

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. Patricia Altrichter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address: 604 N 7th Street Brainerd, MN 56401- 2699
(If address is P.O. Box, also include street address)

County Crow Wing School Code Number* 181-013

Telephone (218) 829-2456 Fax (218) 825-8852

Website/URL: <http://whittier.brainerd.k12.mn.us>
E-mail: pat.altrichter@brainerd.k12.mn.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. Gerald Walseth

District Name Brainerd Public Schools ISD 181 Tel. (218) 828-5300

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: Mr. Bernard Roberts

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

1. Number of schools in the district: 8 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 2 Other
 (Alternative Learning Center, MN Learning Center)
- 12 TOTAL
2. District Per Pupil Expenditure: \$ 8207
- Average State Per Pupil Expenditure: \$ 8450

SCHOOL

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. 7 Number of years the principal has been in her/his position at this school.
- _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	7	16	7			
K	24	25	49	8			
1	13	10	23	9			
2	11	15	26	10			
3	13	9	22	11			
4	11	8	19	12			
5	14	11	25	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							180

6. Racial/ethnic composition of the students in the school: 92 % % White
2% % Black or African American
1% % Hispanic or Latino
2% % Asian/Pacific Islander
3% % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 26%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	23
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	47
(4)	Total number of students in the school as of October 1	177
(5)	Subtotal in row (3) divided by total in row (4)	.26
(6)	Amount in row (5) multiplied by 100	26%

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

Number of languages represented: 1
Specify languages: English only

9. Students eligible for free/reduced-priced meals: 45%
Total number students who qualify: 81

10. Students receiving special education services: 25%
45 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>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>18</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u>2</u> Emotional Disturbance	<u>14</u> Developmental Delay

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> _____
Classroom teachers	_____ <u>7</u> _____	_____
Special resource teachers/specialists	_____ <u>5</u> _____	_____ <u>3</u> _____
Paraprofessionals	_____	_____ <u>8</u> _____
Support staff	_____ <u>3</u> _____	_____ <u>2</u> _____
Total number	_____ <u>15</u> _____	_____ <u>14</u> _____

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

13. Show the attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	97%	97%
Daily teacher attendance	93%	95%	95%	94 %	93%
Teacher turnover rate	0%	8%	0%	8%	0%
Student dropout rate (middle/high)	na	na	na	na	na
Student drop-off rate (high school)	na	na	na	na	na

PART III - SUMMARY

Whittier Elementary School is one of 12 schools (8 elementary schools) in the Brainerd Public School District. Whittier School benefits from being a very small neighborhood-based elementary school in a relatively large and growing rural school district. The Brainerd School District serves over 7300 students in grades PreK – 12. Brainerd, a city located at the geographical center of the state of Minnesota, is recognized as a world-class recreation area, with growing retail and service industries. Brainerd Schools have been regularly recognized for excellence in student achievement, leaders in curriculum and instruction and strong staff development programs.

Whittier currently serves 189 students in a pre-school through grade 5 setting, located on the corner of a city park, in a quiet neighborhood in the center of the city. Whittier students represent a wide socio-economic range. The neighborhood school draws students from an urban area near a large regional medical center. Beautiful historic homes in the neighborhood house the families and children of many professionals. The Whittier neighborhood also serves children of poverty, many living in rental housing units. Last year our student turnover or mobility rate was 26% with 45% of our student population qualifying for free or reduced lunch. 25% of our students are receiving special education services, including the very young children in our early childhood special education pre-school. We celebrate the diversity that our neighborhood brings to our school.

The Whittier School community prides itself in deeply knowing and caring for the students in our school. The school vision/mission is: *Discovering the success in every child, by creating the conditions in which extraordinary results can be achieved.* Our school community not only includes the quality teachers, para-educators and support staff that work with the children each day, but also the many parents, grandparents, friends, neighbors and community members who support our school both financially and through their volunteer efforts. Whittier goes to great extent to maximize the advantage of being a very small school. Many efforts are made to extend and support the students' learning by taking advantage of partnering with other agencies and businesses. Students are able to walk to the local senior citizen center and likewise, those same seniors volunteer in our school. For example, senior citizens volunteer weekly to play cribbage with 5th graders, helping to refine and reinforce math skills; businesses send volunteers to teach in the Junior Achievement program and to read with children on a regular basis. Junior Great Books literature circles are facilitated by neighbors and retired educators. In partnership with Ruttger's Bay Lake Resort, a foundation has been established to purchase additional books for our students, their classrooms and our library. These are but a few examples that paint a picture of a caring community helping to educate its children. Student achievement data show that *no child is left behind* in our school!

