

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

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

Name of Principal: Ms. Angie Winch

Official School Name: Washington-Franklin Elementary

School Mailing Address:
409 N. Washington
P.O. Box 570
Farmington, MO 63640-0570

County: St. Francois State School Code Number*: 094-078

Telephone: (573) 701-1350 Fax: (573) 701-1359

Web site/URL: www.farmington.k12.mo.us E-mail: amwinch@farmington.k12.mo.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. W. L. Sanders

District Name: Farmington R-VII Tel: (573) 701-1300

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Jim Ragland

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 5 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 2 | Other |
| 9 | TOTAL |

2. District Per Pupil Expenditure: 7705

Average State Per Pupil Expenditure: 9338

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 area
 Suburban
 Small city or town in a rural area
 Rural

4. 5 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1	45	45	90	9			0
2	47	40	87	10			0
3	47	48	95	11			0
4	48	49	97	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							369

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 19 %

This rate is 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.	39
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	32
(3)	Total of all transferred students [sum of rows (1) and (2)].	71
(4)	Total number of students in the school as of October 1.	373
(5)	Total transferred students in row (3) divided by total students in row (4).	0.190
(6)	Amount in row (5) multiplied by 100.	19.035

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 6

Number of languages represented: 3

Specify languages:

Chinese, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 56 %

Total number students who qualify: 205

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 free and reduced-price school meals 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: 18 %

Total Number of Students Served: 66

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>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>42</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	<u>0</u> Developmentally Delayed

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>16</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>0</u>	<u>6</u>
Total number	<u>28</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	96%	95%	95%
Daily teacher attendance	96%	93%	96%	95%	95%
Teacher turnover rate	6%	3%	6%	9%	6%

Please provide all explanations below.

During the 2006-2007 school year 2 staff members were out of school for an extended period of time; 1 was due to pregnancy complications and the other was due to a staff member's child receiving the diagnosis of Hodgkin's Disease and requiring medical treatment for an extended period of time.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Washington-Franklin Elementary School is one of four public elementary schools located in Farmington, Missouri. Along with two other buildings, Washington-Franklin is a schoolwide Title 1 school that serves students in grades 1 through 4. We are privileged to educate 367 students of which 83 receive direct Title 1 services and 66 receive direct Special Education services.

The Washington-Franklin Elementary staff shares the common belief that every child can learn and be successful. Through caring and trusting relationships with families and the community, a school environment has been created conducive to optimizing learning for all students. Differentiated instruction within nurturing classrooms is implemented to better meet the learning needs of all students. The principal and school counselor hold At-Promise meetings weekly with individual teachers to discuss each student's success and needs. Daily work, reading levels, summative assessment results as well as benchmark results are used to develop interventions, which are then implemented and reviewed for effectiveness. Flexible grouping in reading has also provided a more prescriptive approach to meeting the diverse needs of our students. In addition, curriculum integration has been utilized to increase student understanding by teaching across disciplines according to natural connections rather than teaching subject material in isolation. Supporting best practices of how children learn is the daily preparation of real-life relevant lessons for Washington-Franklin students, utilizing higher-level thinking skills and questioning techniques. Students are assessed frequently using testing results to drive instruction. Data is disaggregated and shared with the staff across all grade levels. With this process and the strong belief in each child's capabilities, Washington-Franklin has continued to experience gains on all MAP assessments.

As a school, Washington-Franklin Elementary School implements the district curriculum that has been closely aligned to the Missouri State Standards and the Grade Level Expectations (GLEs). The district has aligned the subject areas of communication arts, math, social studies and science both vertically and horizontally. Grade levels follow a curriculum timeline to assure all students receive a spiraled curriculum meeting state standards and GLEs. Collaborative planning of curriculum and instructional strategies for all students is a vital part of each teacher's week. The building schedule at Washington-Franklin is designed so grade level teachers along with the Title 1 and Special Services teachers are able to meet together at least three times a week. In addition, 3rd and 4th grade teachers along with the Title 1 and Special Services teachers have a two-hour collaboration block one day a week where student data is reviewed and detailed lessons are developed.

