

2006-2007 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary [] Middle [] High [] K-12
[] Charter

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

Official School Name Rush Creek Elementary School
(As it should appear in the official records)

School Mailing Address 8801 County Road 101
(If address is P.O. Box, also include street address.)

Maple Grove MN 55311-4311
City State Zip Code+4 (9 digits total)

County Hennepin State Minnesota School Code Number* 0279-01-0669

Telephone (763) 494-4549 Fax (763) 315-7360

Web site/URL www.District279.org/elem/rc E-mail Johnsond@district279.org

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

(Principal's Signature) Date _____

Name of Superintendent* Ms. Susan Hintz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Osseo Independent School District #279 Tel. (763) 315-7003

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

(Superintendent's Signature) Date _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools 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 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 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.

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

1. Number of schools in the district: 19 Elementary schools
 Middle schools
 4 Junior high schools
 3 High schools
 1 Other Alternative Learning Center

 27 TOTAL
2. District Per Pupil Expenditure: \$8,857

 Average State Per Pupil Expenditure: \$8,680

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. 11 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				7			
K	74	61	135	8			
1	59	65	124	9			
2	72	62	134	10			
3	53	63	116	11			
4	66	55	121	12			
5	58	56	114	Other			
6	52	58	110				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							854

6. Racial/ethnic composition of the school:
- 88 % White
 - 3 % Black or African American
 - 2 % Hispanic or Latino
 - 7 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %
 [This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	18
(3)	Total of all transferred students [sum of rows (1) and (2)]	32
(4)	Total number of students in the school as of October 1	854
(5)	Total transferred students in row (3) divided by total students in row (4)	.037
(6)	Amount in row (5) multiplied by 100	3.7

8. Limited English Proficient students in the school: .001 %
1 Total Number Limited English Proficient

Number of languages represented: 1
 Specify languages: East Indian

9. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 28

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: 13 %
113 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>33</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u> 2</u> Emotional Disturbance	<u>46</u> Speech or Language Impairment
<u> 5</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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> </u>
Classroom teachers	<u> 32</u>	<u> </u>
Special resource teachers/specialists	<u> 11</u>	<u> 13</u>
Paraprofessionals	<u> </u>	<u> 21</u>
Support staff	<u> 5</u>	<u> 10</u>
Total number	<u> 49</u>	<u> 44</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 24:1

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	97%	97%	97%
Daily teacher attendance	96%	97%	96%	*91%	97%
Teacher turnover rate	2%	9%	11%	13%	4%

*Includes 4 staff on long-term leave, all medical.

PART III - SUMMARY

Rush Creek Elementary is a kindergarten through sixth grade school located in Maple Grove, Minnesota with a student population of 854. Our school is part of Independent School District 279 which includes several communities in the northwest suburbs of Minneapolis, Minnesota. Our district has 22,000 students in nineteen elementary schools, four junior high schools, three high schools and an alternative learning center. We are one of several district sites providing a special education autism program with three classrooms serving twenty students. Our school system is in the second year of implementing professional learning communities at each site. Rush Creek has operated with a collaborative structure since the building opened in 1995 with a strong commitment to team organization and improving student learning. Our mission statement reflects this commitment: The mission of the Rush Creek Elementary School community is to educate all learners to reach their full potential in a respectful, nurturing environment.

Rush Creek empowers all learners to make positive choices, accept responsibility, and show respect for themselves, others, and the world around them. We have developed our own character education program called LifeSkills. We emphasize and teach Respect, Responsibility, Integrity, Cooperation, Caring, and Personal Best. These LifeSkills provide the foundation of our daily interactions. One outcome of this program is the creation of a news studio providing student produced newscasts which are telecast into each classroom. Because these productions center on our LifeSkill themes, students are often interviewed to share their impressions of the LifeSkills demonstrated at Rush Creek. Currently, 42 students participate on seven news teams. In addition, other students take digital photos and videos for producing special features that air on these telecasts.

