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

Revised March 10, 2006   *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. Billie Jo Drake_
<p style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)</p>

Official School Name _Eugene Ware Elementary School_
<p style="text-align:center">(As it should appear in the official records)</p>

School Mailing Address__900 East Third Street____
<p style="text-align:center">(If address is P.O. Box, also include street address)</p>

_Fort Scott_____KS_____66701-2172_____

City   State   Zip Code+4 (9 digits total)

County _Bourbon_____State School Code Number*__0898_____

Telephone (620) 223-3380_____Fax (620)   223-1531_____

Website/URL__www.usd234.org_____E-mail ___bdrake@usd234.org_____

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

_____ Date_____

(Principal's Signature)

Name of Superintendent* __Dr. Richard Werling_____
<p style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</p>

District Name___ Fort Scott USD 234_____ Tel. (620)__223-0800_____

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_____

(Superintendent's Signature)

Name of School Board
President/Chairperson _~~Mr. Matt Ida~~_____

<p style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</p>

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_____

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

Private Schools: If the information requested is not applicable, write N/A in the space.

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.

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: __2_   Elementary schools
                                           __1_   Middle schools
                                           __0_   Junior high schools
                                           __1_   High schools
                                           __0_   Other

                                           __4__   TOTAL

2. District Per Pupil Expenditure: _$6,963_

    Average State Per Pupil Expenditure: _$8,157_

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. __6____   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	20	10	**30**		**7**	0	0	0
K	48	33	**81**		**8**	0	0	0
1	38	36	**74**		**9**	0	0	0
2	37	41	**78**		**10**	0	0	0
3	36	36	**72**		**11**	0	0	0
4	29	34	**63**		**12**	0	0	0
5	30	29	**59**		**Other**	0	0	0
6	0	0	0					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					457

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

6. Racial/ethnic composition of   88 % White
    the students in the school: 8 % Black or African American
                                     2 % 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: __25____%

    [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.	51
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	64
(3)	Total of all transferred students [sum of rows (1) and (2)]	115
(4)	Total number of students in the school as of October 1	452
(5)	Total transferred students in row (3) divided by total students in row (4)	.25
(6)	Amount in row (5) multiplied by 100	25

8. Limited English Proficient students in the school: ___1___%
                                               2____Total Number Limited English Proficient
    Number of languages represented: __Two____
    Specify languages: Spanish and Chinese

9. Students eligible for free/reduced-priced meals: __66___%

      Total number students who qualify: __293__

    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___%
                                             ___49___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.

____Autism	____Orthopedic Impairment
____Deafness	__4_Other Health Impaired
____Deaf-Blindness	__3_Specific Learning Disability
____Emotional Disturbance	_22_Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
_10_Mental Retardation	____Visual Impairment Including Blindness
__2_Multiple Disabilities	__1_504 Vision Impairment Plan

*Included in KS special education
_2___Developmentally Delayed
_5___Early Childhood Special Education

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___	_____
Classroom teachers	__22___	_____
Special resource teachers/specialists	__18___	_____
Paraprofessionals	__10___	___1___
Support staff	__17___	___1___
Total number	__68___	___2___

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: __21:1_

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	95%	94%	95%	94%	95%
Daily teacher attendance	95%	95%	94%	95%	94%
Teacher turnover rate	12%	6%	9%	0%	6%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

Part III – Summary

       Eugene Ware Elementary is one of two elementary schools in the Fort Scott public school system. The cornerstone of our main building was laid in 1934, and its name was chosen to honor Eugene Fitch Ware, poet, newspaper editor, lawyer, and founder of the Fort Scott Library. Our original building has maintained its architectural style and was named to the National Historic Register in June 2005.

       Today Eugene Ware is a K-5 building and includes an Early Childhood Special Education classroom. Enrollment fluctuates between 400 and 500 students; most grade levels have four sections. Because research has shown that a small class size is most effective for young children, our school works to maintain low teacher-student ratios. Music, art, physical education, library, and computer lab classes are part of the daily schedule. Roughly ten percent of our students receive special education services primarily through the inclusion model.   Due to our Schoolwide Title One status, Eugene Ware is able to be flexible with scheduling and budgets to benefit student progress.

