

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. Kelly Jean Maki

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

Official School Name Meadow Lark Elementary School

(As it should appear in the official records)

School Mailing Address 2204 Fox Farm Road

(If address is P.O. Box, also include street address.)

Great Falls

Montana

59404-3531

City

State

Zip Code+4(9 digits total)

County Cascade

State School Code Number* 0146

Telephone (406) 268-7300

Fax (406) 268-7304

Web site/URL gfps.k12.mt.us

E-mail kelly_maki@gfps.k12.mt.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.

Date _____

Principal's Signature

Name of Superintendent Mrs. Cheryl Crawleynone

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

District Name Great Falls Public Schools

Tel. (406) 268-6001

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.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Laura Vukasin

(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.

Date _____

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

**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.

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 4 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 1 | % Hispanic or Latino |
| 92 | % 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 12 %

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	37
(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	528
(5)	Total transferred students in row (3) divided by total students in row (4)	0.12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 1 %
- | | |
|---|---|
| 5 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 3

Specify languages: Russian
Chippewa
Spanish

9. Students eligible for free/reduced-priced meals 6 %

Total number students who qualify: 33

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: $\frac{4}{20}$ % Total Number of Students Serve

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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>1</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>6</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>12</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</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>22</u>	<u>0</u>
Special resource teachers/specialist	<u>4</u>	<u>14</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support Staff	<u>3</u>	<u>10</u>
Total number	<u>31</u>	<u>24</u>

12. Average school student-classroom teacher ratio, that is, the number of 24 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	96 %	92 %	95 %	93 %
Daily teacher attendance	95 %	94 %	93 %	95 %	95 %
Teacher turnover rate	8 %	15 %	9 %	12 %	4 %
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

Meadow Lark School was a K-5 school until the fall of 2005 when it became a K-6 school.

PART III - SUMMARY

Meadow Lark Elementary School is one of fifteen elementary schools located in Great Falls, a city of 56,690 residents, in north-central Montana. A public school serving approximately 515 students in full day kindergarten through sixth grade, Meadow Lark initially opened in the fall of 1961. The community which feeds into our school continues to be one of the fastest growing areas of our city. Consistent high test scores and achievement levels draw new families to Meadow Lark Elementary School. We are most fortunate and proud to have the support of an award-winning PTA and dedicated parents who work in partnership with our staff to support high academic standards for our students. In a typical month, approximately 300 parents volunteer to listen to students read, help with academic centers, assist with science experiments, or work with individual students. The mission statement of Meadow Lark reflects the commitment of our staff and parents: 'Our mission at Meadow Lark Elementary School, in partnership with parents and community, is to provide a positive, safe, and healthy environment that will develop independent, life-long learners who will strive to reach their highest potential.'

While we are committed to academic excellence for all students, we strive to offer a variety of opportunities for students to develop individual talents as well. Library, health enhancement and physical education, art, instrumental music, general music, and counseling classes are provided for all students at Meadow Lark School. In addition, we have a literacy instructor, resource teacher, extended curriculum services (gifted education) teacher, and math tutor available to students needing support in academic areas. An after school homework club supervised by certified teachers encourages students who might need extra support. Support is offered through the services of a school psychologist, speech pathologist, art instructor, and the assistance of teacher aides. Student leadership opportunities are available to older students through a school sponsored leadership team and meaningful work program. Students are encouraged to take a very active role in their own education and in the daily function of Meadow Lark School. In addition to supporting academic efforts, our PTA offers family projects and events throughout the school year which promote a sense of community while reaching out to assist others in our city and school communities.

Our academic success is also supported by our unwavering determination to use data-driven decisions in support of a scientifically research-based curriculum. Fortunately, our district curriculum and assessments are closely aligned to our national and state standards. We are constantly working on the appropriate use of assessments for learning in addition to assessments of learning to provide a quality education for every student. Staff members receive continual training in the areas of curriculum and assessment through various PIR (Pupil Instruction Related) opportunities. In addition to being able to choose from a list of district offerings throughout the entire calendar year, each Wednesday afternoon at Meadow Lark School one hour is devoted to professional development and discussion opportunities for our teachers. Fifteen of our twenty-two classroom teachers are working on or have obtained advanced degrees, illustrating a highly qualified staff.

We are committed to maintaining and expanding the academic excellence for which Meadow Lark Elementary School has become to be known. Our focus is to provide a successful and quality education for each student. We are proud of our hard-working staff, students, and parents. We will continue to nurture the caring and supportive relationships which sustain our successful school community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Instruction at Meadow Lark School is driven by assessment for learning and assessment of learning. Studying and appropriately using the results of both types of assessment is critical in establishing appropriate and successful instruction for students.