A collaborative partnership exists between students, parents, and staff fostering trust and caring for one another. For example, our mentor program matches students in need with supportive adults to provide additional encouragement. Parents value the outstanding education their children receive at Rush Creek and hold high expectations for both children and staff. We have 585 families supporting our learning community in numerous ways. Consistently, parent-teacher conferences have an attendance rate of nearly 100%. Parents actively volunteer their time and talents in multiple ways that directly impact student development and strengthen the Rush Creek community.

Our students study a comprehensive curriculum that includes reading, language arts, math, social studies, science, health, physical education, music, art, instructional media, and computer literacy. The curriculum is well organized at the district level. Each subject area is on a seven year review cycle to ensure that materials are timely, use current best practices, and meet state standards. To help promote and teach diversity understanding, we have a cultural liaison staff member. World Cultures' Day is a highlight at Rush Creek. Speakers from countries around the world present classroom lessons and assemblies.

We have been able to enhance various curriculum areas. Our talented and gifted program provides enrichment and extension activities for 120 identified students. These activities allow students to express their creativity and resourcefulness. Another enrichment area for all students is a twelve acre nature area developed in cooperation with the city of Maple Grove, adjacent to our building grounds. Thanks to our Parent Teacher Organization funding, we provide students with opportunities to raise monarch butterflies and participate in outdoor nature lessons taught by local park naturalists utilizing our nature area.

The Rush Creek community takes great pride in our learning environment. Students, parents, and staff together celebrate our successes. We continue to thoughtfully plan for every child to reach their full potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Rush Creek Elementary School uses two standardized assessments, the Minnesota Comprehensive Assessments (MCA's) and the Northwest Evaluation Association (NWEA) Achievement Level Tests. This data is used to guide program improvement, monitor student performance and growth in reading and mathematics, and implement appropriately planned lessons.

The MCA's specifically assist schools and districts to measure student progress toward the Minnesota Academic Standards. These assessments meet the accountability requirements set forth by the federal government's No Child Left Behind legislation. All enrolled public school students must be accounted for in the MCA accountability testing system. Beginning in 2006, the MCA's were given to students in grades three, four, five and six. Before this year, the assessments were given to only grades three and five. 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. Rush Creek Elementary data did not have disparity among our limited subgroups. However, we do examine disaggregated data and determine how we can best support all of our learners. The website where information on the state assessment system may be found is <http://education.state.mn.us>.

The Northwest Achievement Levels Test is a norm-referenced test that provides specific information on student performance in reading and mathematics over time. Students are tested in the spring beginning in grade two. Teachers use this data to group for instruction, select content emphasis, and provide appropriate leveled instruction.

MCA and NWEA data indicates Rush Creek students have a consistent pattern of strong academic performance. In the following data, "met MCA state standards" is defined as proficiency levels 3 and 4.

2006 Rush Creek Reading Data:

97% of 3rd graders met MCA state standards (82% Minnesota average)
79% of 3rd graders exceeded MCA state standards (55% Minnesota average)
The average 3rd grader's NWEA score was 214 (national average 199)

89% of 4th graders met MCA state standards (76% Minnesota average)
58% of 4th graders exceeded MCA state standards (42% Minnesota average)
The average 4th grader's NWEA score was 218 (national average 206)

92% of 5th graders met MCA state standards (76% Minnesota average)
58% of 5th graders exceeded MCA state standards (35% Minnesota average)
The average 5th grader's NWEA score was 226 (national average 212)

88% of 6th graders met MCA state standards (71% Minnesota average)
53% of 6th graders exceeded MCA state standards (35% Minnesota average)
The average 6th grader's NWEA score was 228 (national average 217)

2006 Rush Creek Mathematics Data:

98% of 3rd graders met MCA state standards (78% Minnesota average)
55% of 3rd graders exceeded MCA state standards (31% Minnesota average)
The average 3rd grader's NWEA score was 216 (national average 201)

89% of 4th graders met MCA state standards (69% Minnesota average)
45% of 4th graders exceeded MCA state standards (27% Minnesota average)
The average 4th grader's NWEA score was 224 (national average 209)

