

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

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

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

School Mailing Address 3375 Willow Avenue
(If address is P.O. Box, also include street address.)

White Bear Lake Minnesota 55110-5334
City State Zip Code+4(9 digits total)

County Ramsey State School Code Number* 0624-01-0836

Telephone (651) 773-6170 Fax (651) 773-6176

Web site/URL www.whitebear.k12.mn.us/wles E-mail bakear@wbl.whitebear.k12.mn.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Principal's Signature Date _____

Name of Superintendent Dr. Theodore S Blaesing
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name White Bear Lake Area Public Schools Tel. (651) 407-7500

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

(Superintendent's Signature) Date _____

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 8 Elementary schools
 _____ 2 Middle schools
 _____ 0 Junior High Schools
 _____ 2 High schools
 _____ 3 Other
 _____ 15 TOTAL
2. District Per Pupil Expenditure: _____ 10763
 Average State Per Pupil Expenditure: _____ 10949

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
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
Pre K			0	7			0
K	33	38	71	8			0
1	29	33	62	9			0
2	31	27	58	10			0
3	23	28	51	11			0
4	22	19	41	12			0
5	21	33	54	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							337

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 12 | % Asian or Pacific Islander |
| 15 | % Black or African American |
| 5 | % Hispanic or Latino |
| 68 | % White |

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 18 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	24
(2)	Number of students who transferred from the school after October 1 until the end of the year	36
(3)	Total of all transferred students [sum of rows (1) and (2)]	60
(4)	Total number of students in the school as of October 1	339
(5)	Total transferred students in row (3) divided by total students in row (4)	0.18
(6)	Amount in row (5) multiplied by 100	18

8. Limited English Proficient students in the school: 15 %
- | | |
|----|---|
| 51 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 12

Specify languages:

- Spanish
- Hmong
- Hindi/Urdu
- Gujarati
- Vietnamese
- Cambodian
- Philapino
- Russian
- Bosian
- Polish
- German
- Afrikaans/Lugandan

9. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 162

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: $\frac{7}{25}$ % 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>2</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>2</u>	Specific Learning Disability
<u>5</u>	Emotional Disturbance	<u>9</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>2</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>14</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>3</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support Staff	<u>7</u>	<u>2</u>
Total number	<u>35</u>	<u>5</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 $\frac{24}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	96 %	97 %	97 %	96 %
Daily teacher attendance	96 %	96 %	96 %	97 %	97 %
Teacher turnover rate	5 %	5 %	6 %	6 %	7 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Willow Lane School is a K-5 elementary school located in White Bear Lake, Minnesota with a student population of 351. White Bear Lake is a second-ring suburb of the Minneapolis-St. Paul area with rapidly changing demographics that include both an aging population and an influx of immigrants. Our school is part of Independent School District 624 with a total population of 8809 students spread over five adjacent communities. The district has one high school split between two campuses, two middle schools, eight elementary schools, an early childhood education center, an alternative learning center, and a transition plus program.

Willow Lane School is a neighborhood school with 47% of the children qualifying for free or reduced lunch. Our school has the highest percentage of diversity (31%) and an ever increasing mobility rate (18%). Yet with these challenges, in 2002, Willow Lane was honored by the Minnesota Elementary Schools Principals Association with their School of Excellence Award. In 2005, Minnesota Education Commissioner visited our school to recognize the exceptional MCA improvement of our 3rd graders in the area of math (a 32% increase in their level of proficiency in one year). This is due in large part to Willow's highly qualified classroom teachers, specialists and support staff that are truly dedicated to seeing that all of the children are successful in developing their academic and social skills. The entire staff is exceptional - hard working, intelligent, and caring. They set high expectations for both themselves and the children!

