

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: [] Elementary [] Middle [] High [] K-12 [] Charter

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

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

School Mailing Address 4630 Brennan Road
(If address is P.O. Box, also include street address)

High Ridge Missouri 63049-1811
City State Zip Code+4 (9 digits total)
Jefferson State School Code Number* 050001
County

Telephone (636) 677-3400 Fax (636) 677-5440

Web site/URL www.nwr1.k12.mo.us E-mail kquentin@nwr1.k12.mo.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* Dr. John A. Urkevich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Northwest R-I School District Tel. (636) 677-3473

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Victoria Presnell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(School Board President's/Chairperson'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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

6. Racial/ethnic composition of the school:
- | | | |
|-------|-----|----------------------------------|
| _____ | 98 | % White |
| _____ | 2 | % Black or African American |
| _____ | 0 | % Hispanic or Latino |
| _____ | 0 | % 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: 14%

[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	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	36
(3)	Total of all transferred students [sum of rows (1) and (2)]	61
(4)	Total number of students in the school as of October 1	424
(5)	Total transferred students in row (3) divided by total students in row (4)	0.143
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 1%
5 Total Number Limited English Proficient
 Number of languages represented: 4
 Specify languages: Spanish, Korean, German & Polish
9. Students eligible for free/reduced-priced meals: 41%
 Total number students who qualify: 172

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: $\frac{14}{61}$ %
61 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>14</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>6</u>	<u>8</u>
Total number	<u>50</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	95%	95%	95%	95%
Daily teacher attendance	97%	95%	93%	95%	94%
Teacher turnover rate	3%	7%	3%	10%	7%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Perched on top of a hill overlooking the small suburban community of High Ridge, Missouri, is Brennan Woods Elementary. It is located in the northwest corner of Jefferson County, part of the Northwest R-1 School District. This growing, yet transient district has received, for the past four years, the Distinction in Performance award, which is the highest award the Department of Elementary and Secondary Education (DESE) can bestow on Missouri school districts.

“All children will learn, Whatever it takes, No excuses,” is the mission our school embraces to ensure that the needs of all children are met. The smiling faces of 424 students are welcomed each day by a caring staff that supports and encourages every child in a positive and nurturing environment. Developing a partnership with our parents and others in the learning community also creates the climate of teamwork and responsibility. Our school implements and supports our district mission to produce, in partnership with our community, lifelong learners. This is achieved by providing an equitable, quality, multifaceted education which develops whole individuals. These individuals are prepared to meet the challenges of a changing global community and create a positive future.

Brennan Woods Elementary educates a socioeconomically diverse student body in kindergarten through fourth grade. We provide a wide variety of programs including the Center for the Academically Talented Students, special education, emotionally disturbed, English as a Second Language and Title 1 Reading Resource. These programs supplement and support the regular education classroom. The use of technology advances our learning and is immersed in our curriculum. High expectations are important for everyone in the Brennan Woods Elementary learning community. Working together on site-based strategic planning teams, teachers develop plans of action to address student learning and determine effective instructional practices for at-risk students. Our CHARACTERplus program helps to nurture and create a warm and safe environment where children learn to treat others with respect and dignity. Like spokes of a wheel, our school community is unified in its effort to have each child be successful, regardless of socioeconomic status or background.

Because of our unifying goals and mission, Brennan Woods is one of the top ten performing elementary schools in Missouri. On the 2006 Missouri Assessment Program, Brennan Woods ranked third in the state of Missouri out of 1,165 elementary schools in the area of third grade mathematics. This placed Brennan Woods as the top performing St. Louis area school for third grade mathematics. Also, Brennan Woods was the top performing school in Jefferson County in third grade communication arts.

Our success is due, in part, to the highly dedicated and motivated individuals at Brennan Woods Elementary. A majority of our staff is seeking or has completed advanced degrees through local university course work. Additionally, teachers, support staff and parents generously donate their time and efforts for annual events that have become traditions at Brennan Woods. Some of these yearly activities include a Veteran’s Day community assembly and breakfast, caroling kindergarteners at a local nursing home, computer club, field/sport day, literacy nights and a grandparent’s luau.