Washington-Franklin students want to be at school because of the safe, positive, caring and welcoming school environment. The student attendance rate has remained high (95 % or higher). The school counselor and social worker are ready at all times to support students and families. The implementation of Positive Behavior Supports, the school counselor providing weekly instruction on character building, self-esteem, and bullying, and the recognition students receive for their talents, successes, and accomplishments are just a few examples of what the staff at Washington-Franklin does to create a comfortable, family-like atmosphere for the students. Before and after school tutoring is provided by staff for students needing additional support in the areas of math and reading. Students enjoy music, art, library, and physical education each week led by highly qualified staff working to integrate the curriculum to reach district and state standards. Highly qualified special services and Title 1 teams support the diverse learning needs of Washington-Franklin students.

Our Student Expectations: I am a safe, respectful, responsible and kind learner.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Missouri Assessment Program (MAP) is the statewide assessment required under the No Child Left Behind Law. From 1998 to 2005, the MAP was administered at grade levels 3,7,11 in communication arts and grade levels 4,8,10 in mathematics. To meet the federal requirements, in 2006, the MAP was given to students at grades 3-8 in communication arts and mathematics, grade 10 in mathematics and grade 11 in communication arts. Achievement levels for the earlier phase of the test were step one, progressing, nearing proficiency, proficient, and advanced. Current achievement levels are aligned with the NAEP levels of below basic, basic, proficient, and advanced. The MAP achievement level indicates how well a student has mastered the standards in communication arts and mathematics. For example, a student who scores at the advanced level in communication arts can read above grade level and evaluate complex literature. A student who scores at the advanced level in mathematics can solve multi-step problems and demonstrates mastery of mathematical reasoning. Information about the MAP can be found at <http://www.dese.mo.gov/divimprove/assess/index.html>.

The MAP test is both a criterion and norm referenced test. The criterion referenced portion of the test is written by Missouri educators and is aligned to the Missouri Grade Level Expectations (GLEs) which is based on the Missouri Show-Me Standards, both of which were developed by Missouri educators and stakeholders. The nationally norm-referenced portion of the test is the TerraNova, developed by CTB/McGraw-Hill and has also been aligned to the GLEs. The TerraNova results allow for parents and educators to compare their students to students across the nation.

Over the past five years, Washington-Franklin Elementary has shown an upward trend in the percentages of students in the proficient or advanced categories for both communication arts (reading) and mathematics. MAP data from 2004-2008 indicates that the percentage of students in the proficient or advanced categories in communication arts rose from 33% to 83%. The percentage of students in the proficient or advanced categories in mathematics rose from 28% to 88%. The figures for 2004 and 2005 represent only one grade level, while the 2006, 2007 and 2008 figures reflect grades 3 and 4.

Data from three subgroups are included in the assessments results for Washington-Franklin Elementary. The three subgroups include white, free and reduced lunch, and IEP. The students in the white and free and reduced lunch subgroups performed above state standards and met AYP targets in all five years of reported data. While the students in the IEP subgroup, although not an actual subpopulation for AYP reporting until 2008, fell below the target in 2006. Generally, the trend was positive over the five-year period with one year of decreasing performance in the IEP subpopulation on the 2006 Communication Arts portion. This decrease in performance was addressed with more inclusion of students into the regular education curriculum and classrooms.

Washington-Franklin Elementary has a mission to increase student achievement for all students; data indicates it is fulfilling its mission and will continue to do so. The staff at Washington-Franklin Elementary uses MAP data, benchmarking data, and summative assessment data to improve student achievement through differentiated instruction, after-school tutoring, and parent contact. The percentage of students in proficient and advanced indicate the commitment the principal and staff at Washington-Franklin Elementary have in providing a quality education for all students in the building.

2. Using Assessment Results:

Our district-wide curriculum and assessments are aligned with Missouri Grade Level Expectations. Data from all types of student assessments are continuously used at Washington-Franklin Elementary. The assessment results drive curriculum and instruction to enhance student performance and to meet the needs of all students. The data analysis process includes data from the MAP, district-wide summatives, and district-wide tri-annual benchmark assessments. The Elementary Level Instructional and Curriculum Coordinator (ICC), along with the Washington-Franklin Principal, facilitate the analysis of assessment data. The principal and entire staff actively participate in the process and analyze the reports at each of the following levels: building, grade, classroom, and individual student. The analyzed results are used to enhance and differentiate instruction.