The mission of Willow Lane School is to develop respectful citizen scholars in a safe and friendly environment that encourages children to develop to their fullest potential, celebrate and appreciate diversity, and succeed in a continually changing world while respecting themselves and others. We focus on the district's core values of integrity, compassion, respect, responsibility, and service. These core values were agreed upon by all of the local churches, civic organizations, and city government agencies. Together, the entire community works to see that these values are clearly visible throughout White Bear Lake. To that end, the staff has designed their own character development program. It incorporates elements of the Responsive Classroom Program and Corwin Kronenberg's 'AboveThe Line' plan. Classes are divided into families. Each family chooses their own color, name and cheer. Throughout the year they work, study, and play together. Our all school meetings held every other week celebrate academic successes and cultivate the core values through skits and trust building activities.

Our district is a results-based educational system that models continuous improvement. Our highly qualified staff use MCAII and NWEA assessment results to plan instruction using best practice and research based strategies. Students are involved in measuring their learning progress and are held responsible for completing their learning tasks. Systems are in place to support the wide array of students needs. The 16% of our children that are learning English as a second language receive daily support from a full time ESL teacher and paraprofessional as well as the support of two cultural liaisons. Parents are informed about school activities and expectations through newsletters, a student handbook, fall/spring conferences, trimester report cards, and our website. Family members and senior citizens have a strong presence as volunteers in the classrooms. They act as coaches for the children struggling to develop basic reading and math skills.

Technology in the computer labs and classrooms is up-to-date and integrated into instruction across the curriculum. With support from the PTA, we now have Smart Boards in all classrooms grades 2-5. Willow families and staff work collaboratively to meet the educational and social/emotional needs of its students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Willow Lane Elementary School uses two assessments - the criterion-referenced Minnesota Comprehensive Assessments (MCAII's) and the curriculum referenced Northwest Evaluation Association's Measures of Academic Progress (MAP). This data is used to guide program improvement, design differentiated lesson plans, and monitor student performance and growth in reading, language arts, and mathematics.

The MCAII assists us in measuring progress toward mastering the Minnesota Academic Standards. These assessments meet the accountability requirements in the federal government's No Child Left Behind legislation. The MCA's have been administered to students in grades 3 and 5 since 1998. Beginning in 2006, the MCAII's were also given to students in grade four. The two versions of the MCA's differ in content, difficulty, and proficiency standards, so it is difficult to directly compare results from 2006 with those of prior years. However, broad generalizations are still appropriate. Also in 2006, the standard levels were changed from five to four levels. The new proficiency levels are: 1-Does not meet the standards; 2-Partially meets the standards; 3-Meets the standards; and 4-Exceeds the standards. Willow Lane Elementary School annually examines the disaggregated data to determine how we can best support all of our learners. The website where information on the state assessment system may be found at <http://education.state.mn.us>.

The NWEA MAP (Measures of Academic Progress) is a norm-referenced test that provides specific information on student performance in reading and mathematics over time. Students are tested in 2nd through 5th grade each fall, winter and spring. Teachers use this data to group for instruction, content emphasis, and appropriate leveled instruction. Student growth from year to year is compared to the typical growth of students across the country with similar achievement levels, and is reported as a percent of expected growth (PEG). If students at all achievement levels are growing the typical amount, the average PEG value is 100%. In the most recent testing period, spring of 2007, Reading PEG growth at Willow in grades 2-5 ranged from 106-157% of typical Fall-to-Spring growth. Math Fall-to-Spring growth ranged from 118%-162% of typical. These results indicate Willow Lane School students have a consistent pattern of strong academic performance.

