

Revised 3/22/2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name Morrisville Year Round Elementary School
(As it should appear in the official records)

School Mailing Address 1519 Morrisville Parkway
(If address is P.O. Box, also include street address)

Morrisville North Carolina 27560-9376
City State Zip Code+4 (9 digits total)

County Wake School Code Number* 920504

Telephone (919) 460-3400 Fax (919) 460-3410

Website/URL http://morrisvillees.wcpss.net E-mail rswaim@wcpss.net

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. William R. McNeal
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wake County Public School System Tel. (919) 850-1600

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 Ms. Susan Parry
(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 of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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:

84 Elementary Schools
28 Middle Schools
 Junior High Schools
18 High Schools
6 Other (Elementary, Middle, High
 School's that are Project Enlightenment
 or special behavior schools.
136 TOTAL

2. District Per Pupil Expenditure: \$6,722 without child nutrition/ \$6,989 with child nutrition

Average State Per Pupil Expenditure: \$6,741

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
 Small city or town in a rural area
 Rural

4. <1 Number of years the principal has been in her/his position at this school.

4 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	0	0	0	7			
K	73	74	147	8			
1	80	60	140	9			
2	77	71	148	10			
3	73	59	132	11			
4	70	59	129	12			
5	80	68	148	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							844

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

6. Racial/ethnic composition of the students in the school:

63% White
5% Black or African American
8% Hispanic or Latino
24% Asian/Pacific Islander
0% 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: 5%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	44
(4)	Total number of students in the school as of October 1	948
(5)	Subtotal in row (3) divided by total in row (4)	.0464
(6)	Amount in row (5) multiplied by 100	5%

8. Limited English Proficient students in the school: 8%
69 Total Number Limited English Proficient

Number of languages represented: 29

Specify languages:

Arabic/Egyptian/Lebanese/Syria, Balochi, Bengali/Bangla, Chinese (Cantonese/Mandarin/Shanghai/Taiwan/Zhongwen), Dutch, Elamite, French, German, Gujarati/Gujarathi, Hebrew, Hindi, Japanese, Kannada, Korean, Malayalam, Marathi, Oriya, Punjabi, Russian, Sanskrit, Singhalese, Spanish, Tagalog/Filipino, Thai/Tai/Taiklang, Tamil, Telungu, Turkish, Urdu, & Vietnamese

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

Total number students who qualify: 73

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: $\frac{9\%}{76}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | |
|-------------------------------|---|
| <u>3</u> Autism | Orthopedic Impairment |
| Deafness | <u>14</u> Other Health Impaired |
| Deaf-Blindness | <u>30</u> Specific Learning Disability |
| Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | Traumatic Brain Injury |
| Mental Retardation | Visual Impairment Including |
| Multiple Disabilities | <u>2</u> Emotional Disturbance |
| <u>6</u> Developmental Delays | |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>36</u>	
Special resource teachers/specialists	<u>17</u>	<u>3</u>
Paraprofessionals	<u>3</u>	<u>2</u>
Support staff	<u>29</u>	<u>4</u>
Total Number	<u>87</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio: 23

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	97%	97%	96%
Daily teacher attendance	98%	98%	97%	* %	* %
Teacher turnover rate	17%	11%	33%	31%	28%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

* Due to changes in the software used by Wake County Public Schools for payroll & human resources, statistics for these years are not available.

PART III - SUMMARY

Nestled on the outskirts of North Carolina's Research Triangle Park, Morrisville Year Round Elementary School continues to thrive on the cutting edge with a school community that is rich in the arts, sciences, and technology integration. Morrisville has a unique, innovative, educational environment that fosters life long learning. Since our opening as North Carolina's first multi-track year round school in 1992 we continue to provide an atmosphere that maximizes instruction and student learning. Morrisville Year Round Elementary School is a professional learning community committed to diverse, collaborative teams consisting of teachers, support staff, children, parents and community partners. Children learn in a safe, child-centered and nurturing environment where diversity and exemplary character are celebrated and valued. Teachers and staff are engaged in continuous improvement and partner with children and parents to collect data and research to drive student instruction and professional development. Innovative lessons and hands-on activities engage students and encourage their love of learning through unique opportunities provided by our multi-track year round calendar. This enthusiasm is heard through active student discussion and seen in their work displayed throughout the school. All learners are challenged to use technology effectively, to think critically, and to exceed expected growth standards set by the county and state. Morrisville Year-Round Elementary School educates, nurtures, and prepares all students to actively and responsibly participate in the challenges of life. Our mission is to empower all learners to know and grow.

