REVISED   09/22/2006

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 _X_ K-12 __Charter

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

Official School Name: Rosalia School District #320
(As it should appear in the official records)

School Mailing Address: 916 S. Josephine
(If address is P.O. Box, also include street address)

_____Rosalia,_____   WA_____   99170-9550_____
City   State   Zip Code+4 (9 digits total)

County ___Whitman_____State School Code Number*__3204_____   _____

Telephone _____(509)523-3061_____   Fax _____(509)523-3861_____

Website/URL:_ under construction_____   E-mail dkuhn@rosalia.wednet.edu_____

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.

_____ Date_____
(Principal's Signature)

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

District Name:_ Rosalia School_____DistrictTel. (509)523-3061_____

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.

_____ Date_____
 (Superintendent's Signature)

Name of School Board
President/Chairperson ___Mr. Graig Maley_____
(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.

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

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

All data are the most recent year available.

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

1. Number of schools in the district:

__1__	Elementary schools
__1__	Middle schools
_____	Junior high schools
__1__	High schools
_____	Other

        __3__ TOTAL

2. District Per Pupil Expenditure: __$12,188.02__

    Average State Per Pupil Expenditure: __$7,597.70__

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
    [X]   Rural

4. <u>5   </u> Number of years the principal has been in her/his position at this school.

    <u>   </u> 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	13	12	**25**		**7**	9	9	18
K	9	7	**16**		**8**	9	14	23
1	13	9	**22**		**9**	7	9	16
2	11	6	**17**		**10**	8	13	21
3	11	9	**20**		**11**	7	10	17
4	12	8	**20**		**12**	12	10	22
5	9	9	**18**		**Other**			
6	14	8	22					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					277

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

6. Racial/ethnic composition of   92 % White
    the students in the school: 1% Black or African American
                                               1% Hispanic or Latino
                                               1% Asian/Pacific Islander
                                               5% 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: _____19%

    [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.	20
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	35
(3)	Total of all transferred students [sum of rows (1) and (2)]	55
(4)	Total number of students in the school as of October 1	277
(5)	Total transferred students in row (3) divided by total students in row (4)	.19
(6)	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school: __0__ %
                                                  __0__ Total Number Limited English Proficient
    Number of languages represented: _____
    Specify languages:

9. Students eligible for free/reduced-priced meals: _____57%

    Total number students who qualify: _____158

    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: __9%

                                              _23_ 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.

_2_	Autism	_0_	Orthopedic Impairment
_0_	Deafness	_5_	Other Health Impaired
_0_	Deaf-Blindness	_4_	Specific Learning Disability
_1_	Emotional Disturbance	_10_	Speech or Language Impairment
_0_	Hearing Impairment	_0_	Traumatic Brain Injury
_1_	Mental Retardation	_0_	Visual Impairment Including Blindness
_0_	Multiple Disabilities		

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

Number of Staff

	Full-time	Part-Time
Administrator(s)	2	
Classroom teachers	18	
Special resource teachers/specialists	2	
Paraprofessionals	4	7
Support staff	1	1
Total number	27	8

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: _12:1_

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%	94%	94%	93%	92%
Daily teacher attendance	92%	91%	94%	89%	91%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate (middle/high)	1%	1%	1%	1%	0%
Student drop-off rate (high school)	32%	12%	23%	33%	20%

Rosalia School District has a very low student drop out rate. In each of the years analyzed, no more than

1.4% of our students dropped out. In the 2000-2001 school year, Rosalia School District's drop out rate was zero. The high mobility of our student population which is nearly twenty percent, contributes significantly to our high student drop off rate. Typically, more students enter Rosalia School District than leave. Many students return to us after trying school somewhere else.

