

# 2005-2006 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 Mrs. Michelle Krell  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 605 Seventh Street NE Waseca, Minnesota 56093-3232  
(If address is P.O. Box, also include street address) City State Zip Code+4 (9 digits total)

County Waseca State School Code Number\* 829

Telephone (507) 835-2248 Fax (507) 835-1005

Website/URL www.waseca.k12.mn.us E-mail krem@waseca.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\* Dr. James Schmitt  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Waseca Public Schools ISD 829 Tel. (507) 835-2500

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

I have reviewed the information in this package, 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 \_\_\_\_\_

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

## **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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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

1. Number of schools in the district:       1   Elementary schools  
   1   Middle schools  
   1   Junior high schools  
   1   High schools  
   2   Other (Alternative Learning Center, Waseca Off Campus)
- 6   TOTAL
2. District Per Pupil Expenditure:      \$8,029
- Average State Per Pupil Expenditure:  \$8,379

### SCHOOL

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.   1   Number of years the principal has been in her/his position at this school.
- 5   If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1, 2005 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  | 77         | 57           | 134         | 8     |            |              |             |
| 1  | 54         | 52           | 106         | 9     |            |              |             |
| 2  | 58         | 52           | 110         | 10    |            |              |             |
| 3  | 75         | 56           | 131         | 11    |            |              |             |
| 4  |            |              |             | 12    |            |              |             |
| 5  |            |              |             | Other |            |              |             |
| 6  |            |              |             |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b> |            |              |             |       |            |              | <b>481</b>  |

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>85</u> % White                         |
| <u>3</u> % Black or African American      |
| <u>11</u> % Hispanic or Latino            |
| <u>0</u> % Asian/Pacific Islander         |
| <u>1</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                         |

7. Student turnover, or mobility rate, during the past year: 21%

|            |  |              |
|------------|--|--------------|
| <b>(1)</b> | Number of students who transferred <i>to</i> the school after October 1 until the end of the year.   | <b>50</b>    |
| <b>(2)</b> | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | <b>48</b>    |
| <b>(3)</b> | Total of all transferred students [sum of rows (1) and (2)]  | <b>98</b>    |
| <b>(4)</b> | Total number of students in the school as of October 1   | <b>478</b>   |
| <b>(5)</b> | Total transferred students in row (3) divided by total students in row (4)                           | <b>0.205</b> |
| <b>(6)</b> | Amount in row (5) multiplied by 100  | <b>21%</b>   |

8. Limited English Proficient students in the school: 10%  
48 Total Number Limited English Proficient

Number of languages represented: 2  
Specify languages: Spanish and Somali

9. Students eligible for free/reduced-priced meals: 35%

Total number students who qualify: 167

10. Students receiving special education services: 23%  
78 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>5</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>12</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>11</u> Specific Learning Disability         |
| <u>7</u> Emotional Disturbance | <u>29</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment    | <u>1</u> Traumatic Brain Injury                |
| <u>11</u> Mental Retardation   | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities |  |

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

|                                       | <b>Number of Staff</b>  |                         |
|---------------------------------------|-------------------------|-------------------------|
|                                       | <b><u>Full-time</u></b> | <b><u>Part-Time</u></b> |
| Administrator(s)                      | <u>1</u>                | <u>          </u>       |
| Classroom teachers                    | <u>24</u>               | <u>          </u>       |
| Special resource teachers/specialists | <u>15</u>               | <u>1</u>                |
| Paraprofessionals                     | <u>30</u>               | <u>          </u>       |
| Support staff                         | <u>6</u>                | <u>1</u>                |
| Total number                          | <u>76</u>               | <u>          </u>       |

12. Average school student-“classroom teacher” ratio: 20

13. Show the attendance patterns of teachers and students as a percentage.

|                                     | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance            | 96 %      | 97 %      | 96 %      | 97 %      | 95 %      |
| Daily teacher attendance            | 94%       | 95%       | 93%       | 94%       | 95%       |
| Teacher turnover rate               | 7 %       | 7%        | 6%        | 6%        | 7%        |
| Student dropout rate (middle/high)  | N/A       | N/A       | N/A       | N/A       | N/A       |
| Student drop-off rate (high school) | N/A       | N/A       | N/A       | N/A       | N/A       |

## PART III - SUMMARY

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The Waseca Public School District prides itself in deeply knowing and caring for the students in our schools. Waseca Public Schools serve kindergarten through twelfth grade students. Waseca is a historical community in southern Minnesota, surrounded by lakes and rich farm land.