A commitment to growth is evident through our continued willingness to take risks and our readiness to try new initiatives. Our focus as a technology leadership school has enabled Wake County Public School System to use our school as a laboratory for piloting many programs. The multi-track year-round calendar, standards based grading, web-based assessments and report cards, and inquiry-based science kits are county initiatives we have piloted. After piloting a new program we provide countywide training and support to other schools during their implementation process. We also support best practices and apply current educational trends such as the use of student led conferencing and data notebooks, creating a leveled book room as well as a parent leveled book library, and creating a star publishing student center. In addition we use a variety of different technology tools such as video editing, AlphaSmarts, laptops, Smart Boards, and handhelds with staff and students. Our unique calendar enables us to provide track out programs such as the Accelerated Learning Program and the Intercession Magnet Program for students who need personalized academic support or small group instruction. These students ride their regular bus to and from school and attend remedial and/or enrichment classes during track out. This immediate "catch-up" keeps learning deficiencies from becoming embedded.

Students are provided with many opportunities to expand their learning and engage in extracurricular activities to foster their interests and to develop leadership skills. Community and staff resources are tapped to create opportunities in diverse areas of interest that children can be involved. These include the Student Team Leaders, Chess Club, Odyssey of the Mind, Technology Club, Art Club, Nature Club, Jump Rope Club, Spanish Club, Jr. Librarians, and Safety Patrol. Actively supporting our students is a committed PTA. Over 400 parents and community members actively support students and teachers by tutoring, volunteering in classrooms, and sponsoring student clubs and activities.

Morrisville offers various support programs to ensure performance and growth of our multi-cultural population. Our 844 students are from many countries around the world with over 29 languages spoken. Although only 69 students are supported through our ESL program, over 214 families speak a primary language other than English in the home. Differentiation is vital to our school in order to meet the needs of our special education students while challenging our 230 Academically Gifted students. Morrisville also extends service to high achieving K-2 students by providing an enrichment teacher for special projects. Celebrating academic and cultural diversity over the past twelve years has made Morrisville

Year Round Elementary School shine as a school of excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

The North Carolina General Assembly passed the ABC's of Public Education in 1995. This accountability program requires that all students in grades 3 – 8 take a standardized End-of-Grade test (EOG) in the areas of Reading and Mathematics. The tests are scored and students are awarded an overall score of a I, II, III or IV. If a student receives a level I this indicates that he or she does not have sufficient mastery of the knowledge and skills to be successful at the next grade level. A level II indicates that the student has inconsistent mastery of the curriculum for that grade level and is therefore minimally prepared for the next year. A score of level III means that the student has sufficiently mastered the curriculum and skills on that grade level and is therefore prepared for promotion. Finally the highest performance category is level IV and this indicates that the student performed in a superior manner exceeding grade level requirements. The individual student scores are then compiled to determine the overall percentage of students in the entire school that scored at or above grade level. This percentage score allows the school and its stakeholders to compare its overall student performance to that of other schools in the state.

The ABC accountability system also monitors test data to make sure that students are growing academically. If a student's score reflects that he or she has mastered one full year's worth (100%) of the curriculum and skills for that school year then they are said to have met "Expected Growth." Those who demonstrate 110% growth fall into a "High Growth" category. Schools can earn recognition from the State Department of Public Instruction if students are performing and growing at a high level. The highest of level of recognition is to be declared a "School of Excellence." In order to receive this accolade 90% or more of the students in a school must score at or above grade level and be making expected or high growth on the EOGs. Morrisville Year Round Elementary has earned this honor for seven consecutive years.

