%	0	0	0
8. School personnel care about my input concerning my child's education.	12 63%	5 26%	0	0	2 11%
9. School personnel encourage me to participate in my child's educational growth.	14 74%	5 26%	0	0	0
10. School personnel listen to me.	13 68%	6 32%	0	0	0
11. I am appreciated for what I do at our school.	12 63%	5 26%	0	0	2 11%
12. Our family attends school activities. (Fall Festival, plays, ball games, etc.)	6 32%	11 58%	2 10%	0	0
13. Our child participates in extra-curricular activities. (sports, choir, clubs, etc.)	9 47%	7 37%	3 16%	0	0
14. I participate in parent-teacher conferences and/or meet the teacher night.	14 74%	4 21%	0	0	1 5%
15. I volunteer my time to help school personnel during the school day.	1 5%	5 26%	6 32%	5 26%	2 11%
16. I make use of the communication tools provided by the school. (e-mail, agenda books, bulletins)	10 53%	7 36%	2 11%	0	0
17. I am aware of special programs offered at Yankeetown (remediation, speech, ESL, special education, etc.)	11 58%	3 15%	2 11%	2 11%	1 5%

All Grades – Received 191 surveys	Always	Usually	Seldom	Never	N/A	Total rec'd
1. I feel the central administration and school board support our school's educational efforts.	78 42%	94 47%	13 6%	1 >.5%	10 5%	202
2. I have reviewed the Indian State Standards for my child provided by the school.	73 36%	76 38%	38 19%	13 6%	2 1%	202
3. I feel my child's school curriculum meets the State's Standards.	120 60%	69 35%	3 1%	0	7 4%	202
4. I feel our school provides a safe learning environment.	157 78%	42 21%	3 1%	0	0	202
5. My child's teacher presents material in a way that my child can understand.	124 61%	73 36%	3 2%	0	2 1%	202
6. My child's report card provides me with useful information.	115 57%	76 38%	4 2%	0	7 3%	202
7. I feel my child is being prepared to take the ISTEP+ test.	116 57%	70 35%	2 1%	0	14 7%	202
8. School personnel care about my input concerning my child's education.	139 69%	59 29%	1 >.5%	0	4 2%	202
9. School personnel encourage me to participate in my child's educational growth.	144 72%	54 27%	3 1%	0	1 >.5%	202
10. School personnel listen to me.	140 69%	55 27%	4 2%	0	3 2%	202
11. I am appreciated for what I do at our school.	115 57%	45 22%	2 1%	1 >.5%	39 20%	202
12. Our family attends school activities. (Fall Festival, plays, ball games, etc.)	78 39%	94 47%	25 12%	3 1%	2 1%	202
13. Our child participates in extra-curricular activities. (sports, choir, clubs, etc.)	60 30%	51 25%	25 12%	19 10%	47 23%	202
14. I participate in parent-teacher conferences and/or meet the teacher night.	156 77%	27 14%	11 6%	3 1%	5 2%	202
15. I volunteer my time to help school personnel during the school day.	35 17%	47 23%	58 29%	39 19%	23 12%	202
16. I make use of the communication tools provided by the school. (e-mail, agenda books, bulletins)	128 63%	62 31%	8 4%	2 1%	2 1%	202
17. I am aware of special programs offered at Yankeetown (remediation, speech, ESL, special education, etc.)	93 46%	46 23%	25 12%	15 7%	23 12%	202

(Appendix J)

Yankeetown Student Technology Performance Checklist

Note: This assessment was administered the first semester of 2007-08.

Kindergarten	
<i>(69 First grade students assessed)</i>	
Percent	Criteria
96	I can identify the mouse is on my computer.
94	I can identify the keyboard on my computer
28	I can identify the monitor on my computer.
92	I know how to use the mouse to move the curser (pointer) on the monitor.
86	I know how to use the mouse is on my computer.

First Grade	
<i>(50 Second grade students assessed)</i>	
Percent	Criteria
100	I can log in to Accelerated Reader and STAR Reading programs.
98	I can find the quiz in Accelerated Reader for my story by myself.
96	I know how to log into the computer for Odyssey.
64	I can send my story to the printer and print it with assistance.
100	I know where to find the letter “a” without looking.
100	I know where to find the letter “s” without looking.
100	I know where to find the letter “d” without looking.
100	I know where to find the letter “f” without looking.
100	I know where to find the letter “g” without looking.
100	I know where to find the letter “h” without looking
100	I know where to find the letter “j” without looking.
100	I know where to find the letter “k” without looking
100	I know where to find the letter “l” without looking.

Second Grade	
<i>(66 Third grade students assessed)</i>	
Percent	Criteria
64	I can correctly type one sentence in Microsoft Word by myself. (My name is...)
91	I know how to use the “enter” key on my computer.
92	I know how to use the “spacebar” key on my computer.
92	I know how to use the “tab” key on my computer.
59	I know how to use the “home row” keys on my computer.
98	I know how to use the “number” keys on my computer.
94	I know how to use the “backspace” key on my computer
50	I know how to use the “delete” key on my computer.
88	I know how to use the “arrow” keys on my computer.
97	I know how to use the “shift” keys are on my computer.
91	I can open Microsoft Word by myself.
94	I can send a document to the printer by myself.
97	I can open Odyssey by myself.
97	I can open Accelerated Reader and take a quiz by myself.
24	I can use the “home row” without looking (using cover over keys) to type: sad, dad, fad, lad, ask, fall, gas, has, had, gag, jag, gash, flag, sag, dash