Striving for the best and achieving excellence for every child is the core theme at Brennan Woods. The entire learning community of students, teachers, administrators and parents join together to accomplish these shared goals.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Since 2001, Missouri has used the rigorous Missouri Assessment Program (MAP) tests as its performance assessment to meet the No Child Left Behind Act (NCLB) accountability requirements. Annual tests are mandated for all students in grades 3-8 and 11 in Communication Arts and grades 3-8 and 10 in Mathematics (2006 NCLB requirement). Both tests include selected response, constructed response (supply an answer), and performance events (more complex items). Prior to 2006, student scores were placed into the 5 achievement levels ranging from Step 1 (lowest) to Advanced (highest). In 2006, Missouri realigned the achievement levels from 5 to 4 to mirror the National Assessment of Educational Progress (NAEP) which are listed below. Also, beginning with the 2006 test administration, the achievement level ranges were re-calibrated to align with NAEP standards. Information on the Missouri Assessment Program may be accessed at www.dese.mo.us

Below Basic: Students are substantially behind in meeting Grade Level Expectations and demonstrate only a minimal understanding of fundamental concepts and content knowledge.

Basic: Students understand key concepts, but their application of that knowledge is limited.

Proficient: This is the minimum desired level for all students. Students demonstrate the knowledge and skills called for by the Show-Me standards and Grade Level Expectations.

Advanced: Students demonstrate in-depth understanding of content specific concepts and apply that knowledge in complex ways beyond grade level expectations.

Under NCLB, Missouri set its ambitious standards for meeting Adequate Yearly Progress (AYP) in terms of the percentage of students scoring in the top two achievement levels (Proficient and Advanced). Data Tables 1 and 2 show Missouri's target percentage to meet 100% proficiency by 2014, the state's averages for third and fourth grade students in Communication Arts and Mathematics, and Brennan Woods Elementary School's third and fourth grade student performance data. All data is disaggregated according to NCLB subgroups and analyzed to identify achievement gaps that may exist and to develop an action plan to address the gaps in performance.

Table 1 - Communication Arts: Brennan Woods' third grade students consistently exceeded NCLB AYP targets and outperformed their peers in the state for the last three years. Table 1 shows that, overall, Brennan Woods' students have exceeded the NCLB targets for the last five years and by more than 37% for the last 3 years. Brennan Woods' students have shown consistent improvement at the same time, increasing from 25% in scoring Proficient or Advanced in 2002 to 73% in 2006. In 3 out of the last 5 years, Brennan Woods' students with disabilities or who are economically disadvantaged consistently exceeded state averages in those subgroups. Over the last 5 years, white students and economically disadvantaged students have shown 46 and 47 percentage point increases respectively, while students with disabilities have shown a 41-percentage point increase over the same time period.

Table 2 – Mathematics: Brennan Woods' third grade students significantly exceeded NCLB AYP targets and outperformed their peers in the state in 2006 in all accountable subgroups. The third grade mathematics test was administered for the first time in the state of Missouri in 2006. The state accountability tests for mathematics, from 1998-2005, were administered in grades four, eight and ten as grade-span tests. In 2006, due to NCLB, the state mathematics test was administered to students in grades three through eight and ten. Therefore, only one year of data is available for reporting purposes.

Table 3 - Mathematics: Overall, Brennan Woods' fourth grade students exceeded the NCLB AYP goals, have shown dramatic and consistent progress, and out-performed their Missouri peers in every subgroup level except the students with disabilities subgroup (met or exceeded state peer percentages in 4 out of 5 years). Since 2002, Brennan Woods' percentage of students in the top two levels has increased from 29% to

71%, which is more than two times higher than each year's NCLB targets (3 times higher in 4 out of 5 years). When disaggregated, the data shows that Brennan Woods' subgroups have met or exceeded NCLB targets each year. In 4 out of the last 5 years, Brennan Woods' students with disabilities or who are economically disadvantaged have consistently met or exceeded state averages in those subgroups. Over the last 5 years, white students and economically disadvantaged students have shown 44 and 55 percentage point increases respectively, while students with disabilities have shown a 12-percentage point increase over the same time period. An achievement gap exists between the students with disabilities subgroup as compared to the other subgroups (39%).