Perhaps the most powerful attribute of Whittier School is of course, its quality staff. Teacher turnover is essentially non-existent, 73% of our staff has more than 10 years of teaching experience, 84% of our staff hold a Master's degree and 100% of our para-educators meet the federal requirements for being highly qualified. Longitudinal data shows that Whittier students have consistently performed above both district and state averages on the *Minnesota Comprehensive Assessments*, which measure students against the Minnesota High Academic Standards. Our teachers care deeply about our children. They are serious about our curriculum, use data to drive their instruction and are diligent in using the most appropriate instructional strategies in their repertoire. Whittier staff works hard to ensure that extraordinary results can be achieved. We are honored to be nominated for the Blue Ribbon School Award and are proud to represent all of the schools in the Brainerd School District who are dedicated to helping children be successful, achieve high standards and develop a joy for learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

The Minnesota Department of Education has developed state-wide assessments for system accountability in high academic content standards that also meet the federal requirements of the No Child Left Behind Act. The *Minnesota Comprehensive Assessments* (MCAs) are criterion referenced tests, administered in the areas of reading/language arts and mathematics. Writing assessments are also given at grades 5 and 10, while science assessments are currently under development. Student achievement results are reported in five levels. Students scoring at Level 5 demonstrate advanced academic performance. Level 4 students demonstrate solid competence, are working above grade level, and are considered to be proficient. Level 3 represents students working successfully at grade level and achieving basic proficiency. Students at Level 2 have partial knowledge and skills, but are performing slightly below grade level, while students scoring at Level 1 have gaps in their knowledge and skills and are working significantly below grade level. The goal at Whittier School is to help students achieve Level 3 (or higher) proficiency, indicating grade level or higher performance in reading and mathematics. Complete information on the state assessment system and Whittier student data may be found at: <http://www.education.state.mn.us/ReportCard2004/>

Grade 5 Reading Highlights for 2004:

- 92% of all students scored at or above the *proficiency* Level 3.
- More than half (56%) scored at the *most advanced* level of proficiency.
- 82% of students eligible for F/R lunch scored at Level 3 or higher, with 46% scoring at the *most advanced* level.
- No student scored at the *lowest proficiency* Level 1, including special education students.
- The average scale score for Whittier 5th graders has been higher than the state average for the past 5 years.

Grade 5 Mathematics Highlights for 2004:

- 88% of all students scored at or above the *proficiency* Level 3.
- More than half (60%) scored at the *most advanced* level of proficiency.
- 82% of students eligible for F/R lunch scored at Level 4 or higher, with 64% scoring at the *most advanced* level.
- No student scored at the *lowest proficiency* Level 1, including special education students.
- The average scale score for Whittier 5th graders has been higher than the state average for the past 5 years.

Grade 3 Reading Highlights for 2004:

- 90% of all students scored at or above the *proficiency* Level 3.
- 79% scored at the *above proficiency* level
- 42% at the *most advanced* level of proficiency.
- The average scale score for Whittier 3rd graders has been higher than the state average for the past 5 years.

Grade 3 Mathematics Highlights for 2004:

- 95% of all students scored at or above the *proficiency* Level 3.
- 90% scored at the *above proficiency* level with 42% at the *most advanced* level.
- No student scored at the *lowest proficiency* Level 1
- The average scale score for Whittier 3rd graders has been higher than the state average for the past 5 years.