When examining our test results through the lens of No Child Left Behind, Morrisville Elementary School has met all of its AYP goals, just as it has since the federal legislation first took effect. We are also evaluating and monitoring the subgroups found within our building that are not quite large enough to create an AYP goal. These groups include historically lower achieving subgroups like African American, Hispanic, Limited English Proficient (LEP), and Free/Reduced Lunch students. This closer look reveals that 97% of African American 98% of Hispanic students, 96% of LEP students, and 91% of Free/Reduced Lunch students are achieving at or above grade level. When this data is compared to the performance of White students, 99% of students scoring at or above grade level, we see that little to no achievement gap exists in our school based upon ethnicity and only a small gap is present based upon socioeconomic status.

This information is atypical to what one would find in most schools throughout the United States and this is one of the things that truly makes our school different and special. Even though our students are achieving at an extremely high level, we are constantly looking at data to identify areas that could benefit from further attention or that might need work in the future. It is this desire for continuous improvement that has kept us at the top of our class in North Carolina's ABC accountability program. It also allows us to declare with confidence that no child is left behind at Morrisville Elementary.

Assessment Data to Understand School Performance

Data is a central structure in developing our school-wide plan to improve and sustain student performance at Morrisville. Data is collected from North Carolina End of Grade Tests (Grades 3-5), countywide assessments in grades K-5, and teacher assessments. Assessments are on-going at Morrisville to determine if students are meeting the Wake County benchmarks for each quarter. Success is determined by their performance on each objective and reported on a student assessment report. This data is used to determine individual students or groups of students who may be struggling on objectives in reading, writing, or math. End-of-Grade tests provide a wealth of information to the teachers on their students' abilities. Data is first analyzed as a whole school to create a picture of our performance at Morrisville. Data is then disaggregated by subgroups to determine groups of students that are or are not making expected and high growth within our school, in reading, mathematics, and writing. Analyzing patterns of each of our seventeen subgroups provide a vast amount of information in determining the effectiveness of classroom instruction and the success of academic programs provided at our school.

Data is shared with the entire staff during bi-weekly grade level meetings as well as staff meetings. Parents are also informed of school data to ensure that all stakeholders are aware of the progress our students are making each year. Using assessments empowers our staff and parents to work together to create the best educational experience for each child at our school. Students are introduced to the power of data as they see and understand the standards that guide their instruction and the assessment information that rubrics provide. During a book talk with Ken O'Connor, a national consultant for standards-based assessment, Morrisville 5th grade students were able to verbalize the value of standards and the assessment data used to determine proficiency.

Based on the data collection we make decisions yearly to determine the programs that are needed in our school to address our weaknesses. From our data we are able to determine these specific needs and restructure our programs yearly to address the needs of our students. The data is powerful in leading us in developing the most effective programs for our students at Morrisville.

Communicating Student Performance

Morrisville Elementary believes that effective communication is critical to the continued success of its students and the school as a whole. We strive to inform students, parents and the community of our expectations, our collective and individual goals, and our progress in reaching them. In addition, we use a variety of mediums to deliver this information, such as technology, the written word, and workshops.

We reach out to the community and keep them updated on student achievements using several different strategies. Our school has developed and maintains a very detailed website that highlights events, testing results, survey results, recognition awards, resources, and direct links to the activities in the classrooms (<http://morrisvillees.wcpss.net>).

Parents are informed about student performance in additional ways. They receive information through PTA meetings, magnet recruiting events, school tours, newsletters, and parent workshops. Teachers communicate with parents about student performance through conferences, workshops, eMARC assessment reports indicating mastery of specific curriculum objectives, and report cards. Report cards include detailed comments about strengths and areas for improvement." Parents, students, and teachers can also access student progress via Study Island, a web-based program that tracks student progress on practice assessments specific to their curriculum and the End-of-Grade test.

At Morrisville we empower students to be responsible for their own learning. Students have a better understanding of how they are performing in the classroom through assessment data on report cards, Accelerated Reader reports, Study Island, Character Education recognition, and specific feedback on in-class assignments. In order to track this information, students organize data notebooks about themselves.

This allows students to select areas that they would like to improve upon academically and personally. Students then develop measurable goals and begin to chart their progress in meeting them. Twice each year students will use this notebook and other materials to conduct a student led conference with their parents and teacher. This reflective process helps students take more ownership of their own academic and personal growth and in the end, obtain a greater sense of accomplishment.