93% of 5th graders met MCA state standards (59% Minnesota average)
54% of 5th graders exceeded MCA state standards (22% Minnesota average)
The average 5th grader's NWEA score was 236 (national average 217)

83% of 6th graders met MCA state standards (60% Minnesota average)
43% of 6th graders exceeded MCA state standards (19% Minnesota average)
The average 6th grader's NWEA score was 239 (national average 222)

2. Using Assessment Results:

Results from the MCA and NWEA tests are reviewed by our building test data team each summer with the assistance of our district assessment director. This team reports findings back to the building staff and leads the staff in determining student achievement goals for the upcoming school year. These achievement goals are reviewed by our building site council and then submitted to the district as part of our yearly site improvement plan. Additionally, the teaching staff uses this data to modify instruction in the large group setting, as well as to identify selected students who will receive further support in the areas of reading and mathematics. Teachers continually refer to this assessment data to plan instructional grouping and provide intensive instruction for students in order to meet state standards.

Our professional learning teams study common assessment data and plan collectively to best use the strengths of all team members. Grade level teacher teams analyze each specific reading and mathematics skill by examining assessment data so that areas of less proficiency can be addressed. Instructional interventions are then incorporated into our student learning goals.

3. Communicating Assessment Results:

Assessment results are communicated to our students, parents, and community using a variety of methods. Student progress is formally reported to parents five times per year through report cards and parent-teacher conferences. Report cards are sent at the conclusion of each trimester; specific reading and math performance levels are included on these reports. Twice yearly, parent-teacher conferences are held for each student. Mid-trimester reports are sent home to parents for students who are not meeting academic expectations so that home and school can align plans to increase student learning. Frequent additional contacts with parents occur on an on-going basis. Information may be discussed through telephone conversations, email, notes, and scheduled meetings.

MCA results are sent home to parents as soon as they become available. The Minneapolis Star Tribune newspaper publishes the MCA results from every Minnesota school each fall. Each school's detailed results are posted on the Minnesota Department of Education's website in the form of a school report card which includes test results, tax information, data on building staff, and programs offered at the site. NWEA results are sent home with the end of the school year report card. Our school district

communicates assessment summaries to the community through district produced publications and on their website, www.District279.org.

4. Sharing Success:

Rush Creek staff readily shares their expertise, knowledge, and ideas. Licensed staff works collaboratively through their professional learning community teams. They discuss research-based best practices and successful teaching strategies with one another. Another avenue for sharing success is our school district's participation in the state of Minnesota's Alternative Teacher Professional Pay System which provides an instructional coach at Rush Creek. Our coach assists the licensed staff with their professional growth to integrate site, student learning, professional learning community, and individual professional goals into a cohesive plan.

Teachers from Rush Creek also participate in district curriculum committees that meet monthly to share building successes, provide input into curriculum issues impacting our school district, and facilitate the implementation of new curriculums. Our staff contributes ideas regarding instructional methods with grade level teams from other buildings at district staff development workshops. Teachers share informally through direct personal contacts with staff at other sites.

In the fall of 2006, our school system sponsored a Parade of Schools. Each school had several open house dates and times for community members to visit. Student ambassadors were trained to conduct tours which highlighted the many wonderful activities that take place in our school. Parents are outstanding ambassadors for sharing our school's success as well. Rush Creek has built a reputation as an outstanding school focused on student learning in a caring environment. Based on conversations with current parents and examination of test scores on the state's website, prospective parents seek out Rush Creek for their children.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Rush Creek Elementary School is rigorous, inspiring, and comprehensive. Our curriculum is derived from the high academic standards of the nation, state, and district. All students are expected to master core concepts, demonstrate higher-level thinking, and show continuous progress. We are preparing students to achieve their dreams, contribute to community, and engage in a lifetime of learning.

