

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Ms. Jolene Landwer

Official School Name: Vandyke Elementary

School Mailing Address:  
300 Cole Street  
Coleraine, MN 55722-0570

County: Itasca State School Code Number\*: 0110

Telephone: (218) 245-2510 Fax: (218) 024-5066

Web site/URL: www.greenway.k12.mn.us E-mail: jolenelandwer@greenway.k12.mn.us

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

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

Name of Superintendent\*: Ms. Rochelle VanDenHeuvel

District Name: Greenway School District # 316 Tel: (218) 245-6500

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

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

Name of School Board President/Chairperson: Mr. Fred Tanner

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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:
- |           |                     |
|-----------|---------------------|
| 40        | Elementary schools  |
| 1         | Middle schools      |
|           | Junior high schools |
| 1         | High schools        |
|           | Other               |
| <b>42</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9447

Average State Per Pupil Expenditure: 9364

**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. 16 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			0	7			0
K	39	40	79	8			0
1	59	37	96	9			0
2	58	38	96	10			0
3	48	46	94	11			0
4			0	12			0
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>365</b>

6. Racial/ethnic composition of the school: 8 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
0 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
92 % White  
     % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is 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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1.	365
(5)	Total transferred students in row (3) divided by total students in row (4).	0.047
(6)	Amount in row (5) multiplied by 100.	4.658

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 228

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 free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 17 %

Total Number of Students Served: 62

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>14</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>11</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>21</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	97%	95%	98%	97%
Daily teacher attendance	100%	100%	100%	100%	100%
Teacher turnover rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<b><u>100</u></b> %

## PART III - SUMMARY

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Vandyke Elementary School in Coleraine, Minnesota, is part of the Greenway School District. Greenway is a small, rural school district in the heart of the Iron Range in northeastern Minnesota. Greenway Public Schools are comprised of a unique blend of communities, diverse in ethnic heritage, and fused with a rich tradition of excellence, pride, and a spirit of unity.

The Greenway Public Schools' mission is "To provide a safe, educational environment which embraces diversity and equips learners with lifelong skills enabling them to succeed, to think independently and to act respectfully and responsibly while meeting the challenges of a changing society." This mission will be accomplished by students, families, staff, school board and the community working together to maintain high standards and quality programs.

Vandyke has created a comprehensive, integrated instructional program which affects all subjects, all teachers, and all children in its elementary school, which serves grades K-3. The principal is committed to excellence at all levels of responsibility. The staff and the community are proud of the school and it shows in its cleanliness and its bright learning environment.

The goals of Vandyke Elementary are to promote family participation in learning by offering evening grade level activities. To foster and maintain a safe environment, both physically and emotionally for students, staff, and community members. To promote the District through positive elementary public relations. And, to provide at least two opportunities per year for training for instructional staff to improve the teaching of higher level thinking and problem-solving skills

Vandyke Elementary is a 53 year-old building serving 380 students which is located on a beautiful lake (Trout Lake). The school is a Schoolwide Title I designated school. Sixteen percent of Vandyke's students qualify for special education services. 58% of the students qualify for free and reduced lunches. This school is designated as a high poverty school. Thirty seven staff members provide services to the students, including 23 fully licensed teachers. 100% of the teachers meet the federal requirements for "highly qualified," as do all the Title 1 paraprofessionals. 82.35% of the teachers have more than 10 years of experience.

Inadequate federal, state, and local funding has required that the Vandyke Elementary School program be creative in order to provide funding for some of its dreams and programs. Grant awards have include Comprehensive School Reform and two Blandin Foundation initiatives, Project Read and Invest Early. Invest Early is a successful early childhood regional funding opportunity.

Vandyke Elementary School is committed to providing the strongest program possible for its students, whether they struggle or have the ability to soar. The effectiveness of the overall program at Vandyke Elementary is determined by better standardized test scores, increased parent/community involvement and satisfaction with the program, enhanced teaching strategies for the faculty and a greater interest in reading by the students.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

As part of Minnesota's assessment system, The Minnesota Department of Education measures whether or not students are meeting the state math and reading academic standards - what they should know and be able to do in a particular grade. If a student meets those standards, they are considered to be proficient.