Sharing Success with Other Schools

Morrisville Year-Round Elementary School shares its successes with other schools in a myriad of ways. As a pilot school for standards based grading, many Morrisville classroom teachers and specialists have become countywide presenters to support schools across our county as they begin their journey with this new grading system. Teachers from our school are able to share their expertise, lessons learned, and suggestions to encourage success for others. In addition, they share how they use data notebooks, rubrics, and assessments with the new grading system. We also invite teachers from across the county to question and answer sessions at our school to provide additional support throughout the year.

Similarly with other programs piloted at Morrisville, we share what we have learned with other schools to benefit teachers and students across Wake County. Morrisville offers and hosts a number of workshops for our staff as well as staff from other schools where teachers are encouraged to share and collaborate on best practices being used in their classrooms. A few of the workshops where this collaboration has been especially beneficial are student led conferencing, science kit training, eMARC assessment training, Math Trailblazers training, and 3-5 writing training. Teachers at Morrisville also share innovative teaching ideas at the Continuous Improvement Conference, Magnet Schools of America Conference, and Technology Institutes offered each year.

Morrisville welcomes visitors from across our county, state, and even internationally to see first hand how we teach science using inquiry based kits rather than textbooks, how we integrate technology into the classroom using handhelds, Smart Boards, and computer software, or to see our extensive leveled book room to support reading instruction across the curriculum. Visitors come to gain insight on how we schedule special education services to students across tracks and grade levels. Our specialists' schedule was developed from a Team Leaders continuous improvement initiative and provides compact and continuous programs on a year-round calendar. In addition, student teachers from local colleges and universities often request placements at Morrisville, as they want the "cutting edge" experience that Morrisville offers.

PART V – CURRICULUM AND INSTRUCTION

Curriculum

Morrisville Elementary School follows the North Carolina Standard Course of Study in all content areas including language arts, mathematics, science, social studies, healthful living, art, music, Spanish, physical education, technology, and information media. This curriculum comes to life at our school through integrated instruction, application, and linking assessments to the standards. Exploration, inquiry, high order thinking, and connections to the real world drive our instruction.

Learners benefit from a balanced literacy approach that provides them opportunities to apply reading strategies and construct meaning. Students are encouraged to make connections through the use of oral and written language, media, and technology in order to communicate effectively. Literacy instruction scaffolds students' learning and is differentiated to match targeted needs and learning styles. Lessons focus on literacy skills, word recognition, language and vocabulary, concept development, fluency, and

comprehension. Teachers create opportunities for modeled, shared, guided, collaborative, and independent reading and writing. Students learn to read and then begin reading across the curriculum to learn more about the world around them. They are challenged to read, write, and think critically through the use of reading responses, journals, guided reading groups, modeled mini-lessons, vocabulary word study, engaging book talks, and literature circles.

The mathematics curriculum focuses on numeration, measurement, geometry, data analysis and probability, as well as algebra. Instruction in all of these math strands is centered on problem solving. We use a standards based spiraling math curriculum to build on mathematical skills learned in each grade. Most importantly students go beyond simple computation and memorization to construct meaning and then discover why mathematics works. Students use manipulatives daily and work cooperatively to experience hands-on problem solving. Students must use higher-level thinking to reach solutions, solve multi-step problems, and apply mathematical concepts to real world problems. Through integration, students experience math through science, technology, and literature.

Hands-on investigation continues throughout the science curriculum. Science instruction focuses on the nature of science, science as inquiry, science and technology, and science in personal and social perspectives. All science instruction fosters investigation through the use of inquiry based science kits. Students are actively engaged by participating in activities that promote scientific understanding, reasoning, and questioning. Students identify their own real questions, explore concepts using a range of process skills, and engage in ongoing assessment of their work. Through student reflection they are able to realize science processes they have used and concepts learned. Students use integrated resources including reading expository texts, writing in science notebooks to collect data and reflect on experiences, practicing speaking skills by working in groups and presenting results to class, and applying mathematical skills such as measuring, tallying, graphing, and averaging in science explorations.