Two basic types of assessments for learning are utilized at Meadow Lark School. Formative assessment is seen in the daily organization of the classroom and is directly related to the students' success with daily instruction. This informal assessment helps instructors know the level of performance of all students and assists in planning for students on a daily basis. Daily worksheets, activities, and curriculum-connected assignments are examples of this assessment. Another type of assessment is mandated district testing. The district testing is formative and summative, thus allowing instructors to have a current picture of student learning as well as information to assist with planning for future instruction. These tests correlate with the district curriculum and are given in a similar manner throughout the district. Samples of these types of tests would be unit or chapter curriculum tests.

Assessment of learning is also gained from the results of tests mandated by our state. Prior to 2004, the ITBS assessment was used to assess performance. The ITBS is a norm-referenced test and compares students nationally to a norming group. Scores are compared with the national average of 50%. The No Child Left Behind Act of 2001 prompted the development in 2004 of the Montana Criterion-Referenced Test (CRT), the Montana Comprehensive Assessment System (MontCAS), to assess reading and math. Comparisons of student performance throughout our state with relation to our state standards are now available. Student scores are reported on four levels: novice, nearing proficiency, proficiency, and advanced. In 2004 and 2005, our fourth grade students took the CRT assessment. In 2006, third, fifth, and sixth grade students also began taking the CRT assessment. Prior to 2005-2006, sixth graders in Great Falls attended our middle schools. In the fall of 2005, sixth grade students became part of our elementary schools. Currently students at Meadow Lark School participate yearly in two tests, the ITBS, given to first and second grade students, and the CRT given to third through sixth grade students. Fourth grade students have been tested using both the ITBS and CRT during the past four years. Although the tests provide different information, both are helpful in assessing the performance of our students in relation to other students throughout the United States and in our own state. These assessments allow our district and teachers to evaluate the effectiveness of our curriculum in addition to the performance by individuals and groups of students on state and national standards.

Fourth grade CRT scores for the past four years are described below. Once again, scores for students meeting proficient and advanced levels on the criterion-referenced test show initial growth and continued stable achievement for both reading and math. In 2004, the percentage of fourth grade students scoring proficient or advanced was 88% in reading and 76% in math. In 2005, the percentage of fourth grade students scoring proficient or advanced was 99% in reading and 97% in math. In 2006, the percentage of fourth grade students scoring proficient or advanced was 96% in reading and 95% in math. In 2007, the percentage of fourth grade students scoring proficient or advanced was 94% in reading and 92% in math.

Although sixth grade students at Meadow Lark School have only taken the CRT test for the past two years, those scores are well above average and consistently high. In 2006, the percentage of sixth grade students scoring proficient or advanced was 96% in reading and 94% in math. In 2007, the percentage of sixth grade students scoring proficient or advanced was 95% in reading and 92% in math.

Additional achievement data for Meadow Lark School is available online at: www.opi.mt.gov.

2. **Using Assessment Results:**

All of the assessments given have a definite purpose and value in providing a quality education for students. The results from classroom-based assessments, district mandated assessments, and state mandated assessments are used in a variety of ways at Meadow Lark School.

Classroom-based assessments give the teacher, students, and parents immediate feedback regarding smaller units of day to day instruction. This information is critical in helping teachers know what concepts have been mastered by individual students and which material needs to be retaught. Teachers and

students, teachers and parents, and teachers and support specialists have frequent conversations regarding these assessments. The assessments help teachers plan for the day to day instruction of students. Daily grades are posted in an electronic grade book which is available online to parents.

The district mandated assessments (chapter and unit tests) are scored electronically at Meadow Lark School. For each assessment teachers receive printed information on achievement by individual students and the class as a group. The information is shared with students and once again posted on electronic grade books for parental viewing. This assessment information helps teachers determine what benchmarks were mastered and which areas need reteaching. A printed grade level summary allows teachers to plan together during grade level meetings and assess how successfully the curriculum was taught to an entire group and individual students.

The district assessments also help staff determine appropriate curriculum pacing and what benchmark skills need be strengthened.

The assessment results obtained from the state mandated tests are shared with parents through an individual report which is sent home. The reports compare individual student scores with district and state scores on the CRT and with nationally normed scores on the ITBS. Teachers and district personnel use the assessment results from the criterion-referenced and norm-referenced tests to determine the effectiveness of instruction and instructional programs. Adjustments in curriculum are in part based on information from the state mandated assessments. Individual progress is also important information gained from the assessment results.

