

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

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

School Mailing Address 1979 Summit Lane  
(If address is P.O. Box, also include street address)

Mendota Heights MN 55118-4155  
City State Zip Code+4 (9 digits total)

County Dakota State School Code Number\* 0197

Telephone ( 651 ) 405-2451 Fax ( 651 ) 405-2891

Website/URL <http://mendota.isd197.org/index.html> E-mail [goldades@isd197.org](mailto:goldades@isd197.org)

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

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

Name of Superintendent\* Mr. John Longtin  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West St. Paul/Mendota Height/Eagan Tel. ( 651 ) 681-2313

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 Dr. Lani Bennett  
(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**

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

1. Number of schools in the district:    \_\_5\_\_ Elementary schools  
   \_\_2\_\_ Middle schools  
   \_\_\_\_\_ Junior high schools  
   \_\_1\_\_ High schools  
   \_\_\_\_\_ Other
- \_\_8\_\_ TOTAL
2. District Per Pupil Expenditure:        \_\_\_\_\_ \$11,398 \_\_\_\_\_
- Average State Per Pupil Expenditure:    \_\_\_\_\_ \$10,379 \_\_\_\_\_

**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. 6 \_\_\_\_\_ 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	20	41	61	7			
K	36	30	66	8			
1	45	34	79	9			
2	37	29	66	10			
3	32	36	68	11			
4	43	36	79	12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>419</b>

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- 89 \_\_\_% White
  - 04 \_\_\_% Black or African American
  - 05 \_\_\_% Hispanic or Latino
  - 01 \_\_\_% Asian/Pacific Islander
  - 01 \_\_\_% 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: \_\_\_5\_\_\_%

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

8. Limited English Proficient students in the school: \_\_\_3\_\_\_%  
 \_\_\_10\_\_\_ Total Number Limited English Proficient

Number of languages represented: \_\_\_10\_\_\_

Specify languages: Spanish, Russian, Somali, Vietnamese, Arabic, Laotian, Hindu

9. Students eligible for free/reduced-priced meals: \_\_\_12\_\_\_%

Total number students who qualify: \_\_\_43\_\_\_

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:   17  %  
  62  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.

- |                          |   |
|--------------------------|---|
| 16__Autism               | 1__Orthopedic Impairment                |
| __Deafness               | 2__Other Health Impaired                |
| __Deaf-Blindness         | 10__Specific Learning Disability        |
| 2__Emotional Disturbance | 17__Speech or Language Impairment       |
| __Hearing Impairment     | __Traumatic Brain Injury                |
| 14__Mental Retardation   | __Visual Impairment Including Blindness |
| __Multiple Disabilities  |   |

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  1  </u>	<u>      </u>
Classroom teachers	<u> 15 </u>	<u>  5 </u>
Special resource teachers/specialists	<u>  6 </u>	<u>  5 </u>
Paraprofessionals	<u> 19 </u>	<u>  1 </u>
Support staff	<u>  1 </u>	<u>  7 </u>
Total number	<u> 42 </u>	<u> 18 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers:   24:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	95%	96%	95%	96%
Daily teacher attendance	93%	92%	93%	92%	93%
Teacher turnover rate	<5%	<5%	<5%	<5%	<5%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

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Mendota Elementary is a school for prekindergarten through fourth grade students with an enrollment of 361 K-4 students and 42 preschool students. Approximately 21 of our K-4 students are enrolled as part of the district's special education/autism program, which is housed at Mendota. The school is part of Independent School District 197, which has schools in West St. Paul, Mendota Heights, and Eagan. The area is a first-ring suburb of St. Paul, Minnesota, with rapidly changing demographics that include an aging population and an influx of immigrants. The eight schools that make up School District 197 include five neighborhood elementary schools, two middle schools and one high school.

Mendota's mission is to promote lifelong learning, recognize individuality, and provide challenging experiences. In order to achieve our mission, we have created a learning environment that is safe, nurturing, and academically challenging for our students. Cornerstones of the school's success are a strong curriculum with built-in opportunities for differentiation; a mature, team-oriented teaching staff; an active site council; and extensive parental involvement and support.