Further inquiry and problem solving of real world issues continues throughout the social studies curriculum. This curriculum introduces concepts from history, geography, and other social sciences through an integrated study of children, families, schools, neighborhoods and communities. All grade levels focus on individual development and identity, culture and diversity, historical perspectives, geographic relationships, economics and development, global connections, technological influences, and government and active citizenship. Instead of memorizing facts, students engage in in-depth studies of topics integrating reading and writing, explore a variety of cultures, and tackle open-ended questions that challenge their thinking. Using cooperative learning and independent inquiry they are able to build skills, become decision makers, and form habits needed for life long responsible citizenship. Students apply these concepts and begin to share a sense of responsibility for the welfare of their school and community.

Embedded in our core curriculum lies the integration of the arts, foreign language, physical education, and information media. All K-5 students participate weekly in music, art, Spanish, technology, and media classes. These special area teachers collaborate and provide integrated units of study across the curriculum with all staff. The school's curriculum is enhanced and enriched by providing cultural arts programs, artists-in-residencies, science programs such as the Science Go-Round and Science Fair, and off-campus experiences.

Reading Curriculum

Our reading goals at Morrisville are for each student to achieve proficiency and to develop a love for reading so that he/she may become a lifelong reader. Our curriculum is research based and incorporates five components as stated in the *Overview of Reading in the Wake County Public School System*. They are:

Foundational Literacy Skills (concepts of print, letter knowledge, phonemic awareness, alphabetic principle)

Word Recognition (phonics and decoding, sight word development, appreciation of morphemes)
Language and Vocabulary/Concept Development (listening comprehension, oral expression, dictionary use, inferred meanings from context, proper usage, shades of meaning, general knowledge)
Fluency (ability to read with accuracy, speed, and expression)
Comprehension (understanding narrative and expository text)

Underlying these five components of reading is a strategy approach based on research of best practices in reading. Strategies are processes used by proficient readers to construct meaning. Students must learn “before”, “during”, and “after” reading strategies as well as when and how to apply them. Strategies must be explicitly taught and modeled with many opportunities for students to practice. The goal is that students will use these skills automatically in their independent reading.

Teachers at Morrisville instruct students through a Balanced Reading Program, which includes modeled reading (read aloud), shared reading, guided reading, and independent reading. This program is a scaffold approach that gives students the most support with modeled reading and the least support with independent reading. We also support our belief that reading is critical by providing two professional reading support positions. The goal is to have struggling K-2 readers at grade level before entering 3rd grade and 3-5 students making at least one year of progress.

At the heart of effective reading instruction is differentiated instruction. Teachers have access to an extensive collection of fiction and nonfiction leveled text for grades K-5 in the Leveled Book Room at Morrisville. This resource helps teachers locate a variety of appropriate reading materials for students who are reading below, on, or above grade level.

Other Curriculum Area

North Carolina’s *No Child Left Behind Act* requires that all students, regardless of disability, achieve academic success. Morrisville Year Round Elementary goes a step beyond, as it encourages all students to accomplish both academic and personal successes as stated in its strong mission: “Morrisville Elementary empowers learners to know and grow.” One area in which Morrisville has experienced solid improvement is within our English as a Second Language (ESL) Program. With close to seventy students, all speaking a language other than English as their native language, at varying levels of English fluency, the need for strong collaboration among teachers is vital to Morrisville’s success.

Each ESL student has an individual need, and Morrisville’s ESL teachers, classroom teachers, and specialists work together to provide stability and familiarity for students at their academic level. ESL teachers offer support for classroom academics mostly in reading and writing. However, with the new math program, Trailblazers, to match our revised math curriculum, the need for guidance with mathematical vocabulary has become an additional area in which ESL assists students. Through collaboration, teachers are able to develop effective teaching strategies and tools to guide successful learning.

Further collaboration between teachers is evident in how ESL uses science and nonfiction texts, based on classroom study, to influence greater understanding among second through fifth grade ESL students. Language learners need concrete information to grasp while engraining a second language. Science offers learners hands-on, real-world experiences to help make personal connections, in turn, improving comprehension. Morrisville ESL students tend to make higher marks in science, providing them with a sense of accomplishment and a desire for further achievement. Technology has its own ‘universal language’ and provides a link for ESL students to extend learning. In addition to specific language software, the ESL students use ELLIS and Study Island to work on specific reading and math objectives.