       Our school has been fortunate to attract and keep good teachers with a high percentage of teachers staying until retirement. Teachers meet regularly in grade level teams to plan quality instruction, review testing results, and organize a systematic method of distributive practice for assessments.

       The mission of Eugene Ware School is to provide an appropriate education for each student according to his or her individual needs. To achieve excellence we must continually evaluate our progress and programs. During the process of evaluation, we changed our building-wide reading instruction three years ago. We have embraced guided reading and have changed our daily schedule to include a ninety-minute reading block for every student.

       Every year more than sixty percent of our students receive free or reduced lunches. We understand that this offers our staff a challenge to foster both educational and cultural growth within our students. We have designated money through both district funds and grants to offer a wide variety of cultural experiences that many of our students would not otherwise be able to access. These include numerous guest authors, a guest watercolor artist, musical performers, motivational speakers, and theatrical productions. These experiences enable our students to understand the global world outside our small town.

       Despite the cultural and socio-economical disadvantages, Eugene Ware is a family school with many students being the third or fourth generation to attend our building. This has fostered a strong sense of community between our staff and parents. We consistently have more than 98% of our parents attending parent/teacher conferences. Family-oriented activities such as the school carnival, music programs, reading nights, parent nights, and book fairs are popular and well attended. The foundation of family involvement is a strong parent teacher organization and an effective school site council. Both groups have made a positive impact on our school's success.

       Teachers at Eugene Ware are striving daily to develop character traits in our students that will help them mature into caring adults. We work together as a building donating food and money to a local family support group and the Red Cross. We conduct UNICEF drives, and participate in a variety of other charity events. We celebrate our veterans through programs and projects, and we have collected items for the soldiers currently deployed to Iraq.

       Eugene Ware has been fortunate to experience improved test scores, increased parental involvement, and an increasingly positive building atmosphere over the past five years. We attribute this to the fact that we have, indeed, become a 'family' committed to the goal of graduating students who perform at or above grade level.

Part IV – Indicators of Academic Success

1. Eugene Ware Elementary School Assessment Results:

Since the inception of the Kansas Quality Performance Accreditation system, Eugene Ware students have been involved in the statewide assessments that support the requirements of the No Child Left Behind (NCLB) mandate which expects every school to make Adequate Yearly Progress (AYP). The Kansas assessment tests are created by the Center for Educational Testing and Evaluation (CETE) at the University of Kansas and are based on state standards. Information on state standards and the Kansas Assessment system may be found at www.ksde.org and www.cete.ku.edu. Tests are administered each spring to all grade appropriate students in the state. CETE scores the assessments, creates disaggregated charts, and reports results to the schools. In past years, fourth grade students have taken a mathematics assessment while fifth grade students have taken a reading assessment. Beginning in the spring of 2006, all third, fourth, and fifth grade students will take both a reading and a mathematics assessment. All students who attend Eugene Ware during the specified testing window participate in the assessments each spring. We take pride in the fact that 100 percent of our students are tested each year. Eugene Ware was the first school in our district to pilot the Kansas Computerized Assessments; the benefit of immediate feedback is very positive for our students.

Kansas reports assessment scores in five categories: Unsatisfactory, Basic, Proficient, Advanced, and Exemplary. The Kansas Department of Education has designated a minimum percentage that must be at proficient or above in order to make Adequate Yearly Progress for NCLB. In 2005, the percentages were 63 for reading and 60 for mathematics. The following cutpoint scores have been used when figuring performance data on the assessments:

Fifth Grade Reading Assessment:
- Exemplary, 93 – 100%
- Advanced, 87 – 92%
- Proficient, 80 – 86%
- Basic, 68 – 79%
- Unsatisfactory, 0 – 67 %

Fourth Grade Mathematics Assessment:
- Exemplary, 75 – 100%
- Advanced, 60 – 74%
- Proficient, 48 – 59%
- Basic, 35 – 47%
- Unsatisfactory, 0 – 34%