14.   (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	15
Enrolled in a 4-year college or university	33%
Enrolled in a community college	33%
Enrolled in vocational training	0%
Found employment	27%
Military service	0%
Other (travel, staying home, etc.)	0%
Unknown	7%
Total	100 %

PART III - SUMMARY

Nestled in Eastern Washington, in the heart of a wheat farming community is the Rosalia School District. A small, K-12 district, Rosalia serves approximately 270 students. Historically, Rosalia's population has included a high number of low-income families with a moderately high mobility rate. For the past five years the poverty rate for the district has ranged from 40 to nearly 60 percent. Rosalia has always served farming families, planning the school schedule to accommodate the seasonal farming activities. More recently, we are also becoming a "bed-room" community, serving families with parents who commute 40 miles to the largest city in Eastern Washington, Spokane.

Our staff consists of 22 dedicated certificated teachers, and many supporting members including instructional aides, office, cafeteria, and custodial personnel, and bus drivers. We have two administrators which include one principal and one superintendent (who also serves as the director of Special Education). Of our certificated staff, nearly three quarters have received their Master's degree and the average level of experience is 13.8 years. All of them are "highly qualified". Employees who work for Rosalia School District like it and tend to stay for many years.

Three years ago, our entire staff took on the task of identifying our mission of education with the objective of articulating a mission statement for our school. We started by asking each staff to come up with their own ideas about what the Rosalia staff wanted to do for kids. Next, we discussed in small groups and finally, as a large group. We shared and refined until we came up with the following product:

"Children are the future, and Rosalia School District is dedicated to the success of all children. We will:
PARTNER with staff, students, parents, and community;
PROVIDE a safe and nurturing educational environment;
EDUCATE all students to become self-sufficient life-long learners, and;
EMPOWER all students to be competent, productive, and responsible caring citizens."

The process to create our mission statement encouraged many professional conversations. This jump started our school improvement work that began several years ago (1999) with a self-study for accreditation and completion of the year-long process to become a Schoolwide Title l program.

We began to notice our scores improving on state and district assessments, and were happy, but knew we had a lot of work to do. Recently, other districts and parents began to notice our scores improving and we began receiving phone calls inquiring, "What are you doing?" We started to take a good long look at what we were doing, and were unable to articulate a magic-bullet answer. Instead, we have come to the conclusion that "it's the little things that count." Some of the areas we believe have had the biggest impact on improving student achievement include: using data from a variety of sources to inform instruction (not just assessment data), creating a student retention/student improvement policy, increased resources provided to K-3 – especially in reading instruction, an investment in early learning by creating a school-run daycare and preschool program, increased communication between staff, parents, administration, and the community, encouraging student achievement, staff collaboration, professional development, and having an expectation that all students can, and will achieve at high levels. Also, there has been a dramatic shift in attitude. Instructional staff have developed an increased responsibility for student learning. Staff members have moved from a mind-set of, "I taught it, they just didn't learn" to "They didn't get it, what can I do differently?"

Most of our school improvement work has been completed within the scope of grades K-12. Teachers at our school do not have the benefit of grade level or content teams. Rather, each teacher is a leader in his/her own right, but also a part of our team.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Washington has high standards for learning and teaching called *Essential Academic Learning Requirements* (EALRs). Based on the four state learning goals, the EALRs explain what students should know and be able to do, kindergarten through grade 10. Washington teachers, parents, businesses and community leaders created these standards with help from state and national experts. The *Washington Assessment of Student Learning* (WASL) measures how well students master state learning requirements in reading, writing, mathematics and science. The WASL reliably measures student proficiency in core skills. For the past several years, Washington State students in grades 4, 7, and 10, have been assessed in reading, writing, and math, with Science being assessed in grades 5, 8, and 10. Beginning in the 2005-2006 school year, students in grades 3, 5, 6, and 8 will take an appropriate WASL in reading and math.

The WASL currently is comprised of a series of criterion-reference tests in reading, writing, mathematics, and science. These standards based assessments incorporate three item types: selected response (multiple choice); short constructed response; and extended constructed response. Performance standards for the assessments in reading, writing, mathematics, and science have been set using an item mapping technique.