Third Grade	
<i>(62 Fourth grade students assessed)</i>	
Percent	Criteria
98	I can use all 4 rows to type sentences (ex. Numbered Spelling sentences using minimum of 10 sentences).
98	I know how to create, save, and retrieve a document (with help)
98	I can create a slideshow (including slide, background, and text)
97	I can use/modify a template in a document and graphic publishing program (with assistance)

Fourth Grade	
<i>(58 Fifth grade students assessed)</i>	
Percent	Criteria
69	I can create a basic slide show with animation.
86	I can use/modify a web using Inspiration.
95	I know how to create, save, and retrieve a document (without help)
78	I can use/modify a template in a document and graphic publishing program (with minimal assistance)
45	I can type a sentence on the computer without looking at the keyboard. (ex. The very quick brown fox jumps over the lazy dog.).

Fifth Grade	
<i>(48 Sixth grade students assessed)</i>	
Percent	Criteria
81	I can create a slide show presentation using two slides with special effects
60	I can use/modify a graphic organizer template in Inspiration
79	I can use/modify a template in a document and graphic publishing program (without assistance)
58	I can type a word document with 70% Accuracy and 10 WPM

2010 AYP Results

8761 - Yankeetown Elementary School: Made AYP (15 of 15 categories)

Student Group	English Performance					Math Performance					English Participation			Math Participation			Other Indicator			
	Student N	Pass %	Target Pass %	SH	Made	Student N	Pass %	Target Pass %	SH	Made	Student N	Tested %	Made	Student N	Tested %	Made	Type	Rate	Target Rate	Made
Overall	183	94.0	64.9	Y	Y	183	91.3	63.7	Y	Y	191	99.5	Y	191	99.5	Y	Attend.	96.5	95.0	Y
White	169	93.5	64.6	Y	Y	169	90.5	63.4	Y	Y	175	99.5	Y	175	99.5	Y				
F/R Meals	39	89.7	56.0	Y	Y	39	82.1	54.7	Y	Y	42	99.2	Y	42	99.2	Y				
Special Ed.	41	90.2	56.4	Y	Y	41	85.4	55.1	Y	Y	less than 40			less than 40						

AYP History: [2002=Y](#), [2003=Y](#), [2004=Y](#), [2005=N](#), [2006=Y](#), [2007=Y](#), [2008=N](#)

Student Performance

Subject	Pass % Target						Safe Harbor								Overall
	Student N	Student Pass N	Pass %	Target Pass %	Target Pass % w/ CI	Made	DNP % (CurYr)	DNP % (PrYr)	DNP % (Pr2Yr Avg)	Target DNP % (PrYr)	Target DNP % (PrYr w/ CI)	Target DNP % (Pr2Yr Avg)	Made Target DNP %	Made Other Ind	Made
English	183	172	94.0	72.6	64.9	Y									Y
Math	183	167	91.3	71.5	63.7	Y									Y

Student Participation

Subject	Tested % Target						Overall
	Student N	Student Tested N	Tested %	Tested % 2 Yr Avg	Tested % 3 Yr Avg	Target Tested %	Made
English	191	190	99.5	99.3	99.5	95.0	Y
Math	191	190	99.5	99.3	99.5	95.0	Y

Other Indicator

Type	Attendance Rate One Year				Attendance Rate Three Year				Overall
	Attendance Rate	Attendance Rate Pr Yr	Target Rate	Made	Attendance Rate	Attendance Rate Pr Yr	Target Rate	Made	
Attendance Rate	96.5	96.6	95.0	Y	96.5	96.5	95.0	Y	

Student Performance

Subject	Pass % Target						Safe Harbor								Overall
	Student N	Student Pass N	Pass %	Target Pass %	Target Pass % w/ CI	Made	DNP % (CurYr)	DNP % (PrYr)	DNP % (Pr2Yr Avg)	Target DNP % (PrYr)	Target DNP % (PrYr w/ CI)	Target DNP % (Pr2Yr Avg)	Made Target DNP %	Made Other Ind	Made
English	169	158	93.5	72.6	64.6	Y									Y
Math	169	153	90.5	71.5	63.4	Y									Y

Student Participation

Subject	Student N	Tested % Target					Overall
		Student Tested N	Tested %	Tested % 2 Yr Avg	Tested % 3 Yr Avg	Target Tested %	Made
English	175	174	99.4	99.3	99.5	95.0	Y
Math	175	174	99.4	99.3	99.5	95.0	Y

Student Performance

Subject	Student N	Pass % Target					Safe Harbor								Overall
		Student Pass N	Pass %	Target Pass %	Target Pass % w/ CI	Made	DNP % (CurYr)	DNP % (PrYr)	DNP % (Pr2Yr Avg)	Target DNP % (PrYr)	Target DNP % (PrYr w/ CI)	Target DNP % (Pr2Yr Avg)	Made Target DNP %	Made Other Ind	Made
English	41	37	90.2	72.6	56.4	Y									Y
Math	41	35	85.4	71.5	55.1	Y									Y

Student Participation

No participation data available. Student N less than 40 for student group.

Other Indicator

Other Indicator Data is only available for the "Overall" Student Group or for Student Groups which have Safe Harbor calculations.

Some calculations can have varying measurements and/or targets depending on the data. Actual measurements and targets used to determine "Made" status are color coded as follows:

	Measurement Used
	Target Used