With input from educators, the Minnesota Department of Education has created a growth model. The growth model is designed to help parents and educators to track students' progress toward proficiency from year-to-year, in order to better determine whether they are gaining and maintaining skills necessary to be successful after high school.

The Minnesota Comprehensive Assessments (MCA – Series II) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. The reading and mathematics tests are used to determine whether schools and districts have made adequate yearly progress (AYP) toward all students being proficient in 2014. A student's performance on a Minnesota Comprehensive Assessment – Series II (MCAII) falls into one of four achievement levels – Does Not Meet Standards, Partially Meets Standards, Meets Standards and Exceeds Standards.

For accountability purposes, students who are in the Meets Standards and Exceeds Standards are considered “proficient” and each contributes one index point in the calculation of Adequate Yearly Progress (AYP) for their school and district. Students who are in the Partially Meets Standards achievement level contribute a half index point.

The Minnesota Department of Education School Report Card (which reports on all the public schools in the state) shows the following information regarding Vandyke Elementary state assessment results. The website for this assessment documentation is <http://education.state.mn.us/ReportCard2005/index.do>

The Adequate Yearly Progress report in reading and math shows that Vandyke Elementary has far exceeded its target rates for 2008. The target rate for reading was 69.88% and Vandyke recorded 86.84%. The target rate for math was set at 76.16% and Vandyke recorded 92.11%. Attendance target rate was set at 90% and Vandyke reached 95%. 100% of the third graders were tested. The state report card also shows that Vandyke Elementary provides services for the gifted and talented, opportunities for academic acceleration, and competitive academic activities.

In addition to the MCA testing process, Vandyke Elementary School uses the AIMSweb K-3 testing program, which is a one-on-one testing program. These tests, which are given at least three times a year, assess a student's ability level and measure individual growth in reading and math. AIMSweb is a progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.

Early Intervention in Reading (EIR) and Accelerated Reader (AR), two supplemental reading programs embraced by the Vandyke Elementary School, also provide testing to measure progress. With these supplemental testing vehicles complementing the standardized tests, Vandyke Elementary School is able to produce an on-going picture of both school and individual student success.

### 2. Using Assessment Results:

Greenway Public Schools have identified and developed indicators and an ongoing process for school performance reporting and levels of student achievement. The overarching goal for Vandyke Elementary

School is for students to be both comfortable with reading and turned on to reading, which will enhance mathematics performance. Student test scores on standardized tests as well as anecdotal evidence have shown that many students need added assistance to help them learn and love to read which Vandyke Elementary teachers feel is the basis of success in all core subject areas, especially mathematics.

The scores attained on the MCA-II tests at the third grade level become the benchmarks and baseline data upon which the evaluation of the success of the reading and math programs are based. MCA's are used again to mark progress through grade 11. One of the goals and one of the values of the Greenway Schools that are closely monitored and evaluated are "high standards are the basis of excellence," and "always make student achievement our primary focus." Using MCA test data, Greenway elementary school staff sets goals for increasing elementary reading performance and interest in reading as well as mathematics.

Assessment Data is required and desired to measure curriculum/subject outcomes; measure student achievements and abilities; share information with parents and teaching staff; identify individual needs for instruction; meet Minnesota Academic Standards Requirements and provide Systems Accountability.

### **3. Communicating Assessment Results:**

Greenway is a close knit community where parents and community representatives have input into the schools' culture and activities through the school board, advisory committees, volunteer efforts, membership on task forces, participation on the Project Read Team, and the Parent/Teacher Connection (PTC) organization. A healthy partnership between school and family is a powerful union. This happens by investing energy into keeping parents informed and involved in their child's life at school.

To help strengthen this partnership, all elementary parents were surveyed in the Fall of 2004 using the Greenway Elementary Schools Report Card for Parents. This survey allowed parents to grade their child's school. There was an excellent response and action plans were designed as a result of the surveys that have improved parent participation in the school.

