

REVISED 3-15-2005

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

U.S Department of Education

Cover Sheet

Type of School: Elementary K-6

Name of Principal: Mr. Shawn L. Kovac

Official School Name: Everett Area Elementary School

School Mailing Address: 427 East South St., Everett, PA 15537-1399

School Phone: 814-652-9114

School Fax: 814-652-9640

County: Bedford

School Code Number: 1-08-05-3003

Website/URL: www.everett.k12.pa.us

E-mail: skovac@everett.k12.pa.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. Daniel Koontz

Telephone: (814) 652-9114

(Superintendent's Signature)

Date: _____

Name of School Board President: Mr. Steve Young

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

(School Board President's Signature)

Date: _____

PART I - ELIGIBILITY CERTIFICATION

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.

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

6. Racial/ethnic composition of the students in the school: 99 % White
1 % Black or African American
 % Hispanic or Latino
 % Asian/Pacific Islander
 % 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: 9 %

(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.	30
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(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	489
(5)	Subtotal in row (3) divided by total in row (4)	.09
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 0 %
 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 254

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: $\frac{18}{81}$ %
81 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> 1 </u> Deafness	<u> 10 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 36 </u> Specific Learning Disability
<u> 5 </u> Emotional Disturbance	<u> 21 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 7 </u> Mental Retardation	<u> 1 </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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> 1 </u>	<u> </u>
Classroom teachers	<u> 21 </u>	<u> </u>
Special resource teachers/specialists	<u> 14 </u>	<u> </u>
Paraprofessionals	<u> 7 </u>	<u> 2 </u>
Support staff	<u> 8 </u>	<u> 3 </u>
Total number	<u> 51 </u>	<u> 5 </u>

12. Average school student-“classroom teacher” ratio: 22:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	96%	96%	95%	96%
Daily teacher attendance	92%	94%	93%	92%	92%
Teacher turnover rate	0%	3%	6%	0%	3%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

Part III - SUMMARY

The Everett Area School District, Everett, PA, is located in Bedford County, Pennsylvania. Our district covers 300 square miles providing educational services to over 1,500 students in four elementary schools and a junior/senior high school. The district is comprised mainly of rural farmland and rolling hills. The learning environment is warm and friendly with opportunities for student involvement in academic and extra-curricular activities.

The four elementary schools of the Everett Area School District range in size from 475 students at Everett Elementary to approximately 60 students at the Chaneyville-Cove Elementary School. The Mann-Monroe Elementary School and the Breezewood Elementary school each house approximately 110 students. All Elementary schools house full day kindergarten through fifth grade with all sixth grade students being serviced at Everett Elementary. Chaneyville-Cove Elementary School is unique in relation to the structure of its grade levels. Chaneyville-Cove Elementary School is structured so that it has three classrooms each with two grades of students; K-first, second-third, and fourth-fifth. Chaneyville Cove holds the distinction of being the only elementary school within the Everett Area School District to reach 100% proficiency in Math on the Pennsylvania System of School Assessments test for the 2003-2004 school year.

This past year the Everett Area School District took advantage of an Accountability Block Grant that enabled the district to begin offering full day/every day kindergarten to all students entering school for the 2004-2005 school year. In preparing for full day kindergarten the teachers and administrators met during the summer to rewrite and update the kindergarten curriculum. Curriculum maps were updated and aligned with the Pennsylvania State Standards. As a result of this curriculum upgrade the district will have to rewrite and restructure the curriculum maps of each succeeding grade level as these students progress. This will offer the students a rigorous curriculum that is closely aligned with state standards.

In keeping true to the mission statement of the Everett Area School District: “The Everett Area School District with community cooperation is committed to providing a quality education, preparing students to be productive and responsible citizens.” Our students, parents, and residents are actively involved in the operation of their schools through site-based management committees at all levels of the organization. Both the Everett Area School Board and Everett Area Education Association have formally adopted Site-Based Management as a key concept in governing the district.

As an example, the District Council which is comprised of teachers, parents, PTO/A members, students, local clergy, school board members, and administration meet once a month to engage in a dialogue of collaboration committed to hearing and discussing the concerns of all stakeholders within the Everett Area School District.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Description of the school's assessment results in reading and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

1. The Pennsylvania System of School Assessments (PSSA) is administered to every fifth grade student during the month of April. The PSSA assesses students in reading and math. The PSSA has four levels of proficiency; Advanced, Proficient, Basic, and Below Basic. A student who is making adequate academic progress in a subject will score either Advanced or Proficient in a subject. The cut-off scores are determined by the Pennsylvania Department of Education each year. If you visit the Pennsylvania Department of Education's Website at <http://www.pde.state.pa.us> you will be able to find more on the PSSA tests.

