

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mr. Bradley R. Berzinski

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Washington-Kosciusko Elementary School

(As it should appear in the official records)

School Mailing Address 365 Mankato Avenue

(If address is P.O. Box, also include street address.)

City Winona                      State MN                      Zip Code+4 (9 digits total) 55987-4534

County Winona County                      State School Code Number\* \_\_\_\_\_

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Web site/URL  
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Twitter Handle                      Facebook Page  
https://twitter.com/BradBerzinski    https://www.facebook.com/WKElementary?ref=bookmarks                      Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_    Blog \_\_\_\_\_                      Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Stephen West                      E-mail: stephen.west@winona.k12.mn.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Winona Area Public Schools                      Tel. 507-494-0861

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 7 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade                 | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK                  | 0          | 0            | 0           |
| K                     | 19         | 21           | 40          |
| 1                     | 29         | 31           | 60          |
| 2                     | 41         | 37           | 78          |
| 3                     | 26         | 29           | 55          |
| 4                     | 34         | 26           | 60          |
| 5                     | 0          | 0            | 0           |
| 6                     | 0          | 0            | 0           |
| 7                     | 0          | 0            | 0           |
| 8                     | 0          | 0            | 0           |
| 9                     | 0          | 0            | 0           |
| 10                    | 0          | 0            | 0           |
| 11                    | 0          | 0            | 0           |
| 12                    | 0          | 0            | 0           |
| <b>Total Students</b> | 149        | 144          | 293         |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 5 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 84 % White
  - 9 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 10%

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

| <b>Steps For Determining Mobility Rate</b>   | <b>Answer</b> |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year   | 18            |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year | 16            |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 34            |
| (4) Total number of students in the school as of October 1   | 350           |
| (5) Total transferred students in row (3) divided by total students in row (4)                                       | 0.097         |
| (6) Amount in row (5) multiplied by 100  | 10            |

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 48 %  
 Total number students who qualify: 141

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 58 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services:  $\frac{24}{70}$  %  
 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                 |  |
|---------------------------------|--|
| <u>6</u> Autism                 | <u>1</u> Orthopedic Impairment                 |
| <u>2</u> Deafness               | <u>4</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness         | <u>25</u> Specific Learning Disability         |
| <u>13</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment     | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation     | <u>0</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities  | <u>4</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

|   | <b>Number of Staff</b> |
|---|------------------------|
| Administrators  | 1                      |
| Classroom teachers  | 15                     |
| Resource teachers/specialists<br>e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.  | 8                      |
| Paraprofessionals   | 11                     |
| Student support personnel<br>e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2                      |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| <b>Required Information</b> | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 96%       | 95%       | 96%       | 95%       | 95%       |
| High school graduation rate | 0%        | 0%        | 0%        | 0%        | 0%        |

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

| <b>Post-Secondary Status</b>                  |    |
|---|----|
| Graduating class size                         | 0  |
| Enrolled in a 4-year college or university    | 0% |
| Enrolled in a community college               | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment                              | 0% |
| Joined the military or other public service   | 0% |
| Other   | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Empowering students of all ages to be life-long learners who demonstrate creative thinking, critical analysis and problem solving skills in an ever changing and challenging world.

## **PART III – SUMMARY**

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Winona Area Public Schools has proudly served the community of Winona, MN (pop. 27,000) for over 150 years. Our school district has a long history of providing an outstanding educational setting for a community that has a unique mix of manufacturing industries, agriculture, and education (home to two universities and a technical college). In recent years, the population of the Winona school district has become more racially and economically diverse. With this shift, we have put a renewed focus on meeting the needs of each and every student as we focus our energy on achievement gap reduction while continuing to challenge all learners.

