

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

Revised March 9, 2006 Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

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

School Mailing Address 1216 Reiner Ct.  
(If address is P.O. Box, also include street address)

Cheyenne Wyoming 82007-2617  
City State Zip Code+4 (9 digits total)

County Laramie State School Code Number\* 1101002

Telephone (307) 771-2365 Fax (307) 771-2368

Website/URL <http://www.laramie1.k12.wy.us/schools/arp/arp.htm> E-mail  
materj@laramie1.k12.wy.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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Dan D. Stephan

District Name Laramie County School District Number One Tel. (307) 771-2100

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mrs. Jan Stalcup  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **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)

- Number of schools in the district:
 

23	Elementary schools
0	Middle schools
3	Junior high schools
2	High schools
	Other
28	<b>TOTAL</b>
- District Per Pupil Expenditure: \$8,668  
 Average State Per Pupil Expenditure: \$9,681

**SCHOOL** (To be completed by all schools)

- Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
- 4 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?
- 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	
<b>PreK</b>	NA	NA	<b>NA</b>		<b>7</b>				
<b>K</b>	21	23	<b>44</b>		<b>8</b>				
<b>1</b>	28	17	<b>45</b>		<b>9</b>				
<b>2</b>	24	17	<b>41</b>		<b>10</b>				
<b>3</b>	25	11	<b>36</b>		<b>11</b>				
<b>4</b>	30	19	<b>49</b>		<b>12</b>				
<b>5</b>	25	17	<b>42</b>		<b>Other</b>				
<b>6</b>	26	22	<b>48</b>						
<b>Total</b>	179	126	<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>						<b>305</b>

6. Racial/ethnic composition of the students in the school:
- |            |                                  |
|------------|----------------------------------|
| <u>75</u>  | % White                          |
| <u>4</u>   | % Black or African American      |
| <u>19</u>  | % Hispanic or Latino             |
| <u>1</u>   | % Asian/Pacific Islander         |
| <u>1</u>   | % American Indian/Alaskan Native |
| <b>100</b> | <b>Total</b>                     |

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: 31%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	43
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	51
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	94
<b>(4)</b>	Total number of students in the school as of October 1	305
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.31
<b>(6)</b>	Amount in row (5) multiplied by 100	31

8. Limited English Proficient students in the school: 8%  
23 Total Number Limited English Proficient  
 Number of languages represented: 4  
 Specify languages: Cambodian, Spanish, Navajo, English

9. Students eligible for free/reduced-priced meals: 77% (F) 178 (R) 58 = 236

Total number students who qualify: 236

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

10. Students receiving special education services: 18%  
55 Total Number of Students Served



### Part III - Summary

The mission of Arp Elementary School is to create lifelong learners and productive members of society by honoring cultural diversity and recognizing the uniqueness of individual students. We provide a variety of services and meet the needs of individual students in cooperation with families and community members, within a positive, respectful, nurturing and enjoyable learning environment.

Arp Elementary School from Laramie County School District # 1 in Cheyenne, Wyoming, is a fully accredited NCA school, serving approximately 310 students in kindergarten through sixth grades. We support two sections per/grade and class size reduction in first and second grades (14-15 students in each first and second grade). Third through sixth grades maintain no more than 25 students per/class. All day kindergarten is student centered and focused on developing Early Literacy/Language skills. Each of our kindergarten classrooms sustain a certified Speech/Language Therapist for one-half day who also assists in providing a language-rich, early literacy experience for kindergarten children. Arp's faculty consists of a highly qualified and dedicated staff, with 75% having taught 11 years or more and 71% of our teachers possess a Master's Degree.

Arp School received school wide Title 1 status in 1992. Three permanent Title 1 teachers provide supplemental services in Reading and Math. Seventy-seven percent of Arp families live in poverty and 25% of our students are of minority ethnicity, 19 % Hispanic and 5% Black, Navajo, Cambodian and Spanish. Thirty-one percent of Arp's students withdraw or enroll during a school year. We provide before and after school programs, serve Universal Breakfast (free for every student) in the classrooms at the beginning of each day and a free after school snack for those involved in after school programs.