Eugene Ware has made remarkable improvement in assessment scores over the past five years. In 2001, only 57 percent of our students scored at proficient or above on the reading assessment while 43 percent scored in the basic and unsatisfactory categories. In 2005, 94 percent scored at proficient or above and no student received an unsatisfactory score. Students in the economically disadvantaged group improved their scores from 49 percent in the top three categories in 2001 to 97 percent in 2005. In 2001, only 55 percent of our students scored at proficient or above on the mathematics assessment while 45 percent scored in the basic and unsatisfactory categories. In 2005, 100 percent of our students scored at proficient or above! The students in the economically disadvantaged group improved their scores from 47 percent

in the top three categories in 2001 to 100 percent in 2005. Eugene Ware students were awarded the Standard of Excellence in both subject areas and made AYP as expected by NCLB. In order to qualify for the Standard of Excellence designation, twenty-five percent of our students must score in the exemplary category, sixty percent must score at advanced and above, eighty percent must score at proficient or above, and ninety-five percent must score at basic and above.

2. Use of Assessment Data:

Eugene Ware uses all assessments to guide, change, and impact instruction. Faced with dismal state assessment scores, the faculty began a data-driven curriculum mapping process to coordinate teaching efforts throughout the building. The curriculum was aligned with state standards, identifying where each should be introduced, developed, mastered, and extended. Incorporating the mapping information with the instructional planning guides from the state assessment results has empowered us to make necessary changes to effect improvement at the curricular level, the school level, and the student level.

Because the state standards and benchmarks remain constant, the Eugene Ware curriculum was modified and adjusted to assure continuity.   We developed an entirely new reading block schedule based on guided reading to ensure that each student receives small group, individualized instruction every day, and that the instruction is consistent throughout our building. Using results from standards based pre-tests, flexible mathematics groups are formed to provide students with appropriately leveled instruction. Teachers meet weekly in grade level teams to review summative and formative local and state assessment data to determine areas of curriculum and instruction that need modification to ensure student achievement. Staff development days are built into our school calendar to provide additional time for teachers to discuss and analyze data to improve instruction.

Data from all formative and summative tests is used to develop instructionally appropriate learning groups based on identified needs. If students fail to make the appropriate progress, referrals are then made to the Student Support Team (SST). The SST includes the parents of the student, the classroom teacher, two special education teachers, the school counselor, a Title One teacher, and the principal. The team meets regularly to discuss more intense interventions to improve student achievement. Further interventions include computer assisted programs, individualized reading instruction, one-on-one tutoring, or an intensive four-week summer school session.

3. Communicating Assessment Results:

Eugene Ware communicates student performance in many ways throughout the school year to various school stakeholders. At the student level, teachers hold individual conferences with parents at least twice a year to discuss test scores, schoolwork, and formal reading inventories. Conferences are held in the evening allowing working parents to attend more easily. Eugene Ware typically achieves a 98% attendance rate at these conferences. In addition to conferences, progress reports are distributed quarterly. Informal conferences, home visits, classroom newsletters, and phone calls are conducted throughout the school year as needed. Another avenue of communicating student performance is the Student Support Team process. This process consists of analyzing a child's progress, brainstorming alternative instructional interventions, and looking for additional ways to support the child's learning. All parents also

receive Measures of Academic Progress (MAP) results; third, fourth, and fifth grade state assessment results; and second through fifth grade scores on the Standardized Test for Assessment of Reading (S.T.A.R.). Kansas publishes a Building Report Card detailing state assessment results. Building-wide performance is shared with the local Board of Education and also with the state required site council group made up of parents, teachers, and business/community members.

Goal achievement is celebrated on an individual basis, as well as schoolwide, through announcements, Accelerated Reading parties, and celebration banners. At a fall sporting event students receive t-shirts in recognition for achieving the State Standard of Excellence in reading and math. Methods of school-home communications vary among individual teachers, and include agenda books, good work notes, positive phone calls, daily homework folders, and e-mails. Eugene Ware consistently strives to communicate progress to all students and parents.