Looking specifically at Washington-Kosciusko Elementary, we have been an anchor of the east end of Winona since 1936 evolving over time from a school that opened as a K-9 building and is currently operating as a K-4 school. We are largely a “neighborhood school” with most of our students coming from an area within a two mile radius of the school. We are proud of our veteran and extremely dedicated staff. Many of our educators have spent their entire career meeting the needs of students at Washington-Kosciusko Elementary.

As a result of the work of this dedicated staff Washington-Kosciusko Elementary has a very tight-knit community feel that strives to meet the needs of each and every learner that walks through our doors. What is most striking about our school is the total commitment to the students from each employee, not only those faculty members in the classrooms, but also folks like our school secretary (37 years of service to the school) and our custodians and other support staff. In addition to our employees, we are blessed to have an amazing system of support from our families through organizations such as the Parent Teacher Organization. We strive to continue strengthening this bond with families as we recognize the integral role of the home to school connection.

Washington-Kosciusko Elementary is of course blessed with an outstanding group of classroom teachers. In fact, during the last seven years, the Winona Teacher of the Year honoree has come from our school on three occasions. This is quite an accomplishment when you consider that Winona Area Public Schools has nearly three hundred licensed teachers and Washington-Kosciusko Elementary only has twenty three of these teachers. In addition to these three classroom teachers, we have recently added a parent educator to our team (who was previously only working at the early childhood level) and this educator was not only the 2011 Winona Teacher of the Year but was also recognized as the 2011 Minnesota Teacher of the Year.

As previously noted, Winona is a community built around education with not only a strong PreK-12 school structure but also two universities and a technical college. At Washington-Kosciusko Elementary, we do all that we can to take full advantage of these resources. We have a constant flow of university students coming through our doors, working with our teachers and students on a daily basis not only on academic instruction but in a multitude of other capacities as well. Some of these partnerships are formalized through specific courses (such as student teaching and practicum experiences in addition to math and reading methods courses) while others are less formal but just as important to the overall success of our school. One example of a new partnership that has been formed this year is with a group of students who are minoring in Child Advocacy at Winona State University. Even though these students are not going specifically into the field of education, they are gaining wonderful experience in working with a variety of students in our school. The real strength of these partnerships is that they are so mutually beneficial. As a school, Washington-Kosciusko reaps tremendous benefits from having these young professionals in our school and of course, these educators in training are gaining wonderful experiences as they prepare to launch their careers.

Perhaps what’s most amazing about the success that Washington-Kosciusko Elementary has had in recent years is the fact that we have continued to meet the needs of all learners despite changes in our school district that have led to an evolution of our framework. During the last four years, our district has implemented choice schools in STEM and Spanish Language Immersion. These programs are open to any student throughout the district based on a lottery enrollment system. Our school continues to be a “neighborhood” school only, available to the students in our prescribed attendance area. While we have lost some families to the choice programs, we have continued to work extremely hard with a student population

that comes from a disadvantaged socioeconomic background and have continued to be leaders in our district, our region, and in the state of Minnesota in terms of student achievement. We are all very proud of the educational experience we are able to provide our students and families.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Washington-Kosciusko Elementary ensures a guaranteed and viable curriculum by aligning our daily instruction to the Minnesota State Standards. With this focus on curriculum alignment, we understand that our curriculum documents are living and breathing documents that must be constantly revisited and refined to best meet the needs of our individual students.

It is with this mindset that we have implemented a process of unpacking and powering our English Language Arts standards throughout this school year. This is a commitment we made this year as a school district not only to have administrators or a small group of teachers do this work, rather, we have had every single classroom teacher (general education and special education) involved in the process of unpacking all of the Minnesota ELA standards, making decisions about which of these standards needs to be powered, and then creating corresponding “I can” statements in student-friendly language. Lastly, we have created common formative assessments that address each of these powered standards and will serve as the core for future study of student data. We will continue to work through this same process in our math, science, and social studies curriculum. The key to this work is that it’s never done. It is our responsibility as professional educators to constantly refine our approach and ensure that our curriculum and daily instruction are in fact providing the best learning opportunities for all of our students.