Reading - The goal of our reading and language arts program is to create literate students who comprehend written material and write fluently. We fulfill this goal with a balanced literacy model that emphasizes a solid phonics base, growth in oral reading fluency, broad vocabulary development, and comprehension of both fiction and non-fiction texts. Strong writing skills are developed through lessons using the Six Traits Writing model.

Mathematics - Our math curriculum emphasizes the application of mathematics to real world situations. Students are encouraged to explain and discuss their mathematical thinking. The math strands taught include number sense, computation and operations, patterns, functions and algebra, chance and data, geometry, and measurement. Hands on explorations and frequent use of manipulatives help students gain a better understanding of essential mathematical concepts.

Social Studies - Social studies education helps all students understand their heritage, their roles as members of a global society, and become empowered citizens who are responsible for the well-being of the current and future world. Consequently, students need to learn to access information, think critically, respect diversity, and be active in their communities. Our social studies curriculum includes world, national and state history, geography, economics, government, citizenship and current events instruction.

Science - Learning science is an active mental and physical undertaking. This is accomplished through hands-on, concrete experiences in several content areas. It is essential that students have a wide range of science process and content experiences by completing the full range of science kits at each grade level. Our science curriculum includes a broad spectrum of science disciplines including the study of environmental, earth, life, and physical sciences.

Health - Our health curriculum addresses the physical, emotional, social and safety needs of our students to educate the whole child. Developing self-esteem and maintaining a healthy lifestyle based on sound behavior choices are two key components. Strong goal setting, problem solving, and interpersonal communication skills are necessary in making healthy decisions. The health program is a balance of knowledge and skills that result in real life application to achieve personal, family, and community wellness.

Physical Education - The physical education curriculum provides students with the opportunity to acquire the skills needed to make positive decisions about a healthy, physically active lifestyle. This is achieved through the experience of movement, regardless of innate or learned abilities, culture, or gender. Students' growth and development is based on participation to acquire lifelong skills. Students will understand and apply concepts inherent in all movement forms such as balance, force, and speed.

Music - Our K-6 vocal music program provides a meaningful musical experience for every child. It allows each student to develop sensitivity and understanding of other cultures, realize musical talents and

musical intelligence, and experience pleasure and satisfaction from the music itself. Musical performances complement the curriculum and allow students the opportunity to perform for peers and parents. Beginning in grades five and six, band and orchestra are popular choices for involvement in instrumental music.

Art - Rush Creek's visual arts program includes the elements of art and principles of design. The elements of art taught are line, color, shape, texture, and form. In addition, students are introduced to these principles of design: balance, contrast, emphasis, movement and rhythm, repetition, variation, and unity. Art experiences include aesthetics, art criticism, art history, and art production which are essential to each student's art education. Discussion, reflection, and hands-on activities guide students individually, in partners, as well as small groups, in attaining these quality art experiences.

Instructional Media and Computer Literacy - Instructional media and technology are unique in that they are both integrated curricular areas and are also tools essential for students to be literate in a technological world. Our students are introduced to keyboarding and word processing, appropriate internet usage, varied research processes, and multi-media presentation techniques.

2. Elementary Reading:

Our reading instruction progresses from "learning to read" to "reading to learn", with the ultimate goal of "learning for life." Meeting the diverse literacy needs of all students continues to be a priority and has established the foundation for the selection of the Harcourt reading series. This comprehensive reading and language arts program has two components. The first component is an integrated reading and language arts program with instruction delivered in heterogeneous classrooms. Leveled reading, the second component, matches students with books that are at their instructional reading levels. Trade books and supplemental leveled books are used for these homogeneous groups.

We strengthen reading instruction by emphasizing strategies that proficient readers use. Our teachers are reading coaches; modeling skills and strategies by thinking aloud and then having students articulate the strategies they use for decoding and comprehension. A strong phonemic awareness and phonics program is an integral instructional component in the early grades. Our students develop reading fluency as they apply learned decoding skills. Vocabulary development is essential for students to promote mastery of literal and inferential comprehension. Interactive read-aloud, guided reading, literature circles, and independent reading comprise the reading program. Teachers have access to a bookroom housing hundreds of trade books which provide rich reading opportunities for students at all levels.