2. Whittier School uses assessment to understand and improve student/school performance.

Teachers at Whittier School recognize that we must not only analyze data that show how students do “on the average” or in comparison to other schools or other students. We clearly understand that in a small school, the mean scores can fluctuate substantially from year to year. We believe the most important data is data on individual students. System accountability assessment data reinforces the fact that we consistently do a good job with our students and that a very high percentage of our students are attaining a level of basic to advanced proficiency. However, we are most interested in data that shows individual student achievement growth over time. The staff at Whittier carefully studies the MCA (MN Comprehensive Assessments) test results and is careful to disaggregate the data for various subgroups of students. In a small school we are able to share data and the responsibility for student achievement across all grades. In addition to the MCAs, teachers administer the *NWEA Measures of Academic Progress* in the fall and the spring of each year in grades 2-5. The MAP norm referenced test allows us to measure student growth and set annual growth targets for each child. Data is broken down into sub-strands in the areas of reading, language arts and math. This enables teachers to identify gaps and areas of strength for each child. *The Learning Continuum* is a related tool that assists teachers in using this data to differentiate their instruction. Teachers meet in the early fall to study the student data and set growth targets. We will meet again in the spring to analyze growth data and to modify our curriculum and instruction as needed. In the area of reading, very specific data is gathered on a daily to weekly basis as teachers work with small groups of children in guided reading. Running records and informal reading inventories give teachers the much needed individualized data to adjust and differentiate reading instruction. The Work Sampling System is also used as a Title I program evaluation tool in grades K-2. The Brainerd School district supports all teachers and principals with staff development in the areas of assessment and data analysis through regular grade level meetings and opportunities for intensive data retreats.

3. Whittier School communicates data to parents, students and the community.

Regular home-school communication is the foundation for student success. All teachers at Whittier School send home weekly newsletters to keep parents abreast of classroom learning and assessment each week. Parent-teacher conferences are held in the fall and in the spring. Running records, observation surveys, informal reading inventories, regular classroom assessment data, and NWEA Measures of Academic Progress scores are shared with the students and parents at the fall conferences in October. State MCA scores are mailed to families in the spring and are shared at fall conferences as well. If a parent teacher conference is needed more frequently, it can be arranged at the request of the family or the teacher. Student report cards are sent home three times a year, which also reflect student achievement and assessment data pertinent at various times during the year. School and district MCA data is also available on the MN Department of Education website. The state prepares an annual “SCHOOL REPORT CARD,” which reports assessment results and demographic information to parents and the community. Brainerd Schools disseminate the systems accountability report via the annual school calendar and further assessment data is reported in the school district newsletter which is mailed to all taxpayers residing in the school district. The local newspaper also publishes school achievement data as it is made available. Administrators, teachers and school board members are anxious to share our success stories and help parents and the community at large understand how they can help our students continue to reach the levels of proficiency required to be successful in meeting the high standards set for us at the state and national level. In addition to celebrating success, we must not be afraid to use data to expose the areas of needed improvement as well. This can only help us in gaining the trust and support needed from our community to provide a solid education for our students.

4. Whittier School shares its success stories with other schools.

Whittier teachers and staff are proud of the success rate we have with children over the long term and are anxious to share strategies that work. We are convinced that the secret to success is embedded in our mission: *Discovering the success in every child by creating conditions where extraordinary results can be achieved.* We are proud that we are a very small school and that everyone in our school community contributes to our success. We work hard to keep families very involved in their child's educational experience and simply do not allow any child to fall through the cracks.

In addition to sharing our data in the public manner discussed previously, teachers and administrators meet regularly to analyze data trends across our district. The part-time principal at Whittier School also serves as the district's elementary curriculum and staff development coordinator. This provides a strong conduit for sharing success stories across all eight elementary buildings in the district. Regularly scheduled staff meetings and grade level meetings offer opportunities to share results and strategies. Regular review of student work, curriculum, and standards provide opportunities to share instructional strategies that are working for students. Whittier is also one of the Literacy Collaborative School Sites (see Section V). Teachers meet monthly with teachers in other buildings under the direction of the Literacy Collaborative trainer and coach. Whittier teachers participate in additional book study groups to extend their learning and share successful teaching strategies.

Brainerd Schools employs a very highly qualified staff and we are proud of the many strong leaders in our district. We support a train-the-trainer model, where many of our teachers have opportunities to extend their own learning, with the expectation that they train other teachers in our district. Many Brainerd teachers have served on various state level best practice, assessment, curriculum and staff development advisory panels and have done training at the state and national levels. Whittier staff recognizes the responsibility that comes with the Blue Ribbon Award recognition and we are anxious to help others work toward developing successful models as well.

PART V – CURRICULUM AND INSTRUCTION

1. Whittier School's Curriculum:

Whittier School is one of eight elementary schools in the Brainerd School District which has a unified curriculum, aligned with Minnesota's High Academic Standards. Brainerd's curriculum is reviewed and revised on a regular basis as prescribed in the curriculum review cycle. Curriculum teams and grade level teachers meet regularly to analyze and update curriculum maps in all the core areas.