2006 Reading Data:

80% of the 3rd grade students scored at or above 'Meets State Standards' (Level 3) on the MCAII in reading

48% of the 3rd grade students scored at the 'Exceeds State Standards' (Level 4) on the MCAII in reading

71% of the 4th grade students scored at or above 'Meets State Standards' (Level 3) on the MCAII in reading

16% of the 4th grade students scored at the 'Exceeds State Standards' (Level 4) on the MCAII in reading

84% of the 5th grade students scored at or above 'Meets State Standards' (Level 3) on the MCAII in reading

39% of the 5th grade students scored at the 'Exceeds State Standards' (Level 4) on the MCA II in reading

2006 Mathematics Data

88% of the 3rd grade students scored at or above 'Meets State Standards' (Level 3) on the MCAII in mathematics

34% of the 3rd grade students scored at the 'Exceeds State Standards' (Level 4) on the MCA II in mathematics

66% of the 4th grade students scored at or above 'Meets State Standards' (Level 3) on the MCAII in mathematics

39% of the 4th grade students scored at the 'Exceeds State Standards' (Level 4) on the

95% of the 5th grade students scored at or above 'Meets State Standards' (Level 3) on the MCA II in mathematics

65% of the 5th grade students scored at the 'Exceeds State Standards' (Level 4) on the MCA II

in mathematics

2. Using Assessment Results:

The use of data for improving curriculum and instruction is a standard operating procedure for all of the White Bear Lake Area Schools. At the beginning of each school year the staff and administration engage in a rigorous data study process. They analyze the MCAII and fall NWEA MAP data to determine the effectiveness of the past year's instruction. Data are disaggregated by a variety of subgroups and trends are reviewed. As data patterns are identified, staff members consider potential areas for professional development or curricular changes to improve instruction. Using this information, the Willow Lane Elementary School staff develops a Building Improvement Plan that includes the following elements:

- + Building level SMART goals in reading, mathematics and character development
- + Strategies to reach those goals
- + Action plans to implement the strategies

Teacher analysis of formal and informal assessment results guides their instructional plan development and child specific interventions. Students themselves record and track data from performance assessments and summative tests. They use the data to set individual and classroom goals and to monitor progress toward reaching those goals. At the end of the school year, the staff submits a building level results report to the school board.

3. Communicating Assessment Results:

The White Bear Lake School District publishes an annual report which is mailed to all community members. It includes the district-wide learning results from the NWEA MAP and MCAII assessments. Individual school improvement plans are available for public review at each school and the superintendent's office. In 2004, Minnesota began using a school report card to recognize the achievement of schools and districts based on their MCA results. The state report card information for Willow Lane School is available at the Minnesota Department of Education's website.

At the individual student level, state achievement results (MCAII) are sent directly to parents or guardians in a comprehensive report that explains how their child performed relative to state-wide performance. These reports can be translated into the home language at the parent's request. NWEA MAP test results are communicated to parents at fall and spring conferences. Teachers also meet regularly with students to set goals and discuss progress.

4. Sharing Success:

The successes of Willow Lane Elementary School have been shared through a variety of vehicles of communication. Articles highlighting student achievement and effective programs have been published in local newspapers and on our website. Teachers serve on district curriculum committees and have the opportunity to design professional development for the district to allow others to replicate their successes. School performance is shared with other district staff at principal and leadership meetings. Our school newsletter, the Willow Window, provides an additional opportunity to share information about PTA activities, assessment results and student achievements. Willow students have an opportunity to share their successes and talents at our biweekly all school meetings.

Each year at least two members of the staff volunteer to supervise a student teacher. Our Title I teachers have been presenters on effective primary reading strategies at the state Title I conference. Our intermediate teachers have also presented at this conference on vocabulary development. Another teacher teaches integrating technology into instruction at the graduate level. While we celebrate the academic achievement of our students, we also know that continuous improvement will be needed to maintain that level. To that end, we have been studying the concept of year round school (balanced calendar). After completing a two year study that included site visits, and several presentations to the school board, we are now at the point of sharing the concept with the rest of the district. Time will tell if we will receive board approval to proceed. This study demonstrates the pro-active nature of the staff. They are always looking for that something more that will make a real difference for the children.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Willow Lane School encompasses district, state, and national standards, and is designed to ensure that all students master core concepts, engage in higher-level thinking, show continuous progress, and are well prepared to have a successful secondary school experience. Recognizing that student experience levels vary, our teaching staff uses the state standards as a basic starting point in designing a rigorous, spiraling, differentiated curriculum designed to engage learners in content at their own instructional level. We are preparing students to achieve their dreams, contribute to the White Bear Lake community, and engage in a lifetime of learning.

