2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[X] Elementary [ ] MIddle [ ] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

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

Official School Name Shirley Hills Primary School
(As it should appear in the official records)

School Mailing Address 2450 Wilshire Blvd.
(If address is P.O. Box, also include street address.)

Mound	Minnesota	55364-1637
City	State	Zip Code+4(9 digits total)

County Mound State School Code Number* 0277-01-0615

Telephone (952) 491-8401 Fax (952) 491-8403

Web site/URL http://www.westonka.k12.mn.us/shirley E-mail swansona@westonka.k12.mn.us

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

Date

Principal's Signature

Name of Superintendent Mr. Kevin Borg
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Westonka Public Schools Tel. (952) 491-8001

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

Date

(Superintendent's Signature)

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

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

Date

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district:

2	Elementary schools
1	Middle schools
	Junior High Schools
1	High schools
1	Other
5	TOTAL

2. District Per Pupil Expenditure: 9879

   Average State Per Pupil Expenditure: 8631

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban are
[X] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 1 Number of years the principal has been in her/his position at this school.

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

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K			0		**7**			0
K	43	45	88		**8**			0
1	34	37	71		**9**			0
2	43	31	74		**10**			0
3	40	36	76		**11**			0
4	39	36	75		**12**			0
5			0		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								384

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
3 %	Asian or Pacific Islander
2 %	Black or African American
4 %	Hispanic or Latino
90 %	White
100 %	**TOTAL**

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

7. Student turnover, or mobility rate, during the past year 8 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	17
(2)	Number of students who transferred from the school after October 1 until the end of the year	14
(3)	Total of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	384
(5)	Total transferred students in row (3) divided by total students in row	0.08
(6)	Amount in row (5) multiplied by 100	8

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

3 Total Number Limited English Proficient

Number of languages represented: 3

Specify languages: Spanish, Tagalog, Romanian

9. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 56

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: 10 %

40 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.

9	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impairment
0	Deaf-Blindness	11	Specific Learning Disability
2	Emotional Disturbance	7	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	1	Visual Impairment Including Blindness
1	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	1	0
Classroom teachers	16	1
Special resource teachers/specialists	10	5
Paraprofessionals	0	16
Support Staff	1	2
Total number	28	24

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 — 23 **: 1**

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

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	96	%	96	%	96	%	96	%	96	%
Daily teacher attendance	96	%	94	%	87	%	91	%	98	%
Teacher turnover rate	7	%	4	%	23	%	13	%	10	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school)	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

In 2004-2005 we had 6 teacher retirements.

PART III - SUMMARY

Shirley Hills Primary School is well regarded for its high-performing students, its dedicated teachers and staff who provide individual attention, and an educational program that nurtures intellectual growth and responsible citizenship.

Located in Mound, Minnesota, Shirley Hills is home to approximately 400 students, K-4, as well as about 50 preschool students housed within the same building. Shirley Hills shares the district's vision of being an innovative school modeling educational excellence. The school district is relatively small (2,350 students, K-12), and the community feels strong ownership in its public schools. Shirley Hills is one of the oldest schools in the community (it celebrated its 50th anniversary in 2001), and many of our students are the children and grandchildren of residents who attended school in the same building and have a strong vested interest in the school's success. School spirit is strong, reflected in attendance at school-sponsored events and weekly 'School Spirit' days on which students and staff are encouraged to wear the school colors.

Parents play a key role in the life of the school, serving as volunteers in the classroom and active members in the school PTA. In fact, the school has earned the National PTA's Parent Involvement Schools of Excellence Certification for its outstanding parent involvement program. PTA-sponsored events contribute to the educational program through activities such as a juried Imagination Fair featuring student inventions, art, and science projects. PTA volunteers promote strong school-family relationships by bringing students, parents, and staff together for activities such as skating parties, picnics, and Grandfriends Day.

