

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

Official School Name Freeman-Davis Elementary School (As it should appear in the official records)

School Mailing Address 114 East 10th Street (If address is P.O. Box, also include street address)

Mobridge SD 57601-1722 City State Zip Code+4 (9 digits total)

Tel. (605) 845-3360 Fax (605) 845-5187

Website/URL www.mobridge.k12.sd.us Email liedtkeb@mobridge.k12.sd.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

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

Name of Superintendent Mr. Roland Smit (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mobridge School District #62-3 Tel. (605) 845-7227

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

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mr. Harry (Bingo) Kindt (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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: ___2___ Elementary schools
 ___1___ Middle schools
 _____ Junior high schools
 ___1___ High schools

 ___4___ TOTAL
2. District Per Pupil Expenditure: ___\$6,078._____

 Average State Per Pupil Expenditure: ___\$5,943._____

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. 8 _____ 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	18	14	32	7			
1	26	21	47	8			
2	22	16	38	9			
3	30	30	60	10			
4				11			
5				12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							177

6. Racial/ethnic composition of the students in the school: 74.5 % White
 % Black or African American
.5 % Hispanic or Latino
 % Asian/Pacific Islander
25 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 10.3 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	18
(4)	Total number of students in the school as of October 1	175
(5)	Subtotal in row (3) divided by total in row (4)	.103
(6)	Amount in row (5) multiplied by 100	10.3

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: 47.252 %

86 Total Number Students Who Qualify

If this method is not a reasonably 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: 24%
43 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 13 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 34 </u> Speech or Language Impairment
<u> 2 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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> .5 </u>	<u> </u>
Classroom teachers	<u> 10 </u>	<u> </u>
Special resource teachers/specialists	<u> 3.5 </u>	<u> </u>
Paraprofessionals	<u> 3 </u>	<u> 4 </u>
Support staff	<u> 2 </u>	<u> </u>
Total number	<u> 19 </u>	<u> 4 </u>

12. Student-“classroom teacher” ratio: 17.7

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.47%	94.84%	93.67%	94.58%	94.82%
Daily teacher attendance	92.5%	95.1%	91.5%	89%	94.5%
Teacher turnover rate	0%	6.45%	3.3%	3.5%	6.9%
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Freeman Davis Elementary School located in Mobridge, South Dakota believes in the mission statement: "It is the mission of the Mobridge Elementary School staff and parents to educate our students to succeed in our changing world and provide every opportunity for students to acquire necessary skills for life-long learning". Freeman-Davis Elementary housed Kindergarten, First, Second and Third Grade classes.

As the Mobridge School District is mostly within the town of Mobridge, our school does not bus students. Students walk or parents give them a ride. Mobridge is a small town in rural America where it is safe for children to walk to school. Our community believes strongly in small class size, which was shown last spring, when the community voted to "opt out" of the state property tax freeze to support their school.

Mobridge Elementary Schools have been accredited by North Central Association (NCA) since 1999-2000 with no violations for the past 3 years. Mobridge Elementary is a school-wide Title I school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

The data display for reading scores from the Stanford Achievement Test Series (SAT 9) show the number of students who are scoring “At or Above Proficient” and “At Advanced” has increased from 24 in '98-'99, to 32 in '99-'00, declining to 21 in '00-'01 and increasing to 34 in '01-'02. This shows program improvement in our Reading program. The number of students who scored “At or Above Proficient” and “At Advanced” also increased for '01-'02 for American Indian children and for children identified low income. If you look at percentage increase our American Indian children scored very well with 7 out of 9 being proficient or above in '01-'02.

The data display for math scores from Stanford Achievement Test Series (SAT 9) show the number of students who are scoring “At or Above Proficient” and “At Advanced” has increased from 11 in '98-'00, to 21 in '99-'00, to 22 in '00-'01 and to 31 in '01-'02. The number of American Indians in each class varies but looking at a percentage of the American Indian students who scored “At or Above Proficient” and “At Advanced” increased from 7% in '98-'99, to 21% in '99-'00, to 31% in '00-'01, to 33% in '01-'02. The number of students affected by poverty as noted by Free/reduced lunch applications also showed a percentage increase the number of students who scored “At or Above Proficient” and “At Advanced” from 13% in '98-'99, to 31% in '99-'00, to 34% in '00-'01, to 36% in '01-'02. This shows program improvement across the board.

The data display for displaying assessments referenced against national norms shows NCE mean scores for total battery scores for second grade students taking the Stanford Achievement Test Series (SAT9). The NCE mean total battery scores show gain for both subgroups for the past three years and overall gains in total score. In '00-'01 total scores fell for second grade students. You may note the Stanford Achievement Test Series (SAT9) is used for all three data tables and the number of students taking the test and students excluded vary. Some students who completed the Reading test did not complete the Math test and some students who completed the Math and Reading test did not complete the entire test so did not have a complete battery score.