Reading/Language Arts: The goal of our Reading/Language Arts program is for each student to read and comprehend text at grade level and write clearly to communicate effectively. Teachers strive to differentiate instruction to meet the individualized needs of readers and writers at varied levels of ability. As part of a Comprehensive School Reform grant, Brainerd Schools are working towards adoption of the Literacy Collaborative Framework (see Part V, section 2a.) The grade K-2 framework includes a strong phonemic awareness and phonics component, word study, guided reading, shared reading, independent reading, interactive writing and independent writing. Our grades 3-5 curriculum includes the *Harcourt Collection* integrated basal series. The program includes guided reading, shared reading, literature circles, grammar and writing. On-going staff development is critical to the success of our reading/language arts program.

Math: Whittier teachers use the *Everyday Math Program K-5*, which spirals to give multiple exposures to the mathematical strands represented in our state's high standards. Teachers use multiple strategies and manipulatives to assist students in attaining a deeper understanding of key mathematical concepts in: number sense, computation, and operations; patterns, functions and algebra; chance and data; geometry, and measurement. Large and small group differentiated instruction is a key in reaching all learners.

Science: Our district is currently in the curriculum review cycle for science. Minnesota has recently adopted new science standards which serve as the basis for our curriculum re-alignment. State testing in science begins in 2008. We are looking at the current research and the recommendations of the TIMMS study to drive our curriculum adoption and staff development program. Curriculum materials will be a combination of our current basal series (*McGraw Hill*) and inquiry-based, hands-on FOSS materials.

Social Studies: Grade level materials are currently being re-aligned and supplemented with additional geography materials to better align with the new MN Academic Standards for social studies. K-5 units of study include: the family, neighborhoods, community, US and world geography, US history and a strong map skills program (*Nystrom*). Current events and citizenship are also taught through the *Quest* and *Responsive Classroom* models.

Health/Physical Education- The health and physical education program has been reviewed and aligned by elementary teachers across the district to ensure alignment with state standards. The focus is for students to be physically healthy (ranging from understanding body systems to nutritional expectations) and emotionally healthy (character education for oneself and community). The physical education program stresses the importance of personal wellness, physical fitness and being involved in life-long activities. Students receive physical education instruction by PE specialists on a daily basis.

Art/Music- The elementary music and arts programs are based on state and national standards. Units of study in music include: singing, performing (instrumental), improvising, composing, reading and evaluating music. Visual arts curriculum includes working in multiple mediums focusing on the principles of art and the elements of design. Music specialists teach music, where art is taught by classroom teachers under the direction of an arts specialist. Both programs emphasize historical and cultural perspectives.

2a. Whittier Reading/Language Arts Curriculum:

Brainerd Schools have identified reading/language arts as the top priority in curriculum and instruction and supports a unified curriculum across all eight elementary buildings. District grade level teams and curriculum committees monitor and adjust the curriculum as needed, based on current data and best practice research. Whittier School has embraced the *Literacy Collaborative* framework for language arts instruction in grades K-2, because of the strong evidence of student success shown in the research/data. Students spend a minimum of 3 hours a day in literacy blocks that include reader's workshop, writers' workshop and word study. Teachers use on-going assessment tools, such as observation surveys and running records to drive their instruction. Hundreds of leveled books are available to teachers and students. To differentiate instruction, teachers meet with children in small guided reading groups daily. Interactive read-aloud, shared reading, and independent reading, support developing reading strategies at the students' instructional level. Word study offers a strong phonemic awareness and phonics program as an integral instructional component. Students spend large blocks of time in interactive and independent writing as well. *Harcourt Brace Collections* basal program provides the framework for grade 3-5 reading. On-going assessments, including frequent IRI's, help teachers support readers at their instructional reading level. The reading program includes guided reading, shared reading, literature circles, read aloud and independent reading. In addition to a strong grammar program, *Six Traits Writing* supplements the writing curriculum. Students gain much practice writing in the following genres, as specified by MN state standards: narrative, descriptive, clarification and problem solution. On-going staff development is critical to the success of our reading/language arts program. In addition to regularly scheduled grade level meetings, teachers participate in book study groups and learning communities. Our district Comprehensive School Reform Project sponsors monthly guided meetings and summer week-long literacy institutes. Last year the institute focus was guided reading and this year the focus will be writing.