Each week students take their "Tuesday Folder" home for parents to see their academic work as well as announcements of school activities. Test results and the student's overall progress is shared through parent-teacher conferences, report cards, and unit tests. Parents will soon be able to access the district website for specific information on their student. This will soon be an added feature of the site [www.greenway.k12.mn.us](http://www.greenway.k12.mn.us).

Vandyke Elementary School creates activities to encourage parents and daycare providers to read to their children often; to educate parents about the importance of early brain development, and to promote other community reading activities to celebrate with families, such as Vandyke Elementary School's award-winning Project Read.

### **4. Sharing Success:**

Vandyke Elementary School and its staff welcome the opportunity to share the school's academic achievements and programs with other schools, as well as creating partnerships to improve student learning. Several northern Minnesota school districts have requested visitations to the Vandyke Elementary School to observe the Comprehensive School Reform activities that have been so successfully integrated into the teaching environment, as well as the other successes evident at the school.

Vandyke Elementary School teamed with a neighboring school district to study various reading curriculums for use in the elementary reading program. Each school district had the same teacher representation, and chose to implement the same reading curriculum, which allowed for combined staff development and opportunities for the exchange of teaching resources. The elementary school leadership by faculty is evident in these kinds of activities.

The subject of sharing success is not complete without a word about the Vandyke Elementary Celebrations, which draw hundreds of observers and participants. A rich part of the culture of this elementary school program is that it makes a point of celebrating success. This is captured in activities such as Family Read Night, the Project Read Carnival, End-of-the-Year Teacher Celebration, Winter Program, Grandparents Day, Ethnic Diversity Celebration, Bovey Farmers' Day Parade and Trout Lake Day. Student achievements are also celebrated. This creates positive publicity. All of these celebrations focus on the importance of reading.

At the end of all e-mails from Vandyke Elementary are these pieces of information which tells the story of the success of the elementary school and the pride that the faculty and community take in its "School by the Lake":

We are proud...2007 National Distinguished Principal and 2005 State Award Winning "School of Excellence".

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

All subject matter has significant content and outcomes based on Minnesota Department of Education Academic Standards. Curriculum articulation to meet these standards is outlined in The Greenway Schools – K-12 Scope and Sequence Learner Outcomes.

Math – Primary – K-3: Starting in kindergarten, there are eight outcomes on which the students will be measured. These include counting to 100 and backward from ten; locating and describing the placement of objects; understanding comparisons; sorting objects in a set by one attribute; recognizing, describing, and repeating patterns involving up to three elements; having a beginning understanding of sequencing; recognizing, counting, writing and matching sets to twelve; and comparing and ordering objects by length, weight, volume, temperature or size.

In first grade students begin to learn numeration, number theory, addition, subtraction, number sense, estimation, mental math strategies, problem solving, reasoning, geometry, patterns, measurement, time and money, data, statistics and probability, and the uses of technology in math processes to show how it relates to essential skills and knowledge based on the school's mission.

When students gets to the second grade, they learn more involved mathematical reasoning; number sense computation and operations; patterns, functions, and algebra; data analysis, statistics and probability; spatial sense, geometry and measurement.

In third grade the students work with more complex ideas in data, graphs, and reasoning; place value and time; adding whole numbers and money; subtracting whole numbers and money; multiplication concepts and facts; geometry, fractions and customary linear measurements; metric linear measurement; measurement and probability; division concepts and facts; multiplying and dividing; and decimals.

In addition to the stated curriculum, a math enrichment program is held daily to reinforce the learned math skills and to provide an exciting method to infuse an interest in mathematics and problem solving through games and projects.

Reading and Language Arts – Primary – K-3: In kindergarten students identify upper and lower case letters in random order; recognize that letters represent sounds and the sounds represent a letter; learn sequencing, identify colors and shapes; print letters; follow directions from left to right, recite the alphabet correctly, appreciate written and spoken language; read and print first and last names, listen to stories and recall certain facts of the story; follow oral directions; and read sight words.

In first grade students work with vocabulary, phonics, long and short vowels, structural analysis, thinking, comprehension, study skills, integrated spelling, language composition and grammar in addition to speaking, listening and viewing.

