

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

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

School Mailing Address 1200 11<sup>th</sup> Avenue NW  
(If address is P.O. Box, also include street address.)

Rochester, MN 55901-1715  
City State Zip Code+4 (9 digits total)

County Olmsted State School Code Number: 01-0535-152

Telephone ( 507 ) 281-6111 Fax ( 507 ) 287-7846

Web site/URL: <http://www.rochester.k12.mn.us/school102> E-mail: [listockwell@rochester.k12.mn.us](mailto:listockwell@rochester.k12.mn.us)

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent: Mr. Jerry Williams  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rochester Public Schools Tel. ( 507 ) 328-3000

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: Ms. Cris Fischer

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**

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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

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All data are the most recent year available.

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

1. Number of schools in the district:       15   Elementary schools  
    4   Middle schools  
   \_\_\_\_\_ Junior high schools  
    3   High schools  
    6   Other  
  
   28   TOTAL
2. District Per Pupil Expenditure:      \$8,388 (SY2006)   
  
     Average State Per Pupil Expenditure:  \$8,680 (SY2005)

**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	0	0	0	7	0	0	0
K	33	31	64	8	0	0	0
1	31	30	61	9	0	0	0
2	27	30	57	10	0	0	0
3	36	20	56	11	0	0	0
4	25	31	56	12	0	0	0
5	26	30	56	Other	0	0	0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>350</b>

6. Racial/ethnic composition of the school: 77 % White  
 2 % Black or African American  
 1 % Hispanic or Latino  
 19 % Asian/Pacific Islander  
 0.3 % 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: 0.3%

[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	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of October 1	350
(5)	Total transferred students in row (3) divided by total students in row (4)	350
(6)	Amount in row (5) multiplied by 100	0.3%

8. Limited English Proficient students in the school: 8%  
28 Total Number Limited English Proficient  
 Number of languages represented: 8  
 Specify languages: Lao, Vietnamese, Cambodian/Khmer, Spanish, Hindu/Hindustani/Urdu, Chinese/Cantonese, Arabic, Japanese/Okinawan

9. Students eligible for free/reduced-priced meals: 13%  
 Total number students who qualify: 37 (of 286 in gr. 1-5)

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:   4  %  
 13  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.

 0  Autism                       1  Orthopedic Impairment  
 0  Deafness                       1  Other Health Impaired  
 0  Deaf-Blindness               2  Specific Learning Disability  
 1  Emotional Disturbance       8  Speech or Language Impairment  
 0  Hearing Impairment         1  Traumatic Brain Injury  
 0  Mental Retardation         0  Visual Impairment Including Blindness  
 0  Multiple Disabilities

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>  1 </u>	<u>      </u>
Classroom teachers	<u> 13 </u>	<u>      </u>
Special resource teachers/specialists	<u>      </u>	<u> 11 </u>
Paraprofessionals	<u>      </u>	<u>  5 </u>
Support staff	<u>  3 </u>	<u>      </u>
Total number	<u> 17 </u>	<u> 16 </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  27:1

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	97%	96%	97%	97%	97%
Daily teacher attendance	92%	93%	92%	96%	95%
Teacher turnover rate	4%	4%	15%	10%	3%

## PART III – SUMMARY

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Washington School Vision: *Fostering a thirst for knowledge*

Mission: *Washington is a Core Knowledge school where children build a solid foundation of essential knowledge, skills, and character, which develops well-educated citizens and continuous learners.*

Washington School is one of four elementary “choice” programs in the Rochester Public Schools, a large and diverse district serving approximately 16,000 students in southeastern Minnesota. As an alternative to the curriculum offered in our district’s neighborhood schools, Washington’s curriculum is based on the Core Knowledge Sequence, a solid, sequential body of factual information that balances content with high expectations for mastery of reading, writing, math, and technology skills. Core Knowledge helps our school achieve its mission of building “*a solid foundation of essential knowledge, skills and character, which develops well-educated citizens and continuous learners.*” Washington serves 350 students in single-grade classrooms, kindergarten through fifth grade. Our curriculum, small school size, low student and staff mobility, focused learning environment, collaborative relationships, academic culture, and strong home-school connections provide a unique mix of essential elements that foster high student achievement and a “thirst for knowledge.”