Instructional Teams collaborate on a weekly basis to review assessment data and modify instruction and materials. Teachers use the data to determine how well students have mastered specific curricular objectives and whether or not re-teaching is necessary. Teachers also use the results of the assessments, as well as spreadsheets and graphs, to determine the need for remediation, differentiated instruction, enrichment, and additional learning opportunities during and after school. Data-driven decision-making is an ongoing process embraced by the staff at Washington-Franklin Elementary to maximize student performance.

3. Communicating Assessment Results:

Washington-Franklin Elementary is actively involved in various ways of communicating assessment results with parents, students and staff. Assessment results are communicated to parents in the following ways: through parent teacher conferences, monthly Parent Teacher Group meetings, student daily planners, MAP student profiles, newsletters, telephone calls, and emails. A district and school website is an active tool in communicating with busy parents as they search for answers to frequent questions about assessments. The state also has a website with MAP assessment data of the school and district. Washington-Franklin Elementary communicates with the community through our school television station, the local newspapers, radio stations, board meetings, and our websites.

4. Sharing Success:

Washington-Franklin Elementary feels that an important component of communicating assessment results is recognizing students' success. An Instructional Curriculum Coordinator oversees the coordination of curriculum objectives, summative assessments, and benchmarking in each of the three 1-4 buildings. Weekly grade level collaboration meetings are held to provide opportunities for regular educators and special educators to share successes allowing others to utilize the strategies with other students. The staff of Washington Franklin share student successes with parents and peers. Teachers recognize students for their hard work by placing their work on the "Principal Brag Board" and/or contacting parents with stories of their child's success. While preparing for the MAP test, students also receive stars based on their performance on MAP-like activities which they can place on their 'Washington-Franklin Conqueror's' shield showing others how they are 'conquering the MAP'. Once the scores from the MAP testing are received, the success our 3rd and 4th grade students experience on the test is celebrated yearly with a medal ceremony recognizing each student individually.

Washington-Franklin looks forward to the opportunity of sharing all of our proven and successful techniques to other interested districts. We have hosted representatives from districts across the state to observe teaching, reading practices, and assessment development. This allows sharing of best practices and innovative instructional strategies throughout the learning community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

As a school, Washington-Franklin Elementary School implements the district curriculum that has been closely aligned to the Missouri State Standards and the Grade Level Expectations (GLEs). The district has aligned the subject areas of communication arts, math, social studies and science both vertically and horizontally. Grade levels follow a curriculum timeline to assure all students receive a spiraled curriculum meeting state standards and GLEs. Collaborative planning of curriculum and instructional strategies for all students is a vital part of each teacher's week. The building schedule at Washington-Franklin is designed so that grade level teachers along with the Title 1 and Special Services teachers are able to meet together at least three times a week. In addition, 3rd and 4th grade teachers along with the Title 1 and Special Services teachers have a two-hour collaboration block one day a week where student data is reviewed and detailed lessons are developed.

Instruction for reading is a balanced literacy approach with the use of leveled literature books and selections from the basal reader. Reading instruction includes comprehension, de-coding strategies, vocabulary development, fluency and critical thinking. In addition, this instruction gives unlimited exposure to high quality literature presented in many formats utilizing mini-lessons, read alouds, shared reading, guided reading, partner reading, independent reading and lastly, literacy corners.

In the past five years writing has become a key component supporting all content areas at Washington-Franklin Elementary. Students are taught the writing process through Writer's Workshop supported by the Six Traits of Writing. They understand that writing requires pre-writing, first draft, revision, editing, sharing, and the reason for writing is to communicate ideas for authentic, meaningful purposes.

