

Revised 4/14/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

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

School Mailing Address Dawson-Boyd Public School 848 Chestnut Street
(If address is P.O. Box, also include street address)

Dawson Minnesota 56232-2224
City State Zip Code+4 (9 digits total)

County Lac Qui Parle School Code Number* 0378-010

Telephone (320) 769-4590 Fax (320) 769-2001

Website/URL www.dawsonboyschools.org or visit www.dawsonmn.com and link to Dawson-Boyd Public School through the "New to Town" page on this site E-mail valt@dwby.k12.mn.us

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

(Principal's Signature) Date February 7, 2005

Name of Superintendent Mr. Brad Madsen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dawson-Boyd Public School ISD #378 Tel. (320) 769-2955

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 February 7, 2005

Name of School Board
President/Chairperson Mr. Paul Pillatzki
(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 February 7, 2005

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 of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 Junior high schools
 1 High schools
 Other
- 2 TOTAL
2. District Per Pupil Expenditure: \$7,974
- Average State Per Pupil Expenditure: \$8,450

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	35	19	54	7			
K	14	16	30	8			
1	15	14	29	9			
2	17	22	39	10			
3	20	21	41	11			
4	17	17	34	12			
5	21	20	41	Other			
6	24	21	45				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							313

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>96</u> | % White |
| <u>1</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>0</u> | % 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: 3 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	313
(5)	Subtotal in row (3) divided by total in row (4)	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: _____

Specify languages:

9. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 136

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: $\frac{16}{50}$ %
50 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>18</u>	_____
Special resource teachers/specialists	<u>4</u>	<u>2</u>
Paraprofessionals	<u>6</u>	_____
Support staff	<u>2</u>	<u>5</u>
Total number	<u>31</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 17.3

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98%	96%	95%	97%	96%
Daily teacher attendance	97%	98%	97%	98%	98%
Teacher turnover rate	0%	16%	4%	4%	4%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Stevens Elementary is honored, yet humbled, to be nominated by the state of Minnesota. We are one of eight schools with at least 40% disadvantaged students to have shown dramatic improvement on the Minnesota Comprehensive Assessments (MCA's) in both reading and mathematics. We are honored to have our accomplishment acknowledged. We are humbled realizing we are very much like other teachers in our area, state, and nation. To achieve this level of proficiency we do what teachers do...teach each individual child to the best of our ability.

Stevens Elementary is small school with 313 students in pre-K through grade 6. We as a district suffer from declining enrollment and in turn a loss of funding. We have over the years lived by the phrase, "It is time to tighten our belts." The loss of funds has not deterred us from providing a quality education for every child that comes through our doors. This is due to the guidance of a fiscally responsible administrative leader, Superintendent Brad Madsen. We have focused our educational dollars on maintaining a quality staff. We are proud of our talented and energetic teaching staff.

Stevens Elementary is part of the Dawson-Boyd Public School district and serves the rural agricultural communities of Dawson and Boyd. The district has 3,200 residents and encompasses an area of 250 square miles. Approximately 30% of the population is over 65 years old. The median age is just above 40 years of age. Our district must deal with the issues of declining enrollment, an aging population, and limited funding to support our educational programming. The Dawson-Boyd school district and the communities it serves have a long commitment to excellence. Not just academic excellence; but there is strong pride in our fine arts and athletic programming. Community members value a well-rounded education and have given financial support through excess levy referendums.

The district has been awarded numerous grants that have provided much needed money for a variety of programs. Grants have been used to support technology, the fine arts, staff development, and the service learning programs. A \$4 million construction/renovation project, supported by a \$1 million Community Center grant from the State of Minnesota and completed in 2001, has provided expanded recreational, fitness and arts opportunities for all community members. The Dawson-Boyd Arts Association plans and produces monthly performing arts events for people of all ages in our recently renovated Memorial Auditorium. The Minnesota State Arts Board and Southwest Minnesota Arts and Humanities Council support and promote true appreciation for the arts through frequent grants.