In looking specifically at the four core content areas, we are far less concerned about the specific commercial curriculum that is being utilized and much more invested in the quality of the teaching and learning that is taking place in the classroom. The specific learning resources come and go, but what’s consistent is the crucial role that an effective educator plays in facilitating learning in the classroom.

Our major focus this year in English Language Arts was renewing our focus on balanced literacy and fully implementing our guiding reading structure. This is part of our ongoing commitment to meet the needs of individual learners. This approach calls for a balance of student work in reading, writing, and word work and also calls for a balance of large group and small group instruction, and a balance between fiction and non-fiction work.

Our math program is designed to create meaningful experiences within our math curriculum with our primary focus this year being on new strategies in learning how to attack various word problems. We are very proud of the collaborative efforts between our classroom teachers and our math specialist to continue to develop and refine new strategies that are being implemented in our classrooms.

In social studies, we focus not only on the basics of geography, history, economics, and the social sciences, but also on what it means to be a great citizen of our school and of our community. We have found it increasingly valuable to tie our social studies curriculum in with our ELA work so as to try to maximize the integration of our core content areas throughout the school day.

Lastly, we have turned to a focus on inquiry and project based learning in our science curriculum as we encourage our students to be critical and creative thinkers as they look at the world around them. Again, we have found real success in combining aspects of our science curriculum within our math curriculum and even within our ELA and social studies work.

Again, the specific curriculum materials that are being utilized aren't nearly as important as the quality of the instruction that takes place in the classroom. We have been very intentional about putting structures in place and providing the resources to our teachers and other support staff to ensure that we are meeting the needs of all of our learners through our core curriculum.

## **2. Other Curriculum Areas:**

As a school district, Winona Area Public Schools prides itself on providing a comprehensive education at all grade levels as we strive to educate the whole child. At Washington-Kosciusko Elementary, this means that all students in grades 1-4 are given the opportunity to receive instruction from licensed educators in the areas of physical education, music, art, and media instruction. Additionally, all classrooms benefit from regular classroom guidance lessons from our school counselor.

Our students are very fortunate to participate in physical education class five days a week. This is certainly not the norm in other school districts but we have supported this programming as a way to promote physical fitness, an overall active lifestyle, and health education, not to mention all of the wonderful lessons that are taught through game play and student interaction.

All students in grades 1-4 also receive music instruction twice each week. This curriculum combines general music instruction with vocal and instrumental music instruction while also incorporating core curriculum instruction in reading and math. The culmination of this music instruction is a school-wide performance each spring for families and community members.

Additionally, all students in grades 1-4 receive once weekly instruction in art. Again, this not only exposes students to a variety of skills from drawing to painting to working with clay and other three-dimensional media, but it also allows students to utilize and expand their knowledge in core math content.

Each of our classes in grades K-4 also has the opportunity to spend time several days each week in our media center and in our computer lab. Five years ago, we displaced three classrooms in order to update our media center and make it a space that would allow for it to be a focal point of our academic instruction. We are very proud of the learning experiences we are able to offer in this space through the support of our media center staff and classroom teachers.

In the area of technology, we have focused our attention this year on increasing the role of iPads and laptops as learning tools in the hands of our students. Presently, we are relying on iPad and laptop carts that are being utilized extensively in the classrooms but we are also in the process of rolling out a 1:1 initiative with iPads at our primary grade levels and laptops at our upper grade levels. We are currently focusing on professional development for our teachers in order to most effectively incorporate these devices into our curriculum. For the first time this year, we are employing a technology integrationist at Washington-Kosciusko Elementary with the goal of bridging the gap between the technology and the classroom.

Lastly, all of our classrooms benefit from weekly classroom sessions with our guidance counselor. These lessons cover a range of topics from social skills to being a responsible digital citizen.