Hartley Elementary educates kindergarten through third grade students in this district. Hartley is located in a quiet residential section of town, and educates approximately 500 students in 24 sections.

The district mission is: *Waseca is a community committed to lifelong learning, developing the highest potential of all learners while building self-esteem, and assuring success in a global society.*

In aligning with the District Mission Statement, Hartley Elementary prides itself in fulfilling this mission. Waseca is...

*...a community* - Hartley Elementary acknowledges and respects diversity in culture, family structure, and student learning. The school strives to include parents in decision making, ensure they are well informed, offer opportunities to volunteer, and draw their input in decision making.

*...committed to lifelong learning* – As a kindergarten through third grade building Hartley lays the ground work of academics and social skills for lifelong learning. Achievement is documented.

*...committed to developing the highest potential of all learners* – Hartley Elementary offers programs for the broad range of learning needs found within its students. Hartley supports Title I, after school, and summer school programs, and special education programs in the areas of MSMI, MMMI, LD, DCD, and EBD. Hartley also offers a breadth of programs including, music, physical education, technology, and media. Hartley is committed to a broad based and aligned curriculum, ongoing staff development, curriculum mapping, and reasonable class sizes.

*...building self-esteem* – Hartley supports counseling services and a family service coordinator. The building's School Improvement Team is committed to enhancing the school climate and morale of staff. Hartley staff build self-esteem through setting and attaining high student expectations.

*...assuring success in a global society* – Hartley lays the foundation for their students participation in a global society through: technology training, math problem solving, an understanding of other regions and countries, field trips, and fiction and non-fiction literature.

Hartley sets specific measurable academic goals and strives to achieve them through research based strategies. We are committed to collaborative teamwork through professional collegial relationships which promote the interchange of ideas and provide us with opportunities to grow and learn from one another.

Our School Improvement Team is comprised of the principal, staff members and a parent. Its purpose is to review progress on school goals and establish processes that continue to improve the educational setting and experiences that we provide for our students and staff.

Hartley Elementary is proud of our parental and community involvement. We have an active group of volunteers comprised of parents, grandparents, community members, and retired teachers. We have a supportive Parent Teacher Organization that assists in many aspects of our school including fund raising, parent involvement nights, projects, field trips and activities.

Teachers at Hartley exemplify hardworking, caring educators who are dedicated to students growing and succeeding. This results in teachers working collaboratively on best instructional practices, examining student data and providing curriculum based on student needs as well as district and state standards.

Hartley has rich tradition and an abundance of school pride. Hartley has high expectations for students which are exemplified through our school wide theme WCRB (Work, Cooperate, Respect and Belong).

Hartley staff is highly professional, dedicated staff working endless hours with a passion for excellence. Hartley Elementary School is dedicated to helping students be successful, achieve high standards and develop a joy for learning.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results

The Minnesota Department of Education has developed state-wide assessments for system accountability in high academic content standards that also meet the federal requirements of the No Child Left Behind Act. The Minnesota Comprehensive Assessments (MCA) are criterion referenced tests, administered in the areas of reading/language arts and mathematics. Writing assessments are also given at certain grades, while science assessments are currently under development. Student achievement results are reported in five levels. Students scoring in the following levels demonstrate:

Level 5 – demonstrate advanced academic performance

Level 4 - demonstrate solid competence, are working above grade level, and are considered to be proficient.

Level 3 - represent students working successfully at grade level and achieving basic proficiency.

Level 2 - have partial knowledge and skills, but are performing slightly below grade level

Level 1 – have gaps in their knowledge and skills and are working significantly below grade level.

The goal of Hartley Elementary School is to help students achieve Level 3 or higher proficiency. Complete information on the state assessment system and Hartley student data may be found at: <http://www.education.state.mn.us/ReportCard2005/>

#### Grade 3 Reading Highlights for 2005:

- 92% of all students scored at or above the proficiency Level 3.
- 83% of all students scored in Levels 4 and 5 indicated above grade level performance.
- In 1998, 56% of our students demonstrated proficiency compared to 2005 where 92% of our students demonstrated proficiency.
- Hartley scored well above the state average in all subgroups.
- In 2002, 56% of our Free and Reduced Lunch Students demonstrated proficiency compared to 2005 where 92% demonstrated proficiency. (2005 state average was 62%.)
- In 2002, 52% of our Special Education students demonstrated proficiency compared to 2005 where 86% demonstrated proficiency.
- In 2005, 67% of students qualifying for free and reduced meals reached advanced academic performance (levels 4 and 5).