We believe in educating the whole child. Specialists in physical education, media, keyboarding, Spanish, Gifted and Talented education, and music are an important part of our staff. Being one of the few rural schools in Minnesota to offer an orchestra, our students may participate both band and orchestra. Extra-curricular sports are encouraged as well. We offer basketball, wrestling, soccer, cheerleading, swimming, dance, volleyball clinics, track and field and flag football. Community education offers these programs and they are often overseen by parent volunteers.

Dawson-Boyd serves as a regional center for children with disabilities including day treatment for mental health needs. We also house the area Early Childhood Special Education program to assist with the early intervention needed for at risk children. Currently, the school district provides tuition-based preschool for all students and before and after school programs for students in grades K through 6.

The mission of the Minnesota Department of Education is to "Improve educational achievement by establishing clear standards, measuring performance, assisting educators and increasing opportunities for lifelong learning." As a school district we have adopted the same target for which to aim. If you visit the web site for Dawson-Boyd Public School you will see this phrase: "Staff—Students—Community: Focused on the Future". Our school and community are focused on the future. It is our goal that every student graduating from this small school in rural Minnesota will believe that all things are possible. We want our students to become productive, caring members of society.

Cooperation, confidence and the pride of many generations have built a solid core of quality that runs deep throughout the region. In addition to the school system, institutions and facilities such as the churches, hospital, medical clinic, swimming pool, library, senior citizens center, parks, softball fields, and golf course, are examples of the community's commitment to the quality of life enjoyed by Dawson and Boyd citizens.

Dawson-Boyd's vision for the future rises from its natural resources, its people, and their commitment to be of service to others.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.

Minnesota has designed state assessments to measure student achievement and growth in the areas of language arts and mathematics. These tests are called the Minnesota Comprehensive Assessments or MCA's. These tests help school districts measure progress toward the state's academic standards to which they are aligned. These tests are leveled from 1 through 5. Level 1 being the students at greatest risk and Level 5 identifying our most proficient students in the content area tested. The goal of No Child Left Behind (NCLB) is for all students, regardless of disability or other identifying factors, to be at Level 3 or higher by 2014. Currently all 3rd and 5th graders in Minnesota take the MCA tests. Beginning in the 2005-2006 school all 3rd through 6th graders will be assessed in this way. The main focus has been language arts and mathematics with science coming on board in the spring of 2007.

The tests include multiple choice and short answer questions. There is no time limit on the testing period. Students are required to finish a complete test selection in a testing session. They may not leave the test and complete at a later time.

Stevens Elementary serves a homogeneous population. We have a limited number of racial subgroups. 1% of the population is Black or African American, 2 % of the population is Hispanic or Latino, 1% is Asian/Pacific Islander, and the remaining 96% of the population is White. The groups that we must study as we analyze our data are the students on free and reduced lunch. Data can also be disaggregated by gender.

As test scores are studied over the past 5 years there are some trends that can be noted...reference data charts at the end of this report:

- Looking at reading and math in grades 3 and 5 there has been a significant decrease in students identified as Level 1 (the lowest level).
- Students on Free and Reduced lunch tend to score lower than their non-qualifying peers
- We have outstanding performance compared to schools with similar numbers of students receiving free and reduced price lunch.
- The student population is close to 50% male and 50% female. The female group tends to score slightly higher over time in both reading and math in grades 3 and 5. There are more males that fall into the levels 1 and 2. These are the students that would be classified as not proficient.
- Stevens Elementary has traditionally had a greater percentage of students in levels 4 and 5 than the state average. This is based on the data from the past 5 years.
- We have had 100% participation in all tests over the past 5 years.
- We have a 16% Special Education population. Of this group only 1 student has been given an alternative assessment. He was given this in 3rd grade and then again in 5th grade.

For more information about the Minnesota Comprehensive Assessment testing program you may contact the Minnesota Department of Education in the following ways:

- department website: <http://education.state.mn.us>

- e-mail: mde.contactus@state.mn.us
- Telephone: 651-582-8200
- Street Address: 1500 Highway 36 West, Roseville, MN 55113-4266

For more information on Stevens Elementary assessment results visit the Minnesota Department of Education website. Click on the Star Report Card. Under school names find Stevens Elementary. The performance indicators will be displayed.