4. Sharing Success:

Eugene Ware School recognizes that when schools share successful strategies students benefit. Within our district we share successes and strategies in Professional Learning Communities. These are grade-level groups where teachers meet weekly to discuss strategies and interventions. In addition, we meet bi-annually in district-wide Curriculum Committees, where the teachers can share information with colleagues regarding ideas and strategies which are enabling student successes. Administrators from all buildings also share new programs and strategies at regularly scheduled Administrative Council meetings.

Our district works closely with Fort Scott Community College and Pittsburg State University in the teacher preparation programs. We have student teachers and pre-professional students from both colleges learning about our approaches and unique programs. When these students enter the teaching field, they have first-hand experience with proven strategies for success.

Our doors are open to observers from other schools. Our first grade "Eat, Exercise, Excel" lunch program, computer labs, and writing labs are innovative and have been the subject of inquiries from schools seeking to improve student achievement. In addition, districts frequently contact our administrator seeking information about our reading program. As Kansas Principal of the Year, she will be sharing Eugene Ware successes with many Kansas districts in various forums. Eugene Ware welcomes visitors from other districts, and we hope to continue to have the opportunity to share our successes with representatives from other schools throughout the year.

Our teachers share our successes at roundtable forums during various inservice meetings and conferences both locally and regionally. We have requested an opportunity to share our Parallel Block Literacy Program at the Kansas Department of Education Annual Conference. Eugene Ware Elementary School has benefited greatly from other districts that have been willing to share their successful educational programs, so we understand the importance of continuing this practice with other schools to ensure success for all students.

Part V – Curriculum and Instruction:

Eugene Ware's curriculum is a comprehensive program that emphasizes development and integration of language concepts, communication, higher-level thinking skills and problem solving

strategies throughout the content areas. Curriculum in each of the content areas in our school is based on state standards. Art, music, and physical education integrate content standards as appropriate to the discipline. Teachers work with our library/media specialist and our "literacy through technology" instructor to integrate literature, research, and media applications into each content area. Each curricular area updates texts and teaching materials on a regular basis to meet the needs of a significantly diverse school population. School staff members meet in teams, which may include classroom teachers, support staff, resource teachers, and administrators, to analyze assessment data and determine if adjustments to methods and assessments are needed. Every curricular area incorporates objectives into each lesson that focus on ensuring the success of every student.

Our school adopted the guided reading model three years ago. Students are grouped at their instructional levels based on the Developmental Reading Assessment (DRA), Woodcock-Johnson, or the MAP tests. Each student receives 30 minutes of guided reading instruction, 30 minutes of guided Six-Trait writing instruction, and 30 minutes of computer based literacy instruction every day. Students are individually tested on their reading performance three times each year to ensure they are placed at their appropriate instructional reading level. Additionally, students are moved between reading groups as needed to make sure the correct placement is achieved.

Eugene Ware has an integrated math program that emphasizes math processes, problem solving skills, and math concepts through real-world problems. Mathematics instruction at all grade levels groups students according to their instructional levels. These levels are based upon the results of the MAP (Measures of Academic Progress) testing. Our adopted mathematics text is Scott Foresman, Addison-Wesley. Basic mathematical skills are reinforced using this program. Our math curriculum enables all children to develop a solid foundation in the language and basic concepts of all areas of mathematics.

The Six-Trait Writing Model is utilized in our school. Students learn to pre-write, draft, revise, edit, and publish their work. They are taught the six writing traits and rubrics to enable them to produce quality writing. Students are monitored for growth in the six traits with two samples of their writing being included in a portfolio that follows them from grade to grade as they progress through elementary school.

Scott Foresman is the adopted text for science instruction. The curriculum uses inquiry-based investigations to incorporate science process skills in the areas of earth science, life science, and physical science. This program provides a balance between hands-on activities and content resources to enhance understanding of science concepts. Macmillan/MacGraw-Hill is the social studies text used as a basic curriculum tool to teach state and district standards. The social science program teaches understanding of the world through history and current events, and encourages celebration of diversity through exploration of multiple cultures. Many units are project-based and build on prior knowledge to help students make connections to new concepts. Science and Social Studies concepts are also taught through the use of trade books in the reading and language arts groups.