Our mathematics curriculum emphasizes the application of mathematics to real world situations. The math strands include number sense, computation and operations, patterns, functions and algebra, chance and data, geometry and measurement. Students are encouraged to explain and discuss their mathematical thinking. The Investigations curriculum allows students to work in depth on a number of problems, actively using mathematical tools and consulting with peers as they find their own ways to solve the problems. These investigations allow significant time for students to think about the problems and to model, draw, write and talk about their work. A spiral approach offers repeated exposure to all of these mathematical strands. The partnership between home and school is a vital part of the program.

Willow's science curriculum is organized around the Minnesota Academic Standards for Science. These science standards investigate four areas: the history and nature of science, earth and space science, physical science, and life science. Students are actively engaged in developmentally appropriate interactive experiences across all grade levels using FOSS units of study.

Our health curriculum, The Great Body Shop, addresses the physical, emotional, social, and safety needs of our students. Developing self-esteem and maintaining a healthy lifestyle based on sound behavior choices are two key components. The curriculum focuses on goal setting, problem solving and interpersonal communication skills that once developed can assist the children in achieving personal, family and community wellness.

The social studies curriculum provides the foundation for citizenship. It helps students understand their heritage, role as members of a global society, and how to be empowered citizens who are responsible for the well-being of the current and future world. Students learn to access information, think critically, respect diversity, and be active in their communities. The Minnesota Academic Standards in history and social studies provide a strong foundation of knowledge and skills in United States history, world history, Minnesota history, geography, economics, government, and citizenship. Essential social studies skills include research, analysis, decision-making, interpersonal interactions, and place/location. As a result, our students acquire a greater understanding of global cultures.

Willow's arts programming includes visual art and music. In vocal music, students are introduced to general music concepts. Topics including rhythm, melody, composition, listening, music history, and the elements of music are explored through various vocal and instrumental experiences. The artist in residence program and our after school enrichment classes introduce students to the elements of art including line, color, shape, space, texture and form. A variety of media are used to give students the opportunity to create works of art that communicate ideas in a variety of ways. The Art Adventure program sponsored by the Minneapolis Institute of Arts provides the students with art works to view that inspire and encourage them to think in different ways.

The physical education curriculum provides students with the opportunity to acquire the skills needed to make positive decisions about a healthy and physically active lifestyle. Physical Education instruction activities focus on the themes of health and fitness, skill development, and personal responsibility.

2a. (Elementary Schools) Reading:

Willow's balanced literacy program includes reading, writing, listening, speaking and viewing at each student's instructional level as well as whole group literacy instruction. Curriculum leaders from all of the White Bear Lake elementary schools worked together studying the latest research and best practice literature to develop the District's 'Framework for Literacy'. The instructional materials used to deliver the curriculum are from Houghton Mifflin. These materials are fully aligned with the Minnesota Comprehensive Standards.

Students receive instruction in various types of writing including descriptive, expository, narrative, persuasive, and analysis. In addition, students learn a research process and write descriptive research reports in second through fifth grades. Part of the research process involves students learning to use the appropriate reference and technological tools. Additionally, students are provided with regular experiences that develop effective speaking and listening skills including informal presentations to formal speeches examining defined topics. We emphasize a solid phonics base, growth in oral reading fluency, and broad vocabulary development. Individualized instruction in small guided reading groups helps to foster both literal and inferential comprehension of fiction and non-fiction texts.

3. Additional Curriculum Area:

Technology is viewed as both a curriculum and a method for delivering instruction. Students have regular instruction on how to use technology throughout their elementary experience. Students are introduced to basic technology operations, keyboarding, word processing, spreadsheets, internet usage, research tools and basic multi-media.