Table 4 – Communication Arts: Brennan Woods' fourth grade students exceeded NCLB AYP targets and outperformed their peers in the state in 2006 in all accountable subgroups except students with disabilities. An achievement gap exists between the students with disabilities subgroup as compared to the other subgroups (31%). The fourth grade communication arts test was administered for the first time in the state of Missouri in 2006. The state accountability tests for communication arts, from 1998-2005, were administered in grades three, seven and eleven as grade-span tests. In 2006, due to NCLB, the state communication arts test was administered to students in grades three through eight and eleven. Therefore, only one year of data is available for reporting purposes.

2. Using Assessment Results:

Extensive training in the ongoing process of analyzing assessment data and how to use data to make instructional and programmatic changes to improve student performance is included in Brennan Woods' professional development plan.

A number of local, state and national assessments are used to extrapolate student performance data to analyze. Data from the Stanford-9 (SAT-9), Missouri Assessment Program (MAP), Developmental Reading Assessment (DRA), Diagnostic Online Reading Assessment (DORA) and locally developed Grade Level Expectation (GLE) weekly formative assessments are used throughout the year to make identified instructional changes.

The principal, grade level and special education teachers and the Assistant Superintendent for Curriculum and Instruction meet every 2-3 weeks beginning in September as a professional learning group to analyze assessment data to improve the instructional process. As data is analyzed and areas of improvement are identified, the professional learning group works to develop instructional strategies to improve identified areas. Teachers use the developed strategies and students are locally reassessed. These results are reported to the professional learning group at the next meeting for continued analysis. Feedback and follow-through are key to successful changes.

The group will provide the data to answer the following questions: 1) Which local assessment questions did the students answer correctly, 2) Which local assessment questions did the students answer incorrectly, 3) What processes led them to their answers and 4) What are we going to do if students do not learn? Conversations with students about their learning will produce the answers to questions one and two. These answers will identify effective and ineffective instructional strategies and pinpoint any gaps that may exist in the district curriculum. Needed instructional changes are made to meet the learning needs of each student to address question four.

2. Communicating Assessment Results:

Engagement of the community and involvement of parents is a top priority at Brennan Woods Elementary. Our staff hosts numerous school/community events to celebrate successes and to communicate expectations and assessment results. Assessment results are reported to parents on a continual basis.

To increase awareness of Missouri Assessment Program (MAP) expectations, we invite the community to attend our annual MAP night that allows students and parents to sample MAP activities. Following the arrival of MAP results, students are rewarded based on their results with an annual MAP celebration and picnic. MAP celebration night is a formal ceremony where each student scoring advanced or proficient is recognized individually for their accomplishments. The MAP picnic offers students, parents and the community the opportunity to informally celebrate the school's results. Each grade level holds a curriculum night to inform parents of grade level curriculum expectations and instructional strategies. One hundred percent participation is required at parent teacher conferences, which are held to inform parents of their child's progress and to explain the results of their child's test scores for the Stanford 9 and MAP assessments. If a student's parents/guardians are unable to attend parent teacher conferences, a home visit is scheduled and completed. The local media is invited and regularly reports on the events occurring within our school.

Brennan Woods Elementary uses a variety of methods to inform parents and the community of student and school performance. All teachers provide a weekly newsletter to keep parents informed of upcoming assessments. Each quarter, parents receive report cards and progress reports. Honor roll achievements are published in the community newspapers. We submit information, including testing data for inclusion in the district's NewSource Publication that is mailed bi-annually to all district residents.

Updated technology assists Brennan Woods when informing parents and the community of assessment data and student achievement. Prompt interaction is made possible through an automated parent notification telephone software system and individual staff e-mail accounts. Building accomplishments are posted on the school and district website (www.nwr1.k12.mo.us). The annual District Report Card is available for review on the Department of Elementary and Secondary Education's website (www.dese.mo.gov). Brennan Woods Elementary believes communication is a cornerstone for improving student achievement and maintaining community involvement.

4. Sharing Success:

Sharing effective practices is key in cultivating a vital and dynamic educational community. Brennan Woods Elementary has had the privilege of hosting state legislators, administrators both in and out of the district, college professors and students, as well as fellow educators from all grade levels in order to observe our teachers and students in action. The staff presents to administrative groups such as the Missouri Association of Elementary School Principals', Aspiring Principals' Academy, Key Communicators' Committee and Northwest R-1 School District Board of Education. Successes are presented by our teachers and shared throughout the district during professional development, curriculum and MAP committee meetings. Also, release time is provided for teachers to visit other schools and share successful strategies. Numerous lesson plans prepared by members of our staff have been published on the Missouri statewide lesson plan network (SuccessLink). In addition, Brennan Woods Elementary is frequently requested to act as the cooperating school for student teacher preparation.