Core Knowledge is a rich and rigorous body of information in American and world history, geography, science, literature, music and art that builds through the grades to become a solid foundation for life-long learning. The engaging content of exciting historical events, fascinating experiences in nature, magnificent works of art and music, and beautifully-crafted classic literature captivates students’ imaginations and provides models for their own creative expression.

With very few exceptions, students who begin school at Washington as kindergartners complete fifth grade at Washington. The size and stability of student and staff populations promotes a focused and productive learning environment that includes accountability, familiarity, and meaningful academic and personal histories. In addition to strong and supportive relationships, the character education program helps provide a school environment that is orderly, respectful and productive. The focus at Washington is on learning.

As a Professional Learning Community, the highly-qualified staff at Washington is deeply committed to delivering the curriculum content and continuously improving instruction. Teachers have studied and aligned state, district, Core Knowledge, and testing requirements to determine the scope and sequence of instruction. This process results in a deep understanding of curriculum content and high expectations for student achievement. Formative and summative assessment data are analyzed at team, staff, and Site Council meetings to monitor student progress, provide differentiated educational opportunities, and ensure high academic achievement for all students.

Members of the Washington learning community have formed very effective collaborative working relationships that reach from home to school and across grade levels to support and address the needs of students. Our school is guided by a Site Council, a group of elected parents, teachers, and community members, who monitors achievement and sets annual improvement goals. Students are involved in measuring their learning progress and they are held responsible for completing their learning tasks. Parents are informed about school activities and expectations through newsletters, conferences, report cards, websites, and long-range curriculum plans. They are expected to support the students’ completion of regular homework assignments. Parents also have a strong presence as volunteers in the classrooms, as facilitators of enrichment and extracurricular activities (Junior Great Books, Math Masters, Foreign Language Club, Drama Club, Ski Club), and through participation in PTA activities. The strong home to school connection at Washington supports a learning culture in which learning is important, achievement is valued and “being smart is cool.”

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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**1. Assessment Results:** The Minnesota Comprehensive Assessments (MCA's) are criterion-referenced tests that measure student progress towards the Minnesota Academic Standards for reading and mathematics and measure adequate yearly progress according to the federal No Child Left Behind law. They have been administered to students in grades 3 and 5 since 1998. In 2006, they added grade 4. Until 2006, student proficiency on the MCA's was measured on a five-point scale, with levels 1 and 2 considered below proficiency, level 3 at grade level proficiency, and levels 4 and 5 above proficiency. In 2006, the MCA-II was re-designed to align to revised academic standards. This new version of the MCA's uses a four-point proficiency scale, in which level 1 does not meet standards, level 2 partially meets standards, level 3 meets proficiency standards, and level 4 exceeds standards. The two versions of the MCA's differ in content, difficulty, and proficiency standards, so it is difficult to directly compare results from 2006 with those of prior years. However, broad generalizations are still appropriate. For more information about the Minnesota Comprehensive Assessments, please visit the website of the Minnesota Department of Education:

[http://www.education.state.mn.us/MDE/Accountability\\_Programs/Assessment\\_and\\_Testing/Assessments/MCA\\_II/index.html](http://www.education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/MCA_II/index.html).

Washington School has been proud of its students' achievement on the MCA's. From 2001 to 2006, the percent of third grade students who met or exceeded proficiency standards in reading increased from 70% to 93%. In math, they increased from 69% to 95%.

In grade 5, the percent of students who met or exceeded proficiency in reading rose from 82% to 98% between 2001 and 2006. In math, the proficiency increased from 82% to 89%.

In 2006, the first year that fourth grade was included in the MCA's, they achieved 100% proficiency in reading and 95% proficiency in math.

Until 2006, the MCA's were administered to all third and fifth-grade students. In 2006, some of our English Language Learners took an alternate test for reading, the Test of Emerging Academic English (TEAE). When the scores of students who took the TEAE tests were combined with the MCA reading scores, our school had an overall proficiency rate of 95% for grades 3, 4, and 5.

Since 2003, we have been disaggregating our test data to determine whether all subgroups have been achieving at comparable levels. In 2004, there was a significant discrepancy between our low-income population and other students. Although it still exists to some extent, in 2005 and 2006, that gap has significantly narrowed. We continue to monitor the progress of this group of students and provide interventions to help them achieve at levels consistent with our other students.

In addition to the MCA's, our school district administers the Stanford Achievement Tests to students in grades 2 and 4. Washington School also includes grades 3 and 5 in Stanford testing. These standardized tests provide a nationally-normed measure of our students' achievement that helps us identify strengths and weaknesses in our curriculum and instruction.