Our School Improvement goals include: (1.) All students will improve their reading comprehension (2). All students will improve their writing skills and (3). All students will improve math problem solving skills. An intense focus on our goals, reviewing summative and formative data and implementing interventions that focus on student learning have proven effective, as our state assessment scores have improved significantly. We have moved from a more traditional school, where teachers worked in isolation to work on improving teaching instruction, to building collaborative teams, where teachers focus on student learning, reviewing continuing assessment results and plan for instructional groups based on results.

We also understand that each of us must offer a positive connection with students *prior* to students being able to learn. Arp staff *first* cares about students, then we focus on expectations for learning, assessments to determine when/what students learn and provide appropriate interventions to supplement student learning.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

**1. Assessment Results:** The Wyoming Department of Education (WDE) determines each year, based on the No Child Left Behind (NCLB) legislation, if Arp Elementary School and all schools in Laramie County School District # 1, as well as Wyoming have made adequate yearly progress (AYP) according to student achievement in Language Arts (Reading and Writing) and Math. The state assessment has four performance level descriptions, **Advanced, Proficient, Partially Proficient** and **Novice**. **Proficient** performance indicates that students are meeting the standard.

Arp Elementary School has significantly improved the number of students performing at the proficient or above level in language arts (reading/writing) and math. It's also important to note that in our school with such a high at risk population (77% poverty students) that Arp School has continued to decrease the achievement gap between economically disadvantaged students and economically advantaged. Specifically, on the 2005 state assessment in language arts 77% of all students were Proficient or above and 79% of free/reduced lunch students were Proficient or above. In Math, on the 2005 state assessment 89% of all students scored Proficient or above and 86% of free/reduced lunch students scored Proficient or above. The following comparisons will contrast the years 2001-2004 with the year 2005. During those first four years, the largest group of Proficient and Advanced was 45 percent in 2003. This group nearly doubled to 88% in 2005. The average percent of students scoring Novice in the first four years was 29%. This dropped to zero percent. Not a single student received a score of one on the 2005 math assessment.

**2. Using Assessment Results:** We review formative assessments to plan for instructional groups. Grade level collaborative teams meet to rate students from highest to lowest. The collaborative teams include regular, special and Title 1 educators. The weekly collaboration teams review results and place students in groups according to students' educational level. Students are identified meeting or not meeting proficiency. Appropriate interventions, such as second and third instructional immersions are implemented for students scoring just below proficiency and, when that group of students score proficient or above, the highest performing in the lowest quartile receive the intense intervention. Instructional groups are flexible and change according to students' performance.

**3. Communicating Assessment Results:** Students are provided written reports stating their ongoing results in meeting reading and math goals. Parents are also provided with those reports, which give the students' individual grade level performance, the instructional level, the goals, and what percent of the goals students have met. Our school holds an annual meeting/open house in which assessment results and annual goals are shared with our community of learners: families, students and staff. An annual report compiled by the district is sent to all community members which lists all schools' progress at improving student achievement.

4. **Sharing Success:** The school enjoyed a celebration assembly in the fall and the school principal gave two presentations at Wyoming's School Improvement conference in September, 2005. One presentation was how to improve students' writing scores and the second was improving at risk student achievement. Additionally, the principal shared results with all district Title 1 schools and also met with the southeast Wyoming Association of Elementary Principals. Arp School was selected as a **Distinguished Title 1 School** and three staff members and the principal were honored at a celebration at the National Title 1 conference in Dallas. The local and state newspapers also described Arp School as a high performing school, improving at risk students' assessment/achievement.

## **PART V – CURRICULUM AND INSTRUCTION**

**1. Curriculum** - Arp Elementary School's curriculum is based on our district's standards and benchmarks, which are student focused and address the individual needs of students. Our standards reflect the necessary skills for success in study and daily lives. Success in meeting these standards will provide the foundation for students to apply skills in order to be successful, productive members of society. Our teachers facilitate student achievement of standards by using a variety of instructional strategies based on students' needs. Our language arts is based on implementation of a *Balanced Literacy Framework* which includes: Reading Aloud, Shared Reading, Guided Reading, Literature Circles, and Sustained Silent Reading.