Eugene Ware students attend classes in art, character education, music, library, and physical education on a rotating basis. Our curriculum is enhanced by the use of technology; two computer labs provide daily opportunities to develop technology skills while reinforcing content area instruction for our students. These special area teachers collaborate with the regular classroom teachers to support the curriculum in reading and the sciences through projects that support, enrich, and extend the content area curriculum.

2a. Reading:

Eugene Ware supports the goal of NCLB.   We use a balanced literacy approach based on the National Reading Panel's five essential elements for reading instruction. These elements are phonemic awareness, phonics, fluency, vocabulary, and comprehension. We incorporate these elements throughout the school day making reading our primary instructional focus.

Several years ago, we faced the reality that our student scores on state assessments and achievement tests necessitated a drastic change in the way we taught reading. Several teachers and our principal attended the Balanced Literacy conferences sponsored by the Kansas Department of Education. This was the beginning of much discussion about changes needed in our reading curriculum. Many teachers attended the weeklong Kansas Reading Academy, sponsored by Kansas Reading First. We took what we felt were the best components from these conferences and visits to other schools to develop our own reading program.

The reading program promotes learning at each student's instructional level. Beginning in kindergarten, oral language development along with pre-reading activities are emphasized to promote the development of concepts about print. First through fifth graders are placed in flexible groups at their instructional level based on performance on assessments throughout the year. Students participate in a 90 minute reading/language arts block that consists of 30 minutes of small group guided reading instruction, 30 minutes of language arts/writing instruction, and 30 minutes of a literacy technology lab.

In addition to the reading block, classroom teachers incorporate an additional language arts block each day. This time is used for reading comprehension, fluency, writing, and vocabulary, as well as, other skills or strategies needed. Also, the lowest 30% of first graders are involved in Reading Recovery, a one-on-one early intervention tutoring program. Our reading curriculum goal is to ensure that each child succeeds to the best of his/her ability.

3. Mathematics, Science, Art, Etc.:

The second academic area of focus is mathematics; important elements of mathematics instruction include math processes, problem solving skills, vocabulary, basic skills, and concept formation. Eugene Ware teachers aligned the Kansas State Mathematics standards and benchmarks with our mathematics curriculum by grade level. Each grade level knows the specific mathematics skills that need to be introduced, developed, and mastered.

Since mathematics vocabulary and basic skills are specific, sequential, and necessary for any higher level mathematics thinking, we use the same mathematics language throughout all levels of instruction. The building "word of the day" is a mathematics vocabulary word or concept. Common goals from grade level to grade level have helped us develop problem solving skills. Teaching a district-wide problem solving model and focusing on this main building block has helped our students' basic skills application in real world problem solving. These practices provide continuity for the students and staff.

Essential vocabulary, basic skills and problem solving are the building blocks for understanding mathematical concepts. Each grade level has developed strategies for learning the appropriate concepts to be mastered. We give the MAP test throughout the year; the scores correlate with the Kansas State Assessment, giving each teacher a snapshot of student learning. Since we have a scope and sequence based on the Kansas State Mathematics Standards and Benchmarks, each teacher knows what needs to be taught for the next grade level as well as what might need to be reviewed for transference of skills and mathematical knowledge.

The movement from concrete to abstract is essential to overall understanding of mathematics. The faculty has made it a point to focus on the importance of this understanding and has worked toward excellence in mathematics for all students by using research-driven strategies. Students understand that their hard work equals high achievement.