Students excluded from the test are Special Education students who cannot complete the test with modifications. They are tested with an alternate measure. Students who did not complete the test in the window of time allowed (illness, vacations, etc.) were also listed in the data tables as being excluded. They were not tested with an alternate measure.

Freeman-Davis Elementary school uses assessment data to understand and improve student and school performance. Data is tracked using the Quality School Portfolio QSP software from UCLA. First, Second and Third grade students are individually tested by teacher interview in the fall and spring with Diagnostic Reading Assessment DRA and gain noted. Our students spend one half hour a day in a computer lab using Success-maker software (Pearson Learning) which tracks student progress in Reading and Math and computes gain at set points throughout the year. Our school district received a two-year Gates/Maple grant for Data Driven Decision Making this year and has used this to promote staff meetings where strategies are being developed to meet our goals of increase Math problem solving skills and increased Reading comprehension.

Freeman-Davis Elementary communicates student performance, including assessment data to parents through report cards, parent teacher conferences, and letters home. Student performance, including assessment data is available to the local newspaper and radio station who routinely compare our school to other area schools.

Freeman-Davis Elementary will share its success with other schools by inviting other schools to visit, continuing to be a regional host location for area in-services, and by making staff available to travel and talk to other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Freeman-Davis Elementary uses a balanced literacy approach incorporating the six elements of Viewing, Speaking, Listening, Reading, Writing, and Presenting. The school is using this method after the state of South Dakota trained staff in the Advanced Reading Enhancement Approach (AREA) during the 2001-2002 school year. The school was directed by state mandate to train in this approach to reading. New staff and Special Education teachers are being trained this school year.. Level books have been purchased and a book room stocked for teachers to use for guided reading groups and for reading corners. VoWac phonics is taught grades K-3 to provide a consistent phonics approach for students to learn.

Reading is also taught 15 minutes/day in the computer lab on “Successmaker” software, a Pearson Learning product. This is completely individualized instruction tailored to each students needs. This year the Freeman-Davis schedule was adjusted so First and Second grade teachers have a block (1 ½ hour) of uninterrupted time to teach reading and Third grade teachers have a block (1 hour) of uninterrupted time to teach reading.

Two teachers teach Reading Recovery in the mornings. Reading Recovery at Grade One is a part of our Reading Program Safety Net that offers early intervention for students with reading difficulties. In the afternoon, one teacher teaches literacy groups to students in Second and Third grade which is the other part of our Reading Program Safety Net. In the 1999-2000 school year Freeman-Davis went to all day every day Kindergarten to help develop first grade students starting the year ready to read.

2. In the Math Curriculum Freeman-Davis students spend 15 minutes per day using “Successmaker” software from Pearson Learning. This is a K-8 software allowing students to work at their own level and speed. This complements the instruction they receive in the classroom. Improving “Math problem solving skills” is one of our school-wide goals that staff is working on this year. Curricular work by staff and in-service planning for staff will support this goal. Staff has worked to align our current math book, Harcourt Brace '94, to the SD Standards and is currently in the process of adopting a new text that is closely aligned with the newly revised state content standards.

3. Freeman-Davis Elementary uses individualized instruction in the computer lab to teach reading and math on “Successmaker” software. Students use this daily for half an hour and progress is tracked on the computer. When class size is over 20, aides are provided for additional classroom support. Flexible grouping is used in reading instruction. One on one instruction is used in Reading Recovery class. Our Science incorporates a “hands on” approach.

4. The Mobridge Public School received a two-year MAPLES grant this year to work on “data driven decision making”. This grant has been used to provide staff “planning time” to work in their curricular area. One goal of the MAPLES team is to make teacher in-service “teacher driven”. This team has identified two goal areas, “improving reading comprehension” and “improving math problem solving skills” for our school to work on K-12. Our school has also received a 3-year Character Education grant with this year being the first year. One result of that grant is the implementation of “Character Counts” K-12 in our school district.

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 2 Test Stanford Achievement Test Series (SAT-9)

Edition/publication year 9th Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? Special Education students who were unable to to complete the test when read to them were excluded.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	
SCHOOL SCORES					
Total Score	65.9	52.0	54.2	54.8	
Number of students tested	56	48	57	38	
Percent of total students tested	96.5%	96%	96.6 %	97.4%	
Number of students excluded	2	2	2	1	
Percent of students excluded	3.5%	4%	3.4 %	2.6%	
SUBGROUP SCORES					
1. <u>Native American</u> (specify subgroup)	47.5	45.0	45.0	48.1	
2. <u>Free/Reduced</u> (specify subgroup)	53.8	51.1	49.8	49.9	
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					