As a complement to our strong reading program, a combination of Six Traits of Writing and grammar instruction creates the core of our writing curriculum. Students spend time practicing both interactive and independent writing. Students write in the following genres, as specified by our state standards: narrative, descriptive, clarification, and problem solution. The research process is taught in kindergarten through sixth grade. Effective speaking and listening skills are taught, practiced, and incorporated into all subject areas.

3. Mathematics :

The Rush Creek math program helps to fulfill our mission of educating all learners to reach their full potential by guiding students toward effective application of mathematical language, procedures, tools, and knowledge in real world situations. Students must gain skills in decision-making, critical and creative thinking, and logical reasoning as they become lifelong learners. Applying knowledge in

everyday experiences, demonstrating and communicating an understanding of basic math concepts, and building self-confidence in their abilities to use math are essential outcomes.

Our *Everyday Mathematics* curriculum in grades K-5 and *MathScape* in grade 6 promotes a participatory and respectful environment for learning. Children work cooperatively to share ideas and meaningful problem solving strategies. They discover that there can be more than one way to solve a problem and that more than one answer can be acceptable. Students learn computational skills, data and probability, geometry and spatial sense, measures and measurement, algebra and uses of variables. A spiral approach offers repeated exposure to all of these mathematical strands. Due to this rigorous curriculum, students are meeting and often exceeding the high expectations set by state and national standards.

The partnership between home and school is a vital part of this program. For grades 1-3, Home Links provide opportunities for family members to participate in the students' mathematical learning. Study Links are provided for most lessons in grades 4 and 5, and all grades include periodic letters to help keep parents informed about their children's experience with our curriculum. Math games may also be sent home with children to provide enjoyable ways to practice number skills.

This program, along with thorough teacher planning, student participation, and parent involvement, has proven to be effective in providing a strong foundation in mathematics. Students are well-prepared to apply their mathematical understanding to other curricular areas.

4. Instructional Methods:

The experienced teaching staff at Rush Creek uses a variety of instructional methods to teach, motivate, remediate, and challenge our 854 students. Teachers take advantage of opportunities to work independently and cooperatively to implement lessons and units. The Rush Creek environment is one that allows teachers permission to try new ideas and methods of instruction. Grade level teams collaborate to share and learn from one another in developing best practices.

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. 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 activities in all subjects. Departmentalization, in the upper grades, maximizes teacher academic strengths allowing students to experience different teaching styles.

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 use a variety of activities. Many teachers use the Responsive Classroom model to build community within their classrooms. Cross age grouping activities include older children working as buddies with younger children. Peer tutoring is a valuable means of boosting self-esteem and enhancing learning.

Last year, our district began an initiative for teachers in grades 4-6 called Technology Integration Collaborative Teachers (TICT). Seven Rush Creek teachers were selected and provided with video projectors, speakers, and training to empower them to seamlessly integrate technology into the curriculum to ensure learner success. We will continue to seek new and innovative instructional methods to meet the needs of our children in an ever changing world.

5. Professional Development:

Rush Creek's professional development centers on providing staff with the information and tools necessary to increase student learning. Our site council identifies student learning needs based on recommendations reported by the Rush Creek data team. With this information, the site council determines a plan for building staff development coordinated with the school district's overall professional development plan. Our school-wide goals have focused on enhancing writing skills, improving math computation skills, and strengthening reading competencies of all students.

The major initiative of our school district during the past two years has been professional learning communities. We have used the "DuFour and Eaker" model in developing our collaborative teams that focus on student learning. Much time and energy has been devoted to this initiative and we continue to progress in our collaboration to improve student learning. Additionally, our school system provides workshops for curriculum adoptions, diversity training, mental health issues, and character education. Further opportunities for professional growth are offered as after school classes. A variety of topics are taught including: lesson design, principles of instruction, technology foundations, classroom management, teaching students to read nonfiction, assessment analysis and development, teaching for effective thinking, and technology integration. Another avenue of professional development for teachers is graduate level college classes. Over 80% of Rush Creek's licensed staff have achieved a master's degree with many of these staff having also attained graduate credits beyond this level.