2. *Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.*

School and district report cards are issued by the state of Minnesota. These are based on a 5 star rating system. These stars evaluate academic achievement, opportunities, school safety, and student participation. This is an accountability system that with a format that is easy for parents and community members to understand. Data can be easily compared between and among all schools in the state. The star reporting system is posted on the Minnesota Department of Education website and community members are encouraged to view this site.

Each parent is given an individual copy of their child's assessment results. These reports show student percentile rank, achievement level, and scale score. This report also breaks tested areas into performance objectives. It is easy to see the strengths and areas for improvement for each child. The testing results are gone over with parents at conference time and suggestions are given to ways that parents may reinforce learning in the home setting.

There is a district summary report issued to display MCA results. It gives local percentiles and state percentiles. This gives us a chance to see how we compare to other students in the state. Administration and the newly formed Dawson-Boyd Data team use the disaggregated data to make decisions about curriculum and instruction. Assessment information and test specifications are used to align standards and fill in gaps in the curriculum.

Teachers spend a great deal of time reviewing all available data on the students that are part of their classroom. MCA data, past report cards, current work, NWEA test scores, observation, and personal knowledge of the student all play into the educational planning to improve school performance for each individual.

The Title I program uses the information to design Title I services. Targeted Services uses the information to identify students eligible to participate in our Targeted Services program named Education Express. Special Education uses MCA data to qualify students for services and when writing IEP goals and objectives.

3. *Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.*

There are 3 groups that are a focus of our communications. They are the students in our school, the parents of those students, and the community that supports our educational system. Ways of reporting are listed below:

Parents

- Parent Information Night lays out rules, curriculum, assessment, and expectations in each classroom
- Report cards are done on a quarterly basis
- Parent/teacher conferences are well attended. Assessment data and student programming is discussed
- Parents are welcomed and encouraged to visit their child's classroom during school hours
- Parent newsletters are sent by classroom teachers and the elementary office to inform parents
- Formal written notification of deficient work may be sent to parents in the mail
- Telephone or e-mail communication to inform parents of progress
- Parents of special needs students receive written progress reports, attend staffings, and help develop the individual learning plan (IEP) for their child

Students

- Report cards are issued at the end of every quarter
- Teachers visit with students on a daily basis to celebrate successes and support struggling students
- The classroom teacher grades daily work, end of unit tests, and authentic assessments
- Daily announcements focus on academic achievement and character development
- Assessment reports for MCA and NWEA tests are discussed with students

Community

- Conversation around the community often involves school topics. The school is the center of the

community.

- Students are invited to Dawson Area Chamber of Commerce meetings on a monthly basis. Student representatives report to the chamber members about school programming and academic progress
- The Dawson Sentinel is the community newspaper and publishes pictures and articles promoting classroom activities and academic achievement
- KLQP radio in Madison, Minnesota, has a segment each day covering school and local news
- Local access television station maintained by the city posts school information
- Systems Accountability Report is mailed to all district residents annually and includes assessment data

4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

Stevens Elementary is part of the Minnesota River Valley Education District (MRVED). This is a collaboration of seven schools within Southwestern Minnesota. These schools join together in curriculum and staff development design and improvement.

There are several advisory groups that are part of the MRVED structure. There are Best Practice Educator groups in all content areas, Teacher Advisory Council, a Principal Advisory Council, and a Superintendent Advisory Council. These are all excellent means through which to share successes and plan for future educational growth.

The MRVED designs a Common In-Service day where over 500 teachers from the seven participating districts come together in Dawson. This day is a time to share classroom practices, look at student work through the use of a variety of protocols, and address the academic standards that Minnesota has put in place to meet the requirements of No Child Left Behind. This is a good way to build collegial ties within our teaching profession and a means to share our successes.

We have also been part of the Japanese model of lesson study within our own district and across districts. The work done through the lesson study model has caused us to take a look at student learning. Much time is spent analyzing how students best learn. Work between districts gives another opportunity to discuss what works well for the students in the Dawson-Boyd district.

The teacher networking in our area of the state is well tuned. We have developed an exemplary framework. The Minnesota River Valley Education District, its teachers, administration, and support staff are committed to quality education for the youth of our region. Because of this fact we openly share successes with each other and continually strive for the highest level of quality education possible with the funds that are available to us.