Our students study a rich curriculum that includes reading/language arts, math, science, social studies, Spanish, physical education, computers, art, and music. The curriculum is well-organized at the district level, where each subject area is on a five-year review cycle to ensure all materials adhere to current best practices and meet individual student needs. Extensive staff development accompanies the introduction of new materials and stresses differentiation and high expectations for all learners. At Mendota, we use a variety of approaches to meet the individual needs of students, including experiential learning and cooperative learning. For example, our outdoor science lab and regular trips to the nearby Dodge Nature Center provide hands-on learning experiences that cannot be provided in a classroom. Cooperative learning helps students learn to work together and know that they are valued members of the school community. We also have special education and intervention programs to help meet the needs of individual students. We are continuously working to improve the learning environment at Mendota.

The staff is organized into grade-level teams with coordinated team-planning time. In addition, Mendota has established Professional Learning Communities to further the integration of technology, the promotion of writing, the embracing of multiculturalism, and the importance of positive behavior/intervention. Representatives also attend district-wide cohorts in differentiation and subject-specific content areas, and a mentoring program ensures teachers with less than five years of experience receive the support and training required to develop top-notch teachers.

The Mendota Site Council is composed of parents and staff members who plan the daily schedule, provide feedback to the principal, determine dates for conferences/ open houses, and oversee the yearly PTA instructional fund. The Site Council also helps plan school-wide curriculum extensions, such as the poetry and jazz residencies offered last year and the school-wide study of countries/cultures represented in our student body (Puerto Rico, Somalia, Italy and the Dakota/Ojibwa are featured this year).

Parent involvement benefits Mendota on many levels. In addition to classroom help as teachers and tutors, parents help with PTA events, school activities, administrative tasks, and much more. Parents have been the driving force in the success of our Cougar Fitness Club, an after-school activity that promotes physical fitness, as well as a renewed emphasis on development of the whole child, reflected in ways ranging from healthier food choices at school to extensive after-school enrichment activities that target myriad interests. Our PTA raises about \$30,000 a year, much of which is dedicated to curriculum extensions like field trips and assemblies and after-school enrichment programs. These funds also provide scholarships so every student has the opportunity to pursue special interests and develop special talents.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results

The State of Minnesota sets performance levels for schools and students in Minnesota and assesses progress with the Minnesota Comprehensive Assessments. Information about the assessment program in Minnesota can be found on the Minnesota Department of Education website at [http://education.state.mn.us/html/mde\\_home.htm](http://education.state.mn.us/html/mde_home.htm).

Students at Mendota take the Minnesota Comprehensive Assessments in grade three. There are two tests: a reading test and a math test. The tests are scored and students are placed in one of five levels. Levels 1 and 2 are not passing levels. Levels 3, 4 and 5 are considered to be passing levels. Level 3 demonstrates success on grade-level material, Level 4 demonstrates work above grade level, and Level 5 demonstrates superior performance, well beyond what is expected at the grade level.

The State of Minnesota combines the scores of students in Levels 3, 4 and 5 to show the percent of students who achieve a passing score. Comparing the percent of students in Minnesota who pass and the percent of students at Mendota who pass is a good indication of the achievement of students at Mendota Elementary. Even more telling, however, is a comparison of the percent who scored at Level 5, the highest level. The results from the 2005 Minnesota Comprehensive Assessments are as follows:

Grade 3 Reading	Percent passing in Minnesota: 78 Percent Passing at Mendota: 91 Percent at Level 5 in Minnesota: 24 Percent at Level 5 at Mendota: 51
Grade 3 Math	Percent passing in Minnesota: 78 Percent Passing at Mendota: 95 Percent at Level 5 in Minnesota: 24 Percent at Level 5 at Mendota: 68

The percent of students passing the two tests in Minnesota is 78%. The percent of Mendota students passing the tests is 91% (reading) and 95% (math). The percent of students demonstrating superior performance by scoring at the highest level is 24% in Minnesota. At Mendota, it is 51% in reading and an astounding 68% in math.