A review of the test scores for the Everett Elementary School shows a steady increase for those students scoring at the proficient and advanced levels for the last four years. For example, during the 2000-2001 school year 33% of the students at Everett Elementary were at the Advanced level in reading. During the 2003-2004 school year 66% of the students scored at the Advanced level in reading. Likewise, during the 2000-2001 school year 33% of the students tested were at the Advanced level in Math. During the 2003-2004 school year that percentage rose to 58% scoring at the Advanced level.

Everett Elementary subgroups have shown progress. However, like many other schools across the nation, our student's with IEP subgroup category have not made the progress at the same rate as the non-disabled population. This has caused us to look closely at the curriculum and programming for this subgroup and implement appropriate changes where necessary.

Show how the school uses assessment data to understand and improve student and school performance.

2. Everett Elementary teachers and administrators use a large variety of assessment data from a local data warehousing system to make good data driven decisions. The warehousing system archives data from standardized and local assessments for multiple years. The use of this data has allowed the staff at the school to analyze individual year data to determine strengths and weaknesses of classes, disaggregated groups, and individual students. The testing year teachers are able to review the data to determine strengths and weaknesses of standards or objectives completed by their students. They may use the data to help with the instruction on the class for the following year. The teachers who will have the testing year students in the future use the data to see which standards or objectives the class or individual students need. These areas include instruction, review, and remediation. Over a period of time the data warehousing system allows the teachers and administrators to compare multiple years of data on same and similar

data. The use of this data allows the staff to find correlations in the data to make sound curriculum decisions and to help with professional development.

Describe how the school communicates student performance, including assessment data, to parents, students, and the community

3. Everett Elementary School communicates school performance indicators to parents, students, and community stakeholders in a variety of ways. For example, parents and students have 24/7 access to web-based grade reporting system known as LetterGrade. This web-based tool allows parents and students access in real time their current academic standing in all classes.

LetterGrade also allows a student to compare his or her individual progress to local and state curriculum standards. Via this tool, a parent can easily determine the rate of progress their child is making toward the NCLB goal of proficiency. For families who do not have web access, printouts of the LetterGrade progress reports are sent home on a regular basis.

Assessment data is also available for Everett Elementary by accessing the NCLB District Report Card on the district web site. In particular, community members and school families can view historical data on the progress the school has made toward the NCLB goals. This same data is published annually in the district newsletter and it is available in the waiting areas of the school. Additional assessment data is distributed at parent teacher association meeting, Title I parent meetings, and the annual parent-teacher conference days.

Describe how the school has shared and will continue to share its successes with other schools.

4. Successful strategies are shared collaboratively in many ways. Within the district, teacher in-service/staff development time is allocated for the specific purpose of teacher-to-teacher networking. Utilizing the Title I teaching staff as staff developers/facilitators, grade level meetings are used to share and critique strategies.

By utilizing this approach, we have been able to discuss and plan the implementation of practical research-based activities on how to motivate struggling learners to become more successful readers in all subjects. In addition, these grade level team meetings are also used to share classroom-proven activities for accelerating the academic achievement of both at-risk students and talented students.

Above and beyond the sharing of information with other schools in the school district, staff members have interacted via presentations at local curriculum fairs, intermediate unit curriculum networking meetings, and at professional

conferences. Staff members are encouraged to write and publish information about successful strategies in publications sponsored by professional associations, local newspapers, and other media outlets such as television and radio stations.

PART V – CURRICULUM AND INSTRUCTION

Describe the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards.

1. The curriculum of the Everett Area Elementary School is comprised of the following core components: Reading, Language Arts to include writing, English, and spelling, Math, Social Studies, Science, Health, physical education, music education, library science, and art education. Additionally, students learn technology and keyboarding skills via projects in the core subjects and through the use of the Compass Curriculum. The Compass Curriculum is a program through which teachers can target individual student learning and assign learning paths for each student based upon his/her specialized needs.