With the support of so many dedicated people, as well as programs that benefit each child’s needs,

Morrisville Elementary is a school where English as a Second Language students can “know and grow.”

Instructional Methods

In classrooms, students take control of their own learning as teachers act as facilitators modeling and supporting them in their endeavors. Integration of all curriculum areas allows for deeper exploration of units of study and encourages students to make meaningful connections. Students are highly motivated to take ownership of their own learning and are provided with many choices and opportunities to apply their knowledge. You might see groups of 4th graders designing and building bridges and testing them for structural integrity or 5th graders who conduct a mock court trial for the Big Bad Wolf. Working collaboratively in diverse learning groups, children learn to solve problems and are actively engaged in investigating new ideas. Lessons are innovative and differentiated to meet the needs and learning styles of every student. Teachers provide opportunities for students to make literature connections every day by integrating expository and narrative text in all subjects.

We create a safe learning environment where students are allowed to ask questions, research, and experiment with their discoveries. This environment gives students the ability to extend their thinking and apply their leaning to real-life experiences. This helps them to develop confidence and become risk takers. Students use inquiry based science kits and math manipulatives to guide their hands on learning. The students are setting goals and charting progress using Data Notebooks and Science Notebooks, as well as using technology as a problem-solving tool to enhance their learning. Handhelds are being used to make connections in reading and to record scientific observations even on field trips. Students are using Microsoft Excel to chart their progress and Microsoft PowerPoint to create multimedia book reports. Students are brainstorming and leading discussions using the Smart Boards and investigating Web Quests and Internet links to challenge them. Most importantly, students are thinking more critically and are better problem solvers, participating in higher-level activities.

Professional Development Program

Our goal in designing staff development has been to create a strong focused professional learning community. Every professional development opportunity is designed to support our School Improvement Plan, as well as to meet the needs of all our learners. Staff development is tailored to meet individual needs, the needs of small teams or grade levels, tracks, or the entire staff. By considering all team and individual needs for consistency and choice, as well as utilizing our unique calendar, we are effectively able to touch more staff members and have a stronger impact on our students and school community. We draw on the expertise, talents, and resources from outside consultants, community leaders, and our own staff members to implement our plan. This allows us to provide ongoing guidance and support with follow-up reflections.

Every learner in our professional community brings with them their own prior learning, interests, and needs to every staff development offered. One example of our focused staff development is differentiating instruction and assessment. Therefore, to support our focus of differentiation we create differentiated staff development. This impacts our students by providing teachers with a model of how to differentiate for learners in their own classrooms. In addition, sessions on standards based grading, integrating technology, quality tools, and data-driven instruction are essential to the success of our students. After disaggregating and analyzing our data to identify areas of needs, we devise staff development that is grounded in best practices. We have a strong commitment to providing continuous support and staff development to our beginning teachers, new staff, and teachers pursuing their National Board Certification. Since the first year of National Board Certification, Morrisville has supported 12 teachers through the process. An “each one teach one” philosophy has proven to be effective professional development as Morrisville currently has five National Board Certified teachers and seven more completing the certification process this year.

As students experience success through differentiation they are also becoming more responsible for their learning, through student-led conferences, book talks, learning contracts, and Quality Tools. The students are using technology as a valuable resource in all curriculum areas as a result of teachers dedicating themselves to learn more about new software programs, technology peripherals and resources, such as handhelds, Smart Boards, Weather Net, Internet resources, and ways to collect and analyze data. By attending staff development with a focus on differentiation we are able to meet the needs of all the students and challenge them to grow. Students truly see their teachers modeling “lifelong learning”.