One of the school's distinctive traits is that it houses an excellent preschool, offered through the district's Early Childhood program. Students who attend preschool at Shirley Hills benefit from an easy transition to kindergarten; they simply walk down an already-familiar hall from their old preschool room to their new kindergarten room. This smooth passage results in more students being ready to learn on the first day of kindergarten. In addition, the school hosts an extended day childcare service. Parents and staff alike appreciate access to high-quality childcare and the seamless transition between school and childcare.

Shirley Hills' character education program emphasizes Respect, Responsibility, Kindness, Honesty, Self-Control, Work Ethic, and Perseverance. Student modeling of the traits is rewarded in a variety of ways, including monthly school-wide assemblies and the awarding of Character Slips and photo displays of the recognized students. The principal offers grade-level character classes every month, emphasizing that strong character traits are a way of life and that good citizenship doesn't stop at the schoolhouse door.

An exceptional gifted and talented program challenges high-ability students in grades K-4 through activities such as Continental Math League, WordMasters, Geography Bee, Creativity Festival, Young Authors, and the Young Scientists Roundtable. In 2006-2007 (the first year the WordMasters program was offered), three students earned high honors in the national language arts competition: one finished in the top two percent nationally, and two scored in the top ten percent.

A vibrant community education program enhances the educational experience through after-school enrichment classes in science, visual and performing arts, reading, and foreign language.

Shirley Hills has been cited for academic excellence by the Minnesota Dept. of Education (through the former 'Five Star School' recognition program), and in 2006 earned the Senator's Award for Educational Excellence from Senator Mark Dayton.

By delivering high academic achievement, nurturing strong relationships with the community, and providing a safe learning environment that promotes excellence and responsibility, we believe Shirley Hills models the qualities of an NCLB-Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Shirley Hills Primary School uses two standardized assessment tools to measure student progress in reading and mathematics: the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments, and the Minnesota Comprehensive Assessments II (MCA-II). The NWEA MAP assessments are administered twice a year (fall and spring) in grades 2'4; the MCA-II assessments are given to students in grades 3 and 4 in the spring. In grades K-1, teachers use ongoing formative assessments to evaluate student skills in letter recognition, sounds, blends, and reading fluency.

The state tests have four levels of performance: Level 1 - Does Not Meet the Standards; Level 2 - Partially Meets the Standards; Level 3 - Meets the Standards; and Level 4 - Exceeds the Standards. The combined results from Levels 3 and 4 comprise the school's percentage of students meeting state standards in reading and mathematics.

We believe the most meaningful aspect of Shirley Hills' tests results lies in the percentage of students who score at the highest level of proficiency, because it reflects Shirley Hills' focus in going above and beyond merely passing. The state expects students to meet the standards. However, at Shirley Hills, we expect students to exceed the standards, and they consistently prove themselves up to that task:

The following are Shirly Hills' 2007 MCA-II and 2007 NWEA Spring results:

Grade 2 Reading
NWEA spring average score: 196 (national average: 188)

Grade 2 Mathematics
NWEA spring average score: 198 (national average: 191)

Grade 3 Reading MCA-II: 99% percent met state standards (80% state average)
72% at Level 4 (49% state average)
NWEA spring average score: 206 (national average: 198)

Grade 3 Mathematics MCA-II: 99% percent met state standards (79% state average)
73% at Level 4 (34% state average)

NWEA spring average score: 213 (national average: 202)

Grade 4 Reading MCA-II: 95% percent met state standards (71% state average)
68% at Level 4 (38% state average)

NWEA spring average score: 212 (national average: 205)

Grade 4 Mathematics MCA-II: 92% percent met state standards (71% state average)
62% at Level 4 (32% state average)

NWEA spring average score: 219 (national average: 210)

Information about the state assessment system can be found at http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/MCA_II/index.html. Information on Shirley Hills' performance on those assessments can be found at http://education.state.mn.us/ReportCard2005/index.do.

Gaps in student performance on the MCA-II and NWEA MAP assessments, based on analysis of disaggregated data, were negligible because of very small subgroups (e.g., ethnic, free/reduced lunch).