All core curriculum components are designed to fully meet the high academic rigor of the Pennsylvania State Standards. Curriculum maps have been designed for each curricular area. These maps ensure that the state standards are taught in each subject in each grade. In most cases the state standards serve as the core component of the curriculum and our teachers build and expand upon those concepts to add additional rigor and content to each subject.

At a time when most schools are cutting back on special area subjects such as art, music, and physical education we have expanded our programs. Our students not only receive regular art and music instruction but they also receive art and music appreciation classes throughout elementary school. Everett Elementary School also has a marching band. We provide low cost opportunities for students to attend instrumental lessons throughout the summer.

Recently our school received a PEP grant, which enabled our district to purchase a new physical education program called SPARK. The SPARK program not only provides a new curriculum of exercise science for our physical education department but also provides for staff development and activities for all teachers to incorporate SPARK activities into their classrooms. Our teachers have had two full days of in-service since the summer of 2004. Teachers utilize SPARK activities to transition subjects and as an alternative to “in-door” recess.

Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.

- 2.a. In the Everett Area School District we pride ourselves by striving for students to be independent and analytical readers. To achieve our goal we use a variety of approaches. This variety allows our teachers to individualize instruction for each student by choosing from a variety of genre.

The kindergarten and first grade team uses a computer/ language based reading program, Breakthrough to Literacy. This program was chosen to engage all students in the five essential components of reading. Breakthrough To Literacy offers a systematic way of engaging students in an oral interactive language discussion that is centered around one book each week. It offers repetitive texts for students to gain confidence and exposure to sight words. This program also allows the teacher to implement the program in small groups for individual academic needs. Once the book of the week has been introduced a personal Take –Me-Home copy of the book of the week is sent home to practice reading to their families.

Early and intermediate grades use a literature-based approach by using a basal series, Harcourt Brace, along with leveled guided reading books. Each student in grades 1-6 has been prescribed to use a series of computer generated skill based program through the Compass Program. An addition to the curriculum listed students in grade 1 use a supplemental phonics program from the Saxon Phonics Series.

Describe one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

3. We believe that good communication skills are an essential life skill. With the ability to effectively communicate each student can fulfill our mission of becoming a productive and responsible citizen. Beginning in kindergarten we immerse the student in a literature rich environment of reading and language arts. Our teachers have been given extensive training in integrating reading and writing instruction. Last summer our K-6 staff spent three days in an intensive writing skills workshop produced by Steve Dunn. After aligning our writing curriculum maps with the Pennsylvania State Standards and sequencing them in relation to grade level our students will develop a solid foundation of writing skills as they progress from grade level to grade level.

In order to closely monitor students' progress throughout elementary school the Everett Elementary School has constructed three writing performance tasks for each grade level. The writing tasks are aligned with the PSSA test and corrected by district teachers using the state writing rubric. The results of the testing are

then used to help monitor individual student progress and design individual instruction for students.

Writing portfolios are kept for each student in grades K-6. They provide a record of a student's progress. Also, they provide information on student progress for the next teacher. Portfolios are sent to the Junior/Senior High School English Department when the students enter 7th Grade.

Describe the different instructional methods the school uses to improve student learning.

4. At the Everett Elementary School we believe that instructional strategies and curriculum assessment methods should closely parallel the assessment methods of the PSSA tests. In this way we do not "add" to our curriculum by teaching to the test. We have modified our teaching methods and curriculum assessments to closely resemble that of the Pennsylvania System of School Assessments. In this manner we are able to teach a rigorous curriculum and prepare our students for their performance testing at the same time.

One example of these integrated teaching/assessment methods is the previously discussed writing tasks that are given to our students three times a year and assessed using the state writing rubric. Students and teachers are able to use this information to affect instruction in a timely manner. In the primary grades, student friendly writing rubrics are produced to allow students to begin self-assessing their writing in a authentic manner.

Math instruction now includes instruction in how to respond to open ended questions with multiple steps. Long gone are the "skill and drill" practice sets. Students spend at least one day a week working as a class, small group, or individuals responding to open-ended math questions. Teachers often use state released sample questions that have example answers with them. After the students are done they can compare their performance to sample answers at each performance level. In this way they can see where on the continuum their answer lies and what it would take to improve their answer.

Reading instruction has been affected in much the same manner. Teachers are encouraged to pass by the basal Theme Tests for a teacher made reading performance task that resembles those on the PSSA test. The reading tasks are designed to parallel those the state provides. These reading tasks are then assessed using the state reading performance task rubric. Often students in the upper grades will review their own responses in relation to the rubric.