In second grade the students move into word recognition, analysis and fluency; vocabulary expansion, comprehension, and literature as well as types of writing, elements of composition; spelling, grammar and usage; research; and handwriting. The students will also work with speaking, listening and viewing.

In third grade the students develop thinking skills; strategic reading; comprehension; vocabulary; decoding - both in phonics and structural analysis; study skills; literary appreciation; composition; grammar; speaking and listening skills, spelling, handwriting and word processing abilities.

Science – Primary – K-3: Students will learn a variety of science information in subjects including the history and nature of science, physical science, earth and space, life science, rocks and minerals, environment, planets and the solar system, phases of matter, motion, the human body, plant and animal life, physical force, heredity, seasons, conservation, and personal health.

Social Studies: - Primary – K-3 Students will learn a variety of social science information in subjects including map skills, economics, world history, American history, government and citizenship, current events and geography.

Physical Education/Health – Primary – K-3 Students will learn the proper care of the body, nutrition, body systems, decision-making, healthy relationships, safety, exercise and recreation, and specifics such as germs, self-esteem, and dental health.

## **2a. (Elementary Schools) Reading:**

Vandyke Elementary School maps the curriculum across grade levels by choosing one curriculum for reading and one curriculum for math that encompasses grades K-3. Standards are implemented by virtue of the programs selected and through all the supplemental materials.

The primary concern in the choice of the curriculum to be used was that it be aligned with Minnesota Academic Standards. Reading Literacy is the cornerstone of all learning. In each subject area, the ability to read and comprehend the material is of the highest importance. The major components of literacy include: fluency, phonics, phonemic awareness, comprehension, and vocabulary. The goal of every reading program is for all students to read and comprehend material at grade-level or above.

The K-12 Minnesota Academic Standards in Language Arts include standards specific to reading education and define a common foundation of literacy to be learned by all students. The language arts standards cover reading and literature; writing; and listening, speaking and viewing.

The reading curriculum chosen was Harcourt Brace Signatures. Consultants for the publisher provided training on how to use this curriculum to provide effective instruction

The curriculum teams in the two elementary schools determined the priorities for the choice of each curriculum. The two priorities were:

i, § Curriculum was standards-based

i, § Curriculum was aligned with the District's needs.

Selection criteria for the specific curriculum were established and followed. The teams set up the curriculum framework, including state and national standards, did extensive research into best practices and current theory, and then decided on a program. A component of the adoption of a new curriculum included research by team members as to current practices in each core area. The teams then selected the top three offerings and compared them as to how each program supported improved academic achievement. The curriculum that was most closely aligned with all the criteria was the one selected.

## **2b. (Secondary Schools) English:**

This question is for secondary schools only

### **3. Additional Curriculum Area:**

Mathematics: Vandyke Elementary uses the Scott Foresman-Addison Wesley-Math- The Millennium Edition for grades K-3. This choice for the math curriculum reinforces the portion of the mission that Greenway Public Schools will provide an academically strong foundation for student success.

The Minnesota K-12 Academic Standards in Mathematics set the expectations for achievement in mathematics for K-12 students. The standards are grounded in the belief that all students can and should be mathematically proficient. All students should learn important mathematical concepts, skills, and relationships with understanding. The standards and benchmarks describe a connected body of mathematical knowledge that is acquired through the processes of problem solving, reasoning and proof, communication, connections and representation. The mathematics content strands are:

- 1) Number and Operation,
- 2) Algebra,
- 3) Geometry and Measurement, and
- 4) Data Analysis and Probability.

### **4. Instructional Methods:**

Title I at Vandyke Elementary is the hub of the learning program. The Title I teachers at Vandyke Elementary have been described as the “glue” for the instructional program. These teachers know all the students, because they work with all grade levels in reading and math.

Because of Vandyke’s idyllic location on a beautiful lake, the school has taken advantage of the setting and has done a considerable amount of environmental studies instruction and made it a part of the reading and math programs. Vandyke Elementary has been designated as an official Minnesota School Forest Site because of its unique location and academic program.

Paraprofessionals are trained along with the teachers to work with the instructional program. All of the Vandyke paraprofessionals have met the standing federal guidelines for competency.