At Washington, our Stanford results are significantly higher than the national average, and they have remained consistently high from year to year. For example, in reading, our school's national percentile rank (NPR) scores in grades 2-4 remain in the 70's, and in grade 5, they are in the mid 80's, compared to the national average of 50. While the scores at each grade remain relatively stable from year to year, when we trace the scores of the same groups of students over three years, we see a general increase over time for each group.

**2. Using Assessment Results:** The use of data for improving curriculum and instruction is a standard operating procedure for all of the Rochester Public Schools. Data drives continuous improvement for the district, and all sites, departments and teams. A district office for research and assessment gathers raw data from standardized, formative and summative tests, parent, student and staff surveys, and other assessments and compiles the data into formats that are usable by staff and the public. The data are analyzed by the parents and staff of our school's Site Council to monitor progress and set goals for our annual school improvement plan. Data are also discussed at staff and grade-level team meetings to help teachers make instructional decisions.

SMART goals (Specific, Measurable, Attainable, Results-oriented, and Time-bound) are aligned throughout the organization from the broad district goals of the school board to site and grade-level teams and individual professional growth plans. Staff use the Plan-Do-Study-Act (PDSA) cycle to guide the development and implementation of continuous improvement processes. Assessment results are examined and disaggregated into relevant subgroups and individual performance data. Individual test questions are also analyzed to determine which specific skills have been mastered by students and which skills require additional instructional focus. After an intervention strategy has been implemented, data are gathered once again to measure the effectiveness of the intervention and point the direction for further improvement.

Finally, students, themselves, record and track data from performance assessments and summative tests. They use the data to set individual and classroom goals and to monitor progress toward those goals.

**3. Communicating Results:** Rochester Public Schools and Washington Elementary use numerous opportunities to communicate our learning results with students, parents, staff, and the community. When large-scale assessment data become available, the results are published in the local newspaper. Annual reports, which include much data about district-wide learning results, are published by the school district and mailed to all community members. All schools and district-wide departments present their annual improvement plans, including goals and results, at televised school board meetings. District and school websites are used to share data on the world-wide web.

At the school level, data are shared with and analyzed by staff members and Site Council. School and classroom newsletters present learning results and improvement initiatives to parents. Individual student progress is discussed at face-to-face parent-teacher conferences and through report cards, e-mail and phone contacts with parents. Teachers also meet regularly with students to set goals and discuss progress.

In 2004, Minnesota began using a school report card to recognize the achievement of schools based on their MCA scores. State report card information is publicized throughout the state. For all three years since the program began, Washington School has been awarded five stars (the highest possible) for their achievement in both reading and math. This places our school among the highest performing schools in our state.

**4. Sharing Success:** The Washington staff shares its successes and expertise by mentoring beginning teachers, student teachers, field experience students and high school students. They share best practices and collaborate with other schools through participation on district committees and by leading professional growth academy classes. Staff members have served as Core Knowledge consultants, presented at the national Core Knowledge Conference, and have hosted tours of our school for interested education students and professionals.

School performance is shared with the school board and community through the televised presentation of our annual school improvement plan. Information about our school is shared with other district staff at principal and leadership meetings. Bi-weekly tours are conducted for interested community members and

presentations about our school are shared with local community organizations. School newsletters provide additional opportunities for sharing information about PTA activities, assessment results, and student achievements.

Washington students share their success and talents through performances reflecting history, science, fine arts and physical education. Special events, such as Renaissance Fair, Revolutionary War Night, Roman Festival, "Welcome to Ellis Island", and other classroom presentations highlight student learning. The all-school Science Fair provides the opportunity for parents to work with their children on the scientific method. Students present their projects and results to students, teachers and community members. Washington students demonstrate their fine arts talents in a Poetry Day, a PTA sponsored "Reflections" fine arts contest, and grade level music performances. The drama club (100+ students strong) performs a musical each year. Student work is proudly displayed in our hallways and at the school district administrative building. Every grade 1-5 student participates in a track and field day as another way to showcase individual fitness and skill achievement.

## PART V – CURRICULUM AND INSTRUCTION

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**1. Curriculum:** As a Core Knowledge school, Washington values the attainment of factual information as equally important as the mastery of basic skills. Building a framework of background knowledge enables our students to connect new ideas to prior learning and provides a foundation for lifelong learning. For more information about Core Knowledge, please visit the Core Knowledge website: <http://coreknowledge.org>.