3. An Integrated Arts Curriculum at Whittier School:

Whittier School's mission/vision is posted in the office, throughout the hallways, and classrooms of the building. It states: *Creating conditions where extraordinary results can be achieved by discovering the success in every child.* Brain research clearly shows that children learn in many different ways and through multiple modalities. Though we must ensure that students receive very articulate instruction in curriculum content as specified by our state standards and district outcomes in the core content areas, we must also ensure that we deliver that instruction in many varied ways so that all children learn. At Whittier, we are committed to integrating the arts into our daily learning experiences because we believe children learn well through the arts. For example, research has shown music instruction supports children in learning to read and understanding mathematical concepts. As a result, keyboarding instruction begins as early as kindergarten at Whittier. We believe it is important that all students experience opportunities to share their work in the areas of music, dance, drama, literary and visual arts both formally and informally for a variety of audiences over the course of each year. A program called *Arts Alive* is one example of an opportunity for students to explore the arts in an integrated model. Recently students explored the history and culture of Africa with an *Arts Alive* experience using the *Lion King* theme. Scandinavian lore was similarly experienced using *The Legend of Peer Gynt*. The Whittier Parent Teacher Organization regularly sponsors Artist in Residency Programs. Students recently experienced a week-long residency with an artist/illustrator, bringing authentic writing, poetry, and book making into the hands of children. Professional theatre companies have been brought in to help children learn about violence prevention, bullying and character development. Parents join their children in an annual square dance to share in the joy of movement education. These are but a few examples that reinforce our belief that the arts help children become successful learners through developing their multiple intelligences.

4. Instructional Methods Used to Improve Student Learning:

For the most part, the consistently high level of student achievement attained at Whittier School can be attributed to a quality and highly trained staff. Teacher turnover is essentially non-existent, 73% of our staff has more than 10 years of teaching experience, 84% of our staff holds a Master's degree and 100% of our para-educators meet the federal requirements for being highly qualified. Our school is very small and the staff *KNOWS* each student. With less than 200 students; the custodian, secretary, principal, all teachers and staff, eventually know ALL of the students. This team works together to support ALL learners. Adaptations are made to adjust to the varied learning styles of the children. A variety of assessments provide student data used to differentiate instruction, so that learning is meaningful. Teachers utilize a variety of instructional strategies such as large and small group instruction, cooperative groups, hands-on learning, cross-grade level teaming and student mentoring. We pay attention to the sensory integration needs of our children. Our special education staff ensures that the needs are met for children with disabilities. Title I and Reading Recovery programs support emergent readers. The Child Study Team meets weekly to review the needs of individual students. Technology is used to enhance and reinforce learning. An extended day and extended year program called *Camp Whittier* reinforces both academic and social skills outside of the regular school day. A Family Collaborative Worker helps teachers and families support the emotional and social needs of children. Parent volunteers, service learning students, foster grandparents and a wide variety of community volunteers are a common sight in our building. We know our students through keen observation, analyzing achievement data and developing strong relationships. This guides us in identifying student needs and adjusting instructional methods to accommodate those needs on a regular basis.

5. Professional Development:

Professional Development is the corner-stone of Brainerd School's curriculum and instructional program. Brainerd Schools embrace a data driven model to improve student achievement. The professional development program must focus on student achievement as well. Professional development begins the moment a teacher is hired in the district. The Beginning Teacher Support System includes a formal mentorship program, Pathwise™ assessment, beginning teacher seminars, and cohort/support groups. As evidence of professional growth, each beginning teacher produces two major projects, an individualized Professional Development Plan and a Professional Portfolio.

All Brainerd teachers participate in on-going district staff development. Whittier teachers attend district-wide grade level meetings, held three times per year to review student achievement data, enhance professional growth and insure curriculum articulation. This gives teachers the opportunity to focus on specific curricular areas, instructional methods, or similar grade level challenges with a peer group that truly understands the challenges at that grade. In addition to six staff development days during the course of the school year, a "floating in-service" day has been added to our calendar. A varied menu of staff development courses are offered in a flexible manner in order that teachers find professional growth opportunities that fit their individualized needs. Courses are offered throughout the summer months and in an after-school format. The courses range from curricular area topics, current trends and best practice methods, book-study groups, to content specific courses targeted at instructional improvement.

Finally, with the adoption of the Literacy Collaborative framework in grades K-2 at Whittier, teachers meet monthly to review best practice methodology in literacy instruction. Under the direction of a literacy coach, teachers review and discuss current research and student work to hone their skills, working together as a team to focus on what their students need in the area of reading and writing. Student achievement data drives the content of professional development in this Comprehensive School Reform project.

