REVISED 3/9/2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) X Elementary __ Middle __ High __ K-12 __Charter

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

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

School Mailing Address 1012 10th Street
(If address is P.O. Box, also include street address)

Corning IA 50841-0229
City State Zip Code+4 (9 digits total)

County Adams State School Code Number* 02-1431-0409

Telephone (641) 322-4020 Fax (641) 322-4922

Website/URL www.corning.k12.ia.us E-mail mrummer@corning.k12.ia.us

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

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. Mike Wells
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Corning Community Schools Tel. (641) 322-4242

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

_____ Date Janauary 5, 2006
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Nancy Turner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

_____ Date January 5, 2006
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   - 1 Elementary schools
   - _____ Middle schools
   - 1 Junior high schools
   - 1 High schools
   - 1 Other Alternative School
   - 4 TOTAL

2. District Per Pupil Expenditure: $ 7,092.20
   Average State Per Pupil Expenditure: 7,754.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

4. 4 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	3	1	**4**	**7**			
K	22	14	**36**	**8**			
1	18	10	**28**	**9**			
2	13	14	**27**	**10**			
3	12	18	**30**	**11**			
4	14	20	**34**	**12**			
5	15	29	**44**	**Other**			
6	19	28	**47**				
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				249

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
   97 % White
   0 % Black or African American
   1 % Hispanic or Latino
   1 % Asian/Pacific Islander
   1 % American Indian/Alaskan Native
   100% Total

   Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 6 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	9
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	60
(3)	Total of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	249
(5)	Total transferred students in row (3) divided by total students in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6%

8. Limited English Proficient students in the school: 1 %
   3 Total Number Limited English Proficient
   Number of languages represented: 3
   Specify languages: Spanish, Russian, and Hmong

9. Students eligible for free/reduced-priced meals: 43 %

   Total number students who qualify: 108

   If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %
    28 Total Number of Students Served

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

2 Autism	____Orthopedic Impairment
____Deafness	1 Other Health Impaired
1 Deaf-Blindness	23 Specific Learning Disability
____Emotional Disturbance	____Speech or Language Impairment
1 Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	15	0
Special resource teachers/specialists	5	5
Paraprofessionals	6	3
Support staff	2	0
Total number	29	8

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 10:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	95%	98%	96%
Daily teacher attendance	98%	97%	98%	97%	98%
Teacher turnover rate	0%	4%	8%	4%	4%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY **CORNING ELEMENTARY**

Corning Elementary students live in Corning, Iowa, population 1700, and the surrounding countryside. Our parent teacher conferences held during October and March are attended by a high percentage of parents.

The mission of the Corning Community School is to provide each student with educational skills and knowledge necessary to become lifelong learners and productive members of society. Corning Elementary is a caring educational community dedicated to that mission. We strive to provide the best education for the individual student. Our school board has been supportive when teachers and administrators have sought funding for professional development. The professional development then has resulted in the identification of desired resources to implement learned strategies. We are proud to be adding to our instructional toolboxes.

The Parent Teacher Organization has a dedicated small group of parents who are active in assisting with needs of the school. That assistance has been in the form of providing supplemental supplies for the classrooms and purchasing resources for the school library.

Reading has been the focus area of professional development for many years. Our Every Child Reads Lead Team has been faithful in listening and paying attention to the data analysis as the members and area education agency consultant determine and deliver the professional development for our faculty and paraprofessionals. The primary teachers have added a phonemic awareness program to their repertoire and are pleased with the student success in this area. We have basal reading resources created from a research base. In addition, some teachers have used the concept oriented reading approach and linked the social studies and science areas with the reading strategies.

Our Math texts have provided very structured lessons and we are pleased with the spiraled explicit instruction. The student engagement is awesome.

Our school has two classrooms of each grade level. Special Education teachers and an Extended Learning Program teacher serve students through inclusion and pull out programs. Music and art faculty also serve the secondary school. We share our physical education instructor with another district. This is the first year for us to offer 20 minutes of Spanish every other day for K-6 students. The faculty meets the challenges of scheduling and seeks to provide the time needed for subject coverage.

Attention to detail is a faculty strength. Each child's progress is of great importance to the teacher. If a child's progress is in question, any teacher has the responsibility and privilege of contacting the Instructional Consultation Team for assistance in determining how to match the needs of the student with appropriate instruction.

Many learning levels within general education classrooms require differentiated instruction to meet the needs. Our special education teachers and paraprofessionals work closely with the general education staff to make inclusion a successful venture.

Supervision of students is scheduled with the goal of providing a safe environment and to leave an opportunity for relationship building. Our Character Counts emphasis this school year has given a common language from the six pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. The entire staff has taken responsibility for providing short assemblies to introduce each pillar. One teacher volunteered to share weekly Character Counts news with our local newspaper.