#### Grade 3 Mathematics Highlights for 2005:

- 93% of all students scored at or above proficiency Level 3.
- 87% of all students scored in levels 4 and 5 indicating above grade level performance.
- In 1998 48% of our students demonstrated proficiency compared to 2005 where 93% of our students demonstrated proficiency.
- Hartley scored well above the state average in all sub groups.
- Hartley had no students scoring in Level 1, the lowest proficiency level.
- In 2002, 42% of our Free and Reduced Lunch Students demonstrated proficiency compared to 2005 where 92% demonstrated proficiency. (2005 state average was 60%.)
- In 2002, 38% of our Special Education students demonstrated proficiency compared to 2005 where 86% demonstrated proficiency. (2005 state average making AYP is 53%.)
- In 2005, 82% of students qualifying for free and reduced meals reached advanced academic performance (levels 4 and 5).



## **2. Using Assessment Results**

Hartley Elementary School uses data from MCA and NWEA assessments to drive instruction and improve student learning. This data also provides feedback on curriculum and instruction in the Minnesota standards-based system. Hartley teachers believe that the most important information is data on individual students. Teachers use the *STAR* test, *Read Naturally*, Fluency Assessments, *Accelerated Reader* Tests, *Observational Survey*, Performance Assessments and writing samples.

Teachers administer the *NWEA Measures of Academic Progress* in the fall, winter and spring of each year in grades 2 and 3. The *MAP* norm reference test allows us to measure student growth and set annual growth targets for each child. Data is broken into sub-strands in the areas of reading, language arts, and mathematics. This enables teachers to identify gaps and areas of strength for each child. By administering the test in late January, teachers can use the data as a benchmark and analyze growth and target areas that are lacking adequate achievement. *The Learning Continuum* is a related tool that assists teachers in using this data to differentiate their instruction.

Teachers meet in cluster groups weekly, comprised of grade level teachers, special education teachers, and one or two specialist. Teachers are led by a Master Teacher who assists in data analysis. Based on the school-wide academic goals developed from test score analysis, including pre, post and benchmark assessments, Master Teachers lead the collaborative teams in developing strategies targeted to individual student needs. With the assistance of Master and Mentor teachers, specific strategies are taught in the classrooms and reinforced in specialist classes. Teacher teams differentiate lessons to better meet the needs of all students. Delivering quality instruction is not just the responsibility of the classroom teacher, but every staff member at Hartley. Everyone is striving for the same goal, the continuous improvement of our students.

## **3. Communicating Assessment Results**

Regular home-school communication is the foundation for student success. Sharing information and empowering students and parents to share ownership in our goals is key to our success with student learning. We begin our school year with our Parent Partnership meeting in which the principal and teachers indicate the expectations for all students. We share our test score results and goals for the year. Teachers use weekly newsletters to communicate goals, expectations and parental support needed. The principal sends out a monthly newsletter and a district newsletter is published four times a year. Parent-teacher conferences are held in the fall and the spring. Running records, informal reading inventories, regular classroom assessment data, *STAR Reading*, *NWEA Measures of Academic Progress* scores are shared with the parents in the fall. State MCA test results are mailed to parents and discussed at fall conferences. In the spring conferences student growth is analyzed. Results from the mid-year NWEA test are shared. Parents can always access student progress online through our EdLine progress system. Teachers at Hartley do not hesitate to contact parents through notes, emails, phone calls or additional conferences. Communication is extremely important for continuous improvement of students. Parents are invited to share lunches with the principal through parent advisory meetings. The principal uses an open door policy with staff, parents and community members. Each spring Hartley parents are surveyed and results are analyzed by the School Improvement Team. This information is used to improve Hartley Elementary.

School and district MCA data is also available on the MN Department of Education website. The state prepares an annual "School Report Card," which reports assessment results and accountability reports. Waseca Public Schools annual school calendar shares further assessment data. Test data is reported in the school district newsletter which is mailed to all taxpayers residing in the school district. Hartley Elementary strives for open communication between home and school. This is a powerful tool for student success.