Environmental Science is also an important part of our 5th grade curriculum. Each year for three days in January the 5th graders participate in comprehensive environmental science instruction at Deep Portage Environmental Camp north of Brainerd, Minnesota.

Kindergarten students struggling to develop their basic reading and math skills, attend two additional half days of instruction each week in a group of only eight children. This program is provided through the Title I program, and is so successful that the children often have skills at the end of the year that surpass those of the average kindergarten student. Students in grades one through three also can receive Title I service if their math and/or reading skill development is in the lowest quartile.

Our program for gifted students provides a differentiated, enriched academic environment that enables children with exceptional ability to reach their full potential. Approximately 2-5% of the children are identified for gifted services in the areas of literacy and mathematics. A resource teacher provides direct service to the students. The resource teacher is also available to assist classroom teachers with ideas and strategies to better meet the needs of gifted students in their room. The REACH curriculum provides challenging and engaging learning experiences with units that support the district's literacy and mathematics framework and nurture self-directed learning.

Our ELL program helps children develop their Standard American English skills to a level where they can succeed in their mainstream classroom. The ELL program focuses on the development of language skills in reading, writing, speaking, and listening.

4. Instructional Methods:

The experienced teaching staff at Willow Lane Elementary School uses a variety of instructional methods to teach, motivate, remediate, and challenge our 350 students. Teachers take advantage of opportunities to work cooperatively to develop and implement lessons and units. Grade level teams collaborate to share and learn from one another in developing best practices. The environment is one that encourages teachers to try new ideas and methods of instruction.

Lessons are specifically designed to include teacher modeling, guided and independent practice, and inquiry. Teachers consistently check for understanding and adjust lesson format and presentation to ensure mastery. Formative assessments are used regularly to monitor progress towards expectations and drive instructional decisions. Adjustments

include extension, enrichment and re-teaching activities. Throughout all grade levels and subject areas, teachers use small and large flexible groupings when providing instruction. Cooperative learning occurs frequently and provides students the opportunity to learn from each other. A common means of actively engaging students in their learning is through the use of hands on center activities.

We recognize the value of building a cohesive school community and the positive impact it has on student learning. To achieve this sense of interdependence and belonging, we have all school meetings (ASM) every other week. Older and younger students form families choosing their own name, color and cheer. These families work together throughout the year to support each other's academic learning and social connections. Peer tutoring is a valuable means of boosting self-esteem while enhancing learning. Technology is integrated into instruction to enhance teaching and learning. Most of the teachers now have a Smart Board installed in their classroom. This interactive technology greatly increases the percentage of time students are actively engaged in learning. After school and summer extended learning opportunities are available for all students who are at risk of failing.

5. Professional Development:

Throughout their first year of teaching, newly hired teachers attend a monthly two hour staff development session and have a mentor available to them at all times. Every teacher develops an annual professional growth plan based on the Charlotte Danielson 'Framework for Teaching' model. The plan includes SMART goals that are aligned with the school's site improvement plan. The goals are discussed with the principal and evaluated for progress at the end of the year. Teachers study data from state assessments as well as district data to determine an area to improve instruction. Throughout the year, teachers participate in a variety of self-directed activities including reading research on relevant instructional strategies. Each school has a professional development budget that can be used to cover the cost of classes, workshops, and conferences that support district and site improvement goals. The annual school improvement plan that is developed and written by the staff guides the selection of staff development activities. Staff members are encouraged to share their expertise by presenting what they have learned at staff meetings. Professional journal articles are read and discussed at staff meetings to promote dialogue and understanding of applicable learning strategies. The staff is currently reading and discussing *A Whole New Mind* by Daniel Pink.