3. Communicating Assessment Results:

Assessment information is readily shared with parents and students. Wednesday envelopes are used to send home daily assignments and information to parents. Each teacher has a telephone in the classroom allowing convenient communication with parents. The electronic grade book is available to every parent and may be viewed via the internet on home computers or on computers at Meadow Lark School. The electronic grade book contains grades for daily assignments as well as district assessments. This same system provides a link so that Email directly to the classroom teacher is available for parents. Midquarter grades are sent home as are quarterly report cards. Quarterly awards noting academic improvement and achievement are presented to students in grade level gatherings. Early in the fall, over 80% of our parents attend a Back to School Night meeting and learn about the curriculum and expectations for the pending school year. Parent-Teacher conferences are held at least twice yearly, in the fall and spring. The fall conferences involve parents and teachers primarily. Spring conferences are often student led or students are invited to attend and individual progress is reviewed.

Written reports of individual state (CRT) and national (ITBS) test results for students are sent home to parents. Teachers receive information regarding the progress of each student as well as the class as a whole on these assessments. School scores are printed in the city newspaper and are also available online. In addition, our district has an online data warehouse which allows teachers to study district, state, and national assessment results for their students. Teachers at Meadow Lark School have received training in the use of this system. At least twice a year, the staff studies the results of the state and national testing, noting strengths and weakness which help in planning for future instruction. Information regarding grade level and school performance for individual benchmarks on the CRT assessment is especially helpful with long term planning and yearly goal setting at Meadow Lark School.

4. Sharing Success:

Community members often request a tour Meadow Lark School for their prospective employees. Many times during the course of a school year, we visit with potential future members of our city community and share the strong points of the entire school district in addition to the strengths of our school. During the course of a year we field many phone calls from people who are contemplating a move to Great Falls and are interested in learning more about our school. Assessment information regarding Meadow Lark School is posted on the internet and also draws inquiries.

Parents of students attending Meadow Lark School are not shy about sharing with others the successes of our students. Each year we receive correspondence from parents and students who have transferred to other schools and communities applauding the efforts of our dedicated staff. Our state award-winning PTA has been called upon to mentor and assist other PTA units with their efforts. Each year, our PTA

nominates a staff member to be honored at the state PTA convention.

Our school district involves teacher leaders in many capacities including choosing new curriculum adoptions, implementing those adoptions, studying district assessment patterns, and providing in-service for teachers. Meadow Lark School has been fortunate to have gifted teacher leaders who devote time and energy in all of these areas. Our district is committed to the professional growth of teachers and many opportunities are provided where teachers can share ideas, successes, and challenges.

College students often request Meadow Lark School for their student teaching assignments. Once again, word of mouth regarding our strong staff and commitment to student achievement maintains the interest shown by student teaching candidates. Substitute or guest teachers have commented about the high expectations for student achievement at our school. After visiting our building, they have also remarked about the professional and helpful demeanor of the staff and enthusiasm of our students.

We recognize the wonderful contributions of our school community; however, we are also committed to sharing with other members of our city community. Some of the various projects in which our students and parents are involved include a Giving Tree and food drive during the holidays, and holiday card writing to elderly citizens.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Meadow Lark School is closely aligned with state and national standards and that alignment is studied yearly. Mathematics, Communication Arts, Science, and Social Studies are instructed daily. Library, art, music, instrumental music, counseling lessons, and P.E. / Health Enhancement classes are offered at least once a week. Computer technology is offered in many ways and through different subject areas. The pacing of the curriculum is monitored throughout the academic year to support the timely instruction of the curricular materials. Cross grade level meetings also provide opportunities for teachers to study the presentation and coverage of the curriculum. Our goal is to provide a comprehensive and appropriately challenging education to all students.

The Mathematics curriculum supports basic skill development, problem solving, vocabulary development, and real life applications. Approximately ninety minutes daily are allotted for the instruction of mathematics. The emphasis is on meeting the needs of all learners while offering hands-on and concrete activities to build foundational understanding of concepts.

Communication Arts provides focus for reading skills, literature, spelling, writing, listening and speaking. The main components of the reading program include phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. The library at Meadow Lark School is a hub of activity and we have the largest circulation of materials in the entire K- 12 school district. Writing skills are emphasized and teachers have received training in Step Up to Writing and Six+1 Trait Writing. Classroom teachers submit samples of student writing to the principal each month. Speaking and listening skills are important. All students in grades four through six participate in learning how to write and present a speech. The culminating activity is a school-wide speech meet for students. High school students judge our elementary students and provide positive support and suggestions.