Scores on the WASL are reported in relation to the standard. Raw scores are turned into a scale score and then compared to a continuum. Students with scores of 400 or higher have "met standard". Scores below 400 do not meet standard. When scores are reported, a teacher or district administrator can analyze them at the strand level. This allows educators to know on exactly which EALR students have performed well, and on which they need further learning. Further information on Washington's assessment can be found on www.k12.wa.us.

In the Rosalia School District, our WASL scores have reflected our school improvement efforts, contrary to what might be expected from a district with poverty levels such as ours. District staff have worked together to align curriculum, improve instructional practices, and reach each student. As a result, our scores have been steadily rising over the past several years. Scores in a small district such as ours can vary dramatically if only one student fails or does exceptionally well. In reading, our scores have stood the test of time, showing continued stair-step growth. The area of math has proved to be somewhat more challenging to us, but we continue to work to further align our curriculum and provide best-practice instructional strategies as well as finding creative ways to meet the needs of each student. Even though our achievement in math does not have the nice stair-step growth seen in reading, when comparing the scores from the first required year and last year's scores, the growth is dramatic.

Scores of sub-groups are only reported when n>10. This occurs in our district, and not consistently, only in the sub-groups of gender, and low-income. When looking at the scores of these sub-groups, each group shows a level of improvement consistent with that of the whole group. We do not have ethnic sub-group scores to analyze due to the low number of students in these groups.

One district assessment involves administering DRA running records to students in first through third grades. We track students quarterly to inform instruction, form flexible groups, and get students additional help. We have tracked student growth and noticed improvement from one year to the next. We also administer the STAR reading assessment twice a year to students in second through twelfth grade. We have data that shows reading growth from one year to the next.

2. Using Assessment Results: In the Rosalia School District, we use the results on the WASL to help plan our next steps in school improvement. We disaggregate scores at the strand level and analyze the areas where our students are performing well, and where they need more learning. Based on our analysis, we outline areas of focus on which to concentrate direct instruction. We have professional conversations

that involve curriculum, instructional strategies, and the use of personnel and resources, to help students improve in the focus areas. We plan for and participate in professional development activities that will help us improve instruction in those areas. In addition to creating new focus areas, we check progress on the previous year's focus areas to see if we were successful in increasing student achievement.

Teachers administer the first DRA running record in mid-October, after having had an opportunity to get to know their students. Teachers use these results to help plan instruction, create guided reading groups, and to identify students who need additional instruction. Students who score significantly below grade level may receive intensive one-on-one instruction in reading. Students who score below grade level will participate in small, flexible groups. The STAR reading assessment is first administered by the third week of the year. Scores are used to set quarterly reading goals, and flag students who will need extra assistance in content reading. Note: All of our Middle School/ High School (MS/HS) teachers are teachers of reading and have been trained in Project CRISS. It is a school-wide expectation that students who need help in reading will receive it. In addition to the classroom teacher providing content reading strategies, classes may have an instructional paraprofessional or the Special Education teacher in attendance. Some students may attend a reading strategies class.

3. Communicating Assessment Results: Individual WASL assessment results are mailed to parents early in the school year with a letter of explanation enclosed. Additionally, an informative article, including school-wide assessment results is placed in the local newspaper. Parents are invited to attend an open house at the beginning of the year where assessment and academic expectation information is disseminated. Teachers are available to discuss individual results, and parents are encouraged to ask questions. Students have the same access to results as parents.

Progress reports are sent home every three weeks, Kindergarten through 12th grade. Students and parents know exactly how the students are performing in every class. Progress reports also serve as an indicator to teachers that some students may need additional assistance. All students who are receiving Ds or Fs are required to attend an after-school study hall. Classroom teachers or highly qualified paraprofessionals are available during the study hall to provide assistance to students. This year parents have another option: web access. All grade information is now available to parents on-line. Parents can get a password from the school secretary and check their student's daily progress any time.

Parents are encouraged to attend parent-teacher conferences twice a year where teachers have the opportunity to discuss student progress and encourage parental involvement. Information regarding parenting, education, and assessments are readily available for parents to take home.