2. **Using Assessment Results:**

On a regular basis, Shirley Hills teachers mine assessment data for critical information on student learning, weaknesses, and strengths. Teachers use the assessment results to adjust instruction, leading to a direct and positive effect on classroom learning. For example, the NWEA MAP results provide formative data that enable teachers to individualize instruction, offering appropriate additional support and/or rigor. This practice of assessing and then adjusting instruction allows all students to experience high levels of learning in reading and mathematics. The state MCA-II assessments provide summative data on student performance, measuring student learning that occurred during the year. Since MCA-II results are released during the summer, they are used to influence curriculum and instruction the following school year. For example, third-grade teachers pore over their previous year's students' MCA-II results to identify persistent areas of weakness. If students generally under-performed in a certain strand, teachers will develop ways to strengthen instruction in that skill area so that their current third-graders will be better equipped to achieve in the strand on the next year's test. In addition, the results provide insight into which individual students are likely to need additional help the following year in fourth grade.

Shirley Hills grade-level teacher teams meet on a weekly basis for data-based discussions of student achievement. Teachers use power benchmarks and pacing charts to plan lessons. The NWEA MAP and MCA-II assessments are supplemented with district-designed formative and summative common assessments. All assessments guide staff in arranging flexible groupings of students, and planning instruction and intervention time. The goals of intervention are to re-teach students who are struggling with a particular skill and to challenge students who are ready to learn more difficult skills. The analysis of district and state assessment data guides grade-level teams as they write SMART (Strategic, Measurable, Attainable, Results-Oriented, and Time-Bound) goals that address student weaknesses. Data are also used to identify students who would benefit from extra academic support or would qualify for Gifted and Talented programming.

We believe that our diligence in using data to influence instruction is one of the key drivers of dramatic increases in Shirley Hills students' performance on state assessments.

3. **Communicating Assessment Results:**

Several methods are used to communicate assessment results to students, parents, and the community. Parent-student-teacher conferences occur two times throughout the school year, once in the fall and spring. Students take an active role in those conferences, describing areas of accomplishment as well as skill areas in which additional attention is needed. Report cards are sent home with students at the end of each trimester. Because the district curriculum is aligned with the Minnesota state standards, the report card is designed to reflect how each child is doing according to those standards. MCA-II scores, reading fluency results, NWEA MAP scores, and curriculum-based assessments are shared with parents through mailings, phone calls, emails and conferences.

The Westonka District demonstrates high levels of accountability to the public, and this includes being accountable for student achievement. Achievement data is publicized in the local papers, on the district web site, in print publications (annual report, district newsletters), in prospective resident and realtor information packets, and in face-to-face meetings with community members.

4. **Sharing Success:**

By nature (small size of school district) and by design (adoption of the Professional Learning Communities framework), teacher collaboration and sharing of successes among classrooms and buildings are built into the way Westonka educators do business. At Shirley Hills Primary, as in other Westonka schools, we take pride in knowing each child by name and helping every child achieve. Shirley Hills staff members value close collaboration with the District's other elementary school. The District's professional development schedule reflects that value: teachers regularly meet with grade-level colleagues in the other elementary school to discuss curriculum and instruction. Deliberate and focused collaboration helps us improve teaching strategies and raise student achievement. The Westonka School District is blessed with talented and experienced educators, and we share a core belief in the value of learning from one another.

The Shirley Hills staff is helping lead the district in the use of interactive technology to improve teaching and learning. Our teachers are training colleagues on the effective use of interactive whiteboards in daily instruction. District and school administrators meet on a weekly basis to discuss teaching, curriculum, latest practices, and plans for continued progress on the Professional Learning Communities initiative. Every teacher at Shirley Hills Primary is an active

member of a curriculum committee that provides another avenue for sharing and learning from one another. Our school district has a strong relationship with Intermediate District 287, a consortium of metro school districts that provides access to specialized administrative services, professional development and curriculum resources, and programs and services to students. Active participation in District 287 offers many opportunities for staff to meet with educators in other school districts to share ideas and discuss best practices. In addition, Shirley Hills hosts many school events that allow parents, community members, and other school staff to experience our success first-hand.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The Shirley Hills Primary curriculum provides students a strong foundation in the core subjects of language arts, math, science, and social studies. In addition to preparing for academic success in middle school, students learn to respect themselves and others, demonstrate self discipline and responsibility, strengthen problem solving abilities, and develop higher order thinking skills.