#### **4. Sharing Success**

Hartley teachers and staff are proud of their accomplishments with students. The use of research based instructional strategies, on going staff development and continual data analysis as well as comprehensive teacher evaluation system has contributed to dramatic student achievement gains. During the last two years, Hartley has been part of the Teacher Advancement Program (TAP). The affiliation with the TAP program has provided many opportunities to share our successes with other schools. The principal has presented at the Minnesota Elementary Principals' Association, Rural Education Association, the National TAP Conference, and numerous other organizations. In 2005, the Minnesota House of Representatives Finance Committee visited Hartley to observe our cluster groups (teacher teams that meet weekly to analyze test data, learn instructional strategies aligned with student needs). The Principal and a Master Teacher also had an opportunity to appear on K12 TV with the Minnesota Commissioner of Education Alice Seagram. Our school has been visited by several schools particularly interested in our learning community philosophy. We are happy to share the framework for our student success. It is important to network and communicate with other schools that are showing continued student achievement. We can learn from others through their successes and achievements.

As a district we work on curriculum mapping and alignment. We share instructional strategies with the other schools in our district to assure students continuation of effective instructional strategies.

Finally, we are also near a major university which needs our assistance in preparing practicum and student teachers for the teaching profession. These people are the future of education and we see it as a positive opportunity to share what we know, along with listening and learning from these new energetic students.

# PART V – CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

In the Waseca Public Schools we have a rich and rigorous curriculum that is based upon the High Academic Standards for the State of Minnesota. Our curriculum is under constant revision in order to maintain the highest standards and expectations for our students. Curriculum teams, cluster groups, grade level teams, and the School Improvement Team meet on a regular basis. Throughout the year staff development time is used for teams to meet to update curriculum maps, analyze curricular needs and support curriculum implementation. The district has been involved in an extensive curriculum mapping project. The curriculum maps cover all content areas and include subject area short and long term goals, as well as month by month class content, skills/knowledge and assessment.

**Reading:** Our reading program incorporates the five areas of reading instruction identified by the National Reading Panel Report – phonemic awareness, phonics, vocabulary, fluency, and comprehension. The goal of our reading program is for each child to read and comprehend text at grade level. Teachers strive to use differentiation strategies to meet the instructional needs of all students. On-going staff development is critical to the success of our reading/language arts program, which encompasses reading, writing, and spelling.

**Math:** The Waseca Public Schools uses the Every Day Math Program, which spirals to give multiple exposures to the mathematical strands represented in our state’s high standards. Teachers use multiple strategies and manipulatives to assist students in attaining a deeper understanding of key mathematical concepts in: number sense, computation and operations; patterns, functions and algebra; chance and data; geometry, and measurement. Large and small group differentiation is a key in reaching all learners.

**Science:** Our district is currently piloting the McGraw/Hill science programs. This series includes hands-on experiments and extensive vocabulary which builds from grade level to grade level. Minnesota has recently developed new science standards which serve as the basis for our curriculum re-alignment. State testing in science begins in 2008.

**Social Studies:** Hartley currently uses the Houghton Mifflin Social Studies series. K-3 units of study include: family, neighborhoods, community, US and world geography, US history and a strong maps program. Social studies is incorporated into all other subjects.

**Health/Physical Education:** Our health education focuses on each student to be physically healthy; ranging from understanding body systems to nutritional expectations, and being emotionally healthy; character education for oneself and community. The physical education program is aligned with state and national standards. It stresses the importance of wellness, physical fitness, team building, and involvement in life-long activities.

**Art:** Art instruction is thematic and interdisciplinary. In collaboration with Waseca Arts Council, volunteers present a monthly student art appreciation lesson and follow-up activities for teachers. This partnership focuses on elements of art, encourages creativity, and enhances art appreciation.

**Music:** The elementary music program is based on state and national standards. Music units of study include singing, performing, improvising, composing, reading and evaluating music.

## **2a. Reading/Language Arts Curriculum:**

Hartley Elementary has a balanced reading approach based on the Minnesota Academic Standards. Currently, a basal reader is our primary instructional tool, which we supplement with other literacy programs and resources that compliment the textbook.