We feel that these teaching methods are helping our students become better learners and more independent learners. We strive to teach them the content and response criteria that will make them successful not only on state tests but successful lifelong learners.

Describe the schools professional development program and its impact on improving student achievement.

5. The Everett Elementary professional development program is an on going, 12 month “menu” of group and individual professional development activities. Staff development priorities are identified for the school based upon action plans that have been created by the staff and the administrative team. For example, if improvement activities are targeted to improve reading fluency, then the action plan identifies appropriate strategies, providers, and resources needed to achieve the desired results.

Individual staff development plans are also created through the use of district-wide differentiated professional development planning process. A five-year cycle of professional development activities are availed to each professional employee. During the five-year cycle, an employee is able to select a yearlong development program from a menu of thirteen approved development models. Special selection options are available for teachers who are in their initial induction programs.

PART VII – ASSESSMENT RESULTS

Everett Elementary School
5th Grade Pennsylvania System of School Assessment (PSSA) Math Scores
Standardized Assessment Data

MATH	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% At or Above Basic	86%	75%	90%	90%
% At or Above Proficient	80%	57%	76%	68%
% At Advanced	58%	31%	21%	33%
Number of Students Tested	50	72	70	68
Percent of Total Students Tested	100%	100%	100%	100%
SUBGROUP SCORES				
Subgroup 1- White Ethnic Group				
% At or Above Basic	86%	75%	90%	90%
% At or Above Proficient	80%	57%	76%	68%
% At Advanced	58%	31%	21%	33%
Number of Students Tested	50	72	70	68
Subgroup 2- Students with IEP				
% At or Above Basic	45%	17%	44%	
% At or Above Proficient	36%	6%	22%	
% At Advanced	9%	0%	0%	
Number of Students Tested	11	18	9	
Subgroup 3- Economically Disadvantaged				
% At or Above Basic	76%	64%	NA	
% At or Above Proficient	63%	44%	NA	
% At Advanced	42%	25%	NA	
Number of Students Tested	24	36	NA	
Subgroup 4- Male Gender				
% At or Above Basic	87%	72%	92%	

% At or Above Proficient	83%	52%	87%
% At Advanced	61%	26%	26%
Number of Students Tested	23	35	38

Subgroup 5- Female Gender

% At or Above Basic	85%	78%	88%
% At or Above Proficient	78%	62%	63%
% At Advanced	56%	35%	16%
Number of Students Tested	27	37	32

STATE SCORES

% At or Above Basic	79%	78%	75%
% At or Above Proficient	61%	57%	53%
% At Advanced	36%	28%	26%

Everett Elementary School
 5th Grade Pennsylvania System of School Assessment (PSSA) Reading Scores
 Standardized Assessment Data

READING	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% At or Above Basic	88%	74%	90%	87%
% At or Above Proficient	78%	64%	69%	71%
% At Advanced	66%	32%	21%	33%
Number of Students Tested	50	72	70	68
Percent of Total Students Tested	100%	100%	100%	100%
SUBGROUP SCORES				
Subgroup 1- White Ethnic Group				
% At or Above Basic	88%	74%	90%	87%
% At or Above Proficient	78%	64%	69%	71%
% At Advanced	66%	32%	21%	33%
Number of Students Tested	50	72	70	68
Subgroup 2- Students with IEP				
% At or Above Basic	45%	28%	44%	
% At or Above Proficient	27%	11%	22%	
% At Advanced	18%	0%	0%	
Number of Students Tested	11	18	9	
Subgroup 3- Economically Disadvantaged				
% At or Above Basic	80%	59%	NA	
% At or Above Proficient	63%	45%	NA	
% At Advanced	50%	17%	NA	
Number of Students Tested	24	36	NA	
Subgroup 4- Male Gender				
% At or Above Basic	83%	65%	92%	
% At or Above Proficient	74%	54%	71%	
% At Advanced	65%	26%	18%	
Number of Students Tested	23	35	38	

Subgroup 5- Female Gender			
% At or Above Basic	93%	81%	88%
% At or Above Proficient	82%	73%	66%
% At Advanced	67%	38%	25%
Number of Students Tested	27	37	32

STATE SCORES

% At or Above Basic	81%	78%	81%
% At or Above Proficient	62%	58%	58%
% At Advanced	34%	27%	18%