As we look ahead to next year, we are very excited about the fact that we will be expanding access to our physical education, music, and art classes to our kindergarten students as well. These students will have the same level of programming that our students in grades 1-4 currently enjoy. We are making this addition to our staffing and curriculum in an attempt to fully maximize the experience of all of our learners.

We feel very fortunate that we have been able to maintain the comprehensive education offered to Washington-Kosciusko students despite the increased emphasis on core curriculum in recent years. We see great value in educating the whole child and working towards integration of multiple areas of study throughout the school day.

## **3. Instructional Methods and Interventions:**

The mindset of the Washington-Kosciusko Elementary community is best reflected in the motto that is posted on our school website: "Caring for the Children We Share." We truly take a collaborative approach to instruction as we strive to meet the needs of each and every learner. This means strong connections between general education classroom teachers and special education teachers. This also means a strong connection with support programs such as Title I and Minnesota Reading Corps. This approach includes

strong relationships with local universities, Winona State University and St. Mary's University. Lastly, this means strong connections between school and home.

Much of the work that we've done through our Professional Learning Communities during this school year has included a focus on shared students as we examine common assessments that are used across grade levels and best practices in the classroom. The focus of our work has been to meet the needs of as many students as possible through Tier I classroom interventions. When students are identified through our Student Success Team as needing additional support, we are also able to align support through our Title I programming, Minnesota Reading Corps, and special education instruction to allow for a double or triple dose of core instruction in the areas of math and reading.

A renewed focus for us this year has been taking a fresh look at our English Language Arts curriculum and instruction. Not only have we gone through a formal process of unpacking and powering all of our ELA standards, we have also turned our attention to implementation of a balanced literacy structure in all of our classrooms that allows for differentiated instruction through the guided reading process. Along with this work, each grade level has a common 90 minute block to best allow for a Response to Intervention structure in our core curriculum. All of this work is being done with the goal of meeting students where they are developmentally and providing the learning opportunities that they need to continue moving forward.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

While we understand that there is so much more to effective education than strong test scores, we are very proud of how our recent test scores reflect the outstanding work done by our staff and students. Washington-Kosciusko Elementary has now been recognized as a Minnesota Reward School for each of the past three school years. This is an honor that places our school in the top tier of Minnesota schools based not only on our overall assessment results, but also on the tremendous work that has been done in closing the achievement gap between our overall student population and our sub-groups.

W-K Elementary has made outstanding progress in math during the last several years with the number of 3rd/4th graders earning the achievement level of meeting or exceeding the standards on the Minnesota Comprehensive Assessments (MCA) Math assessment climbing from 63% in 2010, to 67.3% in 2011, 79.5% in 2012, 83.5% in 2013, and 84.2% in 2014. We are obviously very pleased with this trend line.

We are equally proud of the proficiency shown by our sub-groups. Looking specifically at the 2014 assessment results, our students qualifying for Free/Reduced Lunch had a proficiency rate of 76% (compared to a state average of 41%) and our students receiving special education services achieved proficiency at 64% (doubling the state average of 32%).

In reading, we are more limited in our ability to look at a range of years as we shifted to a new assessment two years ago but as an overall trend we have again been pleased with our overall growth during the last five years and show very favorable scores in our sub-groups when compared to state averages. We know we still have plenty of room for growth in the area of reading and it was with this in mind that we launched into the unpacking and powering of our ELA standards this school year and have put a renewed emphasis on the work we are doing through our balanced literacy approach.