Kindergarten through third grade classes have reading and language arts blocks dedicated to reading, spelling, writing, grammar and phonemic awareness. Supplementary resources are an important component to a well-rounded reading program. *Read Naturally*, *A-Z Leveled Books*, novels, and instructional strategies from the research-based program *Four Blocks*, and *Accelerated Reader* are instructional resources we incorporate into our program. This exposure to a wide and rich range of literature, along with the support of instruction in the reading process, contributes to student success.

Each grade level tailors their reading program to meet the needs of their students. Kindergarten students use leveled readers that focus on phonemic awareness and site vocabulary which are the foundation for a successful reader. Our first grade classrooms complete running records and level students at their instructional level. Guided reading groups are conducted at student levels to meet individual needs. In second grade, students work with *Read Naturally*, as a fluency program, targeting students at their level and creating accountability with comprehension questions. Third grade students focus on vocabulary and comprehension and utilize the *Accelerated Reader* program extensively. In all grades, students are tested using the *STAR Reading* test to determine each student's individual instructional level. Based on that, students are leveled in the *Accelerated Reader* program and progress at their own rate with articulated monthly goals. The research is clear that reading instruction must be done with the students reading level in mind. Students will not effectively learn if the books they are reading are too easy or too hard. We strive to individualize our reading program so students can be successful at their reading level, but challenge them to grow and achieve.

## **3. Mathematics**

Hartley uses best practices combined with the high academic standards put forth by the Minnesota Department of Education when teaching mathematics. Students at Hartley follow a mathematics curriculum that is closely aligned to state and national standards established by the National Council for Teaching Mathematics. Hartley adopted the *Everyday Math* series in 2002, which focuses on mathematical reasoning, number sense, computation and operation, patterns and functions, algebraic thinking, data and statistics, probability, spatial sense, geometry, and measurement. This curriculum spirals to give students multiple exposures to mathematical strands in our state standards. Teachers use many strategies and manipulatives to assist students in attaining a deeper understanding of key mathematical concepts. Teachers monitor student progress and differentiate instruction to remediate or challenge students to create optimal learning.

Everyday Math creates a strong foundation in critical thinking and problem solving. Hartley teachers promote a safe and positive environment, while encouraging high expectations. Cooperation is another key element for our curriculum. Students work together sharing strategies, ideas, and algorithms. Students discover there can be more than one way to solve a problem and that more than one answer can be acceptable. Our math curriculum relates math skills to every day experiences and allows students to envision the life-long usefulness of math.

#### **4. Instructional Methods Used to Improve Student Learning:**

Each and every student at Hartley Elementary has unique learning styles and needs. To meet the differentiated needs, administration, staff and parents work collaboratively to offer a multitude of ways for students to reach success.

All students are grouped in heterogeneous classrooms. Assessments and data from classroom activities allow teachers to identify individual learning needs and create flexible and informal groups of students for mastering specific skills and concepts. Grouping arrangements within a classroom consist of whole class, small groups, pairs, and individuals. Hartley also differentiates reading and math instruction through guided and leveled reading groups, math stations and novel studies for enrichment. Each instructional group composition is varied to best accomplish the goals of each lesson.

Hartley Helpers, which is our volunteer program, and paraprofessionals regularly assist individual or small groups of students. Supplementary help is given to our special education and LEP students. Each day a homework room is provided for students that need additional help during the lunchtime. Youth Service Leaders from our High School come to Hartley to assist students and provide a positive youth role model several times a week. Hartley has an after school program called Kids Academy, which meets twice a week for an hour and provides remedial and enrichment opportunities for students to be successful with each grade level curriculum. Hartley also offers an eight week summer school program that is attended by 30% of our students. All of our Targeted Service Programs listed above are taught by teachers from their respective grade levels, which helps ensure continuity and best meets individual needs.

The Child Study Team meets weekly to review the needs of our students. A Family Service Coordinator and two part time elementary counselors help teachers and families support the emotional and social needs of our children.

We know our students through keen observations, analyzing achievement data, and developing strong relationships. This guides us in identifying student needs and adjusting instructional methods to accommodate those needs on a regular basis.

#### **5. Professional Development:**

Professional Development is an important part of any successful school. Professional development at Hartley occurs at both the school level and district level. There is a direct link between our school improvement goals and our professional development goals. Staff development money is made available to grade level and subject area teams for individual or collaborative experiences that promote acquisition of skills and knowledge that complement district and building initiatives.