Science is currently undergoing scrutiny in our district as we are moving toward a new curriculum that will be more supportive of an inquiry model in addition to a content-based focus. Additional support is offered to students who are interested in pursuing their interest in science through participation in a city-wide science fair. Our district also has a very strong environmental education component which adds authentic learning through field trips and special lessons in classrooms.

The Harcourt curriculum is used to support our Social Studies program. In addition to a focus on historical events and their impact on our world today, the functions of government, current events, cultural differences, and geography are some of the areas of study.

Technology skills are instructed in a variety of ways. Several days a week, students in kindergarten through fifth grade are offered individualized instruction for math and reading on a computer program, Success Maker. Students in third grade receive instruction in keyboarding skills. A review of those skills is presented to fourth, fifth and sixth grade students each year. Our two computer labs allow many opportunities for students to engage in researching, typing essays, or practicing math facts.

Students receive important instruction in special classes as well. Health Enhancement/P.E. classes are offered twice a week for all students. A goal for this program is to promote life-long healthy life styles. Library classes are held weekly and support the instruction of a variety of library skills. Art classes and counseling lessons alternate and are offered weekly for students in grades four through six. Art is also supported by our PTA's participation in the National Reflections Contest. Students in kindergarten through fifth grade receive general music instruction weekly. Fifth and sixth grade students may choose to play an instrument and participate in our school band or orchestra. Our PTA sponsors a variety of language opportunities after school with enrichment classes in French, German, Spanish, or Chinese. Every two years, our PTA also sponsors a theater group to spend a week at Meadow Lark School producing a play with some of our students.

2a. (Elementary Schools) Reading:

Excellent reading instruction is critical when developing good readers. We are currently using the Harcourt Trophies series for all grade levels. This program provides a scientifically based and comprehensive program which supports the state and district standards for communication arts. Several programs in addition to Harcourt support the learning of phonemic awareness and phonics. Read-Well is another

research-based program which presents phonics instruction and uses flexible grouping with students. Zoo Phonics instruction adds a multisensory focus as kindergarten students discover sound and symbol relationships. The use of ongoing assessment with both of these programs helps teachers focus on the appropriate instructional needs for each student. The DIBELS assessment is given three times per year to each student in kindergarten through second grade. Data from this assessment provides individual and group information regarding progress. Our full time literacy teacher offers support for students in small group settings. All classroom teachers read literature orally each day and model fluency to their students. Independent reading and practice reading times are scheduled daily. Every day parent volunteers are seen reading one on one with students in primary classrooms.

The STAR assessment is given to students to help determine a range of reading development. This information is also shared with parents so they may help guide appropriate book selection for students. Our PTA funded the Accelerated Reader Program for Meadow Lark School. This program is widely used at Meadow Lark School and has increased student interest in reading in addition to providing a quick comprehension check on books read.

At Meadow Lark School we strive to develop life-long learners and readers. The activity level in our library illustrates that goal. In addition to attending scheduled library classes, students can be seen visiting the library throughout the week checking out new books. Our PTA supports the library with monies for new books and a Gift to Meadow Lark program where books are donated to our library in recognition of staff and students. To further illustrate the importance of reading, Mystery Readers are invited to classrooms to read a favorite book to students and discuss the importance of reading in their own lives. Mystery Readers include high school and college students, civic leaders, newscasters, coaches, parents, and district personnel. We provide quality instruction using highly researched curricular materials while celebrating reading each and every day.

3. Additional Curriculum Area:

The mathematics curriculum at Meadow Lark School is aligned with state and NCTM standards and benchmarks. Harcourt Math is used by all teachers in kindergarten through grade six. Ninety minutes per day are provided for math instruction. Harcourt focuses on the use of prior knowledge, guided and independent opportunities, application of skills, and assessment. Lessons for additional reteaching, practice, and challenge activities are available as needed. A systematic review is included in the curriculum so students continually revisit previously learned skills as they encounter new learning. Vocabulary is very important in math instruction and the teachers strive to give ample emphasis to this area.

In addition to Harcourt, teachers use Math Facts in a Flash, Mastering Math Facts, and Skill Builders to develop basic skills. Success Maker, a research-based individualized computer program focusing on math and reading, is scheduled several times each week for students in kindergarten through fifth grade. This program offers a wide variety of mathematical concepts targeted to the individual needs of each student. Every Day Counts and Developing Number Concepts are available to teachers in support of the math curriculum. Many teachers have received training on the implementation of strategies from Marilyn Burns' Math Solutions.

Students needing extra support and instruction in math work daily with a tutor in the Academy of Math Program. Parent volunteers are also used to work one on one with students needing help in basic skill development. In primary classrooms, math centers which review and support the math curriculum are provided weekly.