Despite the tremendous scores that we have seen from our sub-groups, we do want to continue to look at strategies to increase the achievement level of our students receiving special education services. It is with this goal in mind, that we are revisiting our ability to offer students a double and triple dose of core content instruction. For us, this means reexamining our philosophy on “pull out” instruction. We are looking to revamp our approach to allow all students to be in the general education classroom for as much core content instruction as possible and then supplement that instruction through additional support through our special education teachers and educational assistants.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

In addition to the annual Minnesota Comprehensive Assessments, we utilize a number of internal assessment tools to guide daily instruction and to ensure student growth. Some of those additional assessment tools that we have come to rely on include ESGI screening with our kindergarten students, OLPA testing at the 3rd and 4th grade level, and FAST screening for all grade levels in reading and math skills. In addition to these more formalized assessment tools, our teachers have done wonderful work, along with our district reading and math specialists, to create very meaningful internal assessments that have come to be the center of discussion in our Professional Learning Communities and in our grade level collaboration meetings. These common formative assessments are instrumental in guiding daily instruction and in providing scaffolding of learning.

In addition to these conversations taking place among classroom teachers through PLC meetings and grade level collaboration meetings, we also have a Student Success Team that meets every other week to review student data and make recommendations on additional supports we can provide for students. This team consists of the principal, school psychologist, counselor, Title I coordinator, special education lead teacher, and a general education classroom teacher representative. We also utilize a School Improvement Team that meets monthly and also uses available student data to guide future school growth. Rather than looking at

individual students, this group focuses more on trend data and leads the discussion on potential areas for growth school-wide and puts plans in place for appropriate professional development.

We also place high value on keeping all of our stakeholders informed about what our data is showing us about our strengths and potential areas for growth. Classroom teachers share data with their students as they work together in goal setting for future growth. We have also recently made all of our assessment data available to parents through our online student management system. This is in addition to regular communication home to families directly from the classroom keeping parents informed of student progress.

## **Part VI School Support**

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### **1. School Climate/Culture**

If there's one thing that visitors comment on after spending time at Washington-Kosciusko Elementary, it is the strong community feel in the building. This is a reflection of incredibly dedicated and caring staff and families. Everybody from teachers to support staff to students and families are fully invested in the well-being of the school and it certainly shows.

We understand the importance of meeting not only the academic needs of our students, but also their physical, social, and emotional needs. Without this mindset, the academic work that is being done in the classrooms holds little meaning. At the most basic level, we work hard to ensure that our students are physically ready to learn. This has meant a focus on things like promoting our school breakfast and lunch program. It also means forming partnerships with community organizations like the local food shelf. In fact, we have a program in place called "Food for Thought" that targets families that may need additional support on the weekends and during school breaks. Families that would benefit from this assistance are identified at the beginning of the school year and then we work with the food shelf, local churches, and our PTA to provide a backpack of food for students over the weekend and during holiday breaks. In addition to providing support for our students, we also include food for other siblings in the household. Additionally, we have partnered with various community organizations to provide appropriate winter clothing for those students through our "Coats for Character" program, our Goodfellas winter clothing voucher program, and this year even partnered with another school in the community to secure additional winter clothing for our students.

Another project initiated by our student council this year was the installation of a "Buddy Bench" on our playground. This was a student-led project with the goal of providing a location on the playground for students to go when they are looking for a friend to play with. We followed up with classroom lessons with all of our students on how to engage with their peers in a positive and inviting manner. We have been very pleased with how the Buddy Bench has added to a cooperative environment on our playground.

In addition to these specific initiatives that we've taken on, we incorporate the basic tenets of positive behavior interventions as we recognize our students for being respectful, responsible, and safe. This is a shared responsibility among all of staff members including teachers, support staff, and noon hour supervisors.

Many of the same strategies that are in place for building a strong climate for our students also apply to our staff. So much of the quality of the work climate for our staff is based on the quality of friendships that have been developed over many years together. We have a very tight-knit group of educators that have a tremendous amount of respect for one another and are always happy to support each other in any way they can. More than anything, as educators we have to know that we are not on our own and that when we need support in some way, our colleagues will be there for us.