Problem solving and thinking are the foundation of mathematics for all Washington-Franklin students. The use of multiple methods and resources strengthen the communication of mathematical ideas, concepts and application. Calendar math, math journals, math literature, and math manipulatives are some of the ways academic achievement is increased in Mathematics. The roles of discussion, writing, and active student engagement have shown to be effective classroom practice. Observing mathematics in the real world, rather than limited to the pages of a textbook is crucial. Students are encouraged to connect and apply their learning to home and community.

The science and social studies curriculum have recently been aligned to match the state's GLEs. Science and social studies curriculum is integrated into the reading and math subject areas. Science continues to focus on the scientific process with the use of hands-on materials for conceptual and concrete learning.

The arts curriculum consists of visual arts and music, both taught by highly qualified teachers. Students are taught the appreciation of the arts in "their" world as well as an appreciation of the history of famous artists and musicians. Various performances of musicals throughout the year are a part of the music curriculum.

The health/wellness and PE curriculum has implemented the National Wellness Policy in the areas of weight control, exercise, and healthy eating. Washington-Franklin has switched the afternoon recess period from after lunch to before lunch for all grades in order to comply with the federally mandated Wellness Policy.

2a. (Elementary Schools) Reading:

Reading is considered a cornerstone of our elementary curriculum. Uninterrupted time is set aside each day for reading and writing. Our school has adopted a balanced literacy approach to literacy instruction. This gives unlimited exposure to high quality literature presented in many formats utilizing mini-lessons, read alouds, shared reading, guided reading, partner reading, independent reading and lastly, literacy corners. The principal, teachers, volunteer nursing home residents, grandparents, parent volunteers and high school A+ students all model reading and writing daily. Teachers and parents also participate in Read-A-Thons, special Camp Out Reading Nights and Summer Reading Programs. Parents are provided through a monthly reading newsletter, a multitude of strategies and tips to strengthen their child's reading and writing skills. High quality instruction is provided through whole group, small groups, flex grouping, and individually on an as needed basis. Lessons are designed to motivate all our students to read and write for meaningful purposes, build reading vocabulary, increase word recognition and decoding strategies and most importantly develop life-long comprehension skills. As students read, they are encouraged to make text-to-self connections and text-to-text connections.

Early intervention for struggling readers is a team effort. Our Washington-Franklin family is so lucky to have highly qualified Title One teachers, special education teachers, special area teachers, classroom teachers and a principal who work to ensure every student's learning needs are individually met. Assessment results obtained from measures such as teacher observation, running records, Rigby PM, SRI, benchmarks and summative assessments are continuous and drive instruction. In addition, the reading wall in the principal's office is a ready reference for staff to keep informed of students who are at risk. Current results indicate the balanced approach to reading and writing at Washington-Franklin is highly effective and reflects academic gains for each student.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

The library curriculum fully supports the school curriculum and the outlined educational standards for the state of Missouri and the federal government. During the 08-09 school year, our elementary librarians are collaborating to update the Library Media Center curriculum. Specifically, they will be taking a larger role in the Communication Arts area and conducting assessments in the strands of viewing, speaking and listening.

Technology and grade level appropriate literature is a catalyst to open the world for Washington-Franklin students. Reading Counts, a networked-based computer generated program, used in the library and throughout the school, has become an invaluable tool for differentiated instruction. Reading Counts provides intrinsic and extrinsic motivation, encouraging students to read for aesthetic and efferent purposes. We plan various reading promotions throughout the year with our Reading Counts program. We have conducted promotions geared toward individual performance as well as by classroom. One of the many wonderful results of these activities has been the peer reading that has taken place between the upper and lower grades. Parent nights are also organized between our librarian and Title 1 teachers. Our most recent was our Reading Camp Out where our students and parents could spend a couple hours at school enjoying each other's company and the love of reading.

We also use the Scholastic Reading Inventory reading assessment with our third and fourth grade students. This is yet another tool that teachers, administrators, parents and students can use to see what level the child is reading on (Advanced, Proficient, Basic, Below Basic, or Beginning Reader).

Our Library Media Specialist involves our students in reading the state honor books for Missouri – The Show Me Award Nominees (grades 1-3) and the Mark Twain Nominees (grade 4). Along with many other students across the state, they will be voting for their favorite books in early March. To encourage our fourth grade students to read the required four books in order to vote, we have started a “Mark Twain Club”. Students reaching that goal have their picture hanging on the wall outside the LMC, and we will have a celebration after the voting period closes. Students reading these books have been preparing book reviews that have been included in our school newsletter.