Newspaper articles, committee work of staff and administration, personal relationships, student connections across districts, the Minnesota Department of Education web-site, the Southwest Minnesota Service Cooperative provide training for our special education staff where educators meet and discuss issues and share positive experiences. We were awarded an Excellence in Mentoring Award from Southwest Minnesota State University in Marshall, Minnesota for the leadership that our teachers give to college students preparing for a career in education. This is a sampling of ways that the news of Dawson-Boyd's successes is communicated to the public and to other school districts.

PART V – CURRICULUM AND INSTRUCTION

1. ***Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).***

Curriculum and Instruction at Stevens Elementary is based on the premise that every child should be brought to their fullest potential. This includes our special needs and gifted children. We believe in holding students accountable and yet being flexible when necessary. We have established open and honest communication with parents and have encouraged them to be active participants in creating effective successful programming for the children in our school.

The district does curriculum development as a preK through grade 12 team. It is important for our elementary school to prepare students for the transition into high school. We are embedding the K-12 Minnesota Academic Standards into our curriculum and the high school/elementary conversations are an important piece of that process. We have mapped the areas of language arts (reading is included in language arts), mathematics, science, and social studies. We will continue to strive for improvement as we analyze the data that is available to us. We will make changes in our curriculum and instruction as we deem important to impact student learning and meet the high standards of our local district and state. Language Arts, mathematics, social studies, and science will be on a charted system to insure that all the academic standards are taught within the school year.

Listed is the significant content for each of the mapped subject areas:

READING AND LITERATURE

Word recognition, Analysis, Fluency, Vocabulary Expansion, Comprehension, and Literature

WRITING

Types of writing, Elements of composition, Spelling, Grammar, Usage, Research, Handwriting and Word Processing

SPEAKING, LISTENING AND VIEWING

Speaking, Listening, Viewing, and Media literacy

MATHEMATICS

Mathematical reasoning, Number sense, Computation and operation, Patterns and functions, Algebraic thinking, Data and Statistics, Probability, Spatial sense, Geometry, and Measurement

SCIENCE

History and nature of science, Earth and space science, Physical science, and Life science

SOCIAL STUDIES

United States history, World history, Minnesota history, Geography, Economics, Government, and Citizenship

Also offered in our curriculum are:

Spanish is taught by a specialist--basic concepts in this foreign language. This instruction is centered on color words, numbers, and objects in the school environment. We are committed to this early education based on research that supports early exposure to a foreign language internalizes the phonemic patterns for a language learner. 5th and 6th grade are exposed to the German language by their regular education teacher.

Fine arts—vocal music, band, orchestra, and a diverse group of artists in residence to expose students to visual arts, dance, and more. We attribute an increase in academic success to the correlation between involvement in fine arts and achievement.

Health and Physical Education—the focus is encourage good physical, social, and mental health in all of our students.

Keyboarding—basic computer techniques are taught to students to help students learn how to use the computer as an instructional tool.

2. *(Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.*

The reading curriculum is aligned with the Minnesota Academic Standards. The teaching staff has the job to make sure that all of the standards for their grade level are met. Students learn through a wide variety of learning styles. We do not stress that everything must be taught in a certain manner—we stress that all the standards must be taught.

Reading is an area of primary focus in all we teach at Stevens Elementary. We work with students to develop basic reading skills, higher-level thinking skills, study skills, and to instill the desire to read for enjoyment. Reading instruction begins in the early years at home and in our preschool classrooms. Early Childhood Family Education classes stress the importance of talking and reading beginning at birth.

Kindergarten through 2nd grade use an integrated approach to teaching reading. Everything they do connects back to teaching students to be effective readers. Subjects like science and social studies are part of reading instruction.

Our 3rd through 6th graders are taught reading as a separate subject. A basal is used for these students. Teachers also spend a great deal of time extending the reading series. There is a mixture of texts and techniques employed to help students learn to read. Many teachers develop their own materials. A basal reader is used with the support materials designed and gathered by the classroom teacher. Other important aspects are trade books, literature circles, plays, and much more.

This approach for teaching reading has developed over the years. There are veteran teachers that have seen many programs come and go. Methods like outcome based education and whole language. They have taken the best from all of these programs and designed classrooms and activities that address the needs of developing readers. As new teachers join the staff they are mentored into the system by the tenured staff. There is a willingness to share what works, to give suggestions, and to welcome new ideas.