As the ultimate goal is to improve student learning, teachers are continually acquiring new instructional methods through these staff development opportunities and are encouraged to implement new teaching methods. Our focus has shifted from "teaching" to "learning" as we prepare our students with the confidence, courage and competence to achieve their dreams, contribute to community, and engage in a lifetime of learning.

PART VII - ASSESSMENT RESULTS

Subject Reading **Grade** 3 **Test** Minnesota Comprehensive Assessment

Edition/Publication Year 2005 – 2006 **Publisher** Modified Annually

	2005 - 2006	2004 - 2005	2003 - 2004	2002 - 2003	2001 - 2002
Testing Month	April	April	March	April	March
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	97	87	88	89	93
% “Exceeding” State Standards	79	78	84	74	81
Number of Students Tested	117	110	116	132	109
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

Subject Mathematics **Grade** 3 **Test** Minnesota Comprehensive Assessment

Edition/Publication Year 2005 – 2006 **Publisher** Modified Annually

	2005 - 2006	2004 - 2005	2003 - 2004	2002 - 2003	2001 - 2002
Testing Month	April	April	March	April	March
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	98	89	90	86	86
% “Exceeding” State Standards	55	83	83	76	75
Number of Students Tested	117	110	116	132	109
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

Subject Reading **Grade** 5 **Test** Minnesota Comprehensive Assessment

Edition/Publication Year 2005 – 2006 **Publisher** Modified Annually

	2005 - 2006	2004 - 2005	2003 - 2004	2002 - 2003	2001 - 2002
Testing Month	April	April	March	April	March
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	92	93	95	95	95
% “Exceeding” State Standards	58	86	89	90	91
Number of Students Tested	108	132	103	136	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Mathematics **Grade** 5 **Test** Minnesota Comprehensive Assessment

Edition/Publication Year 2005 – 2006 **Publisher** Modified Annually

	2005 - 2006	2004 - 2005	2003 - 2004	2002 - 2003	2001 - 2002
Testing Month	April	April	March	April	March
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	93	94	93	93	94
% “Exceeding” State Standards	54	86	87	88	82
Number of Students Tested	108	132	103	136	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Reading **Grade** 4 **Test** Minnesota Comprehensive Assessment

Edition/Publication Year 2005 – 2006 **Publisher** Modified Annually

First year given at grade level	2005 - 2006	2004 - 2005	2003 - 2004	2002 - 2003	2001 - 2002
Testing Month	April				
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	89				
% “Exceeding” State Standards	58				
Number of Students Tested	112				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				

Subject Mathematics **Grade** 4 **Test** Minnesota Comprehensive Assessment

Edition/Publication Year 2005 – 2006 **Publisher** Modified Annually

First year given at grade level	2005 - 2006	2004 - 2005	2003 - 2004	2002 - 2003	2001 - 2002
Testing Month	April				
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	89				
% “Exceeding” State Standards	45				
Number of Students Tested	112				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				

Subject Reading **Grade** 6 **Test** Minnesota Comprehensive Assessment

Edition/Publication Year 2005 – 2006 **Publisher** Modified Annually

First year given at grade level	2005 - 2006	2004 - 2005	2003 - 2004	2002 - 2003	2001 - 2002
Testing Month	April				
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	88				
% “Exceeding” State Standards	53				
Number of Students Tested	127				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				

Subject Mathematics **Grade** 6 **Test** Minnesota Comprehensive Assessment

Edition/Publication Year 2005 – 2006 **Publisher** Modified Annually

First year given at grade level	2005 - 2006	2004 - 2005	2003 - 2004	2002 - 2003	2001 - 2002
Testing Month	April				
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	83				
% “Exceeding” State Standards	43				
Number of Students Tested	127				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				