We have a strong retention/student improvement policy in our school district. By November conferences, teachers must inform parents if they are deeply concerned about their student's achievement. In the conference, teachers and parents discuss an improvement plan that describes each of the participant's roles: the teacher's, the parent's, and the student's. The teacher, parents, and student meet again in January to discuss progress, and then again at spring conferences. In May, a decision is made regarding the placement of the student for the following year.

4. Sharing Success: The staff in the Rosalia school district have been very busy working with kids, but still take time to talk with teachers and parents from other districts who call and ask that question, "What are you doing to be so successful?" We get these types of phone calls about once a week. Sometimes the Principal will take the call, sometimes a classroom teacher, and sometimes the Title l director. Whoever fields the call, we are all happy to share information about our improvement plan and curriculum with anyone who will listen.

Teachers participate in professional development opportunities and network with teachers from other

school districts. Here, we get ideas from other districts about what works for kids, and they get ideas from us. Some Rosalia teachers go to nearby schools to observe and learn how other teachers in the same content or grade level approach teaching and learning.

The principal and superintendent both are members of professional administrator's organizations. They attend meetings and discuss our school's progress and learn about other schools.

Special Education Teachers, the Title l teacher, and the Curriculum Director all attend regional meetings with specialized focuses. Here, staff can network with other teachers who work in the same field, often with similar small-school circumstances. Additionally, information regarding program management is often disseminated at these regional meetings.

Finally, some teachers from our school have participated in presenting at other schools and professional development conferences and workshops. We will be increasing this activity in the coming months. We have been asked to present at several conferences as a result of our Blue Ribbon School nomination, receiving a Title l Academic Achievement award and a Title I Distinguished School award.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The Rosalia School District uses the State's Grade Level Expectations (GLEs) in Reading, Math, Writing, and Science along with the EALRs, which include Social Studies, the Arts, and PE, to guide instruction, K-12. In addition to core classes, we have an award winning music program, fine arts, vocational education, and Spanish.

In our district, increasing achievement in reading and writing is a school-wide objective and ALL teachers are teachers of reading. We use the Reading Counts (RC) program to motivate students to read in all grades. Our goal is to have each student read for a minimum of 30 minutes each day from self-selected materials. Teachers from all grade levels and content classes commit to providing students with that opportunity. A high school student may read for 10 minutes in math class, 15 minutes in language arts and another 10 minutes in P.E. At any time of the day, you may walk into a class and find every student reading from a self-selected book.

All teachers have been trained in Six-Trait Writing. Students know when they are in social studies, science, or math, teachers will expect quality writing on assignments and classroom assessments. Students are familiar with the Six-Trait writing rubric as well as the WASL writing scoring rubric. Students often score their own writing and participate in peer coaching activities to improve writing.

Our achievement focus areas guide our curriculum in every class, including high school content and elective classes. We believe that, to have the most impact, students need consistency and lots of opportunities to practice. One MS/HS focus area for the '05-'06 school year is to improve student achievement in comprehension of non-fiction text. As a result of this focus, all MS/HS teachers create lessons and assessments that incorporate non-fiction comprehension strategies. This is done across grade levels and contents. The elementary teachers have a focus of increasing student achievement in comprehension of literary text. They don't just teach strategies during reading. They also find literary text to support their social studies and science units.

In our School Improvement Plan, one of our major goals for the past two years has been to align our science classes with the science GLEs and EALRs. To facilitate this goal, we have adopted an inquiry-based elementary science curriculum and provided teachers with professional development opportunities. The MS/HS science teachers have been working to create a curriculum that follows an inquiry, integrated approach and aligns with the State EALRs and GLEs. Teachers also focus on content reading and vocabulary development. Students are excited about the inquiry process and are learning right along side the teachers. This is an ongoing process and we will continue to work on this goal.

In our social studies classes, we follow the state recommended scope, and focus on deep understanding of the concepts represented in geography, economics, history, and citizenship. Teachers use a variety of approaches to gain student engagement including whole class instruction and discussion, small group discussion, projects, technology, and involving students in answering higher-level thinking questions. In social studies, as in all of our content classes, teachers focus on content reading strategies and vocabulary development.