### **2. Engaging Families and Community**

Washington-Kosciusko Elementary has been an absolute staple of the Winona community for the last eighty years and has existed as a central hub for our students, our families, and for the larger Winona community. We are extremely blessed to have a very dedicated group of families that care deeply about not only the well-being of their own child but also about the well-being of the entire school. This support starts with an outstanding PTA (Parent Teacher Association) that is very active in the building in supporting a variety of supplemental programming for our students. This includes supporting a wide range of lyceum presentations that we bring into the building and a number of wonderful field trip opportunities that build on the core academic instruction provided in our classrooms. This parent group is also instrumental in providing opportunities for our students and families to be a part of the school community outside of school hours. These events might take the form of a family breakfast, or bingo night, or a family engineering fair. These are simple events, but they are very powerful in bringing the school community together.

A new initiative that has been implemented this year is a partnership with a parent educator. This teacher has historically worked only with families through the early childhood program, but this year we are expanding that family support into the primary grades. This is a teacher who was recognized as the 2011 Minnesota Teacher of the Year and has proven to be a wonderful addition to the Washington-Kosciusko Elementary community. Her role has become family outreach in an effort to give parents the skills and resources they need at home in order to fully maximize the school-home partnership.

Lastly, we have formed great relationships with the business community of Winona and with our local universities. We have been able to pull in a number of groups and individuals as additional resources for our students through these partnerships. As noted earlier, we have a constant flow of university students coming into our classrooms, providing support for our teachers and students in a range of capacities. We are constantly in conversation with the universities in an effort to continuously expand and refine these partnerships in order to maximize the benefit for our elementary students and for their university students. Our most recent effort to reach out to our families has actually been bringing a pre-school program into our building that is operated by a local university.

All of these efforts in combination enrich the learning environment that we are able to provide at Washington-Kosciusko Elementary.

### **3. Professional Development**

The most important investment any organization can make is in the professional development of their employees. This certainly holds true in education as it does in other sectors. It is essential to provide the learning opportunities for all educators (both in and out of the classroom) to continue to expand their knowledge and skills and refine their practice.

In planning our professional development, it could be best described as a three tiered approach. At the district level there are particular district-wide initiatives where we want to be sure that all district employees have the skills and knowledge to be on the same page and to move the district forward collectively. This year, the focus at the district level has been on refining our approach to ELA instruction. At the next level, individual buildings are given the freedom to pursue professional development that meets the specific needs of that building and staff. At Washington-Kosciusko Elementary, that has meant a focus this year on technology integration in the classroom and on a renewed focus towards school climate. Then, the third tier gives individual educators the opportunity to develop their own personal learning plan and pursue the appropriate professional development to grow as an educator. One of the key components of our professional development and evaluation plan is the ability for individual teachers to take a reflective look at their own practice, set goals for personal growth, and pursue the professional development opportunities that are most relevant to them.

While this framework allows autonomy at a variety of levels, it also provides the structure for a cohesive plan to ensure that professional development efforts are moving our schools forward in a meaningful way. Ultimately, we want to ensure that professional development leads to greater capacity in all of our employees to provide the best learning environment for our students. We feel that it is essential that regardless of where an educator is at in their career, they continue to be self-reflective in their practice and continue to push themselves to hone their craft. At times, this can mean professional development through a formalized approach of attending conferences or seminars. At other times, it can be as simple as walking across the hall and picking the brain of your colleague. One new opportunity that has been implemented at Washington-Kosciusko Elementary this school year is optional professional development sessions offered by our own staff for their colleagues. The staff was asked to suggest a list of topics that they felt would be most beneficial and then the School Improvement Team took these suggestions and built a schedule of after-school sessions that has relied solely on our internal staff. We have been very pleased with the learning and collaboration that has resulted from these sessions.

### **4. School Leadership**

The structure of school leadership at Washington-Kosciusko Elementary is certainly one of shared leadership between the building principal, school psychologist, school counselor, classroom teachers, and other support staff. There is a real focus on servant leadership and providing our teaching staff the resources they need to create a quality learning environment for our students. We are blessed with a staff that is willing to step to the plate and freely share their strengths with others.