Waseca Public Schools received a federal grant for the implementation of the Milken Family Foundation Teacher Advancement Program (TAP) which fosters school improvement through on-going professional development. Teachers belong to professional learning communities where collegiality is valued and best practices explored. These professional learning communities, known as clusters, consist of teachers from a particular grade level, specialists, and special education teachers. Clusters meet weekly for 60 minutes. The focus of each cluster meeting revolves around teachers evaluating and interpreting student data. From the data, student weaknesses are identified and new instructional strategies are developed. Application of new learning in the classroom is monitored by the Master and Mentor Teachers through modeling, coaching, and co-teaching. Student data validates the effectiveness or ineffectiveness of a certain instructional strategy that have been implemented. Individual growth plans are created and implemented by all staff members. Goals are measurable, on-going and tied to students' academic needs.

During the 2004-2005 school year, Hartley teachers completed about 3,000 hours of professional development. This assertive and purposeful commitment to improving the art of teaching is reflective in the high marks our students receive on the state standardized testing assessments.

## **Data Display Tables:**

The following attached data display tables show Hartley Elementary School Minnesota Comprehensive Assessment data for reading and math over a five year period at grade 3. It has been disaggregated for the socioeconomic subgroup when the cell size was large enough to do so. Hartley does not have large enough cell sizes to disaggregate data for ethnic/racial groups. Disaggregated data was not available for the 2000-2001 school year.  
See attached display tables.

**Table 1: Grade 3 READING MCA: Hartley Elementary School**

Subject Reading Grade 3 Test Minnesota Comprehensive Assessment

Edition/Publication Year 2005 Publisher Data Recognition Corporation (DRC)

| <b>HARTLEY SCORES</b>                              | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                                      | April     | March     | April     | March     | March     |
| Average Scaled Score                               | 1619      | 1588      | 1534      | 1535      | 1534      |
| % At or Above Meets State Standards*(Levels 3,4,5) | 92        | 85        | 80        | 79        | 80        |
| % At Exceeds State Standards* (Levels 4,5)         | 83        | 73        | 62        | 57        | 60        |
| % At Advanced (Level 5)                            | 37        | 29        | 19        | 21        | 19        |
| Number of students tested                          | 120       | 101       | 128       | 117       | 124       |
| Percent of total students tested                   | 99        | 99        | 98        | 98        | 95        |
| Number of students alternatively assessed          | 1         | 1         | 2         | 2         | 6         |
| Percent of students alternatively assessed         | <1        | <1        | <2        | 2         | <5        |
| <b>STATE SCORES</b>                                |           |           |           |           |           |
| Average Scaled Score                               | 1542      | 1535      | 1511      | 1486      | 1487      |
| % At or Above Meets State Standards*(Levels 3,4,5) | 78        | 73        | 73        | 67        | 67        |
| % At Exceeds State Standards* (Levels 4,5)         | 66        | 60        | 56        | 49        | 49        |
| % At Advanced (Level 5)                            | 24        | 23        | 17        | 16        | 16        |
| Number of students tested                          | 56501     | 57456     | 58278     | 58685     | 59635     |
| Percent of total students tested                   |           |           | 98        | 95        | 95        |
| Number of students alternatively assessed          |           |           | 1331      | 3258      | 3350      |
| Percent of students alternatively assessed         |           |           | 2         | 5         | 5         |
| <b>SUBGROUP SCORES</b>                             |           |           |           |           |           |
| <b>1. Eligible for Free/Reduced Lunch</b>          |           |           |           |           |           |
| Average Scaled Score                               | 1582      | 1507      | 1452      | 1430      |           |
| % At or Above Meets State Standards (Levels 3,4,5) | 92        | 71        | 62        | 56        |           |
| % At Exceeds State Standards (Levels 4,5)          | 71        | 52        | 45        | 40        |           |
| % At Advanced (Level 5)                            | 29        | 15        | 14        | 9         |           |
| Number of students tested                          | 38        | 27        | 42        | 32        |           |
| <b>2. Ineligible for Free/Reduced Lunch</b>        |           |           |           |           |           |
| Average Scaled Score                               | 1636      | 1618      | 1547      | 1574      |           |
| % At or Above Meets State Standards (Levels 3,4,5) | 92        | 90        | 90        | 88        |           |
| % At Exceeds State Standards (Levels 4,5)          | 88        | 81        | 71        | 64        |           |
| % At Advanced (Level 5)                            | 40        | 34        | 21        | 25        |           |
| Number of students tested                          | 82        | 74        | 86        | 85        |           |
| <b>3. Special Education</b>                        |           |           |           |           |           |
| Average Scaled Score                               | 1554      | 1463      | 1454      | 1424      |           |
| % At or Above Meets State Standards*(Levels 3,4,5) | 86        | 45        | 70        | 52        |           |
| % At Exceeds State Standards* (Levels 4,5)         | 72        | 35        | 48        | 26        |           |
| % At Advanced (Level 5)                            | 18        | 10        | 10        | 4         |           |
| Number of students tested                          | 28        | 20        | 28        | 23        |           |