PART VII – ASSESSMENT RESULTS – Data Display Tables

The statewide Minnesota Comprehensive Assessments are administered in reading and math at grades 3 and 5 at the elementary level. The following descriptors are used to describe proficiency levels at advanced, proficient, basic or below grade level for all tests.

Achievement Level 5

Students scoring in this level demonstrate advanced academic performance that is well above grade-level expectations and would be considered advanced. Students in this level are typically in the top 5-10 % nationally.

Achievement Level 4

Students at this level demonstrate solid competence and are typically working above grade level and would be considered proficient. Students in this level are typically in the top 25 % nationally.

Achievement Level 3

Students in this level are working successfully at grade-level and are on track to achieve basic proficiency. Students in this level typically score between the 50th and 74th percentile on nationally administered tests.

Achievement Level 2

Students scoring in this level have partial knowledge and some of the skills necessary for achieving satisfactory work, typically working at or slightly below grade-level and may benefit from supplemental instruction.

Achievement Level 1

Students scoring in this level have gaps in the knowledge and skills necessary for satisfactory work, typically working significantly below grade-level and need supplementary instruction.

Data Display Tables:

The following attached data display tables show Whittier School Minnesota Comprehensive Assessment data for reading and math over a five year period at grades 3 and 5. It has been disaggregated for the socioeconomic subgroup when the cell size was large enough to do so. Whittier does not have large enough cell sizes to disaggregate data for ethnic/racial groups or students with special needs. See attached display tables.

Table 1: Grade 3 Reading MCA:	Whittier School Achievement Results
Table 2: Grade 3 Math MCA:	Whittier School Achievement Results
Table 3: Grade 5 Reading MCA:	Whittier School Achievement Results
Table 4: Grade 5 Math MCA:	Whittier School Achievement Results

Table 1: Grade 3 READING MCA: Whittier School Achievement Results

Grade 3 Test: Reading
 Edition/publication year 2004 Publisher MN Dept. of Education
 Number of students in the grade in which the test was administered 19
 Number of students who took the test 19
 Number excluded 0 Percent excluded 0

	2004	2003	2002	2001	2000
Testing month	March	April	March	March	March
Average Scale Score	1611	1557	1645	1543	1539
Percent At or Above Basic (Levels 3, 4, 5)	90	88	87	77	76
Percent At or Above Proficient (Levels 4, 5)	79	64	78	62	56
Percent At Advanced (Level 5)	42	24	39	19	28
Number of Students Tested	19	25	23	26	25
Percent of Students Tested	100	100	100	96	100
Number of Students Excluded	0	0	0	1	0
Percent of Students Excluded	0	0	0	4	0
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch *cell size limitation					
Average Scale Score	*	*	*	1500	*
Percent At or Above Basic (Levels 3, 4, 5)	*	*	*	64	*
Percent At or Above Proficient (Levels 4, 5)	*	*	*	37	*
Percent At Advanced (Level 5)	*	*	*	10	*
Number of Students Tested	7	7	7	11	9
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1620	1559	1699	1566	1545
Percent At or Above Basic (Levels 3,4,5)	83	83	94	86	75
Percent At or Above Proficient (Levels 4,5)	75	67	88	79	63
Percent At Advanced (Level 5)	50	28	56	22	31
Number of Students Tested	12	18	16	14	16
STATE SCORES					
Average Scale Score	1535	1511	1486	1487	1461
Percent At or Above Basic (Levels 3,4,5)	73	73	67	67	61
Percent At or Above Proficient (Levels 4,5)	60	56	49	49	44
Percent At Advanced (Level 5)	23	17	16	16	11
Number of Students Tested	57456	58278	58685	59635	60261
Percent of Students Tested	?	98	95	95	96
Number of Students Excluded	?	1331	3258	3350	2389
Percent of Students Excluded	?	2	5	5	4

STATE SCORES (CON'T)					
<i>SUBGROUP SCORE</i>					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1431	1411	1383	1383	1355
Percent At or Above Basic (Levels 3,4,5)	54	57	46	47	39
Percent At or Above Proficient (Levels 4,5)	39	38	28	28	24
Percent At Advanced (Level 5)	10	7	7	6	4
Number of Students Tested	18162	18043	17616	17711	18283
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1584	1557	1532	1532	1509
Percent At or Above Basic (Levels 3,4,5)	82	85	76	76	72
Percent At or Above Proficient (Levels 4,5)	70	69	58	58	54
Percent At Advanced (Level 5)	30	22	20	20	15
Number of Students Tested	39238	40064	40563	41350	41382

