REVISED MARCH 10, 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) _X Elementary __ Middle __ High __ K-12 __Charter

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

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

School Mailing Address: 16501 NE 195th ST.
(If address is P.O. Box, also include street address)

Woodinville Washington 98072-8414
City State Zip Code+4 (9 digits total)

County: King State School Code Number* 417

Telephone (425) 489-6301 Fax (425) 402-5506

Website/URL: weweb@nsd.org E-mail: ldickert@nsd.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: Dr. Karen Forys
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Northshore School District Telephone: (425) 489-6900

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: Mrs. B-Z Davis
(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

All data are the most recent year available.

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

1. Number of schools in the district:
   - 20 Elementary schools
   - 0 Middle schools
   - 6 Junior high schools
   - 4 High schools
   - 1 Other
   - 31 TOTAL

2. District Per Pupil Expenditure: $8,365.00

   Average State Per Pupil Expenditure: $4,415.53

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
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 9 years Number of years the principal has been in her/his position at this school.

   NA 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				**7**			
K	37	25	**62**	**8**			
1	50	33	**83**	**9**			
2	49	30	**79**	**10**			
3	53	37	**90**	**11**			
4	40	35	**75**	**12**			
5	52	53	**105**	**Other**			
6	55	33	88				
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					582

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

6. Racial/ethnic composition of the students in the school:
   88 % White
   1 % Black or African American
   2 % Hispanic or Latino
   8 % Asian/Pacific Islander
   1 % 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: 9 %

   [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.	41
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	54
(4)	Total number of students in the school as of October 1	582
(5)	Total transferred students in row (3) divided by total students in row (4)	.09278
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 2%
   11 Total Number Limited English Proficient

   Number of languages represented: 5
   Specify languages: Spanish, German, Mandarin, Korean, Tamil, Romanian

9. Students eligible for free/reduced-priced meals: 7%

   Total number students who qualify: 41

   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: 8 %
44 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.

____Autism	____Orthopedic Impairment
____Deafness	8 Other Health Impaired
____Deaf-Blindness	13 Specific Learning Disability
____Emotional Disturbance	23 Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____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	
	Full-time	**Part-Time**
Administrator(s)	1	1
Classroom teachers	23	5
Special resource teachers/specialists	8	5
Paraprofessionals	8	7
Support staff	12	2
Total number	52	20

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 25:1

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	94%	95%	95%	95%	94%
Daily teacher attendance	93%	92%	91%	94%	92%
Teacher turnover rate	3%	6%	9%	9%	6%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III - SUMMARY

Wellington Elementary School is a kindergarten through sixth grade school in the Northshore School District. Located in the city of Woodinville, a suburb that sprawls to the northeast of Seattle, Wellington is one of the larger elementary schools in the district with an annual "average" enrollment of 588 students per year. Since opening in 1978, Wellington has become an attractive reason for families to move into the city of Woodinville. The Wellington School Community is supportive, involved and informed!

Wellington Elementary is a school characterized by purposeful learning, high standards, and a spirit of cooperation. We emphasize academic success, responsible citizenship, and a commitment to "continuous learning" for every student, staff member and individual in our school community. Our mission is; *"To sustain a safe, inspiring and supportive learning environment that produces self-confident, respectful individuals, who believe in the power of their potential."* It is our vision that each student, educator, parent and visitor to our school feels valued and significant. We emphasize academic and social growth, integrity, personal responsibility and "a sense of belonging" in an effort to fulfill our vision. Visitors to our school frequently comment on the genuine feeling of warmth and competence they experience in our office, classrooms and on the playground.

Our staff takes the responsibility of helping to prepare our students for their future very seriously. We are in a position to help develop the leaders of tomorrow in our classrooms today. On-going professional development for all staff is an important part of moving a school from *"good to great."* Wellington teachers are eager to refine and/or learn strategies to help students achieve. Their pedagogical wisdom is complimented by their enthusiasm and willingness to reflect on their practice. The depth of collegial conversation has increased as we strive to maintain high expectations for all students and help students exceed state standards and realize their potential. It is our responsibility to provide each child with the desire *and* ability to contribute to their own education through participation, effort and perseverance. Our students excel in the classroom and take great pride in supporting the learning of everyone at our school through enrichment activities, academic clubs, and peer tutoring in our "Big Buddy" program.