Our approach to reading has evolved. It has brought together the best practices of many years of teaching experience. We are not done growing. We continue to address reading instruction in our staff development efforts. Reading is what elementary teachers teach best.

3. *Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.*

The second primary focus area for our students and teachers is mathematics. Mathematics has evolved in the same way that our reading program developed. We use the best practices learned through classroom experience and combine them with the high academic standards put forth by the Minnesota Department of Education.

Mathematical reasoning, number sense, computation and operation, patterns and functions, algebraic thinking, data and statistics, probability, spatial sense, geometry, and measurement are the key components to our mathematics curriculum map.

All of our students use a basal for teaching mathematics. We do large and small group instruction. There is classroom support available to enrich the proficient students and assist the struggling math students.

The series that we utilize aligned very well to Minnesota's high academic standards. The curriculum work of the kindergarten through grade mathematics team did determine some weaknesses that are being addressed to strengthen student skills as the move into the high school setting.

Manipulatives, drill and practice, problem solving and constructive response questions add dimension to the mathematics curriculum. We will continue to work on practical applications of the skills that are learned. Our goal is

that the work done in the classroom will have authentic merit and be able to be applied to every day life.

4. Describe the different instructional methods the school uses to improve student learning.

We are a PreK through Grade 6 school. Early education is a high priority for the district. The Dawson-Boyd Preschool is a collaborative run through the Headstart and Community Education programs. Our 3 year old students attend school for 2 full or half days per week. The 4 year old students are scheduled for 3 full or half days per week. Parental choice determines if students will attend pre-school and the length of their day. Stevens Elementary has a 4 day/all day kindergarten program. All kindergarten students attend school every Monday, Tuesday, Thursday, and Friday within the normal school hours. At the beginning of the second quarter kindergarten has a fifth day program for the students that are identified under the Targeted Services criteria. This program is called Education Express.

Education Express also carries over to our 1st through 6th grade students. This program is run every Monday night from 3:00 until 6:00 to give students hands-on experiences to develop basic skills in the areas of reading, math, writing, organization, and social development.

Primary Discovery Time is a multi-age grouping of children in kindergarten, first, and second grades who are taught units throughout the year in science, social studies, and health. An integrated approach to teaching art, social studies, science, and health. Children in grades K-2 enjoy a successful multi-aged Primary Discovery program four hours per week.

Stevens Elementary and the Dawson-Boyd Public School house two programs for students with special needs. One program is the Early Childhood Special Education program. The Dawson site serves the students of Dawson and Boyd as well as preschool children from the towns of Madison, Marietta, and Nassau. The early interventions provided through speech, language, occupational therapy, physical therapy, deaf and hard of hearing services as well as the classroom help our very young students get the special attention needed in those early years. The program helps create a smooth transition into the school setting. The second program is the Challenge Day Treatment program. This enables our students with special mental health needs to participate in therapy within the school setting.

Title, Targeted Services, Classroom reduction assistants, and special education paraprofessionals provide needed classroom support.

The instructional methods utilized by our teaching staff are as varied as the needs of our children. The teachers in our elementary will go to any length to reach the students they work with. Examples of a variety of instructional methods are listed below:

- Personalized instruction...students know that the staff of our school is interested in them
- Parental involvement at home as well as in school
- Positive role models from the high school through our Service Learning program
- The before and after school Kids Clubhouse and Education Express programs
- How to Teach Your Child to Read in 100 Easy Lessons is a support used in grade 1
- Super Star Week and Memory Books build self-esteem
- Field Trips
- Big Business Week, Invention Fair
- Knowledge bowl, Newsbowl, Channel One News
- Talents Unlimited
- Artists in Residence programs and a variety of lyceums
- Minnesota History projects
- Safety units for bus, farm, fire, first aid, and crisis situations
- German and Spanish
- Vocal music, band, orchestra, and athletics
- Media center and computer keyboarding
- Young author, scientist, nature, and artist conferences
- Japanese Lesson Study model for looking at student work and the Annenberg protocol

- Community involvement through 4-H interest groups, community specialists, Strengthening the Family, and more.