Our Mathematics standards are designed for analyzing data and looking for relationships and patterns. Integrated within the standards are essential content, processes, and skills students need to master to succeed in school. Problem-solving has been integrated throughout the content strands. The standards have been organized into five major strands: \* Number Operations and Concepts \* Geometry, Measurement, Algebraic Concepts and Relationships \* Data Analysis \* Probability.

The mission of our science education is to help young people develop the ability to reason, think creatively, make responsible decisions, and solve problems. The following science strands are integrated in the classroom: \* Systems, Classification, Order, and Organization \* Evidence, Models, and Explanations \* Change, Constancy, and Measurement \* Evolution and Equilibrium \* Form and Function

Our Social Studies Standards were cooperatively developed to provide content and performance standards to help young people develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. Five major strands include: \* Citizenship, Government, and Democracy \* Culture and Cultural Diversity \* Production, Distribution, and Consumption \* Time, Continuity, and Change \* People, Places, and Environments

Performing (Vocal Music, Instrumental Band, Orchestra) and Visual (Art) Arts each have standards and benchmarks created at the district level. Each class at our school meets for 60 minutes per week providing specialized instruction. The Fine Arts program integrates



classroom subjects and building improvement goals into first through sixth grades and basic skill development for kindergarten.

The study of foreign language is a tool which enables students to increase opportunities for success in a rapidly expanding global community. The standards are organized into two strands: \* Communication \* Culture

**2a. Reading** - Through research and data we selected “To Improve Reading and Writing” as two of our NCA School Improvement Goals. Our approach to delivering reading instruction includes: Guided Reading. We chose this program as it contained scientifically based research that demonstrated student success. All grade levels sustain a 90 minute uninterrupted block of Guided Reading. Collaborative grade level teams meet to review summative and formative assessment results, rank order students and place students in small instructional groups according to their level. The Balanced Literacy Framework is followed in all of our classrooms. Students are offered opportunities in which to be successful. Renaissance Reading provides motivation for students to meet goals as well as reports documenting success. A scientifically researched based intervention for students not meeting proficiency is Collaborative Literacy Intervention Project (CLIP), an intense individualized program for first grade students, who “graduate” from program when proficiency is achieved. Other interventions include second immersions by Title 1 teachers, language arts tutors, extended day and early childhood specialists integrated into kindergarten classrooms to provide a literacy language based enrichment program. We also utilize the writing process and guided writing as part of our literacy framework. Our library circulates 35,000 books per/year. And, our school believes that the more students read, the more successful readers they become.

**3. Mathematics** - We also chose “To Improve Math Problem Solving” as our third School Improvement Goal. Arp Elementary maximizes math instruction by utilizing several scientifically research based programs, including *Bridges Mathematics (K-2)*, *Everyday Mathematics (3-5)*, *Connected Mathematics (6)* and *Accelerated Math (3-6)*. The programs are balanced emphasizing differentiated instructional techniques that provide many opportunities for all students to grow mathematically. We also provide an opportunity for second immersion through the assistance of Title 1 teachers, math tutors, an extended day program, homework club, and summer school. All of the math programs include opportunities for parent involvement through parent letters, home links, and study links. In addition, school sponsored family math events bring parents to school and allow them to experience the programs hands on. Our programs incorporate whole group instruction, as well as small group, partner or individual activities that emphasize the application of mathematics to real life situations. Our programs emphasize differentiated instruction techniques that provide many learning strategies for all students to grow mathematically. As a result, Arp students have consistently performed at a proficient level on district and state assessments.

**4. Instructional Methods:** At Arp Elementary, teachers apply research-based learning focused strategies in language arts (reading and writing) and mathematics. We mainly focus on three questions: *1. What is it we want students to learn? 2. How will we know if they've learned it? 3. What interventions are in place if they don't learn it?* Collaborative teams meet to review summative and formative assessment results and place students in small instructional groups according to performance levels in reading and math. Students are taught specific strategies within their small instructional groups. Interventions are implemented for students not meeting proficiency. Title 1 teachers, small group instruction, tutors and the extended day program are some of our successful interventions. We differentiate instruction in order to meet the needs of all students.