Math Fax is an online math program which is offered to students who benefit from challenges in math. Four times a year, students take a written quiz which is given to students in regions throughout the United States. The scores are submitted and compared with students in the other regions. We have been fortunate enough to have had national and regional winners in the past.

Our goal is to develop competent problem solvers who are confident in their skills and excited and challenged by math every day.

4. Instructional Methods:

Strong instruction and leadership by teachers in the classroom are essential for the success and appropriate educational growth of students. Teachers must have a good understanding of lesson design and related instructional components. At Meadow Lark School we use Madeline Hunter's research-based plan to format lessons. In addition, Scales for Effective Teaching are used to evaluate instructional lessons and provide feedback to teachers. Learner outcomes are shared with students, active participation and student engagement are crucial, guided and independent practice opportunities are provided, and new learning is connected to prior learning.

Instruction by the teacher is provided to a whole group, small groups, or to individual students. In addition, the teacher supervises students working in pairs, cooperative groups, or independently. Flexible grouping is predominately used in the areas of reading and math where students are placed according to their individual needs in changing groups. Differentiation is important in our classrooms and a teacher needs to be skilled in curriculum compacting, the use of manipulatives, providing additional or replacement materials, and using available assessment information to plan for individual needs.

Our sixth grade students work in a departmentalized situation where they switch classes for their core curriculum subjects: communication arts, math, and science and social studies. This provides students with an experience similar to what they will encounter in middle school.

At Meadow Lark School we have two computer labs with at least thirty computers in each lab. Technology is an important part of a student's day. Our computer labs are used for the instruction and use of keyboarding skills, the AR (Accelerated Reading) program, research, basic skill building in math, extension of the curriculum, and the Success Maker program.

It is our goal at Meadow Lark to made real world connections for our students so that learning is authentic and relevant to them. This is accomplished through well-designed lessons which encourage student participation, a researched and aligned curriculum, the appropriate use of assessment tools to evaluate student progress and instruction, and the involvement of students in their daily learning.

5. Professional Development:

Professional development is important to our entire district and to Meadow Lark School. We are committed to offering learning opportunities for our staff in several different ways. Each Wednesday, students are dismissed early to allow staff to work on professional development. Topics presented at these weekly meetings include math, writing, and reading instruction. We have also discussed Indian Education, meeting the special needs of all learners, and current medical conditions impacting education. It is during these meetings that grade level teachers meet to make long and short term plans, discuss curriculum issues, review assessment information, and study concerns regarding individual students.

In addition to our weekly meetings, each year our teachers take eighteen hours of professional development. Some of those hours may be selected by the teachers from a district list of options. District trainers are called upon to train their peers in a variety of areas, many of which are requested by teachers.

Teachers are given opportunities to travel to national conventions and state or local conferences for further education. They bring the information gleaned from those events to share with our staff. Our teachers have opportunities to hear national presenters such as Rick Stiggins, Victoria Bernhardt, Laura Lipton, Ruby Payne, Harry Wong, Todd Whitaker, Esther Williams, and Bill Jenson.

Teachers who are new to our school district are given teacher training in the areas of classroom management, ITIP (Instructional Theory into Practice), and differentiation in the classroom. A mentoring program is also in place so that teachers new to Meadow Lark School may work with an experienced teacher during their first year of teaching.

District instructional coaches are available to help teachers in their classrooms. Coaches are teachers from our district and are familiar with the expectations and curriculum. The coaches can model instruction, help with lesson and curriculum planning, provide feedback to teachers, and offer support in a variety of ways. Our coaches also present one hour staff training several times a year.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test MontCas Phase 2

Edition/Publication Year Montcas 2004 Publisher Measured Progress, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	96	99			
% "Exceeding" State Standards					
Advanced	68	74			
Number of students tested	65	88			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	98	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State 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	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	95	95			
% "Exceeding" State Standards					
Advanced	66	70			
Number of students tested	65	88			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	98	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State 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	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	94	96	99	88	
% "Exceeding" State Standards					
Advanced	56	56	74	53	
Number of students tested	87	72	76	75	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State 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	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	92	95	97	76	
% "Exceeding" State Standards					
Advanced	64	71	59	41	
Number of students tested	87	72	76	75	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State 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	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	99	97			
% "Exceeding" State Standards					
Advanced	69	61			
Number of students tested	74	77			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State 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	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	92	97			
% "Exceeding" State Standards					
Advanced	70	83			
Number of students tested	74	77			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State 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	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	95	96			
% "Exceeding" State Standards					
Advanced	76	73			
Number of students tested	80	83			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State 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	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	92	94			
% "Exceeding" State Standards					
Advanced	66	64			
Number of students tested	80	83			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					