The Minnesota Comprehensive Assessments have nine different strands in reading. The Mendota percentages on these strands are as follows: Literal Comprehension – 89; Interpretation & Evaluation – 84; Literary Passages - 91; Information/Practical Passages - 86; Main Idea - 89; Information Processing - 89; Inference -83; Compare/Contrast – 95; and Analysis – 80.

Math assessments are also analyzed by strands on the Minnesota Comprehensive Assessments. The third grade math strand scores at Mendota are: Shape, Space & Measurement – 89; Number, Sense & Data Categorization – 91; Problem Solving – 90; Procedures & Concepts – 90; Number Sense – 92; and Data Categorization – 89.

No Child Left Behind legislation identifies categories of students in schools, and assessment results are shown for each of these groups. Each year when the results of the MCAs are released, the entire staff examines the results to see what we can learn about our school. Ten percent of the students tested in 2005 were Special Education students, which was our largest subgroup. The only groups with enough students to be considered valid are All Students and White Students.

All district fourth graders take the Cognitive Abilities Test (CoGAT) and the Iowa Tests of Basic Skills (ITBS). These tests are particularly useful to us because they predict how well students will do based on their cognitive abilities and then test their actual knowledge of basic skills. Mendota's test results were high: Reading scores averaged 85%, Language scores averaged 72%, Math scores averaged 85%, and Core scores averaged 83% (combination of previous three sub tests) Most gratifying to the Mendota staff was the fact that students scored 6 percentage points higher on the ITBS Core Tests than predicted by the CoGAT scores, underscoring the school community's philosophy and practice of having high expectations for all learners.

## **2. Using Assessment Results**

At Mendota Elementary we believe that using assessment results to improve student achievement is critical. First, the testing data will be presented and explained to all teachers. Teachers will have the chance to formulate observations about the data. We celebrate successes and create an action plan to address needed improvement areas. Secondly, grade level teams will look at the data and follow the same process described above. Yearly building goals and grade level goals are based on annual testing data. Finally, individual teachers will examine the testing data to decide how it can impact curriculum and personal teaching strategies. Yearly professional goals are partially based on annual testing data.

## **3. Communicating Assessment Results**

At Mendota Elementary we believe that communicating our school performance is important. In addition to the principal's weekly newsletter and our website, both of which keep parents informed of our assessment results and activities, we have a school brochure that paints a broad picture of our philosophy and curriculum and summarizes the previous year's assessment results. We also submit press releases to the local papers to keep the broader community informed and encourage families and community members to visit the district website, where detailed assessment information on each school is available ([www.isd197.org](http://www.isd197.org)). The school district website includes the MCA scores of each school and provides a direct link to the state's website and official "school report card" for each school.

The assessment information we provide directly to parents includes state tests like the Minnesota Comprehensive Assessments (MCA), which are given to third graders, and district tests like the Iowa Tests of Basic Skills (ITBS) and the Cognitive Ability Tests, which in our district are given to all fourth graders. Detailed reports on the ITBS are mailed to each parent, including information on how the results can be used to strengthen learning. State, district and classroom assessments are also discussed in detail with parents during quarterly conferences. If a parent is unable to come to the school for a conference, we go to them, ensuring 100 percent contact with the parents of our students.

School District 197 communicates information about school performance to our communities using a variety of methods. Weekly and biweekly community newspapers include *The Sun*, *The Southwest Review*, and *The Villager*. These three newspapers are good vehicles for communication to the community, and our assessment reports are reported regularly in them. Two newspapers with statewide circulation, *The Pioneer Press* and *The Star Tribune*, publish MCA assessment results by district for the entire state. The district also uses direct mailings to all residents within the district's boundaries to communicate information about school and district performance and student activities. In the fall, the district publishes an "Annual Report on Curriculum, Instruction and Student Achievement" which explains all assessment vehicles used in the district and charts assessment results for the previous year. This report is mailed to every resident and is also available on the website.