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Our belief is that Corning Elementary is teaching the skills needed to become lifelong learners and productive members of society.

PART VI – INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS

The Iowa Tests of Basic Skills for 4th grade reading results are reported for the total students tested who were considered full academic year students. Full academic year is defined from testing one year to the testing in the next year. The score is the percentage of the full academic year students who scored in the 41st percentile and above. Our 2004-2005 report stated that 95 % of our students scored in the 41st percentile and above! Previously, our range over the years has been from 57 % to 90 % of the students in fourth grade.

Some of our subgroups are so low in number that they do not make a viable percentage to consider. We have noted our other subgroup scores and have wrestled with the possible reasons for the results. The comparison and contrast of females to males scoring varies in each of the 5 reporting years. The percentages in 2000-2001 were within 1 percentage point. 2004-2005 scores show that 12 out of 14 males scored in the 41st percentile and above. We have paid attention to the research that shows males may be more interested in reading nonfiction materials and we have purchased and borrowed additional resources for the classroom and for the library.

Our non free/reduced students have higher percentages scoring at the 41st percentile and above than the free/reduced students except for 2002-2003. The free/reduced information versus non free/reduced information has been a factor in our attention to classroom interventions for students lagging behind in class work assessments. We endeavor to reach all students. Our percentages of free/reduced scores has been down, up, down, and up. We continue to provide instructional assistance for students who are in need, sometimes due to family circumstances.

The Iowa Tests of Basic Skills for 4th grade mathematics results are reported for the total students tested who were considered full academic year students. Full academic year is defined from testing one year to the testing in the next year. The score is the percentage of the full academic year students who scored in the 41st percentile and above. Our 2004-2005 report stated that 97% of our students scored in the 41st percentile and above! Previously, our range over the years has been from 49 % to 86 % of the students in fourth grade. Many of our teachers credit the adoption of a new math series in 2003 for the increase in scores. The concept orientation and spiraled concepts for integrated units and manipulatives have encouraged students to retain information for problem solving.

The scores of females and males in mathematics came closer together in 2004-2005 than in recent years. Students are very involved in the math lessons and basic facts are for everyone to learn. Problem solving is an integral part of each lesson.

The free/reduced student scores were lower than the non free/reduced in 2000-2001, 2001-2002, and 2003-2004. Again, we intend to reach individual students regardless of family situation. Our intervention process is in place, extra attention is provided for the student who needs more instruction and practice.

The scores for 2004-2005 are celebrated!

2. USING ASSESSMENT RESULTS

The Iowa Tests of Basic Skills scores are considered as the teachers share the information with the parents and the students and plot the scores on the individual cumulative student folder. Further analysis is completed when the building reading lead team disaggregates the data.

The Basic Reading Inventory data is analyzed 3 times per year and it is used for grouping and/or program changes. Title teachers use data to support weak areas. The Extended Learning Program teacher uses the ITBS and Cognitive Abilities data for committee consideration to qualify students for the Extended Learning Program.

Consideration of subgroup data invites conversation about reasons for the scores. Questions to aid in analysis come from our Every Child Reads paper. What do you notice? What are you comfortable saying about student or staff performance? What do these data indicate? What can we infer teachers need to work on? What do the results and their implications mean for our school improvement plans?

Corning Elementary Staff uses assessment data to guide development of future lessons and to design interventions that will improve needed skills. Our professional development in the reading areas includes team time in which grade levels work together in analyzing data and considering the areas of need. Students who are below grade level for instruction are provided with special intervention time when strategies are implemented to build the necessary skills. The teachers have considered baseline information and written a goal to be met in a desired time frame. The daily interventions are implemented by available personnel, including classroom teacher, paraprofessionals, and special class teachers. Progress is monitored and plotted on a graph to compare to the expectations line drawn from the baseline to the goal point. We consider the intervention to be successful when the growth points are on or above the line. Collaboration with staff members about the interventions results in redesign and refinement of interventions.

3. COMMUNICATING ASSESSMENT RESULTS

Student performance is shared with parents via quarterly report cards, daily papers/tests returned to the students, and on PowerSchool, a computer program on which upper elementary teachers enter grades and parents have access.

The assessment data on Iowa Tests of Basic Skills, January norms, is shared with parents during March parent/teacher conferences. The students in the sixth grade have graphed their scores on the computer. A newsprint paper with a score sticker is helpful in interpreting the scores for the families. We also use the Iowa Tests of Basic Skills folder in the students' file. The teacher may share the graph with the parents at the conference.