All teachers and support staff participate in professional development opportunities throughout the school year on five specifically designated days and three evenings. The professional development focuses not only on content, but the instructional strategies that support a strong learning environment for every student. As a professional learning community, teachers meet regularly in grade level teams with the principal to collect and analyze data, plan interventions, modify instruction and monitor student progress. Our comprehensive staff development program is the cornerstone to maintaining both highly qualified teaching staff and high student academic achievement.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test Minnesota Comprehensive Assessments II (MCA-II)
 Edition/Publication Year Modified Annua Publisher MN Department of Education (Pearson Edu

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets standards, Exceeds standards	80	85	88	70	69
% "Exceeding" State Standards					
Exceeds standards	48	49	67	55	40
Number of students tested	40	47	57	60	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	12	0	0
Percent of students alternatively assessed	0	0	21	0	0
SUBGROUP SCORES					
1. Students of Color					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards	69				
% "Exceeding" State Standards					
Exceeds standards	23				
Number of students tested	13				
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards	63	68	72	48	50
% "Exceeding" State Standards					
Exceeds standards	31	37	33	29	30
Number of students tested	16	19	18	21	20
3. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards				67	
% "Exceeding" State Standards					
Exceeds standards				42	
Number of students tested				12	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets standards, Exceeds standards	71	93			
% "Exceeding" State Standards					
Exceeds standards	16	60			
Number of students tested	51	45			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	1			
Percent of students alternatively assessed	0	2			
SUBGROUP SCORES					
1. Students of Color					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards	60	100			
% "Exceeding" State Standards					
Exceeds standards	30	50			
Number of students tested	10	11			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards	50	67			
% "Exceeding" State Standards					
Exceeds standards	6	33			
Number of students tested	18	14			
3. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards					
% "Exceeding" State Standards					
Exceeds standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets standards, Exceeds standards	84	69	90	78	82
% "Exceeding" State Standards					
Exceeds standards	39	27	88	69	67
Number of students tested	51	45	58	51	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	2	2	0	0
SUBGROUP SCORES					
1. Students of Color					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards	50				
% "Exceeding" State Standards					
Exceeds standards	8				
Number of students tested	12				
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards	46	41			73
% "Exceeding" State Standards					
Exceeds standards	0	18			36
Number of students tested	13	17			11
3. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards					73
% "Exceeding" State Standards					
Exceeds standards					36
Number of students tested					11
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets standards, Exceeds standards	88	69	93	63	66
% "Exceeding" State Standards					
Exceeds standards	34	11	75	47	43
Number of students tested	32	55	56	60	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	9	0	0
Percent of students alternatively assessed	0	0	16	0	0
SUBGROUP SCORES					
1. Students of Color					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards		67			
% "Exceeding" State Standards					
Exceeds standards		17			
Number of students tested		12			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards	80	54	88	48	47
% "Exceeding" State Standards					
Exceeds standards	30	4	65	24	16
Number of students tested	10	24	17	21	19
3. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards				42	
% "Exceeding" State Standards					
Exceeds standards				33	
Number of students tested				12	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets standards, Exceeds standards	66	91			
% "Exceeding" State Standards					
Exceeds standards	39	59			
Number of students tested	44	53			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Students of Color					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards		64			
% "Exceeding" State Standards					
Exceeds standards		27			
Number of students tested		11			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards	40	72			
% "Exceeding" State Standards					
Exceeds standards	7	29			
Number of students tested	15	14			
3. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards					
% "Exceeding" State Standards					
Exceeds standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets standards, Exceeds standards	95	60	93	77	79
% "Exceeding" State Standards					
Exceeds standards	65	20	75	65	58
Number of students tested	43	60	57	51	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	4	0	0
SUBGROUP SCORES					
1. Students of Color					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards		25			
% "Exceeding" State Standards					
Exceeds standards		0			
Number of students tested		16			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards	100	32			64
% "Exceeding" State Standards					
Exceeds standards	67	4			27
Number of students tested	13	28			11
3. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
Meets standards, Exceeds standards		31			64
% "Exceeding" State Standards					
Exceeds standards		8			27
Number of students tested		13			11
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					