## **4. Sharing Success**

Our school believes it is important to share our success with other schools. We have shared information with other teachers in the school district at quarterly grade level meetings and through the district wide Monday memo. In addition we have shared program ideas with other schools, specifically we have shared



our after school enrichment program and fitness club with other schools. We have partnered with another district elementary schools to provide pen pals, field trips, and fitness programs. Other schools in the state have inquired about our school since being identified with high test scores on the Minnesota Comprehensive Assessments. One school outside of our area visited and completed a school tour and informational interview with some Mendota staff members.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. The School’s Curriculum**

At Mendota Elementary, students study a rich and rigorous curriculum based on the high standards set by the State of Minnesota and by School District 197. The standards of School District 197 are based on the district’s mission statement: “Our goal is to provide a supportive and challenging learning environment that assures lifelong success and high achievement for all community learners.” The Curriculum Department also has a mission statement: “to improve student achievement through the development of quality curriculum and the support of effective instruction.” A curriculum review cycle ensures that students receive the most up-to-date educational program possible. During the past five years, the district has implemented new curriculum at the elementary level in science, phonics, writing, mathematics, social studies, music, art, and handwriting. Extensive staff development accompanies the introduction of each new program.

**Early Learning** — Mendota’s preschool programs provide a “bridge to school” through half-day programs. Our programs lay the foundation for future school success by encouraging personal, social and physical development; language development; pre-reading and pre-writing skills; mathematical and scientific thinking; and enthusiasm for social studies, music and art.

**Reading/Language Arts** – At Mendota Elementary School we use a balanced literacy model that stresses all students reading at their instructional level and differentiated instruction to challenge each student and meet individual needs. In the core subject areas of reading and writing, our balanced literacy model emphasizes viewing, speaking, listening, presenting, writing, and reading as well as an ongoing process of assessment.

**Math** – The mission of the mathematics curriculum is to instill in each student the skills and reasoning ability to appreciate math as an integral part of our everyday life. We provide a wide variety of opportunities that require creative problem solving, the use of mathematical tools, and communication. At each level, students learn real-life applications in the following content areas: numeration; operations and computation; patterns, functions, and algebra; geometry; measurement and reference frames; and data and chance.

**Science** – The elementary science program in District 197 focuses on standards and inquiry-based science concepts, which are continued through the fifth-grade level. The program is hands-on, allowing students to try activities that demonstrate principles in physical science, earth science, life science, and environmental science. Science units are enhanced at each grade level with field trips to the Dodge Nature Center (2-3 times per year for each class).

**Social Studies** - District 197 has chosen the Scott Foresman Social Studies program that integrates social sciences and related fields of study to support the framework of the national curriculum standards. Each grade covers the topics of citizenship, culture, economics, geography, government, history and science/technology. The program allows students to draw upon their expanding knowledge base to better understand issues, concepts, problems, and perspectives.

**Art** – At Mendota, we believe that a comprehensive, well-organized art program should guide students in their personal discovery of visual arts. Through the study of art and artists of different cultures and historical periods, students gain significant understanding of themselves and others. Our students create, read, write, listen, talk and learn about art during their weekly class. This encourages critical and creative thinking while building an awareness of art in everyday life.

**Music** – Mendota students enjoy the opportunity to discover, learn, develop and refine their musical knowledge and skills. This leads to an appreciation of music and the deeper meaning it communicates as well as its lifelong value. Students receive 90 minutes of music instruction per week. Rhythm, melody, harmony, tone color, expression, and form are introduced and developed; movement is used to help students internalize the concepts of music. Students are exposed to musical symbols, orchestral instruments, great composers and their music, and a wide variety of musical styles. Our music curriculum (textbooks and CDs) from Silver Burdett was adopted in 2005.

**Physical Education** – Mendota works hard to develop lifelong fitness in students so that they can enjoy being active and have positive self-images. Units and activities include fitness games, cooperative activities, manipulative, object control, hand-eye coordination, sports, and individual recreation activities. We also stress the joy of physical fitness with nontraditional activities (students love the school’s climbing wall and aerobic steps).