Morrisville Year-Round Elementary School

Math EOG Scores Grade 3

	2003/2004	2002/2003	2001/2002	2000/2001	1999/2000
SCHOOL SCORES					
% of students meeting or exceeding standards	99%	97%	96%	96%	96%
Number of students tested	154	170	170	154	160
SUBGROUP SCORES					
Asian Students					
% of students meeting or exceeding standards	*>95%	97%	100%	100%	100%
Number of students tested	25	33	22	28	21
Black Students					
% of students meeting or exceeding standards	89%	100%	95%	83%	76%
Number of students tested	9	11	20	12	17
Hispanic Students					
% of students meeting or exceeding standards	*>95%	100%	88%	**	100%
Number of students tested	5	10	8	4	3
Multi-Racial					
% of students meeting or exceeding standards	*>95%	100%	100%	100%	100%
Number of students tested	4	8	8	6	1
White Students					
% of students meeting or exceeding standards	*>95%	99%	97%	96%	97%
Number of students tested	111	108	112	104	118
Free/Reduced Lunch Students					
% of students meeting or exceeding standards	*>95%	90%	71%	60%	50%
Number of students tested	6	10	7	5	4
Limited English Proficiency Students					
% of students meeting or exceeding standards	*>95%	83%	-	-	-
Number of students tested	8	12	-	-	-
Students with Disabilities					
% of students meeting or exceeding standards	*>95%	100%	86%	66%	96%
Number of students tested	26	10	21	15	23

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** Information not available.

Morrisville Year-Round Elementary School

Reading EOG Scores Grade 3

	2003/2004	2002/2003	2001/2002	2000/2001	1999/2000
SCHOOL SCORES					
% of students meeting or exceeding standards	95%	97%	97%	97%	98%
Number of students tested	154	170	170	154	160
SUBGROUP SCORES					
Asian Students					
% of students meeting or exceeding standards	*>95%	91%	100%	100%	100%
Number of students tested	25	33	22	28	21
Black Students					
% of students meeting or exceeding standards	*>95%	91%	85%	75%	94%
Number of students tested	9	11	20	12	17
Hispanic Students					
% of students meeting or exceeding standards	*>95%	80%	88%	**	100%
Number of students tested	5	10	8	4	3
Multi-Racial					
% of students meeting or exceeding standards	*>95%	100%	100%	100%	100%
Number of students tested	4	8	8	6	1
White Students					
% of students meeting or exceeding standards	*>95%	98%	98%	98%	97%
Number of students tested	111	108	112	104	118
Free/Reduced Lunch Students					
% of students meeting or exceeding standards	83%	50%	57%	60%	75%
Number of students tested	6	10	7	5	4
Limited English Proficiency Students					
% of students meeting or exceeding standards	88%	50%	-	-	-
Number of students tested	8	12	-	-	-
Students with Disabilities					
% of students meeting or exceeding standards	81%	80%	76%	80%	96%
Number of students tested	26	10	21	15	23

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** Information not available.

Morrisville Year-Round Elementary School

Math EOG Scores Grade 4

	2003/2004	2002/2003	2001/2002	2000/2001	1999/2000
SCHOOL SCORES					
% of students meeting or exceeding standards	100%	99%	99%	99%	98%
Number of students tested	167	173	163	154	163
SUBGROUP SCORES					
Asian Students					
% of students meeting or exceeding standards	*>95%	96%	100%	**	100%
Number of students tested	31	24	29	**	23
Black Students					
% of students meeting or exceeding standards	*>95%	94%	92%	95%	94%
Number of students tested	13	18	12	19	15
Hispanic Students					
% of students meeting or exceeding standards	*>95%	78%	*>95%	**	100%
Number of students tested	11	9	6	**	3
Multi-Racial					
% of students meeting or exceeding standards	*>95%	100%	100%	**	100%
Number of students tested	8	7	5	**	3
White Students					
% of students meeting or exceeding standards	*>95%	100%	97%	99%	97%
Number of students tested	104	115	111	111	118
Free/Reduced Lunch Students					
% of students meeting or exceeding standards	*>95%	77%	67%	80%	40%
Number of students tested	10	13	6	5	5
Limited English Proficiency Students					
% of students meeting or exceeding standards	*>95%	57%	-	-	-
Number of students tested	12	7	-	-	-
Students with Disabilities					
% of students meeting or exceeding standards	*>95%	96%	92%	90%	93%
Number of students tested	15	22	25	21	27

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** Information not available.