There are a number of structures in place that ensure that the decision-making process is one where all stakeholders feel invested and have an opportunity to play a key role in the daily operation of the school. As I've noted previously, Washington-Kosciusko Elementary has an extremely dedicated staff that have devoted their careers to this school and the students that come through our doors. The reality is that this school and its rich history and tradition are far more important than any one individual. Each individual contributes what we can to the overall leadership of the building and respects the contributions of others. The function of any effective school is simply too complex for any one individual, building principal or not, to do it alone.

It is with this mindset, that we have implemented both formal and informal structures to create shared leadership and shared decision-making models. Some of these structures include our School Improvement Team and Student Success Team. Additionally, we utilize parent groups such as the PTA in our decision-making processes in an attempt to have all stakeholders involved. Furthermore, we work very hard within the larger framework of the school district to ensure that Washington-Kosciusko is operating as part of a cohesive school district and not just as an individual building. This means collaborating frequently with the other building principals in addition to relying heavily on district level administrators for direction and support. Despite many new faces in leadership roles this year, we have been very fortunate to find a great balance of district level direction and individual school autonomy.

When all is said and done, we have to look at our leadership approach and our decision-making and ask ourselves what is best for the students that we are responsible for. We are very fortunate to teach and learn in a school like Washington-Kosciusko Elementary where the decisions truly are about what's best for the kids.



## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

|   |  |
|---|--|
| <b>Subject:</b> <u>Math</u>                             | <b>Test:</b> <u>MCA-III</u>                  |
| <b>All Students Tested/Grade:</b> <u>3</u>              | <b>Edition/Publication Year:</b> <u>2012</u> |
| <b>Publisher:</b> <u>American Institute of Research</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| meets standards and above  | 46        | 62        | 40        | 41        | 29        |
| exceeds standards  | 24        | 29        | 19        | 17        | 9         |
| Number of students tested  | 61        | 71        | 54        | 56        | 46        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 5         | 3         | 2         | 3         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| meets standards and above  | 23        | 26        | 13        | 15        | 13        |
| exceeds standards  | 12        | 7         | 4         | 6         | 2         |
| Number of students tested  | 32        | 34        | 25        | 28        | 25        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| meets standards and above  | 7         | 9         | 6         | 10        | 2         |
| exceeds standards  | 5         | 6         | 3         | 6         | 0         |
| Number of students tested  | 20        | 12        | 14        | 19        | 14        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| <b>7. American Indian or Alaska Native Students</b>          |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| meets standards and above                                    | 42        | 57        | 38        | 40        | 24        |
| exceeds standards  | 22        | 28        | 19        | 17        | 8         |
| Number of students tested                                    | 54        | 69        | 46        | 49        | 37        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** Washington-Kosciusko Elementary has historically been one of the schools in our district that meets the needs of many of our highest needs special education students. Therefore, there have been years where the percentage of students alternatively assessed has exceeded 2% of total students.

**STATE CRITERION--REFERENCED TESTS**

|   |  |
|---|--|
| <b>Subject:</b> <u>Math</u>                             | <b>Test:</b> <u>MCA-III</u>                  |
| <b>All Students Tested/Grade:</b> <u>4</u>              | <b>Edition/Publication Year:</b> <u>2013</u> |
| <b>Publisher:</b> <u>American Institute of Research</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| meets standards and above  | 71        | 44        | 49        | 33        | 41        |
| exceeds standards  | 42        | 20        | 27        | 8         | 14        |
| Number of students tested  | 78        | 56        | 58        | 54        | 65        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 6         | 5         | 8         | 8         | 3         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| meets standards and above  | 28        | 15        | 22        | 14        | 22        |
| exceeds standards  | 13        | 2         | 11        | 3         | 3         |
| Number of students tested  | 35        | 26        | 31        | 28        | 40        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| meets standards and above  | 18        | 9         | 12        | 8         | 10        |
| exceeds standards  | 11        | 3         | 5         | 1         | 1         |
| Number of students tested  | 19        | 17        | 17        | 18        | 27        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| meets standards and above                                    | 63        | 40        | 42        | 24        | 40        |
| exceeds standards  | 41        | 20        | 26        | 7         | 14        |
| Number of students tested                                    | 68        | 46        | 47        | 43        | 61        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** Washington-Kosciusko Elementary has historically been one of the schools in our district that meets the needs of many of our highest needs special education students. Therefore, there have been years where the percentage of students alternatively assessed has exceeded 2% of total students.