In the future, Brennan Woods Elementary will continue to be an active leader with and for the education community. Presentations by our staff throughout the district, county and state will continue to be a means of communication. Due to the constant advances in technology, we will serve as one of our district's "alpha" sites to put our fourth grade students in touch with fourth grade students in other parts of the country and the world through live video.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Brennan Woods Elementary follows the board of education approved curricula for kindergarten through grade four that is written and revised by district staff members on a regularly scheduled cycle. The courses follow state guidelines from the Missouri School Improvement Program (MSIP) and the Missouri Show-Me Standards which promote high expectations through a blending of thirty-three performance and forty knowledge standards, the state frameworks and the state grade level expectations in the core areas of communication arts, mathematics, science, social studies, fine arts, health and physical education and also in the areas of library and guidance. In addition to state touchstone tasks (Wiggins and McTighe, 1998), the curricula include local benchmark objectives. Through grade-level teams, Brennan Woods Elementary School administers regular assessments to determine levels of understanding. These assessments are used to target inquiry-based learning as we develop students who are well-prepared for further education and responsibilities.

The communication arts/reading curricula contain the major strands of listening, viewing, speaking, reading, writing and information gathering and research. The math curricula build understanding of number sense, geometry and spatial sense, algebraic principles and discrete math skills through extensive use of manipulatives, modeling and real-world examples. Both of these curricula are central to the educational program for Brennan Woods' students and are explained in detail in question two and three.

The science curricula demonstrate inquiry-based learning beginning with developing observation skills with the environment, living and nonliving objects, types of matter and weather to using the steps of the scientific process to understand and classify objects by their properties, changes in living organisms and nonliving forms, explaining scientific principles, such as gravitation, magnetism, force and motion, growth cycles, habitats, the food chain, the transfer of energy and to develop hypotheses and study projects for in-depth discovery learning.

The social studies curricula progress from developing an awareness of communities, citizenship, cultures, rules, environment, and economics at kindergarten to identifying family, places, historical figures and events, a positive self-concept and how to work together at first grade. Second grade students learn to explain geographic components of an area, the key elements of the economic system, democratic decision-making processes, to rights and responsibilities as citizens including cooperation, compromise, and responsible behaviors in third grade. Fourth grade students explore events, people, documents of the formation of the United States and the basic principles and components of democratic government, the Westward Expansion, with an extensive emphasis on Missouri history, regional differences and interdependence and interpret maps using coordinates, symbols and keys. Learning activities include in-depth discussions, dramatizations, model building, mock elections, and real-world problem solving through cooperative groups and individual projects.

The art curricula develop awareness of design elements of color, shape, forms, textures, and media, as well as an appreciation of artists, styles and art history. Individual creativity is encouraged. The music curricula develop an understanding of vocabulary, notation and ability to produce chorally and instrumentally. Both develop an appreciation for their value and their world-wide cultural contributions.

Health and physical education curricula promote healthy lifestyles through the introduction and refinement of basic movement skills in individual and group fitness, aerobics and sports activities, and developing awareness of body systems and their functions, nutrition and the use of major food groups, safety and disease prevention. Students also develop ability to cooperate and participate with peers in group activities.

The library media center curricula develop ability to effectively use the library resources for finding and

gathering information and conducting research, such as using a dictionary, encyclopedia, almanac and the Internet. Students also develop affectively with increased interest in reading.

The guidance curricula follow the Missouri Model Guidance Program to develop strategies of cooperation, problem-solving and other character education topics that improve student achievement. In addition, career awareness is promoted to establish a foundation for planning options to consider throughout the educational process.