This is a sampling of the techniques used in the classroom. The list is as long as the creativity of the teacher working in the classroom.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Dawson-Boyd Public School designs and evaluates staff development and programming through a committee known as Visions. The purpose of the Dawson-Boyd Visions Team is to create an environment that centers on the learner and promotes lifelong learning in order to enhance achievement. To accomplish this, we will create, plan, organize, support and facilitate a school improvement plan. We will assess, prioritize and focus, plan, facilitate/implement, and evaluate staff development ins-service for classroom teachers and paraprofessional. We will communicate efforts to students, staff, parents, and community.

This committee is comprised of a representation of licensed classroom and special education teachers, paraprofessionals, students, administration, school board, parents of regular education, special education, and Title program students, teacher continuing education representative, senior citizens from the community, and the Minnesota River Valley Education district teacher liaison. Visions is committed to planning and implementing quality staff development. The goal of this group is to provide educational opportunities for parents, paraprofessionals, teaching staff, and administration that will impact student learning.

Lesson study processes and other protocols Annenberg model are used to study student work. Visions is central to organizing in-services to meet that requirements of teacher licensure, addressing character education needs, and make recommendations for changes to impact students learning.

The Visions committee reports to the Minnesota Department of Education in regard to progress made on the goals established by the team. This group noting goals, progress, evaluation, and findings completes an annual report of staff development efforts.

The Network for Student Success is a framework to communicate from the Department of Education to the schools of Minnesota. There are regional meeting the administration attends. The information gathered at these sessions is brought back to the Visions team and action is taken as needed.

Visions is the driving force of our staff development. It is a very effective means of impacting student learning. It owes its success to the wide variety of people that bring ideas to the table and are willing to bring those ideas to life.

PART VII - ASSESSMENT RESULTS

Stevens Elementary has few ethnic/racial students in attendance. One group that we study as we look at data are our students that are economically disadvantaged. It is important for us to look at any achievement gaps that may occur between the genders. We also consider how our school performs in comparison to other students in the state of Minnesota. State data is another part of what we look at to consider changes in curriculum and instruction.

As you look at the charts on the pages that follow, you will see a dramatic change in the number of students in grade 5 that have moved from the non-proficient category (Levels 1 and 2) to proficiency (Levels 3, 4, and 5). This is due to the curriculum development and staff training to align the Minnesota Academic Standards with our curriculum. We have spent a great deal of time and effort embedding the standards into course work.

Stevens Elementary has a 16% special education population. Yet only one student has moved through the elementary school and been assessed by the means of an alternative checklist.

Data tables are attached to the end of the application, with all pages numbered consecutively.

Minnesota Comprehensive Assessment

Subject READING Grade 5

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	April	March	March	March
SCHOOL SCORES					
% At Level 5	33	26	32	34	25
% At Level 4	81	68	62	76	61
% At Level 3	88	84	70	83	77
% At Level 2	98	95	86	93	88
% At Level 1	100	97	100	98	98
Number of students tested	40	42	50	38	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At Level 5	24	8	27	27	24
% At Level 4	65	54	47	73	60
% At Level 3	83	77	47	82	80
% At Level 2	95	100	74	100	88
% At Level 1	100	100	100	100	100
Number of students tested	17	13	15	11	25
2. Male					
% At Level 5	33	23	19	33	27
% At Level 4	71	65	52	76	54
% At Level 3	81	84	63	86	71
% At Level 2	95	96	85	96	86
% At Level 1	100	100	100	100	100
Number of students tested	21	26	27	21	30
3. Female					
% At Level 5	32	31	48	35	23
% At Level 4	90	75	74	76	70
% At Level 3	95	88	78	82	87
% At Level 2	100	100	87	94	94
% At Level 1	100	100	100	100	100
Number of students tested	19	16	23	17	30
STATE SCORES					
% At Level 5	30	25	25	24	16
% At Level 4	64	64	64	63	52
% At Level 3	76	77	75	74	67
% At Level 2	91	91	90	89	86
% At Level 1	100	100	100	100	100