The academic performance of our students is impressive, but we are equally proud of in the manner in which they conduct themselves each day. Visitors often remark on the cheerful and polite mannerisms of students they encounter in our school. We emphasize the qualities of mutual respect and personal responsibility in our school-wide "Code of Conduct." The enthusiasm of our students spills into the community and "global" support efforts that Wellington prides itself upon. Our Food Drive donations to the local "Hopelink" foundation have been known to exceed the combined efforts of all of the other elementary schools in our district. Our staff, dynamic PTA and student government were quick to organize significant monetary and emotional support for local families in need, victims of 9/11, tsunami survivors and hurricane relocation programs.

The partnership between home and the school is a critical factor contributing to the educational development of our students. Volunteerism and participation by our parent community is exceptionally high on our campus. On any given day, somewhere between thirty and fifty parents come to Wellington to support the efforts our teachers. Parents volunteer to provide excellent support in the visual arts, science, "classic book" groups, chess and drama. Teachers and parents, united by the common goal of educating children, work together at Wellington to provide the academic and social support necessary for our students to thrive.

Wellington is a great place to go to school and a joyful, intellectual community in which to work!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Since 1997, all fourth grade students in the State of Washington have taken the Washington Assessment of Student Learning (WASL). The WASL is a criterion-referenced test that is designed to enable students to demonstrate their knowledge, skills, and understanding in each of the state's content standards. The standards for our students are expressed in the form of Essential Academic Learning Requirements, (EALRs). As of this date we are formally assessing the EALRs in reading, writing, mathematics, and science. Test items range from multiple choice and short answer responses, to complex, extended responses, essays, and problem-solving tasks. Our state has established achievement goals and timelines for all elementary schools in the areas of reading and mathematics. In addition, state-wide WASL data is collected on all fourth graders in the area of written language and fifth graders record their performance on a science measure. Beginning with the 2005-2006 school year, additional reading and math WASLs will be administered to 3rd, 5th, and 6th grade students.

Scores on the WASL are reported in two ways. First, raw scores are converted to standard scale scores (ranging from roughly 300 to 600) that provide consistent information about cognitive difficulty. The standard is set at 400; thus a student score of 400 always represents the same level of achievement. This scale enables us to observe growth in student achievement with the confidence that the increase in scores is due to increased student learning instead of changes in the tests. Second, scale scores are grouped into levels of performance, similar to those on the NAEP. Scale scores significantly below 400 represent "Level 1" (well below standard) and nearer to 400 represent Level 2 (below standard) performance. Scale scores from 400 to 425 represent Level 3 (meeting standard) performance, and scale scores above 425 represent Level 4 (well above standard) performance. Performance is most commonly reported to schools and the media as the percent of students scoring within each level or the percent of students meeting or exceeding the standard. Because the WASL is a criterion-referenced test, scores are not reported in percentile ranks. More detailed information about the Washington State assessment program can be found on the OSPI website at: www.k12.wa.us/assessment.

Reported in the tables provided is student performance on the Grade 4 WASL Reading and Math tests each year since the 2000-2001 school year. In both areas, the performance of Wellington Elementary students has been excellent, with average scores in reading exceeding state and district averages and the percent of students meeting standard in math increasing dramatically over the last five years. In fact, performance on the WASL has increased at a faster rate than the state average, with larger percentages of Wellington students meeting and exceeding the standard by reaching Level 4 each year.

Wellington is particularly proud of our growth in the area of written language. This measure is administered to all Washington 4th graders as a part of their WASL. Students respond to two prompts in an extended writing effort that includes; drafting, editing and revising. The two written pieces are scored according to anchor measures in the areas of content/organization/style and conventions. A possible score of "12" points is available. Students must gain "9" or more of these points to be at or above standard. Our students have steadily improved from our April of 2001 performance of 66.7% of students at/above standard to 93.9% of students at/above standard in April of 2005! We are confident that this dramatic gain is as a result of our five-year instructional emphasis on a K-6 written language effort. We also believe that our emphasis on written language has enhanced the ability of our students to out-perform their 4th grade peers on the portions of the reading and math WASLs that call for short or extended answers.

This year we were particularly proud of the fact that just over 90% of our fourth graders were deemed to be at, or above standard in all three sections (reading, math and written language) on the April 2005 WASL. This data is exceptional for schools in the state of Washington and speaks of the quality of instruction I observe on a daily basis at Wellington.