Morrisville Year-Round Elementary School

Reading EOG Scores Grade 4

	2003/2004	2002/2003	2001/2002	2000/2001	1999/2000
SCHOOL SCORES					
% of students meeting or exceeding standards	99%	98%	95%	96%	96%
Number of students tested	167	173	163	154	163
SUBGROUP SCORES					
Asian Students					
% of students meeting or exceeding standards	*>95%	96%	100%	**	100%
Number of students tested	31	24	29	**	23
Black Students					
% of students meeting or exceeding standards	*>95%	89%	75%	84%	69%
Number of students tested	13	18	12	19	16
Hispanic Students					
% of students meeting or exceeding standards	91%	67%	83%	-	100%
Number of students tested	11	9	6	-	3
Multi-Racial					
% of students meeting or exceeding standards	*>95%	100%	100%	-	100%
Number of students tested	8	7	5	-	3
White Students					
% of students meeting or exceeding standards	*>95%	100%	99%	97%	98%
Number of students tested	104	115	111	111	118
Free/Reduced Lunch Students					
% of students meeting or exceeding standards	80%	62%	63%	60%	40%
Number of students tested	10	13	6	5	5
Limited English Proficiency Students					
% of students meeting or exceeding standards	92%	43%	-	-	-
Number of students tested	12	7	-	-	-
Students with Disabilities					
% of students meeting or exceeding standards	93%	86%	72%	76%	93%
Number of students tested	15	22	25	21	27

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** Information not available.

**Morrisville Year-Round Elementary School
Grade 5**

Math EOG Scores

	2003/2004	2002/2003	2001/2002	2000/2001	1999/2000
SCHOOL SCORES					
% of students meeting or exceeding standards	*>95%	98%	97%	100%	97%
Number of students tested	166	162	152	156	144
SUBGROUP SCORES					
Asian Students					
% of students meeting or exceeding standards	*>95%	100%	100%	100%	100%
Number of students tested	22	26	22	23	10
Black Students					
% of students meeting or exceeding standards	*>95%	100%	93%	100%	67%
Number of students tested	14	12	15	14	12
Hispanic Students					
% of students meeting or exceeding standards	*>95%	64%	**	**	100%
Number of students tested	5	11	**	**	1
Multi-Racial					
% of students meeting or exceeding standards	*>95%	100%	**	**	100%
Number of students tested	7	5	**	**	1
White Students					
% of students meeting or exceeding standards	*>95%	100%	99%	100%	99%
Number of students tested	118	108	111	113	120
Free/Reduced Lunch Students					
% of students meeting or exceeding standards	*>95%	64%	75%	100%	0%
Number of students tested	6	11	8	6	2
Limited English Proficiency Students					
% of students meeting or exceeding standards	*>95%	20%	**	-	-
Number of students tested	4	5	2	-	-
Students with Disabilities					
% of students meeting or exceeding standards	*>95%	100%	90%	100%	89%
Number of students tested	23	23	19	21	35

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** Information not available.

Morrisville Year-Round Elementary School

Reading EOG Scores Grade 5

	2003/2004	2002/2003	2001/2002	2000/2001	1999/2000
SCHOOL SCORES					
% of students meeting or exceeding standards	*>95%	96%	94%	99%	97%
Number of students tested	166	162	153	156	144
SUBGROUP SCORES					
Asian Students					
% of students meeting or exceeding standards	*>95%	100%	100%	100%	100%
Number of students tested	22	26	22	23	10
Black Students					
% of students meeting or exceeding standards	93%	83%	80%	92%	83%
Number of students tested	14	12	15	14	12
Hispanic Students					
% of students meeting or exceeding standards	*>95%	64%	**	**	100%
Number of students tested	5	11	4	6	1
Multi-Racial					
% of students meeting or exceeding standards	*>95%	100%	-	-	100%
Number of students tested	7	5	-	-	1
White Students					
% of students meeting or exceeding standards	*>95%	100%	95%	100%	98%
Number of students tested	118	108	112	113	120
Free/Reduced Lunch Students					
% of students meeting or exceeding standards	83%	46%	63%	83%	50%
Number of students tested	6	11	8	6	2
Limited English Proficiency Students					
% of students meeting or exceeding standards	*>95%	20%	-	-	-
Number of students tested	4	5	-	-	-
Students with Disabilities					
% of students meeting or exceeding standards	*>95%	91%	70%	95%	91%
Number of students tested	23	23	20	21	35

* Our state has established a policy of not reporting proficiency percentages higher than 95% in order to protect student confidentiality. Where >95% is included we did not have more specific information.

** Information not available.