Minnesota Comprehensive Assessment

Subject Math Grade 5

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	April	March	March	March
SCHOOL SCORES					
% At Level 5	20	7	6	8	19
% At Level 4	78	67	46	50	63
% At Level 3	85	81	60	76	78
% At Level 2	100	100	86	92	95
% At Level 1	100	100	100	100	100
Number of students tested	40	42	50	38	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At Level 5	6	0	0	9	17
% At Level 4	65	39	40	55	59
% At Level 3	77	62	40	91	76
% At Level 2	100	100	73	91	92
% At Level 1	100	100	100	100	100
Number of students tested	17	13	15	11	24
2. Male					
% At Level 5	29	12	7	10	21
% At Level 4	77	70	37	48	55
% At Level 3	86	81	52	81	69
% At Level 2	100	100	85	95	93
% At Level 1	100	100	100	100	100
Number of students tested	21	26	27	21	29
3. Female					
% At Level 5	11	0	4	6	17
% At Level 4	79	63	56	53	70
% At Level 3	84	82	69	71	87
% At Level 2	100	100	87	89	97
% At Level 1	100	100	100	100	100
Number of students tested	19	16	23	17	30
STATE SCORES					
% At Level 5	19	18	14	13	12
% At Level 4	60	61	53	50	45
% At Level 3	75	76	71	67	61
% At Level 2	95	92	90	89	86
% At Level 1	100	100	100	100	100

Minnesota Comprehensive Assessment

Subject Reading Grade 3

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	April	March	March	March
SCHOOL SCORES					
% At Level 5	31	18	22	16	12
% At Level 4	72	63	56	57	59
% At Level 3	78	86	80	80	74
% At Level 2	91	93	90	95	82
% At Level 1	100	100	100	100	100
Number of students tested	32	40	41	39	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1.Economically Disadvantaged					
% At Level 5	33	6	9	8	8
% At Level 4	58	56	28	42	41
% At Level 3	58	78	55	67	58
% At Level 2	75	84	73	100	58
% At Level 1	100	100	100	100	100
Number of students tested	12	18	11	12	12
2.Male					
% At Level 5	31	9	18	17	7
% At Level 4	62	61	45	55	45
% At Level 3	68	83	68	76	62
% At Level 2	87	92	86	96	76
% At Level 1	100	100	100	100	100
Number of students tested	16	23	22	24	29
3. Female					
% At Level 5	32	29	27	13	20
% At Level 4	82	64	69	60	80
% At Level 3	88	88	95	87	90
% At Level 2	94	94	95	94	90
% At Level 1	100	100	100	100	100
Number of students tested	16	17	19	15	20
STATE SCORES					
% At Level 5	24	17	16	16	12
% At Level 4	60	55	48	49	45
% At Level 3	73	72	66	67	62
% At Level 2	88	87	83	84	82
% At Level 1	100	100	100	100	100

Minnesota Comprehensive Assessment

Subject Mathematics Grade 3

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	April	March	March	March
SCHOOL SCORES					
% At Level 5	16	18	22	16	13
% At Level 4	75	63	56	57	60
% At Level 3	81	86	80	80	74
% At Level 2	97	93	90	95	82
% At Level 1	100	100	100	100	100
Number of students tested	32	40	41	39	49
Percent of total students tested	100	100	100	100	100
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1.Economically Disadvantaged					
% At Level 5	25	6	9	8	8
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% At Level 3	67	78	55	67	58
% At Level 2	92	84	73	100	58
% At Level 1	100	100	100	100	100
Number of students tested	12	18	11	12	12
2.Males					
% At Level 5	31	5	18	17	7
% At Level 4	62	57	45	55	45
% At Level 3	75	83	68	76	62
% At Level 2	100	96	86	96	76
% At Level 1	100	100	100	100	100
Number of students tested	16	23	22	24	29
3. Females					
% At Level 5	0	29	27	13	20
% At Level 4	88	64	69	60	80
% At Level 3	88	88	95	87	90
% At Level 2	94	94	95	94	90
% At Level 1	100	100	100	100	100
Number of students tested	16	17	19	15	20
STATE SCORES					
% At Level 5	15	14	11	14	9
% At Level 4	55	57	48	53	46
% At Level 3	70	72	65	66	64
% At Level 2	92	93	90	91	89
% At Level 1	100	100	100	100	100