4. Instructional Methods:

The instructional strategies implemented at Eugene Ware are structured to support those practices that research has proven to be most effective in increasing student learning. A key consideration is to choose instructional methods that can best address individual students' learning needs. The parallel block program, based on National Reading Panel findings, provides the framework for the reading program. Students are placed in small flexible homogeneous groups according to testing results. Primary grades use guided reading groups to teach beginning reading strategies, a language lab to emphasize phonemic awareness and phonics using Animated Literacy, and a computer lab to give practice in both reading and writing skills. In the primary computer lab, Sequoyah, A-Plus, and Kidspiration are used along with various Internet resources. Three trained Reading Recovery teachers provide further individual support for at-risk students. The intermediate grades use literature circles that work on essential comprehension skills and a variety of text types. The other blocks at this level include a writing lab that emphasizes the Six-Trait Writing model and a computer lab that uses programs to increase student literacy. Additional programs at the intermediate level include Academy of Reading, Accelerated Reader, and word processing. Outside the reading block, classroom teachers incorporate additional literacy strategies through Writer's Workshop, read-alouds, and comprehension activities such as Question-Answer-Relationship (QAR), think-alouds, and text analysis.

Mathematics instruction is geared to meet the individual needs of all students. Pretests are used to determine which concepts are addressed within flexible groups. Posttests provide the data for the teachers to determine what re-teaching is needed before moving on to a new concept. At primary and intermediate levels, students are given a variety of strategies including the use of manipulatives, mental math, and computation skills. A school wide emphasis is placed on explicit instruction in math vocabulary and the problem-solving model.

5. Professional Development:

Eugene Ware's professional development is focused on improving student achievement. This improvement is made possible by enhancing instruction and building a curriculum that addresses needs of students. In addition, finding reliable assessments is a vital part of improving students' performance in specific areas where a deficit is recognized.

In each of these three areas, our administration has provided opportunities for professional development and continues to search out resources to enhance our teaching performance. We have received opportunities to learn about children who live in poverty and how to best address their learning needs because our school population has a high incidence of low socio economic students. We receive on-going training in reading strategies that improve our students' reading abilities. Our district has adopted the MAP testing program, and teachers have received training on the use of results in targeting individual areas of instruction. We have learned about Professional Learning Communities and are constantly improving the implementation of our own PLC.   These cooperative groups are an integral part of improving instruction to meet the changing needs of our students.

Another vitally important area of professional development is a structured mentoring program for beginning teachers. New teachers are partnered with a grade level mentor to assist with learning the ropes of teaching, structure of our building, and to help new teachers benefit from the expertise of our experienced staff.

Eugene Ware is blessed with a dedicated staff that take advantage of learning opportunities to further knowledge and expertise in meeting the needs of students. When strategies prove to be ineffective for particular students, we seek training in programs that help us make necessary adjustments in our instruction. Our school district is committed to providing professional development for our staff that is based on sound instructional practices and their implementation.

Part VII – Assessment Results
Subject: Mathematics   Grade: 4   Test: Kansas State Mathematics Assessment

- Kansas uses five performance level categories: unsatisfactory, basic, proficient, advanced, and exemplary.
- There are subgroups that have a NA reported for certain years and/or performance levels because the state criteria for the number of students reported was not met or the information is not listed on the CETE report.
- Certain subgroups were not reported because the state criteria for the number of students reported was not met.

Eugene Ware Elementary Scores	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	0	2	0	10	14
% At or above basic	100	98	100	90	86
% At or above proficient	100	87	78	56	56
% At or above advanced	85	68	57	37	17
% At or above exemplary	51	30	24	15	6
Number of students tested	59	53	62	68	72
Percent of students tested	100	100	100	100	100
Number of students alternately assessed	0	0	0	0	0
Percent of students alternately assessed	0	0	0	0	0

State Scores	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	4	6	9	11	12
% At or above basic	96	94	91	89	88
% At or above proficient	85	80	74	68	67
% At or above advanced	69	61	52	46	42
% At or above exemplary	38	30	23	18	17

Mathematics Subgroups

EW Economically Disadvantaged	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	0	0	0	14	19
% At or above basic	100	100	100	86	82
% At or above proficient	100	88	70	46	47
% At or above advanced	84	64	48	27	12
% At or above exemplary	46	24	18	11	5
Number of students tested	37	33	40	44	43