Two years of Spanish are available for students to complete in Rosalia. Students are immersed in the language from the moment they walk in the door. The teacher talks to all students in Spanish and expects students to respond in the same language.

Rosalia students may also select instrumental music, choral music, fine arts, vocational education including horticulture, wood shop, agriculture, welding, business math, or technology. All classes are taught by highly qualified instructors and students are encouraged to participate in local and state level

competitions offered in these areas.

2a. Elementary Reading: Classroom based assessments paired with the GLEs guide all instruction in the elementary reading program. Student achievement is monitored continually to ensure that no student slips through the cracks. Teachers use a variety of materials to provide instruction in accuracy, fluency, and comprehension. Teachers use a variety of approaches to meet student needs including whole group, small/guided reading groups, and individualized instruction incorporated into a Readers' Workshop format. Additionally, technology is used to provide some instruction (FastForword Basic). Curriculum choices K-3 include Pegasus (Kendall/Hunt), Saxon Phonics, a variety of leveled, and phonic-based readers. These materials were selected for large and small group instruction because they provide the wide range of instructional approaches we need to meet the needs of all students. Additionally, the range of student achievement varies greatly in these early grades. With these materials, we can meet the needs of the low end students as well as challenging the high end students. Supplementary instruction is provided by highly qualified paraprofessionals and a Title l teacher. This instruction is delivered via in-class or pull-out small group for most students. Materials include ReadWell, Project Read, or materials provided by the classroom teacher. Students achieving significantly below grade level receive individualized reading recovery instruction provided by a certificated Title l teacher. As soon as a student is identified as achieving below grade level, he/she receives supplemental services. Materials used in grades 4-6 include Open Court (SRA), leveled trade books, and other teacher-selected supplemental materials. Students in need of supplemental services are identified in the same way as students in the primary grades. All teachers use the Reading Counts program as a motivational tool for students. We participate in an annual week-long celebration of reading surrounding March 2nd, Dr. Seuss' birthday. We celebrate student successes, and involve the community in our celebration.

2b. Secondary English: In middle school, we have two 50 minute class periods dedicated to language arts. Teachers use this block to provide students with instruction and practice in reading – accuracy, fluency, and comprehension, writing, speaking, and listening. Teachers use a whole-class approach, forming small skills-based groups for supplemental instruction. The GLEs and EALRs guide all instruction and assessment. Materials used include Prentice Hall, both Literature, and Writing and Grammar, Six Trait Writing, Four Square Writing, as well as a variety of teacher-selected supplemental materials. Teachers also use the wide variety of State created materials including released WASL items, the K-12 Reading Model, question stems, as well as novels. High School teachers teach in a more traditional class schedule, but students in grades 11 and 12 do have options for English including British Literature, American Literature, or Writing 2. High School teachers also use Prentice Hall in addition to Six-Trait Writing, and the variety of State created materials. Prentice Hall was selected by a committee of ALL teachers based on its alignment to our state EALRs, our student needs, and teacher preference. Students who do not meet standard on the WASL are required to take our WASL prep class where they receive intense instruction in reading and writing. Students who are failing are required to attend after-school study hall. The special education teacher or a paraprofessional often participate in HS English classes to provide supplemental assistance to high need students. All students in MS/HS are assessed using the STAR reading assessment twice a year. In the fall, students are given a quarterly reading goal and a suggested reading range based on their grade-level equivalent score. Achievement of their reading goal constitutes 20% of their English grade each quarter. At the end of the year, students who have achieved their goal each quarter are recognized in our end of the year assembly.