2. Reading:

Brennan Woods follows a balanced literacy approach with integrated reading and writing in phonemic awareness, phonics, vocabulary, fluency and comprehension. All teachers, kindergarten through second grade, are trained in the Pathways to Reading phonemic awareness program which is the baseline of our language development. The skills include letter and sound naming, writing, segmenting, blending, onset and rimes, as well as explicit phonics for all major letter-sound correspondences for word spelling, developing strong decoding skills and sight word reading. Then, students progress through each grade level using the components to develop comprehension of word work, to build vocabulary through root words, affixes and word families. Guided reading and writing, shared reading and writing, and independent reading and writing in fiction and nonfiction genres including poetry, drama and technical materials are utilized. The reading curricula include use of text features, explaining literary devices, such as figurative language, analyzing and using text elements, such as setting, characters, sequence of events, problem, solution, author's purpose and audience. Skills for comprehension include retelling, recognizing important information, identifying cause and effect, drawing conclusions, making inferences, summarizing and comparing and contrasting texts. By the fourth grade, the writing objectives include the development of the writing process, grammar, spelling and production of narrative, expository and persuasive forms. Handwriting is included with manuscript mastered at third and cursive introduced at second grade and mastered at fourth. The communication arts curricula develop strategies for effective listening, viewing and speaking through engaging individual and collaborative projects and presentations and the use of technology such as CDs, SMART Boards, projectors and guest speakers. Finally, the curricula include skills from the information literacy strand, which is strongly reinforced through the library media center curricula, to develop research skills using keywords, various resources to find information and identify and record main ideas and important details with credit for sources. Brennan Woods Elementary School incorporates in-depth discussions, peer evaluations, question and answer sessions and written summaries as outlined in the sample learning activities in all of their curricula.

3. Mathematics:

The math curricula build understanding of math concepts and problem-solving skills in six major strands: (1) number sense and operations including estimation, (2) geometric and spatial awareness involving measurement, similarity and transformations of shapes, (3) data and probability, (4) patterns and relationships, (5) measurement and (6) algebraic relationships. Elementary level students progress from recognizing and writing numbers to 100, using coins to 99 cents, recognizing and writing basic fractions, identifying patterns, finding word clues in problems and knowing math facts to 20 at first grade to interpreting data, creating graphs and tables, measuring area, perimeter, weight, temperature and volume in standard and metric units, telling elapsed time, applying three place multipliers and divisors for whole numbers and decimals, comparing fractions, using calculators and applying multi-step problem-solving skills at fourth grade. Brennan Woods Elementary School has also incorporated strategies and learning activities from the district endorsed author, Marilyn Burns, *About Teaching Mathematics*. Our curricula include opportunities to develop problem solving as a primary focus through exploration and discovery processes to move from the paper-and-pencil drill of arithmetic worksheets to using real-life problems. Strategies developed are "looking for a pattern, constructing a table, making an organized list, acting it out, drawing a picture, using objects, working backwards, writing an equation, solving a simpler or similar problem and

making a model.” (Burns, 2000, p. 19) The school uses discussions, peer evaluations, question generating and writing with math to develop in-depth learning.

4. Instructional Methods:

Brennan Woods Elementary serves a socioeconomically diverse population. We believe the needs of our students are best served through teacher flexibility and practical application in the classroom. In order for meaningful lessons to be tailored to each student’s individual needs, our teachers realize that instructional techniques must be evaluated for their efficacy in facilitating student achievement. Instruction is student centered with an emphasis on how students learn, paired with specific strategies geared towards the development of a student’s mind, body, and character.

Instructional methods incorporate a wide variety of strategies and programs to help students meet accountability standards and beyond. Brennan Woods Elementary utilizes a balanced approach to student learning. Academic programs include Pathways to Learning, Balanced Literacy, Six-Plus One Writing Traits and hands on activities. Programs to promote character education include CHARACTERplus, PeaceBuilders, attendance incentives, principal “preferral” lunches and the Missouri Model Guidance Program. Technology is a fast-growing instructional method and is a required part of the instructional process. Teachers at Brennan Woods work to keep their students competitive with technological programs such as Orchard Math, Accelerated Reader and Kidspiration. Students also receive instruction on how to use the internet for interactive learning through webquests and cyberhunts. By using the various realms, student lessons are refined to motivate and promote student learning.