Language Arts: The language arts curriculum provides a balanced program including literature, oral language, phonological awareness, comprehension, vocabulary, word identification, and writing. The program is research-based and aligned with state standards. The skills spiral through the grade levels, giving students many opportunities to work on skills that are important for building a strong reading foundation. Teachers supplement the program with high-quality leveled readers for more literature experience. Flexible groupings and literature circles allow students' individual needs to be met while providing access to a variety of great literature. Teachers use the Six Traits of Writing model to build strong writing skills.

Math: The math curriculum is standards- and research-based. It contains the following learning strands: number sense, geometry, algebra, data analysis, and math reasoning. Students' skills grow from simple pattern recognition to writing and solving equations and expressions. Computer-based activities help individualize instruction and provide intervention. Parent involvement is instrumental to student achievement in math. Math lesson information, including vocabulary, lesson examples, and practice problems, is shared regularly with families.

Science: Science instruction revolves around the belief that students learn best by engaging in meaningful experiences that lead to a deeper understanding of their natural world. In Shirley Hills' science program, children observe objects and events, form hypotheses, test their ideas in logical ways, and develop explanations that create meaning. All students, grades K-4, reflect on the scientific method as they test their hypotheses in experiments. This common thread flows through the elementary science years, building connections from grade to grade. The curriculum covers life, physical, and earth sciences, along with technology and scientific reasoning.

Social Studies: A comprehensive social studies program challenges students to process new knowledge through higher-order thinking skills. The curriculum uses multiple intelligence teaching strategies, focusing on critical thinking and understanding. Teachers help students connect what they are learning in class with their prior knowledge and experiences. Key units include: geography; citizenship; economics; government; world, national, and state history; and current events.

Music: Students experience music through active learning that includes speaking, singing, moving and playing. The Shirley Hills music class is influenced by the Orff-Schulwerk and Kodaly philosophies. Each year, previously learned material is reviewed before moving on to new concepts. Each grade (1-4) is involved in at least one music performance for family and friends. Every third year, students have the opportunity to take part in an Operetta, which features student singing and acting, and involves students, staff, and parents in set and costume design. Through field trips, first- through fourth-graders attend Young People Concerts at Minneapolis' Orchestra Hall. Third- and fourth-grade students learn to play a soprano recorder, helping them understand music concepts while exploring a new avenue for music making.

Art: Study of the visual arts develops students' skills of observation as they learn to examine the objects and events of their lives. At the same time, students grow in their ability to describe, interpret, evaluate, and respond to works in the visual arts. The primary art curriculum is based on the Discipline-Based Art Education (DBAE) philosophy, an approach that provides opportunities for students to study art as an academic discipline. Each unit of study has a balance of learned concepts from four content areas: art criticism, art history, art making and aesthetics. The foundation documents used to develop the

Westonka K-12 visual arts curriculum are the National Standards of Art Education and the Minnesota State Standards in the Visual Arts.

Information Literacy: Classroom teachers and media specialists share the responsibility of teaching media literacy and technology skills. The District's K-12 power benchmarks ensure that all students are taught the essential skills they will need to be successful in the ever-changing world of technology. Areas of special focus include research, location of resources, literature appreciation, and information technology. Information technology instruction consists of basic keyboarding skills, word processing, publishing, PowerPoint presentations, spreadsheets, and safe use of technology.

Physical Education: The physical education curriculum provides students with opportunities to learn lifetime activities that will enable them to live healthy lifestyles. All students experience success by participating and doing their best. Many cooperative activities and cardiovascular activities are practiced to provide a basis for further exercise later in life.