Additional options in reading are provided through Accelerated Reader (AR) and Early Intervention in Reading (EIR). Providing these additional educational options has changed the approach to reading instruction, enriched the existing curriculum, and has given Vandyke Elementary the ability to direct and evaluate instruction through real-time assessment.

Early Intervention in Reading (EIR) is an instructional model used by classroom teachers and reading resource teachers to provide effective supplemental assistance to readers in grades K-3. EIR is a program built on the premise that almost all children can learn to read in grade 1, can be reading on grade level by the end of grade 2, and continue to make good reading gains through grade 6.

Accelerated Reader (AR) is reading management software. Accelerated Reader provides teachers with an easy and effective way to increase literature-based reading practice. AR provides detailed instructional data teachers can use to ensure success for every student, regardless of level. AR has had a positive effect on children reading for enjoyment, and has increased reading comprehension for students.

## **5. Professional Development:**

The Vandyke Elementary School brings the expertise for staff development directly to the schools so that all teachers and paraprofessionals can benefit from the information. The elementary school principal believes staff development is more effective when staff uses the equipment and expertise in the same place where they teach. It also gives teachers the opportunity to learn together and build successful teams. Collegial support is an important component of staff development, such as during the monthly grade level meetings or the creation of the Greenway Schools K-12 Scope and Sequence Learner Outcomes document. Current staff development programming has been focused on higher level thinking and problem solving skills, environmental education, and elementary algebra skills.

The Comprehensive School Reform award provided new computers and learning programs for Vandyke Elementary and significantly enhanced the learning environment. In order to use this technology effectively, teachers and paraprofessionals have received and are continuing to receive training on its uses as a teaching tool. Accelerated Reader is also a computer-based reading program, and staff development has been provided to make this option a positive one for student learning.

Early Intervention in Reading's (EIR) strength is in its staff development, which teaches teachers to take responsibility for struggling readers. Staff development is a system of Internet teaching modules of teaching strategies for specific grade levels and abilities. It includes the sharing of ideas, small group discussions, learning about phonemic awareness, videos, use of the EIR manual, and learning about teaching.

## **6. School Leadership:**

Vandyke Elementary School's principal, Jolene Landwer, has been the driving force in both the academic and community success of the Greenway Elementary Schools over the last sixteen years. She believes in making connections by reaching people and establishing relationships. These connections are with students, faculty, community, and colleagues in other schools working toward student achievement for all students.

Mrs. Landwer has had the privilege of being a part of the Bush Educational Fellows Program and the Blandin Educational Leadership Program which were excellent leadership learning experiences that also provided the opportunity to share expertise and experience with other educational colleagues.

Mrs. Landwer is a recipient of the Minnesota Elementary School Principals' Leadership Award in 2005 and a National Distinguished Principal award in 2007. The Greenway Elementary School program also received the Minnesota "School of Excellence" designation in 2005 – one of five schools in the state to receive that recognition. Mrs. Landwer continues to give presentations and share her successful elementary program at various conferences and meetings.

Mrs. Landwer is the District's Title Programs Coordinator (NCLB Coordinator), ensuring that the No Child Left Behind legislation provides the best in education for all students reaching children at their appropriate instructional level. In addition, Mrs. Landwer is the District's Assessment Coordinator, which requires her to be keenly aware of student academic performance.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 3 Test: MCA II - 2006-2008 MCA I 2004-2005  
Edition/Publication Year: 2007    Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Expectations	83	74	54	49	47
Exceeds Expectations	20	23	20	12	4
Number of students tested	99	87	67	66	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	1	2
Percent of students alternatively assessed	0	2	0	2	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets Expectations	57	66			
Exceeds Expectations	23	18			
Number of students tested	47	44			
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: MCA II - 2006-2008 MCA I -2004-2005

Edition/Publication Year: 2007 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Expectations	77	73	59	52	42
Exceeds Expectations	47	41	38	9	10
Number of students tested	99	85	67	53	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	1	2
Percent of students alternatively assessed	0	2	0	2	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets Expectations	81	78			
Exceeds Expectations	47	45			
Number of students tested	47	45			
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

----- **END OF DOCUMENT** -----