State Economically Disadvantaged	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	7	10	14	19	21
% At or above basic	93	90	86	81	79
% At or above proficient	77	71	61	53	52
% At or above advanced	57	48	38	30	26
% At or above exemplary	25	20	13	9	8

EW Majority Students (White)	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	0	2	0	6	NA
% At or above basic	100	98	100	94	NA
% At or above proficient	100	87	82	65	NA
% At or above advanced	88	66	61	49	NA
% At or above exemplary	53	28	24	20	NA
Number of students tested	49	47	54	51	NA

State Majority Students (White)	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	2	4	6	8	9
% At or above basic	98	96	94	92	92
% At or above proficient	89	84	79	73	73
% At or above advanced	75	66	58	51	48
% At or above exemplary	42	35	27	21	20

Eugene Ware Black	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	NA	NA	NA	27	NA
% At or above basic	NA	NA	NA	73	NA
% At or above proficient	NA	NA	NA	27	NA
% At or above advanced	NA	NA	NA	0	NA
% At or above exemplary	NA	NA	NA	0	NA
Number of students tested	8	3	7	11	4

State Black	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	10	15	23	30	32
% At or above basic	90	85	77	70	68
% At or above proficient	69	62	48	39	38
% At or above advanced	47	38	27	19	16
% At or above exemplary	18	14	9	5	4

Part VII – Assessment Results
Subject: Reading   Grade: 5   Test: Kansas State Reading Assessment

- Kansas uses five performance level categories: unsatisfactory, basic, proficient, advanced, and exemplary.
- There are subgroups that have a NA reported for certain years and/or performance levels because the state criteria for the number of students reported was not met or the information is not listed on the CETE report.
- Certain subgroups were not reported because the state criteria for the number of students reported was not met.

Eugene Ware Elementary Scores	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	0	2	23	10	11
% At or above basic	100	98	77	90	89
% At or above proficient	95	73	49	63	57
% At or above advanced	78	48	32	28	32
% At or above exemplary	28	20	13	12	11
Number of students tested	54	60	70	67	82
Percent of students tested	100	100	100	100	100
Number of students alternately assessed	0	0	0	0	0
Percent of students alternately assessed	0	0	0	0	0

State Scores	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	5	8	9	13	13
% At or above basic	95	93	91	87	87
% At or above proficient	78	72	69	63	64
% At or above advanced	56	50	46	40	40
% At or above exemplary	24	21	19	15	14

Reading Subgroups

EW Economically Disadvantaged	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	0	3	26	12	13
% At or above basic	100	97	74	88	87
% At or above proficient	97	64	44	56	49
% At or above advanced	82	38	24	19	28
% At or above exemplary	21	13	11	2	9
Number of students tested	34	39	46	43	47

State Economically Disadvantaged	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	8	13	15	22	24
% At or above basic	92	88	85	78	76
% At or above proficient	68	60	55	47	47
% At or above advanced	43	36	31	25	24
% At or above exemplary	16	12	10	7	7

EW Majority Students (White)	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	0	2	22	10	7
% At or above basic	100	98	78	90	93
% At or above proficient	96	72	55	65	66
% At or above advanced	77	51	38	28	38
% At or above exemplary	30	21	16	13	17
Number of students tested	47	53	55	60	29

State Majority Students (White)	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	3	6	7	9	9
% At or above basic	97	95	93	91	91
% At or above proficient	82	77	74	69	70
% At or above advanced	60	54	51	45	45
% At or above exemplary	27	24	21	18	17

Eugene Ware Black	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	NA	NA	33	NA	NA
% At or above basic	NA	NA	67	NA	NA
% At or above proficient	NA	NA	25	NA	NA
% At or above advanced	NA	NA	8	NA	NA
% At or above exemplary	NA	NA	0	NA	NA
Number of students tested	4	6	12	3	6

State Black	March 2004-05	March 2003-04	March 2002-03	March 2001-02	March 2000-01
% Unsatisfactory	12	17	22	32	33
% At or above basic	88	83	78	68	67
% At or above proficient	61	53	45	36	36
% At or above advanced	36	30	24	17	17
% At or above exemplary	13	10	7	5	5