*** = cell size limitation**

Table 2: Grade 3 MATH MCA: Whittier School Achievement Results

Grade 3 Test Math
 Edition/publication year 2004 Publisher MN Dept. of Education
 Number of students in the grade in which the test was administered 19
 Number of students who took the test 19
 Number excluded 0 Percent excluded 0

	2004	2003	2002	2001	2000
Testing month	March	April	March	March	March
Average Scale Score	1740	1568	1630	1555	1565
Percent At or Above Basic (Levels 3,4,5)	95	92	87	66	80
Percent At or Above Proficient (Levels 4,5)	90	76	74	62	76
Percent At Advanced (Level 5)	42	12	22	19	16
Number of Students Tested	19	25	23	26	25
Percent of Students Tested	100	100	100	96	100
Number of Students Excluded	0	0	0	1	0
Percent of Students Excluded	0	0	0	4	0
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch * cell size limitation					
Average Scale Score	*	*	*	1479	*
Percent At or Above Basic (Levels 3,4,5)	*	*	*	37	*
Percent At or Above Proficient (Levels 4,5)	*	*	*	37	*
Percent At Advanced (Level 5)	*	*	*	10	*
Number of Students Tested	7	7	7	11	9
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1758	1561	1663	1613	1578
Percent At or Above Basic (Levels 3,4,5)	92	89	94	86	75
Percent At or Above Proficient (Levels 4,5)	92	72	75	79	75
Percent At Advanced (Level 5)	50	11	31	29	19
Number of Students Tested	12	18	16	14	16
STATE SCORES					
Average Scale Score	1522	1519	1486	1494	1478
Percent At or Above Basic (Levels 3,4,5)	71	72	65	66	65
Percent At or Above Proficient (Levels 4,5)	55	56	48	53	47
Percent At Advanced (Level 5)	15	14	11	14	10
Number of Students Tested	57421	58186	58653	59732	59923
Percent of Students Tested	?	98	95	95	96
Number of Students Excluded	?	1292	3290	3305	2763
Percent of Students Excluded	?	2	5	5	4

STATE SCORES (CON'T)					
<i>SUBGROUP SCORE</i>					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1420	1419	1384	1391	1371
Percent At or Above Basic (Levels 3,4,5)	52	53	45	46	44
Percent At or Above Proficient (Levels 4,5)	36	37	29	33	27
Percent At Advanced (Level 5)	7	6	5	6	3
Number of Students Tested	18205	18109	17658	17782	18166
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1570	1564	1533	1541	1527
Percent At or Above Basic (Levels 3,4,5)	79	80	74	74	74
Percent At or Above Proficient (Levels 4,5)	64	65	57	61	55
Percent At Advanced (Level 5)	19	17	14	17	12
Number of Students Tested	39161	40011	40430	41266	41121

* = cell size limit

Table 3: Grade 5 READING MCA: Whittier School Achievement Results

Grade 5 Test Reading
 Edition/publication year 2004 Publisher MN Dept. of Education
 Number of students in the grade in which the test was administered 25
 Number of students who took the test 25
 Number excluded 0 Percent excluded 0

	2004	2003	2002	2001	2000
Testing month	March	April	March	March	March
Average Scale Score	1709	1622	1663	1611	1694
Percent At or Above Basic (Levels 3,4,5)	92	89	96	87	100
Percent At or Above Proficient (Levels 4,5)	84	77	87	82	96
Percent At Advanced (Level 5)	56	31	39	31	38
Number of Students Tested	25	26	23	45	24
Percent of Students Tested	100	100	100	100	96
Number of Students Excluded	0	0	0	0	1
Percent of Students Excluded	0	0	0	0	0
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch * cell size limitation					
Average Scale Score	1676	*	*	1579	*
Percent At or Above Basic (Levels 3,4,5)	82	*	*	85	*
Percent At or Above Proficient (Levels 4,5)	73	*	*	80	*
Percent At Advanced (Level 5)	46	*	*	20	*
Number of Students Tested	11	9	7	20	7
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1734	1648	1700	1636	1706
Percent At or Above Basic (Levels 3,4,5)	100	94	100	88	100
Percent At or Above Proficient (Levels 4,5)	93	82	94	84	94
Percent At Advanced (Level 5)	64	35	44	40	44
Number of Students Tested	14	17	16	25	16
STATE SCORES					
Average Scale Score	1579	1565	1552	1545	1493
Percent At or Above Basic (Levels 3,4,5)	76	77	75	74	67
Percent At or Above Proficient (Levels 4,5)	64	64	64	63	52
Percent At Advanced (Level 5)	30	25	25	24	16
Number of Students Tested	60836	61451	61217	63158	62203
Percent of Students Tested	?	98	95	95	na
Number of Students Excluded	?	1408	3188	3429	na
Percent of Students Excluded	?	2	5	5	na