Our curriculum director prepares the reports for the school district's Board of Directors and with the local newspaper. The superintendent may also add an article with narrative about the scores. Our Annual Progress Report is located on our district website.

Student assessments are also shared and used during individual education program planning. Some information is also sent home in our Thursday communication envelopes.

4. SHARING SUCCESS

Our school personnel are willing to respond to requests about certain materials and programs. There have been invitations to tell about how we implement initiatives. Telephone calls and e-mails are informal avenues for sharing news. Reports to the district's Board of Directors are noted in news articles that are read by neighboring district's constituents. Conferences and workshops are opportunities to talk about our successes and our attempts to improve. The work within our area education agencies is also a time of exchanging information. Our staff members are involved in area and state organizations where conversations include what is occurring in Corning Elementary.

PART V – CURRICULUM AND INSTRUCTION

1. CURRICULUM

Our faculty has worked with the district curriculum director to create, align, and edit the K-12 curriculum. Last year as teachers went through the lessons, notes were made and recommendations were given for further editing. Attention to the infusion of career education, multicultural, gender fair approaches, technology and global education is included. Each teacher has the district's K-12 curriculum. Opportunity for making connections across subject areas is possible.

The Language Arts standards include oral communication, reading, writing, and research. Competency in English is the goal for all students. Developing skills in reading will result in an equipped learner for many areas of interest.

Essential components of the mathematics curriculum are number and number sense, geometry and measurement, data analysis, statistics and probability, patterns, algebra, and functions. The components or strands progress in complexity at each grade level. Proficiency in math skills in problem solving and reasoning will be a life long asset. Additional information about the math curriculum is in a later section of this document.

Experimenting, collecting and interpreting data, making predictions, and drawing conclusions combine to make science an interest to students. Life, earth, and physical science are the standards in this curriculum.

Social Studies is filled with history, geography, economics, and civics/government. Researching the past while recognizing connections to our present is the activity in Social Studies.

The Art program at Corning Elementary incorporates reading with creating visual work. Reading is a tool for creating/learning new techniques. For example, learning about VanGogh and room perspective, DaVinci and inventions, and others is valuable for learning. Cultures are also explored with projects of the focused culture. A variety of media, techniques, and processes are implemented.

Music standards include vocalization, performing on instruments, improvising melodies, compose and arrange music, read and notate music, and know characteristics of music such as history and culture. Public performances are scheduled each semester.

Physical Education focuses on movement forms, the development of motor skills, and the maintaining of a health-enhancing level of fitness. Cooperative play requires personal responsibility and respect.

The Spanish curriculum goals consist mainly of greetings, vocabulary and basic communications. Performance objectives will be that the student will convey basic needs, likes, and dislikes. Answer simple questions and learn about the Hispanic culture

The Extended Learning Program and the Special Education faculties enhance the above curricula. Consideration is made for the best route to serve the individual students. The collaborative efforts of the faculty are valued.

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2. READING CURRICULUM

The curriculum reading components are provided with many resources. Our reading series was selected due to its research basis, the scope and sequence, assessments, and management tools. Explicit, systematic instruction has provided a common language throughout the building. The balance of fiction and nonfiction literature compliments the tenets of the Every Child Reads professional development.

Faculty have used trade books related to stories through topic, setting or related theme. Below and above grade level books are resources. The Title teacher is a team teacher for guided reading in some classes. The small group instruction provides problem solving experience for the young readers. Oral reading checks and other assessments provide data to influence instruction.

Phonemic awareness is explicitly taught beginning in kindergarten. Instruction begins with large group games and activities. Students blend, segment, stretch sounds and notice rhyming patterns. They also learn consonant sound/letter associations. Next, the consonant vowel consonant words are learned.

This year we are continuing the specific phonemic awareness program to first and second grade. Veteran teachers are pleased with student progress.

Intervention reading programs are available in the Title and Special Education programs. Small groups follow a structured and repeated lesson cycle. The emphasis is also on phonemic awareness, writing, phonics knowledge, word-recognition strategies, reading fluency and comprehension strategies.

In our professional development we have accessed the research that includes the essential components of the complete reading program. They are phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

3. MATHEMATICS CURRICULUM

Our mission statement has a great probability of being met in the mathematics area of life. We are providing the students with educational skills and knowledge necessary to become a lifelong learner and productive member of society.

Incremental development of concepts and practice are key elements of the math curriculum. Each skill is practiced in 10 lessons before taking a test. The assessment is well organized and easy to follow. The math series works on a scaffolding process of teaching skills. The primary grades include the use of manipulatives. They also take oral tests that check concepts developed at the daily math meeting board. In upper elementary, adaptation sheets provide guidance in problem solving and may be used by any student who needs extra assistance. This works well for special education students and students identified at risk in math.