**Spanish** – All Mendota students learn Spanish! We introduce them to the Spanish language through songs, stories, games, and cultural activities. Components of the program include vocabulary, cultural awareness, and respect of differences. Our goals are to instill a love of languages and cultures in our students and inspire them to continue studying a foreign language after they’ve left Mendota.

**Media/Computers** – The library media program ensures that students and staff are effective users of ideas and information. Students come to the media center on a regular basis, splitting time between the library and the computer lab. Students are also encouraged to come to the center individually or with their class as needed. Our mobile computer lab features laptop computers purchased by the PTA, allowing computers to be an integral part of daily class work.

**Special Programs** –

- **Special Education** – Special Education is specially designed instruction based on each child’s needs. As required by law, the district provides a free, appropriate public education to students with disabilities. The district provides a variety of services so children may receive an education in the least restrictive environment. Mendota is home to the district’s autism program.
- **Health Services** – Our school nurse and paraprofessional provide a variety of services, including emergency care, annual vision/ screenings, and classroom instruction on health issues.
- **English as a Second Language** – The English Language Learners Program offers English language instruction as well as academic support in reading and writing to students who do not yet speak English proficiently.

Although School District 197 establishes a curriculum for each of these areas of study, teachers and administrators at Mendota can determine the instructional delivery systems and strategies used to help students learn, drawing on the strengths of our mature teaching cadre and their team-oriented approach to curriculum delivery.

**2a. Reading**

In the core subject areas of reading and writing, we use the balanced literacy model, which emphasizes

viewing, speaking, listening, presenting, writing, and reading as well as an ongoing process of assessment. Basic texts are Houghton Mifflin anthologies, which allow students to read at their instructional level. Although this series is the base of the reading program for School District 197, we use a variety of other reading materials to supplement the Houghton Mifflin reading series. We have a library of leveled reading books in each classroom. We assess students with various reading assessments and then we use books at their level to help students learn to read. The research is clear that reading instruction must be done with the student's reading level in mind. Students will not effectively learn if the books they are reading are too easy or too hard.

Our balanced literacy model includes these specific components:

- Guided reading
- Shared reading
- Independent reading
- Language experience
- Read aloud
- Spelling and word study
- Modeled writing
- Independent writing
- Shared or group writing

We also use the Accelerated Reader as a supplemental reading program coordinated by the media center. Students choose books at the appropriate level, read them, and take computerized comprehension quizzes. Children in grades 2-4 are given individualized book level and point total goals each quarter. They strive to maintain a minimum average of 85 percent correct on all tests.

### **3. Other curriculum area: Mathematics**

Mendota is committed to giving each student a high-quality math curriculum. We are also committed to supporting teachers in their efforts to use the best instructional practices possible. After two years of research, the District 197 math committee chose *Everyday Mathematics*, a standards-based math curriculum developed at the University of Chicago for students in prekindergarten-grade five. The program was fully implemented in the fall of 2002. In the fall of 2003, the Pre-Kindergarten *Everyday Mathematics* program was implemented in early childhood to ensure a smooth transition from early learning to kindergarten. At each level, students learn real-life applications in the following content areas:

- Numeration
- Operations and computation
- Patterns, functions, and algebra
- Geometry
- Measurement and reference frames
- Data and chance

Our approach to mathematics illustrates how this curriculum area supports our mission to promote lifelong learning, recognize individuality, and provide challenging experiences. At each level, students learn that math is fun and has multiple applications in daily life. Each unit has games and activities that engage students in cooperative learning. At Mendota, we believe learning must be active. One reason our students excel in math at every grade level is that practical applications are stressed. For example, difficult data and chance concepts might be reinforced through a game that requires the charting of results. How successful has this approach been? More than two-thirds of our students scored at Level 5, the highest level on the Minnesota Comprehensive Assessment, demonstrating superior performance, well beyond what is expected at the grade level. Math scores throughout the district are substantially higher than state averages.