STATE SCORES (CON'T)					
<i>SUBGROUP SCORE</i>					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1455	1448	1431	1423	1371
Percent At or Above Basic (Levels 3,4,5)	56	58	54	52	44
Percent At or Above Proficient (Levels 4,5)	42	42	40	39	29
Percent At Advanced (Level 5)	13	11	10	10	5
Number of Students Tested	19216	18966	18200	17895	17751
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1637	1616	1605	1596	1544
Percent At or Above Basic (Levels 3,4,5)	84	85	84	83	76
Percent At or Above Proficient (Levels 4,5)	75	74	74	73	61
Percent At Advanced (Level 5)	38	31	32	30	20
Number of Students Tested	41577	42401	42592	44661	43905

* = cell size limitation

Table 4: Grade 5 MATH MCA: Whittier School Achievement Results

Grade 5 Test Math
 Edition/publication year 2004 Publisher MN Dept. of Education
 Number of students in the grade in which the test was administered 25
 Number of students who took the test 25
 Number excluded 0 Percent excluded 0

	2004	2003	2002	2001	2000
Testing month	March	April	March	March	March
Average Scale Score	1717	1583	1686	1613	1718
Percent At or Above Basic (Levels 3,4,5)	88	89	96	89	96
Percent At or Above Proficient (Levels 4,5)	84	73	87	80	92
Percent At Advanced (Level 5)	60	19	57	27	58
Number of Students Tested	25	26	23	45	23
Percent of Students Tested	100	100	100	100	96
Number of Students Excluded	0	0	0	0	1
Percent of Students Excluded	0	0	0	0	4
SUBGROUP SCORE					
1. Eligible for Free/Reduced Lunch * cell size limitation					
Average Scale Score	1687	*	*	1609	*
Percent At or Above Basic (Levels 3,4,5)	82	*	*	80	*
Percent At or Above Proficient (Levels 4,5)	82	*	*	80	*
Percent At Advanced (Level 5)	64	*	*	30	*
Number of Students Tested	11	9	7	20	7
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1740	1587	1714	1616	1753
Percent At or Above Basic (Levels 3,4,5)	93	88	100	96	100
Percent At or Above Proficient (Levels 4,5)	86	76	100	80	94
Percent At Advanced (Level 5)	57	18	63	24	63
Number of Students Tested	14	17	16	25	16
STATE SCORES					
Average Scale Score	1539	1534	1503	1492	1470
Percent At or Above Basic (Levels 3,4,5)	74	75	70	67	61
Percent At or Above Proficient (Levels 4,5)	59	60	53	50	45
Percent At Advanced (Level 5)	19	18	14	13	12
Number of Students Tested	60679	61328	60832	62675	61675
Percent of Students Tested	?	98	95	94	94
Number of Students Excluded	?	1410	3573	3868	4021
Percent of Students Excluded	?	2	5	6	6

STATE SCORES (CON'T)					
<i>SUBGROUP SCORE</i>					
1. Eligible for Free/Reduced Lunch					
Average Scale Score	1444	1427	1395	1383	1356
Percent At or Above Basic (Levels 3,4,5)	55	55	49	45	38
Percent At or Above Proficient (Levels 4,5)	37	38	30	28	24
Percent At Advanced (Level 5)	7	7	4	4	4
Number of Students Tested	19221	18942	18043	17745	17541
2. Ineligible for Free/Reduced Lunch					
Average Scale Score	1583	1582	1549	1538	1517
Percent At or Above Basic (Levels 3,4,5)	83	84	80	77	71
Percent At or Above Proficient (Levels 4,5)	69	70	63	60	55
Percent At Advanced (Level 5)	24	22	18	17	16
Number of Students Tested	41414	42289	42344	44335	43587

* = cell size limitation