Each week our LMS, along with other special class teachers, conducts a special class for our third and fourth grade students to help them prepare for the annual state mandated tests. In addition, while she supervises lunch for our 4th grade students, she does a short read aloud each day. What a great way to continue to expose students to great literature.

Although much of the day in the LMC is scheduled with classes, our LMS tries to encourage as much open access as she can. Students can come in before and after school, on their way to recess, etc. At this time students can check out books, take Reading Counts quizzes, etc. In fact, there are a few students that grab a few minutes of quiet reading time before their parents pick them up at the end of the day.

4. Instructional Methods:

Instructional decisions are based on two components: Content decisions and process decisions, which match the instructions to the student’s individual needs. Creativity and flexibility remain important elements of effective instruction. Sometimes, a highly student-centered whole class method may be effective, while other times, collaboration, individual instruction and cooperative methods are used to motivate and increase cognitive understanding. Washington-Franklin has found many effective instructional practices to be successful in teaching the students. They include: small group instruction, using graphic organizers and journals, differentiated leveling materials, Study Island – online MAP practice, brainstorming, guided reading groups, benchmarking, MAP-like instruction, and pair sharing. Guided discussions are used to review information and promote understanding, or to apply learning. In addition, mini lessons are designed to help students learn literacy skills and become more strategic readers and writers. With all these instructional methods, along with daily teacher collaboration here at Washington-Franklin, positive student achievement and positive effects on student self esteem have increased student learning.

5. Professional Development:

Professional Development is provided for all faculty members of the Farmington R-7 School District. The faculty at Washington-Franklin Elementary has embraced these Professional Development opportunities at each and every opportunity. Currently, the faculty is enrolled in a book study on the book, Things Great Teachers Do Differently, by Todd Whitaker. Using this book is helping the faculty improve relationships that they have cultivated with the students at Washington-Franklin. The faculty feels that in order to improve instruction, we must know about each and every student that walks through our doors. This book study has helped an already caring faculty reflect on issues our students encounter. Through the book study and other opportunities provided by Professional Development the faculty at Washington-Franklin has learned the importance of collaboration within grade levels, including the Special Education and other special area teachers. The faculty has been provided valuable time to discuss, model and plan strategies to meet the diverse needs of our students.

Our faculty also takes advantage of the many educational classes offered through Professional Development. These classes are used to enhance and further educate the faculty, as well as keep us abreast of current trends

and issues in education today. We are pleased to say that approximately 85% of our faculty has obtained a Masters Degree while the remaining staff members are working toward obtaining their Masters. This is an awesome achievement with today's economic conditions. Through proactive Professional Development Committee opportunities provided, the faculty at Washington-Franklin has grown into a faculty that is well equipped to meet the challenges of education today. We have established a curriculum that is challenging, rigorous and student-centered. The faculty at Washington-Franklin has been able to respond to educational issues that improve our students learning and increase their academic achievements.

6. School Leadership:

The principal has a leadership style that supports a school culture where all staff, parents and community feel a responsibility for the student achievement of our school. Through an active parent organization volunteers donate time to encourage the academic achievement of the students – operating a bi/monthly “character cash” store, weekly providing student enrichments activities for extrinsic rewards, publishing a monthly newsletter for the school and raising funds for school purchases. The principal sets the direction for the building by working to establish shared goals and then monitoring those goals so that the organization and communication is in place to ensure their success. An advisory committee meets on a monthly basis to discuss any concerns and provide input on decisions that affect the school. The school schedule was modified to provide collaboration time for the teachers on a regular basis to build and support the combined efforts necessary to move the school forward in attaining high student achievement.