**Language Arts** - Washington's language arts curriculum is a combination of skills identified in the Minnesota Academic Standards, Core Knowledge Sequence, and Scott Foresman *Reading Street* textbook series (2007). Students read text that includes fiction, non-fiction, and a variety of literary genre. In addition to the textbook series, Core Knowledge identifies classic children's literature that exposes students to additional vocabulary and high-quality literary models. Poetry and common sayings and phrases are also included. The Washington faculty has designed a scope and sequence of writing skills that is based on the Six Traits Writing program and "power writing" models. Specific "must have" spelling words have been identified for mastery at each grade level, common editing and organizational tools have been developed, and basic sight word vocabularies have been identified for kindergarten and first-grade readers.

**Mathematics** - Washington's math program reflects a belief that learning math vocabulary and concepts, developing problem solving strategies, and mastering computational skills (including memorization of basic math facts), are essential components that enable students to become effective problem solvers and mathematical thinkers. Our school's math curriculum is aligned with the Minnesota Academic Standards for math, and includes content from the Core Knowledge Sequence and the Harcourt Math (2005) textbook series.

**Science** - The Washington science curriculum is based on the Minnesota Academic Standards and the Core Knowledge Sequence. Life science, earth science, physical science and human anatomy are taught at each grade level. The spiraling of science instruction allows students to develop a broad scope of background knowledge and scientific process skills, facts, concepts, and vocabulary. Science learning is enhanced with field trips to Quarry Hill Nature Center and our district's planetarium.

**Social Studies** - The Washington social studies curriculum is based on Minnesota Academic Standards and the Core Knowledge Sequence. It emphasizes instruction in world history, American history and geography at each grade level. Content in each area is organized in a chronological sequence that also spirals to promote depth of understanding. For example, the study of Ancient Egypt (grade 1), Ancient Greece (grade 2), Ancient Rome (grade 3), Medieval History (grade 4) and Renaissance (grade 5) follows a chronological path through world history. The studies of the American Revolution (grade 1) and the U. S. Constitution (grade 2) spiral and are taught again at greater depth in fourth grade. By teaching world and American history at each grade, students can make important connections between the ancient and modern worlds.

**Music** - The music curriculum at Washington includes the study of music theory, historical eras, composers, musical styles, and orchestral and world instruments. Vocal music is emphasized with performing and recognizing intervals using Solfege hand signs and syllables. The sequential approach of the Kodaly method through folk song study complements the Core Knowledge curriculum. Students are taught to read, create and improvise music vocally and instrumentally. Throughout elementary school, students are provided many opportunities to perform for their families, school, and community.

Art

The art curriculum at Washington includes content and skills from both the Rochester Public Schools art curriculum and the Core Knowledge Sequence. Students are taught the elements of art including color, line, form, shape, space, light, and texture. Students study important works of art and develop an appreciation of art masters. Students have many opportunities to create their own art work, using a variety of art media. Both the art and music teachers collaborate with classroom teachers to develop interdisciplinary units that focus on Core Knowledge content.

Media/Technology - Student use of media and technology is integrated throughout the school day. In addition to developing skills for navigating the library and learning to pursue reading for enjoyment, curriculum emphasis is placed on teaching the ability to access, evaluate and use information from a variety of online and print sources to conduct research and publish student work. Students have frequent access to computers in the classrooms and computer labs and educational software is used to provide technology-based opportunities for skill practice and development. The media specialist works with classroom teachers to develop interdisciplinary lessons.

Physical Education - Washington uses the Rochester Public Schools physical education curriculum, which focuses on sportsmanship, life-long fitness, and basic sports and recreation skills. Students set fitness goals and maintain data to record their progress.

**2. Reading:** Washington Elementary School's reading curriculum has been chosen based on the latest and most comprehensive research on learning and instruction. In addition to focused instruction emphasizing skill development, reading instruction is woven and supported throughout the school day as students are challenged and engaged by content area reading experiences.