3. Mathematics: In math, elementary teachers currently use the SRA program, Explorations and Applications which was adopted about five years ago. All elementary teachers participated in the adoption and selected this program based on its alignment to the EALRs, student needs, and teachers preference. Teachers supplement in a variety of ways including use of manipulatives to support lessons, computer fact practice programs, problem solving activities, and extensive writing-in-math opportunities and practice. Students not achieving at grade level or those who struggle in specific areas receive

additional instruction in the form of small group in-class or pull-out. Instruction may be remedial or reteaching of specific lessons, concepts, or skills. In MS/HS, teachers use the Glencoe series – Concepts and Applications through Algebra 2. We begin with Course 1 in 5th grade. Pre-algebra is used in 7th grade, Algebra l in 8th, and Algebra 2 in 9th. All students follow this progression, but some students in 8th grade may take pre-algebra, and some students in 9th grade may take algebra 1.5. Students who need extra assistance are channeled to a WASL skills class where they receive remedial math instruction, and WASL specific practice in problem solving. This is in addition to regular classroom instruction. Students can always receive additional help before and after school and during lunch. Students who are earning Ds or Fs must attend the after-school study hall. Besides aligning our math curriculum, we have a whole-school focus of improving communication in math. Each math teacher focuses on writing in math at least once a week, whether it be on one extended response question a week, or asking students to write about their daily math work. Many of our math teachers make use of technology when teaching math including using document cameras, projectors, and computers.

4. Instructional Methods: We follow the three-tier approach to instruction in math and reading in our district. All students receive classroom instruction from the classroom teacher who uses a variety of best-practice approaches. Teachers use whole group, guided reading groups, cooperative group, peer tutors, cross-grade tutors, and highly qualified paraprofessionals within the context of regular classroom instruction. Students identified has having higher needs in these two subjects will receive supplemental instruction from certificated teachers or highly qualified paraprofessionals in an in class, pull-out, or individualized setting. Teachers encourage struggling students to come in before school or at lunch for extra help. Students identified as having significant needs receive individualized instruction in addition to regular classroom instruction. Teachers take responsibility for student learning, but also encourage student responsibility in their own learning. Self-assessment and goal setting is a part of all classes. Teachers in our district teach deeply into content, rather than trying to thinly cover a large amount of material. Teachers give feedback to students quickly, if not immediately. Teachers believe if students know what is expected of them and know how they are progressing they will improve at a faster rate. Finally, all teachers believe in their students and expect success. We differentiate instruction as necessary, but we take and offer no excuses.

5. Professional Development: Staff (certificated and classified) in the Rosalia School District have always been encouraged to participate in staff development opportunities. We have been fortunate to have had school-wide professional development in the areas of Six-Trait Writing, Project CRISS, Four Square Writing, A Framework for Understanding Poverty, Curriculum Mapping, What Really Matters for Struggling Readers, and How the Brain Works. We offer many opportunities for staff development on-site, provided by our highly qualified staff. Several teachers who have attended training present to the whole staff, regularly. Teachers have been informed on NCLB requirements, WASL expectations, WASL scoring, and others. Teachers are very open to sharing once they have attended a professional development opportunity. At alternating staff meetings (twice a month), teachers share their experiences with others. Content may focus on collaborative planning projects or on achievement focus areas. Teachers receive a professional development "budget" that they can use for attending conferences, workshops or in-services. The only restrictions are that whatever is attended must align with our School Improvement Plan or focus areas, and must improve student learning.

PART VII - ASSESSMENT RESULTS
Subject:__*Reading*___ **Grade**__*4*___
Test: *Washington Assessment of Student Learning (WASL)*

Edition/Publication Year *Revised Annually* Publisher *Riverside Publishing Company*

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	100	95	87	81.3	67.9
% At Exceeds State Standards*					
Number of students tested	20	20	23	16	27
Percent of total students tested	100	100	100	100	96.4
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.__*Male*_____ (specify subgroup)					
% At or Above Meets State Standards	100	100	86.7	80	58.3
% At Exceeds State Standards					
Number of students tested	12	11	15	10	12
2.___*Female*_____(specify subgroup)					
% At or Above Meets State Standards	*	*	*	*	80
% At Exceeds State Standards					
Number of students tested	8	9	8	6	15
3.___*Low Income*_____(specify subgroup)					
% At or Above Meets State Standards	*	90	87	*	*
% At Exceeds State Standards					
Number of students tested	8	10	23	0	0