2a. **(Elementary Schools) Reading:**

This year we are in the review process for language arts curriculum and instruction, so curriculum review committee members are doing research on the latest best practices in reading instruction. We currently use a reading curriculum called 'Collections by Harcourt', published in 2001. The Harcourt curriculum was chosen because it best aligned with district and state reading outcomes. The program provides:

-A balanced, comprehensive, and research-based approach that guides us in meeting student needs. The skills are taught early on and then spiral throughout the grades to ensure mastery.

-A strong phonics instruction scope and sequence, and integrated language arts components. Instruction focuses on building fluency, vocabulary, comprehension, writing, oral language, word works, and constructive response skills. This solid scope and sequence, along with team planning, results in a consistent curriculum among grade-level classrooms throughout the school and district.

-A variety of literature, including fiction, non-fiction, biographies, classics, contemporary, plays, and poems. Students read, write, and speak using a variety of genres.

-Opportunities to work with students in flexible groups to meet the lesson's objective. Small groups offer the time to teach students at each one's instructional level, improving reading fluency, comprehension and confidence. Teachers supplement the curriculum's level-based readers with other great literature.

-Assessment tools. Varied assessments allow teachers to be experts on each child in their classroom. This valuable information guides instruction and is used to communicate with parents. School/Home Connection letters alert parents to vocabulary and reading skills to reinforce at home.

3. **Additional Curriculum Area:**

Math instruction is guided by the 2004 published edition of Harcourt Math, chosen because it aligned with the state's academic standards, as well as district outcomes. Our comprehensive math curriculum is designed to build conceptual understanding, skill proficiency, problem solving skills, and logical reasoning, while carefully developing concepts within and across the mathematics strands. We use hands-on manipulatives to help children learn the 'how and why' that goes along with deep understanding of math concepts. Our instruction period begins with introducing the math skill, then monitoring understanding through an activity or game, which is followed by guided practice. The last part of the lesson is independent practice. We supplement the curriculum to give students even more opportunities to work on constructive response and math fluency. The curriculum offers many opportunities to differentiate in the classroom. During intervention time, teachers provide direct instruction based on student needs identified in formative

assessments. Both formative and summative assessments are given frequently. Assessment results are shared with parents on a regular basis so they are well informed about their child's progress. These practices support the district's mission, which includes using effective instructional methods, research-based curriculum models, and engagement of all learners with high academic expectations.

4. **Instructional Methods:**

Teachers use a variety of instructional methods to meet the needs of learners. We differentiate instruction at every opportunity, working with students in large groups and small groups (sometimes within the same classroom) based on formative assessment results. Intervention time is used to individualize instruction to meet each student's specific needs. Another instructional method is the incorporation of interactive whiteboard technology. Interactive whiteboards allow teachers to tap into students' unique learning styles. When this technology is used in the classroom, students who traditionally are less involved often become more engaged and excited about learning. Interactive whiteboards enable teachers to create lessons that efficiently use many different instructional methods.

One of Shirley Hills' greatest strengths is the staff's ability to work as strong Professional Learning Community teams, which creates a fertile environment for developing new instructional methods and a safe environment in which to try them out to identify which methods are most productive. At Shirley Hills, the staff is very comfortable trying new things and sharing what they have learned at staff meetings. All teaching teams have common planning time, allowing staff to meet often during the week to talk about teaching methods and instructional strategies. When you walk between classrooms, it is apparent that each team has a clear understanding of the objectives for that day's lesson. The grade-level teams follow a pacing chart that allows for flexibility, based on individual classroom needs. Team conversations focus on improving teaching strategies, and open dialogue about what worked or didn't work is encouraged. This process encourages teachers to grow and improve as educators.