5. Professional Development:

Professional development is an integral part of keeping instructional skills sharp, effective, and attuned to ever-changing methods, as well as the educational needs of today’s students. Throughout the duration of a teacher’s career, professional improvement is available through numerous opportunities. Over fifty-six (56.3%) of the teachers at Brennan Woods Elementary have completed advanced degrees and several others are in the process of completing coursework for an advanced degree. Time is provided monthly for teachers throughout the district to engage in professional teaming vertically and horizontally across grade levels and department/subject areas.

Our building’s professional development committee provides various presenters to enhance focused instruction and achieve our building goals. Presentations include 6-Trait Analytical Writing Model, Four Block writing, Least Restrictive Environment (LRE), best practices, Pathways to Reading phonemic awareness program, Missouri Regional Facilitators for data analysis and Marilyn Burns’ *About Teaching Mathematics* training. Faculty meetings are instructionally based and center on such activities as vertical teaming, core data analysis, reviewing curriculum, differentiated instruction as well as celebrating successes. On an individual basis, teachers attend workshops to increase knowledge and refine their skills to improve student performance. These teachers then share their knowledge with colleagues through professional dialogue and collaboration. This sharing occurs during faculty meetings and at weekly grade-level team meetings. Other professional development activities include book studies, peer teaching, and inter-district collaboration.

The atmosphere at Brennan Woods encourages collaboration among the faculty and staff. One can easily observe the Brennan Woods’ school culture of collaboration and strong support demonstrated by the Brennan Woods family.

PART VII - ASSESSMENT RESULTS

Table 1
Brennan Woods Elementary
Grade 3 Communication Arts

Subject Communication Arts Grade 3 Test Communication Arts
 Edition/Publication Year 1998-2006 Publisher CTB/McGraw-Hill

State Tests

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
State Adequately Yearly Progress (AYP) Goal – Communication Arts	35	27	20	19	18
State AYP Average for Proficient or Advanced – Communication Arts	44	30	30	30	31
Testing month	April	April	April	April	April
<i>SCHOOL SCORES</i>					
Percent Advanced & Proficient*	73	65	57	22	25
Percent Advanced	43	3	7	1	0
Number of students tested	88	66	88	89	76
Percent of total students tested	100	99	100	100	99
# Level not determined	0	1	0	0	1
# Of students alternatively assessed	1	0	0	0	0
% Of students alternatively assessed	1	0	0	0	0
<i>SUBGROUP SCORES</i>					
1. White					
Percent Advanced & Proficient*	72	67	60	22	26
Percent Advanced	43	2	8	1	0
Number of Students Tested	87	54	80	81	73
2. Economically Disadvantaged					
Percent Advanced & Proficient*	63	58	48	13	16
Percent Advanced	30	0	0	0	0
Number of Students Tested	27	19	31	30	25
3. Students with Disabilities					
Percent Advanced & Proficient*	50	50	53	11	9
Percent Advanced	25	0	0	0	0
Number of Students Tested	24	12	15	18	11

*Advanced (level 5 from 1998-2005, level 4 in 2006 to align with the National Assessment of Educational Progress (NAEP)) on the Missouri Assessment Program (MAP) is the highest achievement level possible in Missouri.

*Proficient (level 4 from 1998-2005, level 3 in 2006 to align with the National Assessment of Educational Progress (NAEP)) on the Missouri Assessment Program (MAP) meets the requirement for achieving Adequate Yearly Progress (AYP) for the federal No Child Left Behind Law for the State of Missouri.

Table 2
Brennan Woods Elementary
Grade 3 Communication Arts

Subject Mathematics Grade 3 Test Mathematics
 Edition/Publication Year 2006 Publisher CTB/McGraw-Hill

State Tests

	2005-2006	STATE TEST NOT AVAILABLE			
State Adequately Yearly Progress (AYP) Goal – Mathematics	27				
State AYP Average for Proficient or Advanced – Mathematics	43				
Testing month	April				
<i>SCHOOL SCORES</i>					
Percent Advanced & Proficient*	84				
Percent Advanced	42				
Number of students tested	88				
Percent of total students tested	100				
# Level not determined	0				
# Of students alternatively assessed	0				
% Of students alternatively assessed	0				
<i>SUBGROUP SCORES</i>					
1. White					
Percent Advanced & Proficient*	84				
Percent Advanced	41				
Number of Students Tested	87				
2. Economically Disadvantaged					
Percent Advanced & Proficient*	82				
Percent Advanced	30				
Number of Students Tested	27				
3. Students with Disabilities					
Percent Advanced & Proficient*	79				
Percent Advanced	33				
Number of Students Tested	24				