2. Using Assessment Results

Wellington Elementary engages in a "state directed," annual School Improvement Planning (SIP) cycle to plan, strategize, act, assess, and then reflect upon results. The Northshore School District dedicates five additional "non-student" teacher work-days beyond the 175 day student calendar for the purpose of improving schools and student performance. Beginning in August of each year Wellington staff participates in a review of the data (WASL and ITBS) from the prior year to analyze performance trends over time for our fourth grade reading, writing, math, and 5th grade science performance on the WASL. We also consider performance "over time" by looking at how our former students performed as 7th and 10th grade students as they progress through our "Woodinville" feeder pattern into junior and senior high school.

Washington State's Office of the Superintendent of Public Instruction (OSPI) provides reports on individual student performance in discrete assessment subsets. Additional student data, outlining a student's full assessment history in the Northshore School District, is available to teachers through a school assessment/data base website, eddatasolutions.com,. Teachers identify the students in each of their current classroom groups who performed below standard, narrowly missed or made standard, and those who exceeded standard as defined by their "level" (1, 2, 3, or 4) on the WASL.

We use ITBS (standardized) data from the prior year's third graders to help us predict our instructional needs for this year's fourth graders. Wellington staff have become very sophisticated in the use of standardized data to prepare our students for the criterion referenced WASL test. The ITBS information from our outgoing sixth graders, combined with WASL data from students who took the test the preceding year (as 7th graders) to inform our fifth and sixth grade teachers of the success of our instructional practices. Our primary staff looks at the performance strands (specific skill areas that are disaggregated in the 4th grade WASL test to identify instructional strengths and weaknesses. Plans are developed for addressing the "weaker" areas of student performance through changes in our instructional practices.

On the remaining "non-student" work-days scheduled through the school year, our staff participates in professional development focusing on "best practices" to enhance student learning opportunities. Throughout the year teachers select professional development opportunities on our campus, such as book studies or presentations/discussions or off-campus trainings at District organized, Educational Service District hosted or Office of Superintendent of Public Instruction (OSPI) sponsored workshops/conferences.

3. Communicating Assessment Results

Each student and parent/guardian receives their student's individual assessment results for each WASL sub-test, either hand-delivered to parents at a parent meeting, or sent directly to homes via "Kid-mail." (We always take great care to visit each classroom before the data is sent home and provide a thorough WASL presentation for students to help them understand the results.) A letter explaining how to interpret the results and an offer for the classroom teacher, or principal, to explain the results in detail, accompanies the results when they are sent home. Parents are always eager to determine how well their child is doing in comparison to their peers.

Information nights and PTA "general membership" meetings are excellent forums for principal led discussions about WASL tests and the performance of our students. School results are published in the local newspapers as well as district publications and the "Wellington World," our school newsletter. Wellington prepares an annual school performance report that is sent home to our families and made available to our school community. That document communicates extensive information about our school, including our "state required" test data,

Through the year we will make references in our newsletters about the direction of our professional development and instructional practices as we respond to the information we learn about our students through assessments.

Beginning with the graduating class of 2008 in the State of Washington, all students must meet standard in each of the areas on the tenth grade WASL in order to graduate from high school. Parent meetings have been held at the district and school level to communicate the new requirements, during which district and school assessment results and strategies for students who could potentially fail the measure are discussed and presented.

4. Sharing Success

Wellington Elementary enjoys a strong connection with the efforts of other Northshore Elementary Schools that is directed through "key" instructional leaders in each of our schools. The quality of instruction and rich knowledge of our teachers are excellent resources for all of our schools. Wellington teachers are a strong, and informed voice on many committees and participate actively in district wide professional development.

To share successes and challenges, our administrators participate in significant instructional and leadership work as a group. The collegial atmosphere among this fantastically talented group is humbling. The sharing is visible at all levels. Our Librarians, Reading Specialists, Literacy Leads, Music/PE staff and grade level teachers are gathered together at various times throughout the year to share ideas and learn about best practices together. My intermediate staff has thoroughly enjoyed getting together with the various departments at our Junior High School, Leota, to discuss instructional practices and find out "first-hand" about how our students are performing at that level.

Last winter one of our 4th grade teachers gave a presentation to the Northshore School District School Board about the instructional strategies he and his 4th grade team had developed to address the demands of the written language portion of the 4th grade WASL. His presentation, and our test results the following spring were most impressive. My colleagues are anxious to know what instructional changes we made to see such glowing results in our written language assessments.