**5. Professional Development:** At Arp Elementary staff development is focused on supporting the professional growth of the staff and is focused upon and directly related to our NCA School Improvement goals. All staff development requests are approved based upon evidence that the staff development experience will positively affect student achievement. Our school maintains a staff development plan that is regularly revised to fulfill instructional needs. Training to support our Reading goals include: \* LiPS Lindamood-Bell Program, Seeing Stars, Visualizing/Verbalizing \* Guided Reading K-6, IRA Literacy Study Group – Guided Comprehension – A teaching Model for Grades 3-8, McLaughlin and Allen. Training to support our writing goal include: \* Step Up To Writing by Maureen E. Auman \* Writing Through Childhood: Rethinking Process and Product by Shelly Harwayne, a book study attended by K-6, Resource and Title 1 teachers. \* Sheryl Lain, consultant, Writer's Workshop presented to staff and also worked with our students. Training to support our math goal include: \* Continual district forums about our current Math programs, Everyday Math, Bridges, Connected Math \* District provided classes for Math programs.

**PART VII – ASSESSMENT RESULTS**

Subject Language Arts Grade 4 Test WYCAS (Wyoming Comprehensive Assessment System)

Edition/Publication Year 2005 Publisher Measured Progress

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
<b>SCHOOL SCORES*</b>			
% At or Above Proficient	77%	29%	27%
Number of students tested	35	51	48
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	-0-	-0-	-0-
Percent of students alternatively assessed	0%	0%	0%
<b>SUBGROUP SCORES</b>			
<u>1. Free/Reduced Lunch</u>			
% At or Above Proficient	78%	13%	19%
Number of students tested	28	36	31

*03/09/06 Please note: Wyoming determines whether schools meet AYP by developing a formula that combines Reading/Writing scores into a Language Arts Score. However, We receive no advanced scores for Language Arts, just Proficient and Above. In this Revision, I have added Reading and Writing tables that include Advanced scores.*

Subject **Math** Grade **4** Test **WYCAS (Wyoming Comprehensive Assessment System)**

Edition/Publication Year **2005** Publisher **Measured Progress**

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
<b>SCHOOL SCORES*</b>			
% At or Above Proficient	89%	32%	45%
% At Advanced	38%	2%	10%
Number of students tested	35	51	48
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	-0-	-0-	-0-
Percent of students alternatively assessed	0%	0%	0%
<b>SUBGROUP SCORES</b>			
<b>1. <u>Free/Reduced Lunch</u></b>			
% At or Above Proficient	85%	30%	58%
Number of students tested	28	36	31

**PART VII – ASSESSMENT RESULTS**

Subject Reading Grade 4 Test WYCAS (Wyoming Comprehensive Assessment System)

Edition/Publication Year 2005 Publisher Measured Progress

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
<b>SCHOOL SCORES*</b>			
% At or Above Proficient	83%	28%	39%
% Advanced	32%	8%	10%
Number of students tested	35	51	48
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	-0-	-0-	-0-
Percent of students alternatively assessed	0%	0%	0%
<b>SUBGROUP SCORES</b>			
<u>1.Free/Reduced Lunch</u>			
% At or Above Proficient	80%	11%	31%
Number of students tested	28	36	31

Subject Writing Grade 4 Test WYCAS (Wyoming Comprehensive Assessment System)

Edition/Publication Year 2005 Publisher Measured Progress

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
<b>SCHOOL SCORES*</b>			
% At or Above Proficient	62%	20%	6%
% At Advanced	19%	0%	6%
Number of students tested	35	51	48
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	-0-	-0-	-0-
Percent of students alternatively assessed	0%	0%	0%
<b>SUBGROUP SCORES</b>			
<u>1.Free/Reduced Lunch</u>			
% At or Above Proficient	63%	19%	17%
% Advanced			
Number of students tested	22	36	31