A key part of the principal's leadership has been in developing comprehensive understanding of how to support the teachers and manage curriculum to foster powerful teaching and learning for all students. This is accomplished through regular classroom walk-throughs that provide the teacher with feedback on the rigor of their teaching, professional portfolio evaluations that require the teachers to focus on what they are doing currently and planning to do in the future to become a better teacher, and requiring all teachers to participate in the on-going development and revision of curriculum and assessments. The staff has learned to analyze data from a variety of sources to make decisions regarding placement of students for reading academic support. Organizing and then teaching the staff how to utilize data has been an on-going goal of the leadership of the school for several years. The principal sets the tone by creating a school climate that supports teachers and students as individuals while expecting them to work as a cohesive group to achieve and maintain high rates of student success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Missouri Assessment Program

Edition/Publication Year: Current

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
% Proficient or Adv	94	63	47		
% Advanced	52	13	19		
Number of students tested	87	87	84		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	0	0		
Percent of students alternatively assessed	2	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient or Adv	92	58	41		
% Advanced	50	8	13		
Number of students tested	38	53	46		
2. Racial/Ethnic Group (specify subgroup): White (not Hispanic)					
% Proficient or Adv	96	65	57		
% Advanced	53	13	18		
Number of students tested	79	85	77		
3. (specify subgroup): IEP					
% Proficient or Adv	87	44	25		
% Advanced	35	4	10		
Number of students tested	23	27	20		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

From 1998 to 2005, the MAP was administered at grade levels 3,7,11 in communication arts and grade levels 4,8,10 in mathematics. To meet the federal requirements, in 2006, the MAP was given to students at grades 3-8 in communication arts and mathematics, grade 10 in mathematics and grade 11 in communication arts.

Subject: Reading Grade: 3 Test: Missouri Assessment Program
 Edition/Publication Year: Current Year Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient or Adv	86	67	60	64	32
% Advanced	51	35	31	1	0
Number of students tested	87	87	84	88	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient or Adv	82	62	46	58	26
% Advanced	47	30	19	0	0
Number of students tested	38	53	46	52	46
2. Racial/Ethnic Group (specify subgroup): White (not Hispanic)					
% Proficient or Adv	88	67	30	64	35
% Advanced	36	32	30	63	35
Number of students tested	80	85	77	86	66
3. (specify subgroup): IEP					
% Proficient or Adv	65	30	30	47	50
% Advanced	30	7	15	0	0
Number of students tested	23	27	20	17	10
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: Current

Grade: 4 Test: Missouri Assessment Program
Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient or Adv	80	57	55	49	27
% Advanced	27	16	8	6	7
Number of students tested	88	84	95	72	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient or Adv	71	46	40	38	12
% Advanced	16	5	6	0	2
Number of students tested	51	41	53	47	49
2. Racial/Ethnic Group (specify subgroup): White (not Hispanic)					
% Proficient or Adv	82	59	55	50	27
% Advanced	28	16	9	6	7
Number of students tested	85	75	92	68	97
3. (specify subgroup): IEP					
% Proficient or Adv	67	47	42	33	0
% Advanced	17	12	21	6	0
Number of students tested	24	17	19	18	11
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

From 1998 to 2005, the MAP was administered at grade levels 3,7,11 in communication arts and grade levels 4,8,10 in mathematics. To meet the federal requirements, in 2006, the MAP was given to students at grades 3-8 in communication arts and mathematics, grade 10 in mathematics and grade 11 in communication arts.

Subject: Reading

Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: Current Year

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
% Proficient or Adv	81	67	59		
% Advanced	32	35	23		
Number of students tested	88	84	95		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	3	0	0		
Percent of students alternatively assessed	3	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient or Adv	76	61	53		
% Advanced	24	20	15		
Number of students tested	51	41	53		
2. Racial/Ethnic Group (specify subgroup): White (not Hispanic)					
% Proficient or Adv	82	69	60		
% Advanced	33	35	24		
Number of students tested	85	75	92		
3. (specify subgroup): IEP					
% Proficient or Adv	54	53	32		
% Advanced	21	24	16		
Number of students tested	24	17	19		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

From 1998 to 2005, the MAP was administered at grade levels 3,7,11 in communication arts and grade levels 4,8,10 in mathematics. To meet the federal requirements, in 2006, the MAP was given to students at grades 3-8 in reading and mathematics, grade 10 in mathematics and grade 11 in reading.

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