We are always happy to share the expertise of my talented staff and the strategies that work with our students. We believe that professional collaboration at any level strengthens our teachers and school instructional programs. We are eager and willing to learn from, as well as share results, with other schools/teachers.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Every Northshore Elementary School is responsive to a core curricula that is defined by the Essential Academic Learning Requirements (EALRs) for the State of Washington. The EALRs reflect the standards for students, at a particular grade level, in the disciplines of Reading, Math, Science, Social Studies, Writing, Communication, Health, Music, Fitness and the Arts. Elementary school teachers in our district are routinely responsible for all of these subject areas, with the exception of music and fitness. Preparation for instruction, instruction, and on-going, standards based assessments are fundamental to our instruction

The curricula used in the Northshore District is fairly uniform, at least in philosophy, if not by the adopted material. All classes, by grade level, have a clear set of learning targets to reach and a recommended set of materials or strategies to use in an effort to get all of our students to "standard." The exception to the curriculum adoptions in our district is the Parents Actively Cooperating in Education (PACE) alternative program. There are four PACE sites throughout our district, one of which is at Wellington. PACE is a "choice" program for families in our district. The emphasis is on collaborating with parents, who have required "hours" to contribute to the program, multi-age classrooms and an experiential approach to "learning". The PACE program constitutes "three" of the twenty-three classrooms at Wellington and has an enrollment of seventy students. Parents can tour the program throughout the year and have their name placed on a list for a slot in the program as one becomes available.

Teachers at some of the grade levels at Wellington have decided to collaborate with one another to enhance their ability to prepare more deeply for an area of instruction. An example would be the departmentalized model that our three sixth grade teachers have developed. They share our eighty-one sixth graders among their classrooms. Each teacher takes responsibility for some of the core curricular areas. (One teacher has the math instruction, another the literacy, and a third, science, etc.) This program has been in place for quite a few years and has an excellent reputation for preparing our students for success in Junior High.

Our school has been greatly enriched in the field of technology through generous support from our Partners in Education, PTA, District Bond/Levys, and Community members. We have a computer lab that is staffed by a certificated teacher and an instructional technology paraprofessional. They work with students from kindergarten age through grade five. Our 6th graders are immersed in technology rich classrooms that require them to produce two or three multi-media presentations per year.

Our library is well supported by our PTA and has an excellent collection of fiction/non fiction literature and a new "leveled" bookroom for teachers to access. Our students enjoy an excellent information literacy and research program as they visit our library one time per week. Research projects for most grade levels are coordinated between our Librarians and Computer lab instructors.

All students participate in music and PE twice per week. The music and PE program is a model example of a collaborative approach to teaching health, skills, games, music theory, movement and performance. They work together to provide a marvelous level of instruction for students, after school sports, school wide evening events for our families, and provide collaborative planning time for classroom teachers.

Our core curricula are as follows;
Math: *Everyday Math* (University of Chicago) is the core math program for grades K through five. The curriculum supplemented by *Accelerated Math*, a web based, individually paced program that allows for differentiated instruction, enrichment and remedial opportunities. 6th grades use the Connected Math Program (CMP) as the primary instruction source, with supplemental computation skill building.

Literacy: Our instruction of literacy through a balanced reading and writing approach is the primary focus of our professional development with the Center for Educational Leadership. (CEL) The instruction and "coaching" we receive are wonderful! At this time we are involved in professional development about the literacy components of "read aloud," "shared," and "guided" reading. All of our classes explore key focus areas in depth and invite parents to culminating events and classroom presentations that feature literature.

Social Studies: This program offers students the opportunity to study and deeper understandings of the global community and an appreciation for their own state/national history, economics, geography and civic responsibilities. The k-6 social studies program include; the study of our community, Seattle, Woodinville, Washington State, US History, Canada, Mexico, and the Pacific Rim. We immerse our

students in the areas of study through Biography Parties, Colonial Days, and Autobiographical speeches. Science: Students learn scientific principles through experimental design, by conducting investigations, collecting and analyzing data, and making observations. The scientific method is taught as a strategy to answer questions and find solutions to problems, draw valid conclusions, and communicate findings through scientific writing. The Northshore Public Education Foundation recently purchased outstanding science kits for all of our schools!