Subject:__*Math*___ **Grade**__*4*___
Test: *Washington Assessment of Student Learning _(WASL)_*

Edition/Publication Year *Revised Annually* Publisher *Riverside Publishing Company*

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	85	75	73.9	100	42.9
% At Exceeds State Standards*					
Number of students tested	20	20	23	16	26
Percent of total students tested	100	100	100	100	92.9
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.__*Male*_____ (specify subgroup)				.	
% At or Above Meets State Standards	83.3	63.6	80.	100	41.7
% At Exceeds State Standards					
Number of students tested	12	11	15	10	12
2.___*Female*_____(specify subgroup)					
% At or Above Meets State Standards	*	*	*	*	46.7
% At Exceeds State Standards					
Number of students tested	8	9	8	6	14
3.___*Low Income*_____(specify subgroup)	*	60	73.9	*	*
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested	8	10	23	0	0

Subject:__*Reading*___ **Grade**__*7*___
Test: *Washington Assessment of Student Learning_(WASL)_*

Edition/Publication Year *Revised Annually* Publisher *Riverside Publishing Company*

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	93.3	77.3	42.9	40.9	31.8
% At Exceeds State Standards*					
Number of students tested	15	22	21	22	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.__*Male*_____ (specify subgroup)					
% At or Above Meets State Standards	*	*	20	*	18.2
% At Exceeds State Standards					
Number of students tested	8	7	10	9	11
2.___*Female*_____(specify subgroup)					
% At or Above Meets State Standards	*	76.9	63.6	53.8	45.5
% At Exceeds State Standards					
Number of students tested	7	13	11	13	11
3.___*Low Income*_____(specify subgroup)					
% At or Above Meets State Standards	*	*	42.9	*	*
% At Exceeds State Standards					
Number of students tested	8	8	21	0	0

Subject:__*Math*____ **Grade**__*7*___
Test: *Washington Assessment of Student Learning (WASL)_*

Edition/Publication Year *Revised Annually* Publisher *Riverside Publishing Company*

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	66.7	50	52.4	13.6	36.4
% At Exceeds State Standards*					
Number of students tested	20	22	21	22	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.__*Male*_____ (specify subgroup)					
% At or Above Meets State Standards	66.7	50	52.4	13.6	36.4
% At Exceeds State Standards					
Number of students tested	8	9	10	9	11
2.___*Female*_____(specify subgroup)					
% At or Above Meets State Standards	*	46.2	45.5	23.1	36.4
% At Exceeds State Standards					
Number of students tested	7	13	11	13	11
3.___*Low Income*_____(specify subgroup)					
% At or Above Meets State Standards	*	*	52.4	*	*
% At Exceeds State Standards					
Number of students tested	8	8	21	0	0

Subject: _Reading_ **Grade** _10_
Test: _Washington Assessment of Student Learning _(WASL)_

Edition/Publication Year _Revised Annually_ Publisher _Riverside Publishing Company_

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	100	86.4	62.5	64.7	87.5
% At Exceeds State Standards*					
Number of students tested	19	22	22	16	24
Percent of total students tested	100	100	91.7	94.1	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1._Male_ (specify subgroup)					
% At or Above Meets State Standards	*	80	58.3	*	83.3
% At Exceeds State Standards					
Number of students tested	7	10	12	9	12
2._Female_(specify subgroup)					
% At or Above Meets State Standards	100	91.7	66.7	*	91.7
% At Exceeds State Standards					
Number of students tested	12	12	10	7	12
3._Low Income_(specify subgroup)					
% At or Above Meets State Standards	*	76.9	62.5	*	*
% At Exceeds State Standards					
Number of students tested	7	13	22	0	0

Subject: _Math_ **Grade** _10_
Test: _Washington Assessment of Student Learning (WASL)_

Edition/Publication Year _Revised Annually_ Publisher _Riverside Publishing Company_