**Table 2: Grade 3 MATH MCA: Hartley Elementary School**

Subject Math Grade 3 Test Minnesota Comprehensive Assessment

Edition/Publication Year 2005 Publisher Data Recognition Corporation (DRC)

| <b>HARTLEY SCORES</b>                              | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                                      | April     | March     | April     | March     | March     |
| Average Scaled Score                               | 1678      | 1558      | 1535      | 1485      | 1489      |
| % At or Above Meets State Standards*(Levels 3,4,5) | 93        | 78        | 78        | 68        | 66        |
| % At Exceeds State Standards* (Levels 4,5)         | 87        | 64        | 65        | 48        | 54        |
| % At Advanced (Level 5)                            | 34        | 15        | 12        | 8         | 12        |
| Number of students tested                          | 120       | 101       | 128       | 126       | 129       |
| Percent of total students tested                   | 99        | 99        | 98        | 98        | 98        |
| Number of students alternatively assessed          | 1         | 1         | 2         | 2         | 3         |
| Percent of students alternatively assessed         | <1        | <1        | <2        | 2         | 2         |
| <b>STATE SCORES</b>                                |           |           |           |           |           |
| Average Scaled Score                               | 1568      | 1522      | 1519      | 1486      | 1491      |
| % At or Above Meets State Standards*(Levels 3,4,5) | 78        | 71        | 72        | 65        | 66        |
| % At Exceeds State Standards* (Levels 4,5)         | 65        | 55        | 56        | 48        | 53        |
| % At Advanced (Level 5)                            | 24        | 15        | 14        | 11        | 14        |
| Number of students tested                          | 56501     | 57421     | 58186     | 58653     | 59732     |
| Percent of total students tested                   |           |           | 98        | 95        | 95        |
| Number of students alternatively assessed          |           |           | 1292      | 3290      | 3305      |
| Percent of students alternatively assessed         |           |           | 2         | 5         | 5         |
| <b>SUBGROUP SCORES</b>                             |           |           |           |           |           |
| <b>1. Eligible for Free/Reduced Lunch</b>          |           |           |           |           |           |
| Average Scaled Score                               | 1628      | 1469      | 1462      | 1379      |           |
| % At or Above Meets State Standards (Levels 3,4,5) | 92        | 63        | 64        | 42        |           |
| % At Exceeds State Standards (Levels 4,5)          | 81        | 37        | 49        | 33        |           |
| % At Advanced (Level 5)                            | 26        | 7         | 5         | 6         |           |
| Number of students tested                          | 38        | 27        | 41        | 33        |           |
| <b>2. Ineligible for Free/Reduced Lunch</b>        |           |           |           |           |           |
| Average Scaled Score                               | 1701      | 1590      | 1569      | 1521      |           |
| % At or Above Meets State Standards (Levels 3,4,5) | 94        | 84        | 85        | 77        |           |
| % At Exceeds State Standards (Levels 4,5)          | 89        | 75        | 72        | 53        |           |
| % At Advanced (Level 5)                            | 38        | 18        | 15        | 8         |           |
| Number of students tested                          | 82        | 74        | 87        | 92        |           |
| <b>3. Special Education</b>                        |           |           |           |           |           |
| Average Scaled Score                               | 1620      | 1470      | 1519      | 1339      |           |
| % At or Above Meets State Standards*(Levels 3,4,5) | 86        | 60        | 73        | 38        |           |
| % At Exceeds State Standards* (Levels 4,5)         | 75        | 40        | 58        | 17        |           |
| % At Advanced (Level 5)                            | 21        | 5         | 12        | 0         |           |
| Number of students tested                          | 28        | 20        | 26        | 24        |           |