Arts: Wellington offers classes to meet the talents and interests of our students. We have a large instrumental music program, including an orchestra and band. Many of our students participate in the district wide "Honor" Band, Orchestra and Choir. Each year our PTA hosts the Missoula Children's Theater to expose our campus to an intensive week of drama and theater production. In addition to the parent-managed, art docent program for every class, we have a host of offerings in our "After School Art Club." Other after-school offerings have included Science Adventures, Math Club, Chess Club, Writing Club, Origami, Foreign Language, and tutoring opportunities.

2. Reading

We regard the continuous teaching of "reading" for all of our students as a core belief. It is the most important teaching responsibility we have and it is an area we excel in. In spite of the history of excellent performance by our students on the reading portion of the Washington Assessment of Student Learning (WASL), we are in the midst of conducting staff development and participating in book studies (Most recently we finished Debbie Miller's Reading with Comprehension.) to improve our literacy instruction. Our commitment to investigate best practices and implement a variety of strategies is evidenced by our choice to allocate a large amount of our "professional development" time and resources to the infusion of a balanced, comprehensive literacy program into our instructional repertoire. As of this writing we are in the process of selecting the book for our upcoming "book study."

Our reading program is loosely based on the district-wide Houghton Mifflin series that we adopted some years ago. Wellington teachers have significantly modified the program over the years by adding supplemental materials to support the phonetic and literature shortcomings of the program. In the last two years we have focused on differentiating our reading instruction to better meet the needs of our struggling and accelerated students. This work led us to the conclusion that we needed to have more avenues for students to demonstrate their thinking and involve them with more "quality" fiction and non-fiction literature available to our students. The creation of leveled libraries in our classrooms and a leveled bookroom have made our building a more "text-rich" environment for our staff and students.

Our work in the area of literacy instruction is opening new avenues for our teachers, especially the intermediate staff. A team of our teachers, including reading specialists, classroom staff and the principal are immersed in learning a literacy "coaching" model that has enabled all members of the team to bring their "learning" back to the rest of the staff and provide model lessons for our staff to observe. When teachers feel prepared to expand their use of shared, independent, and guided reading strategies in their room, collegial coaches are available to assist them in their development.

We have been very pleased with the impact of the effort we have made to articulate the written language instruction from grade to grade. We have raised our expectations for written language, clarified the vocabulary and strategies that we should be using, and required students to write for a specific purpose, add quality word usage through vocabulary development, revise-revise-revise, and learn to provide/accept feedback on their written work. This effort has enhanced the reading program within our school by providing a wealth of student-written material for their peers to read and review.

Each decision we make about the direction of our reading program is based upon the identified empirical and perceived needs of our learners. We continually adjust our methods to reflect best practices and continuous improvement in student performance.

3. Science

Developing scientific thinkers is a core value at Wellington. Our mission is to prepare our students to reach their full potential and contribute to society. The field of science is a rapidly growing profession and an excellent avenue for our students to enter as they move on to higher education. The essential skills used in the scientific process lend themselves to better decision-making and deeper analytical thinking abilities for our students.

Since 2004 the State of Washington has collected data regarding the performance of 5th grade students on the science portion of the WASL. The information that we have received has caused us to create an action plan to focus on improving the instructional practice and content of our science curriculum. Candidly, we believe that we had placed science "on the back burner" while we focused on the reading, math and written language areas of our instruction. The good news is that those efforts have prepared our students with an excellent skill set to draw upon as they explore, investigate and record scientific observations.

The various strands of science addressed in the "standards" for our students include; Properties of Systems, Structure of Systems, Changes in Systems, Inquiry and Designing Solutions. We analyzed our student data from each of these strands and determined a course of action that includes staff development in the meaning of each of the strands, instructional strategies, and use of the grade level specific science kits that have been provided for each school by the Northshore Public Education Foundation. These kits focus on specific themes and concepts. Students and staff enjoying the deeper exploration into science and are developing the skills of observation, scientific process, inference, and prediction through their efforts.

We have made "science instruction" a focus for my classroom observation this year in an effort to support our instruction and help plan for further staff development.

4. Instructional Methods

Wellington teachers use a variety of instructional methods to actively engage young children and adolescents in their learning, implementing researched-based best practices in their instruction. The organization of small groups of students in collaborative work teams facilitates differentiated instruction. Differentiated instruction is the key to accessing maximum amounts of "on-target" instruction for each of our students. Our instructional practices continue to evolve. We are keenly aware of the need to provide instruction that addresses the needs of the learners in our school. We take great pride in meeting the "moral" obligation of providing specific instruction for each of our students that is tailored to their needs.