5. **Professional Development:**

Westonka's professional development program is based on the DuFours' Professional Learning Community (PLC) framework. The three main focus areas are: high levels of learning for all students, collaboration time during the workday, and the development and use of results-oriented goals to increase student achievement. The Shirley Hills staff has been well trained in the PLC framework through attendance at a two-day district workshop led by Rick and Becky DuFour in December 2006. This was a meaningful experience due to the one-on-one personal attention to our specific school needs. Since the DuFours' visit, great efforts have been made to implement the focus areas of the PLC framework. The Shirley Hills staff development team guides grade-level teams with a constant focus on increasing student learning. The staff development team is responsible for assisting the principal with further implementation of the PLC framework and the design of staff development days. Staff development activities are based on careful analysis of student assessment results and input from grade-level teams. In addition, the school's staff values continued learning of best practices in instructional strategies and methods that reach all student learners.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 3 Test Minnesota Comprehensive Assessment II (2006, 20

Edition/Publication Year Modified Annua Publisher Minnesota Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards meet	99	96	88	96	91
% "Exceeding" State Standards exceed	72	75	78	87	83
Number of students tested	72	72	76	83	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	3	0	3
Percent of students alternatively assessed	3	0	4	0	4
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 3 Test Minnesota Comprehensive Assessment II (2006, 20

Edition/Publication Year Modified Annua Publisher Minnesota Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards meet	99	93	91	95	93
% "Exceeding" State Standards exceed	73	56	83	88	89
Number of students tested	73	72	76	83	79
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	1	0	3	0	4
Percent of students alternatively assessed	1	0	4	0	5
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E) Grade 4 Test Minnesota Comprehensive Assessment II (2006, 20

Edition/Publication Year Modified Annua Publisher Minnesota Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards meet	95	80			
% "Exceeding" State Standards exceed	68	37			
Number of students tested	77	75			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	3			
Percent of students alternatively assessed	0	4			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 4 Test Minnesota Comprehensive Assessment II (2006, 20

Edition/Publication Year Modified Annua Publisher Minnesota Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards meet	92	69			
% "Exceeding" State Standards exceed	62	22			
Number of students tested	77	77			
Percent of total students tested	100	99			
Number of students alternatively assessed	0	2			
Percent of students alternatively assessed	0	3			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (E) Grade 4 Test NWEA Measures of Academic Performance

Edition/Publication Year Modified An Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	April	
SCHOOL SCORES*					
Total Score	212	211	213	209	
Number of students tested	77	76	86	85	
Percent of total students tested	100	99	99	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	205	205	205	204	
NATIONAL STANDARD DEVIATION	6	6	6		

Subject Reading (E) Grade 2 Test NWEA Measures of Academic Performance

Edition/Publication Year Modified An Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	April	
SCHOOL SCORES*					
Total Score	196	194	195	191	
Number of students tested	75	75	73	73	
Percent of total students tested	100	100	100	94	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	188	188	188	187	
NATIONAL STANDARD DEVIATION	8	8	8		

Subject Math Grade 2 Test NWEA Measures of Academic Performance

Edition/Publication Year Modified An Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	April	
SCHOOL SCORES*					
Total Score	198	196	194	191	
Number of students tested	74	75	72	78	
Percent of total students tested	99	100	99	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	191	191	191	188	
NATIONAL STANDARD DEVIATION	7	7	7		

Subject Reading (E) Grade 3 Test NWEA Measures of Academic Performance

Edition/Publication Year Modified An Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	April	
SCHOOL SCORES*					
Total Score	206	207	204	206	
Number of students tested	74	70	75	81	
Percent of total students tested	100	99	100	99	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	198	198	198	197	
NATIONAL STANDARD DEVIATION	7	7	7		

Subject Math Grade 3 Test NWEA Measures of Academic Performance

Edition/Publication Year Modified An Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	April	
SCHOOL SCORES*					
Total Score	213	209	209	211	
Number of students tested	74	71	75	82	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	202	202	202	200	
NATIONAL STANDARD DEVIATION	7	7	7		

Subject Math Grade 4 Test NWEA Measures of Academic Performance

Edition/Publication Year Modified An Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	April	
SCHOOL SCORES*					
Total Score	219	218	219	211	
Number of students tested	77	77	87	85	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	210	210	210	209	
NATIONAL STANDARD DEVIATION	7	7	7		