### **4. Instructional Methods**

As Mendota Elementary strives to meet the educational needs of all students, a variety of instructional methods are used. Teachers have been trained in Responsive Classroom and use the methodology from the program to build a community of learners in their classroom. The classroom rituals and routines that are a part of instruction give the students responsibility for their learning. Teachers have high expectations for students. Teachers employ a variety of methods such as cooperative learning, small and large group instruction, inquiry based science lessons, etc. Grade level teachers work together to plan instruction and assessments. Teachers continue to monitor student progress to keep instruction focused on individual student needs. There is basic skill support for students needing additional assistance. A homework club is offered after school to provide students with their classroom assignments and with skills that they are having difficulty with.

**5. Professional Development**

Mendota Elementary and Independent School District 197 are committed in providing high quality professional development for staff. We believe that the best way to improve student achievement is to improve the professional knowledge of the teachers. Mendota has a comprehensive staff development plan that is updated annually. Mendota teachers participate in a range of professional development opportunities. Teacher attendance at local and regional conferences is supported by the site and district budget. Site monies are available to every teacher. Teachers are encouraged to attend conferences that offer topics that support building and district initiatives. Staff development opportunities in the past year included: phonics instruction, writing instruction, differentiation of instruction, and literacy. New ideas and strategies learned at conferences are shared at staff meetings.

Mendota has many talented staff members who have shared their expertise and demonstrated leadership by planning and implementing book studies and cohort learning opportunities. All staff members play an active role in the staff development sessions. Mendota has taken half of each district staff development day to have training for teachers that are tailored to the specific needs of the site. The site staff development advisory committee plans activities for the half days as well as oversees all staff development requests and opportunities. Mendota supports new teachers through a mentoring and induction program that focuses on includes content knowledge, classroom management strategies and peer observation and coaching.

**PART VII – ASSESSMENT RESULTS**

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**MENDOTA ELEMENTARY SCHOOL  
Report of Results on State Criterion-Referenced Assessments**

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

**Edition/Publication Year: 2005    Publisher: Minnesota Department of Education**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	March	April	March	March
<b>SCHOOL SCORES</b>					

% At or Above Level 1	100.00	100.00	100.00		
% At or Above Level 2	94.93	98.00	94.00		
% At or Above Level 3 (Proficient)	91.14	93.00	90.00		
% At or Above Level 4	83.54	86.00	76.00		
% At or Above Level 5	50.63	32.00	32.00		
Number of students tested	79	62	76		
Percent of total students tested	95.18	95.38	96.2		
Number of students alternatively assessed	4	3	3		
Percent of students alternatively assessed	4.82	4.62	3.8		
<b>STATE SCORES</b>					
% At or Above Level 1	100.00	100.00	100.00		
% At or Above Level 2	90.9	88.00	88.00		
% At or Above Level 3 (Proficient)	78.4	73.00	73.00		
% At or Above Level 4	65.1	60.00	56.00		
% At or Above Level 5	23.9	23.00	17.00		

No AYP subgroup (race/ethnicity, special education, ELL or SES) data are reported due to state requirements for minimum group size to provide statistical stability and student confidentiality.

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

**Edition/Publication Year: 2005 Publisher: Minnesota Department of Education**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	March	April	March	March
<b>SCHOOL SCORES</b>					
% At or Above Level 1	100.00	100.00	100.00		
% At or Above Level 2	98.7	96.00	97.00		
% At or Above Level 3 (Proficient)	94.81	93.00	89.00		
% At or Above Level 4	90.9	81.00	82.00		
% At or Above Level 5	67.53	54.00	38.00		
Number of students tested	77	62	76		
Percent of total students tested	92.77	95.38	96.2		
Number of students alternatively assessed	6	3	3		

Percent of students alternatively assessed	7.23	4.62	3.8		
<b>STATE SCORES</b>					
% At or Above Level 1	100.00	100.00	100.00		
% At or Above Level 2	93.9	92.00	93.00		
% At or Above Level 3 (Proficient)	77.5	70.00	72.00		
% At or Above Level 4	65.5	55.00	57.00		
% At or Above Level 5	24.4	15.00	14.00		

No AYP subgroup (race/ethnicity, special education, ELL or SES) data are reported due to state requirements for minimum group size to provide statistical stability and student confidentiality.