Materials are in a consistent format for teaching skills among grade levels. The spiraled explicit instruction engages students. Basic facts practice, mental math, and problem solving are part of the daily lessons. Remedial attention is provided for the students scoring below 80% on tests. Guided practice is completed in class and the homework practice paper compliments the lesson. The faculty has seen improvement in the knowledge base after a few years of using the provided format. With the emphasis on practice we believe the students will identify the processes needed and implement the strategies taught and learned.

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4. INSTRUCTIONAL METHODS

Instructional approaches vary throughout the day and within the subject areas. We have learned that explicit instruction is needed for certain skills. The skill strategies for student use are introduced, modeled and demonstrated, practiced with support and then used independently.

In our math, we understand the lesson presentation is to be short and then the students are observed while they complete the problem practice. If a few students are puzzled about a certain problem the teacher will do a mini lesson for the students.

Modeling reading strategies across the curriculum is an expectation in our building. Think-aloud, Read-aloud, and Talk-aloud vocabulary is designed to bring understanding to the reading process.

Our primary teachers are diligent in the phonemic awareness program when they teach the sounds and have visual and tactile materials. Building and segmenting words captures the children’s interests and they are participating verbally and physically. Some lessons are scripted and teachers value the uniformity for certain skill acquisition.

A few classrooms have incorporated a concept oriented reading approach. Preparing lessons that give students opportunity to observe and personalize may appear less directive yet is goal driven. Student portfolios evidence the learning.

Individual, small group, large group instruction is implemented when appropriate. Cooperative skill groups are enjoyed. Expectations may be written in rubric form for verbal, written, and creative responses to represent skills learned. Graphic organizers are also avenues for learning.

Differentiated instruction is implemented to meet the various learning levels. Technology is a benefit during instruction. This is the first year for the use of a Smartboard and projector. Our sixth grade students have communicated with other students throughout North America. We have 2 mobile computer labs in addition to our lab with math and reading software for student daily use. Individual web quests for dental health information at the third grade level were successfully completed this week.

5. PROFESSIONAL DEVELOPMENT

The Iowa Professional Development Model guides our planning for Corning Elementary professional development. Currently, our focus is on improving reading scores. Our leadership team of teachers, principal, and area education agency consultant, provides guidance in this area.

The ongoing cycle of school improvement may begin with collecting and analyzing data. Conversations about the data and the implications are key to our planning. The statewide reading team provides our area education agency consultants reading research and strategies that may match our needs in our building. Our leadership team takes responsibility for assessing the needs of our students and staff and creates the plan for professional development.

Essential elements in a professional development time period are reading a research article, sharing our responses, modeling and demonstrating a strategy, and spending time in collaborative planning and practice. The leadership team then monitors implementation of the strategy. The cycle continues with ongoing data collection and evaluation.

We believe that the staff positive participation and implementation has grown when the leadership team has brought attention to the data analysis and provided strategies that are credible with research backing. The collaboration time has been appreciated and resources have been shared. And we rejoice that our reading scores have improved! Children are reading!

REVISED 3/9/2006

CORNING ELEMENTARY

Subject Reading Grade 4 Test Iowa Tests of Basic Skills

Edition/Publication Year 2001 Publisher Riverside Publishing

Scores are reported here as the percentage of students who scored at the 41st percentile and above.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	January	January	January	January	January
School Scores					
Total Score	95	70	90	57	77
Number of students tested	37	46	29	37	47
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				3	
SUBGROUP SCORES					
1.Females	100	85	94	75	77
Number of students tested	23	26	16	20	22
2.Males	86	50	85	35	76
Number of students tested	14	20	13	17	25
3.Free/Reduced	92	50		41	53
Number of students tested	13	16		17	19
4. Non Free/Reduced	96	80	86	70	93

Number of students tested	24	30	22	20	28

CORNING ELEMENTARY

Subject Math Grade 4 Test Iowa Tests of Basic Skills

Edition/Publication Year 2001 Publisher Riverside Publishing

Scores are reported here as the percentage of students who scored at the 41st percentile and above.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	January	January	January	January	January
School Scores					
Total Score	97	83	86	49	79
Number of students tested	37	46	29	37	47
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				3	
SUBGROUP SCORES					
1.Females	96	89	75	60	77
Number of students tested	23	26	16	20	22
2.Males	100	75	100	35	80
Number of students tested	14	20	13	17	25
3, Free/Reduced	100	69		35	53
Number of students tested	13	16		17	19
4. Non Free/Reduced	96	90	82	60	93

Number of students tested	24	30	22	20	28