Our students are engaged in instruction that causes deeper thinking and places an emphasis on validating the "learning" that is taking place through on-going assessment and lesson design. The assessment strategies we use range from the standardized measures required by our state to the observations of our students made by teachers in the course of their work each day.

National research studies have repeatedly shown strong school library programs significantly improve student achievement. Our library provides access to information technologies as well as extensive print resources, and works collaboratively with classroom teachers to help students achieve academic and personal success. Through frequent research opportunities emphasizing questioning, research and problem-solving skills, students learn foundational information skills that support their academic endeavors.

Standards for student performance are clear communicated to staff, students, and parents. Instructional practices have been adapted to match the new expectations for student performance. We work to align instructional vocabulary and practices throughout our schools so that a students can build their knowledge base in a consistent manner from year to year.

5. Professional Development

The Northshore School District believes in the power of continuous learning for adults as well as students, and promotes professional development opportunities for all teachers in all curricular areas. Our district's Elementary Education Department is committed to providing training in best practices reflecting new trends and instructional strategies in each of the disciplines. Training occurs formally at the state, school, and building levels, as well as informally teacher to teacher. The district provides numerous after school and summer opportunities for professional development in curricular and technology fields. Each teacher annually receives staff development funds and is encouraged to seek out meaningful professional development opportunities.

The ongoing, day-to-day professional development that takes place between educators each day is a vital component of our school's culture. Discussions centering on instruction and student learning are a priority. The amount of knowledge, experience and expertise on our staff is tremendous. This resource is central to our collegial efforts.

As the principal of Wellington Elementary, I recognize that my professional growth, enthusiasm and attention to the professional development needs of our school are essential to the creation of a joyful, intellectual community. This year I am thoroughly enjoying the opportunity to work with a cadre of four principals (three elementary and one junior high) under the tutelage of Kimiko Fukuda from the Center for Educational Leadership. Her coaching, and the opportunity to work closely with some of my colleagues on matters of instruction and student learning has been an energizing and enriching experience.

Continuously improving student achievement levels are strong evidence of a school's responsiveness to the educational needs of students. Our professional development plan is a vital component in our efforts to maximize student learning.

Part VII. Assessment Results

Subject: **Reading** Grade: **4**

Test: **Washington Assessment of Student Learning (WASL)**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month:	**April**	**April**	**April**	**April**	**April**
SCHOOL SCORES					
% Met or Exceeded State Standards	**97.0**	**92.6**	**89.8**	**91.2**	**92.3**
% Exceeded State Standards	**80.8**	**56.8**	**37.2**	**56.0**	**48.1**
Number of students tested	**99**	**81**	**78**	**91**	**77**
Percent of total students tested	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Number of students alternatively assessed	**0**	**0**	**0**	**0**	**0**
Percent of students alternatively assessed	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Note: No subgroups reported due to sample sizes below 10, the state's cutoff for reporting scores.

Subject: **Mathematics** Grade: **4**

Test: **Washington Assessment of Student Learning (WASL)**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month:	**April**	**April**	**April**	**April**	**April**
SCHOOL SCORES					
% Met or Exceeded State Standards	**94.9**	**90.2**	**76.7**	**78.0**	**70.2**
% Exceeded State Standards	**71.7**	**63.0**	**42.9**	**50.5**	**45.5**
Number of students tested	**99**	**81**	**77**	**91**	**77**
Percent of total students tested	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Number of students alternatively assessed	**0**	**0**	**0**	**0**	**0**
Percent of students alternatively assessed	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Note: No subgroups reported due to sample sizes below 10, the state's cutoff for reporting scores.

Subject: **Reading** Grade: **3** Test: **Iowa Test of Basic Skills (ITBS)**

Edition/Publication Year: **Form M, Level 9 (1996)** Publisher: **Riverside**

Scores are reported here as: **National Percentile Ranks**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month:	**March**	**March**	**March**	**March**	**March**
SCHOOL SCORES					
Total Score	**73**	**77**	**78**	**76**	**72**
Number of students tested	**78**	**91**	**84**	**75**	**90**
Percent of total students tested	**100.0**	**100.0**	**100.0**	**97.0**	**100.0**
Number of students alternatively assessed	**0**	**0**	**0**	**0**	**0**
Percent of students alternatively assessed	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Note: No subgroups reported due to sample sizes below 10, the state's cutoff for reporting scores.