* Using the most recent data (2006), the schools scoring higher than the 90th percentile in the highest grade tested per subject were selected. For the first time, schools gave grade level tests at each grade level 3 through 8 at the elementary levels, instead of grade span tests. Since this would only allow for one year's worth of data, it was decided to use the same grade levels that were used in the past. Grade 3, 7, and 11 have tested in Communication Arts for the past 5 years and grades 4, 8, and 10 have tested in Mathematics.

Table 3
Brennan Woods Elementary
Grade 4 Mathematics

Subject Mathematics Grade 4 Test Mathematics
 Edition/Publication Year 1998-2006 Publisher CTB/McGraw-Hill

State Tests

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
State Adequately Yearly Progress (AYP) Goal - Mathematics	27	18	10	9	8
State AYP Average for Proficient or Advanced - Mathematics	43	25	23	21	21
Testing month	April	April	April	April	April
<i>SCHOOL SCORES</i>					
Percent Advanced & Proficient*	71	63	47	43	29
Percent Advanced	17	15	10	3	0
Number of students tested	70	89	74	87	104
Percent of total students tested	100	100	99	100	100
# Level not determined	0	0	1	0	0
# Of students alternatively assessed	1	0	0	0	0
% Of students alternatively assessed	1	0	0	0	0
<i>SUBGROUP SCORES</i>					
1. White					
Percent Advanced & Proficient*	72	63	47	43	28
Percent Advanced	18	14	10	3	0
Number of Students Tested	67	86	70	81	99
2. Economically Disadvantaged					
Percent Advanced & Proficient*	72	55	39	39	17
Percent Advanced	8	9.1	8.7	0	0
Number of Students Tested	25	33	23	23	36
3. Students with Disabilities					
Percent Advanced & Proficient*	33	47	37	33	21
Percent Advanced	0	5.3	15.8	8.3	0
Number of Students Tested	18	19	19	12	28

*Advanced (level 5 from 1998-2005, level 4 in 2006 to align with the National Assessment of Educational Progress (NAEP)) on the Missouri Assessment Program (MAP) is the highest achievement level possible in Missouri.

*Proficient (level 4 from 1998-2005, level 3 in 2006 to align with the National Assessment of Educational Progress (NAEP)) on the Missouri Assessment Program (MAP) meets the requirement for achieving Adequate Yearly Progress (AYP) for the federal No Child Left Behind Law for the State of Missouri.

Table 4
Brennan Woods Elementary
Grade 4 Mathematics

Subject Communication Arts Grade 4 Test Communication Arts
 Edition/Publication Year 1998-2006 Publisher CTB/McGraw-Hill

State Tests

	2005-2006	STATE TEST NOT AVAILABLE			
State Adequately Yearly Progress (AYP) Goal – Communication Arts	35				
State AYP Average for Proficient or Advanced – Communication Arts	44				
Testing month	April				
<i>SCHOOL SCORES*</i>					
Percent Advanced & Proficient*	57				
Percent Advanced	29				
Number of students tested	70				
Percent of total students tested	100				
# Level not determined	0				
# Of students alternatively assessed	0				
% Of students alternatively assessed	0				
<i>SUBGROUP SCORES*</i>					
1. White					
Percent Advanced & Proficient*	57				
Percent Advanced	27				
Number of Students Tested	67				
2. Economically Disadvantaged					
Percent Advanced & Proficient*	60				
Percent Advanced	28				
Number of Students Tested	25				
3. Students with Disabilities					
Percent Advanced & Proficient*	28				
Percent Advanced	11				
Number of Students Tested	18				

*Using the most recent data (2006), the schools scoring higher than the 90th percentile in the highest grade tested per subject were selected. For the first time, schools gave grade level tests at each grade level 3 through 8 at the elementary levels, instead of grade span tests. Since this would only allow for one year’s worth of data, it was decided to use the same grade levels that were used in the past. Grade 3, 7, and 11 have tested in Communication Arts for the past 5 years and grades 4, 8, and 10 have tested in Mathematics.