The reading curriculum at Washington includes five major skill components the *National Reading Panel Report* identifies as being critical to successfully teaching children to read: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Skill instruction in each of those areas is presented to students in a scope and sequence that is prioritized to provide appropriate instructional emphasis as readers develop through the elementary years. Early primary grades have a strong focus on phonemic awareness and explicit phonics instruction. Emphasis shifts to fluency, vocabulary and comprehension as students progress through the intermediate grades. The textbook series that we use is *Reading Street* (Scott Foresman, 2007). This program was chosen because of its alignment with the National Reading Standards and its balance of fiction and non-fiction literature. The reading textbooks are viewed as resources in helping students learn to read, and are supplemented with other books and teacher-created materials, at the teachers' discretion. The experienced staff at Washington has been trained extensively in teaching reading. Staff expertise is fundamental to the planning and implementation of reading instruction at Washington.

The broad collection of classic literature included in the Core Knowledge Sequence develops the critical factors of reading for interest and enjoyment. In addition, through content area reading in social studies and science, students gain vital background knowledge and vocabulary that increases their ability to comprehend and make connections between ideas as they read. Washington students become skilled and enthusiastic readers as the result of the research-based, sequential reading skill instruction and the background knowledge developed through the Core Knowledge Sequence.

**3. Additional Curriculum: Character Education:** Washington's character education program promotes a school environment that is orderly, respectful and productive. Character education is taught through an integrated approach. In addition to the "Six Pillars of Character" (fairness, trustworthiness, responsibility, citizenship, respect, caring), thirty-six character terms are systematically assigned to the specific grade levels where they most naturally fit with the other curriculum. Concepts are directly taught to students and reinforced through discussions, writing assignments, art projects, literature, all-school

assemblies or other activities. All character education is designed to spiral. Traits are introduced in primary grades and revisited in the intermediate grades to achieve a greater depth of understanding.

**4. Instructional Methods:** The Washington school community values teacher-led instruction. The Direct-Interactive teaching model follows a cycle that includes: activating prior knowledge, checking previous work, presenting new material, providing student practice, immediate feedback from the teacher, independent practice and regular and spiral reviews. The Authentic Instruction model is used for the presentation of information that is meaningful to students with a focus on higher-order thinking (Bloom's Taxonomy), depth of knowledge, real-world applications and social interactions. Although teacher-directed learning is valued at Washington, the Active Learning method, which actively engages children in their learning through hands-on and real-life experiences, is also utilized as an important part of comprehensive and effective instruction.

Washington is a learning community that has high expectations for all students. As a result, classroom teachers, specialists, paraprofessionals and parents all work collaboratively to plan instruction and monitor student progress. Instruction is focused on content delivery and individual student needs for remediation or enrichment. A wide variety of strategies including, but not limited to, cooperative learning, small and large group instruction, discussion, hands-on activities, student projects, computer-aided learning and individual interventions are required in order to effectively differentiate instruction and improve the learning of all students.

**5. Professional Development:** Professional development is key to improving teacher skills and ultimately student learning. Rochester Public Schools has a comprehensive staff development system beginning with a three-year mentorship and induction program that supports newly-hired teaching staff. In addition, each site has a staff development budget that designates funds for classes, workshops and conferences that support district and site improvement goals. Staff may enroll in district-organized Professional Growth Academy classes, participate in book study groups, attend workshops and/or conferences, or develop action research projects tailored to meet individual and site needs. Staff members are encouraged to share their expertise by presenting what they have learned at staff meetings and other staff development activities. Professional journals and articles are also read and discussed at staff meetings to promote dialogue and understanding of applicable learning strategies.

The annual school improvement plan that is developed and written by our leadership team directs and guides staff development activities. The District provides time each month for staff to participate in activities designed to accomplish site goals. As a professional learning community, teachers meet regularly in grade level teams to collect and analyze data, plan interventions, modify instruction, develop common assessments, and monitor student progress. Each grade level team writes a Specific, Measurable, Attainable, Results-oriented, Time-bound (SMART) goal that is aligned with the site improvement plan. Team members discuss strategies to help those students who need additional support to meet the SMART goal and provide enrichment opportunities for advanced learners.

In addition to establishing goals for district and site improvement, faculty complete a self evaluation process based on Charlotte Danielson's *Framework for Teaching* to develop individual Professional Growth Plans. The comprehensive staff development program at Washington Elementary is the cornerstone to building a highly-qualified teaching staff and high student academic achievement.