Subject: **Mathematics** Grade: **3** Test: **Iowa Test of Basic Skills (ITBS)**

Edition/Publication Year: **Form M, Level 9 (1996)** Publisher: **Riverside**

Scores are reported here as: **National Percentile Ranks**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month:	**March**	**March**	**March**	**March**	**March**
SCHOOL SCORES					
Total Score	**87**	**90**	**87**	**87**	**82**
Number of students tested	**78**	**91**	**84**	**76**	**90**
Percent of total students tested	**100.0**	**100.0**	**100.0**	**99.0**	**100.0**
Number of students alternatively assessed	**0**	**0**	**0**	**0**	**0**
Percent of students alternatively assessed	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Note: No subgroups reported due to sample sizes below 10, the state's cutoff for reporting scores.

Subject: **Reading** Grade: **6** Test: **Iowa Test of Basic Skills (ITBS)**

Edition/Publication Year: **Form M, Level 12 (1996)** Publisher: **Riverside**

Scores are reported here as: **National Percentile Ranks**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month:	**March**	**March**	**March**	**March**	**March**
SCHOOL SCORES					
Total Score	**76**	**74**	**75**	**77**	**72**
Number of students tested	**90**	**99**	**77**	**93**	**92**
Percent of total students tested	**99.0**	**100.0**	**99.0**	**100.0**	**100.0**
Number of students alternatively assessed	**0**	**0**	**0**	**0**	**0**
Percent of students alternatively assessed	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Note: No subgroups reported due to sample sizes below 10, the state's cutoff for reporting scores.

Subject: **Mathematics** Grade: **6** Test: **Iowa Test of Basic Skills (ITBS)**

Edition/Publication Year: **Form M, Level 12 (1996)** Publisher: **Riverside**

Scores are reported here as: **National Percentile Ranks**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month:	**March**	**March**	**March**	**March**	**March**
SCHOOL SCORES					
Total Score	**82**	**77**	**79**	**82**	**70**
Number of students tested	**90**	**99**	**78**	**93**	**92**
Percent of total students tested	**99.0**	**100.0**	**100.0**	**100.0**	**100.0**
Number of students alternatively assessed	**0**	**0**	**0**	**0**	**0**
Percent of students alternatively assessed	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Note: No subgroups reported due to sample sizes below 10, the state's cutoff for reporting scores.

INTERPRETATION

Presented here is a body of evidence of Wellington student achievement based on the state's large-scale assessments. Until this year, all third and sixth grade students in Washington State took the Iowa Tests of Basic Skills (ITBS) in reading and mathematics, and this assessment provided valuable information about our students' achievement in relation their peers nationwide. Since 1997, all fourth grade students in the state have taken the Washington Assessment of Student Learning (WASL) in reading, writing, and mathematics. The WASL is our state's own criterion-referenced assessment of students' proficiency in relation to the state's content and process standards, the Essential Academic Learning Requirements (EALRs).

Both measures document the high achievement—in both reading and mathematics—of Wellington Elementary students. Each of the past five cohorts of third grade students have scored, with some minor year-to-year fluctuation, well over the 70th percentile rank on the ITBS reading test. Most of these students have gone on to fourth grade at Wellington, where close to 90% have met the state's standard for reading and close to half have of those students exceeded the state's reading standard. In 2005, close to 100% of Wellington's fourth grade class met the reading standard, with the vast majority scoring well above the state standard. By sixth grade, most Wellington students have maintained strong reading skills as measured by their average scores at or above the 75th percentile rank on the 6th grade ITBS.

Wellington excels in mathematics as well. Each of the past five cohorts of third grade students have registered average scores at or above the 80th percentile on the 3rd Grade ITBS. In fourth grade, Wellington students have shown remarkable growth, with 70.2 percent of students reaching the math standard in 1997 to close to 95 percent reaching the standard in 2005. Much of this growth has been from proficiency (Level 3) to advanced (Level 4), with close to 50 percent exceeding the standard in 1997 to 71.7 percent exceeding the standard in 2005. By sixth grade, Wellington students have maintained strong math skills as measured by average ITBS scores near the 75th-80th percentile range.