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	73.7	72.7	37.5	52.9	58.3
% At Exceeds State Standards*					
Number of students tested	19	22	24	16	24
Percent of total students tested	100	100	100	94.1	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1._Male_ (specify subgroup)					
% At or Above Meets State Standards	*	60.0	33.3	*	50.
% At Exceeds State Standards					
Number of students tested	7	10	12	9	
2._Female_(specify subgroup)					
% At or Above Meets State Standards	83.3	83.3	41.7	*	66.7
% At Exceeds State Standards					
Number of students tested	12	12	12	7	12
3._Low Income_(specify subgroup)					
% At or Above Meets State Standards	*	61.5	37.5	*	*
% At Exceeds State Standards					
Number of students tested	7	13	24	0	0

*Total students tested, n<10

Subject: _Reading_____ **Grade:** _3_
Test: _Iowa Test of Basic Skills _(ITBS)_

Edition/Publication Year: _1996__ Publisher: _Riverside Publishing__

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	62	61	54	58	60
Number of students tested	19	19	18	22	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian	n<10	n<10	n<10	n<10	n<10
2. Black	n<10	n<10	n<10	n<10	n<10
3. Hispanic	n<10	n<10	n<10	n<10	n<10
4. Native American	n<10	n<10	n<10	n<10	n<10

Subject: _Math_____ **Grade:** _3_
Test: _Iowa Test of Basic Skills (ITBS)_

Edition/Publication Year: _1996__ Publisher: _Riverside Publishing__

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	76	60	74	65	71
Number of students tested	19	18	17	22	19
Percent of total students tested	100	95	94	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian	n<10	n<10	n<10	n<10	n<10
2. Black	n<10	n<10	n<10	n<10	n<10
3. Hispanic	n<10	n<10	n<10	n<10	n<10
4. Native American	n<10	n<10	n<10	n<10	n<10

Subject: _Reading_____ **Grade:** _6_
Test: _Iowa Test of Basic Skills (ITBS)_

Edition/Publication Year: _1996__ Publisher: _Riverside Publishing__

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	66	58	61	59	48
Number of students tested	21	15	23	20	21

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Percent of total students tested	100	94	96	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian	n<10	n<10	n<10	n<10	n<10
2. Black	n<10	n<10	n<10	n<10	n<10
3. Hispanic	n<10	n<10	n<10	n<10	n<10
4. Native American	n<10	n<10	n<10	n<10	n<10

Subject: _Math____ **Grade:** _6_
Test: _Iowa Test of Basic Skills (ITBS)_

Edition/Publication Year: _1996__ Publisher: _Riverside Publishing__

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	59	60	61	61	51
Number of students tested	21	15	23	20	21
Percent of total students tested	100	94	96	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian	n<10	n<10	n<10	n<10	n<10
2. Black	n<10	n<10	n<10	n<10	n<10
3. Hispanic	n<10	n<10	n<10	n<10	n<10
4. Native American	n<10	n<10	n<10	n<10	n<10

Subject: _Reading____ **Grade:** _9_
Test: _Iowa Test of Educational Development (ITED)_

Edition/Publication Year: _1996__ Publisher: _Riverside Publishing__

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	54	52	58	43	54
Number of students tested	16	23	23	25	15
Percent of total students tested	100	100	92	100	94
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian	n<10	n<10	n<10	n<10	n<10
2. Black	n<10	n<10	n<10	n<10	n<10
3. Hispanic	n<10	n<10	n<10	n<10	n<10
4. Native American	n<10	n<10	n<10	n<10	n<10

Subject: _Math_____   **Grade:** _9_
Test: _Iowa Test of Educational Development (ITED)_

Edition/Publication Year: _1996__ Publisher: _Riverside Publishing__

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	63	53	63	59	61
Number of students tested	16	23	24	25	15
Percent of total students tested	100	100	96	100	94
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian	n<10	n<10	n<10	n<10	n<10
2. Black	n<10	n<10	n<10	n<10	n<10
3. Hispanic	n<10	n<10	n<10	n<10	n<10
4. Native American	n<10	n<10	n<10	n<10	n<10