## PART VII - ASSESSMENT RESULTS

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### STATE CRITERION-REFERENCED TESTS

Washington Elementary School, Rochester, MN

Subject Reading Grade 3

Test Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: Edition 1 2002-2005; Edition 2 2006 Publisher: Pearson Educational Measurement

	MCA-II	MCA-I	MCA-I	MCA-I
	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	March	April
<b>SCHOOL SCORES*</b>				
% "Meeting" plus "Exceeding" State Standards	93	89	89	92
% "Exceeding" State Standards	87	82	82	79
Number of students tested	55	57	56	77
Percent of total students tested	98	100	100	100
Number of students alternatively assessed	1	0	0	0
Percent of students alternatively assessed	2	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
% "Meeting" plus "Exceeding" State Standards			87	83
% "Exceeding" State Standards			80	58
Number of students tested	9	8	15	12

**STATE CRITERION-REFERENCED TESTS**

Washington Elementary School, Rochester, MN

Subject Reading \_\_\_\_\_ Grade 4 \_\_\_\_\_

Test Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: Edition 2 2006 Publisher: Pearson Educational Measurement

	MCA-II
	2005-2006
Testing month	April
<b>SCHOOL SCORES*</b>	
% "Meeting" plus "Exceeding" State Standards	100
% "Exceeding" State Standards	87
Number of students tested	52
Percent of total students tested	93
Number of students alternatively assessed	4
Percent of students alternatively assessed	7
<b>SUBGROUP SCORES</b>	
<b>1. Asian</b>	
% "Meeting" plus "Exceeding" State Standards	100
% "Exceeding" State Standards	86
Number of students tested	7

2005-2006 was the first year the MCA II Reading tests were administered to students in grade 4.

**STATE CRITERION-REFERENCED TESTS**  
 Washington Elementary School, Rochester, MN

Subject Reading Grade 5

Test: Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: Edition 1 2002-2005; Edition 2 2006 Publisher: Pearson Educational Measurement

	MCA-II	MCA-I	MCA-I	MCA-I
	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	March	April
<b>SCHOOL SCORES*</b>				
% "Meeting" plus "Exceeding" State Standards	98	88	82	83
% "Exceeding" State Standards	62	83	77	68
Number of students tested	53	84	56	59
Percent of total students tested	95	100	100	100
Number of students alternatively assessed	3	0	0	0
Percent of students alternatively assessed	5	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
% "Meeting" plus "Exceeding" State Standards	100	78	83	64
% "Exceeding" State Standards	60	67	75	46
Number of students tested	10	18	12	11

**STATE CRITERION-REFERENCED TESTS**  
 Washington Elementary School, Rochester, MN

Subject Math Grade 3

Test: Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: Edition 1 2002-2005; Edition 2 2006 Publisher: Pearson Educational Measurement

	MCA-II	MCA-I	MCA-I	MCA-I
	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	May	May	March	April
<b>SCHOOL SCORES*</b>				
% "Meeting" plus "Exceeding" State Standards	95	89	88	92
% "Exceeding" State Standards	63	82	77	84
Number of students tested	56	57	56	77
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
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
% "Meeting" plus "Exceeding" State Standards			83	75
% "Exceeding" State Standards			75	67
Number of students tested	9	8	12	12

**STATE CRITERION-REFERENCED TESTS**  
 Washington Elementary School, Rochester, MN

Subject Math Grade 4

Test: Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: Edition 2 2006 Publisher: Pearson Educational Measurement

	MCA-II
	2005-2006
Testing month	May
<b>SCHOOL SCORES*</b>	
% "Meeting" plus "Exceeding" State Standards	95
% "Exceeding" State Standards	82
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Asian</b>	
% "Meeting" plus "Exceeding" State Standards	100
% "Exceeding" State Standards	100
Number of students tested	9

2005-2006 was the first year the MCA II Math tests were administered to students in grade 4.

**STATE CRITERION-REFERENCED TESTS**

Washington Elementary School, Rochester, MN

Subject Math Grade 5

Test: Minnesota Comprehensive Assessments (MCA)

Edition/Publication Year: Edition 1 2002-2005; Edition 2 2006 Publisher: Pearson Educational Measurement

	MCA-II	MCA-I	MCA-I	MCA-I
	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	May	May	March	April
<b>SCHOOL SCORES*</b>				
% "Meeting" plus "Exceeding" State Standards	89	92	82	85
% "Exceeding" State Standards	66	84	77	70
Number of students tested	55	84	56	59
Percent of total students tested	98	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Asian</b>				
% "Meeting" plus "Exceeding" State Standards	100	78	75	73
% "Exceeding" State Standards	60	72	58	46
Number of students tested	10	18	12	11