**STATE CRITERION--REFERENCED TESTS**

|   |  |
|---|--|
| <b>Subject:</b> <u>Reading/ELA</u>                      | <b>Test:</b> <u>MCA-III</u>                  |
| <b>All Students Tested/Grade:</b> <u>3</u>              | <b>Edition/Publication Year:</b> <u>2012</u> |
| <b>Publisher:</b> <u>American Institute of Research</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| meets standards and above  | 39        | 62        | 39        | 43        | 27        |
| exceeds standards  | 14        | 21        | 26        | 30        | 11        |
| Number of students tested  | 50        | 71        | 53        | 56        | 47        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 6         | 7         | 2         | 3         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| meets standards and above  | 18        | 25        | 15        | 21        | 11        |
| exceeds standards  | 10        | 6         | 11        | 11        | 4         |
| Number of students tested  | 32        | 34        | 25        | 28        | 25        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| meets standards and above  | 5         | 10        | 7         | 9         | 1         |
| exceeds standards  | 4         | 6         | 2         | 7         | 0         |
| Number of students tested  | 20        | 12        | 15        | 19        | 13        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| meets standards and above                                    | 36        | 54        | 34        | 39        | 22        |
| exceeds standards  | 13        | 19        | 25        | 29        | 8         |
| Number of students tested                                    | 54        | 62        | 45        | 49        | 38        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** Washington-Kosciusko Elementary has historically been one of the schools in our district that meets the needs of many of our highest needs special education students. Therefore, there have been years where the percentage of students alternatively assessed has exceeded 2% of total students.

**STATE CRITERION--REFERENCED TESTS**

|   |  |
|---|--|
| <b>Subject:</b> <u>Reading/ELA</u>                      | <b>Test:</b> <u>MCA-III</u>                  |
| <b>All Students Tested/Grade:</b> <u>4</u>              | <b>Edition/Publication Year:</b> <u>2012</u> |
| <b>Publisher:</b> <u>American Institute of Research</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| meets standards and above  | 61        | 30        | 42        | 41        | 34        |
| exceeds standards  | 16        | 15        | 30        | 20        | 19        |
| Number of students tested  | 78        | 56        | 57        | 55        | 66        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           | 11        |           |
| % of students tested with alternative assessment                             | 7         | 5         | 8         | 17        | 3         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| meets standards and above  | 22        | 11        | 18        | 18        | 14        |
| exceeds standards  | 6         | 6         | 11        | 10        | 5         |
| Number of students tested  | 35        | 26        | 31        | 28        | 41        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| meets standards and above  | 13        | 6         | 10        | 14        | 6         |
| exceeds standards  | 6         | 4         | 9         | 11        | 2         |
| Number of students tested  | 20        | 17        | 16        | 19        | 27        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| meets standards and above  |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| meets standards and above                                    | 53        | 27        | 39        | 33        | 32        |
| exceeds standards  | 14        | 13        | 28        | 16        | 19        |
| Number of students tested                                    | 68        | 46        | 47        | 43        | 61        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| meets standards and above                                    |           |           |           |           |           |
| exceeds standards  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** Washington-Kosciusko Elementary has historically been one of the schools in our district that meets the needs of many of our highest needs special education students. Therefore, there have been years where the percentage of students alternatively assessed has exceeded 2% of total students.