

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary [] Middle [] High [] K-12 [] Charter

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

Official School Name Belgrade-Brooten-Elrosa Elementary School
(As it should appear in the official records)

School Mailing Address 250 2nd Avenue P.O. Box 39
(If address is P.O. Box, also include street address.)

Brooten, MN 56316-0039
City State Zip Code+4 (9 digits total)

County Stearns State School Code Number* 2364

Telephone (320)346-2278 ext. 1219 Fax (320)346-2589

Web site/URL www.bbe.k12.mn.us E-mail rgossen@bbe.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 _____

Name of Superintendent* Mr. Warren Schmidt
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Belgrade-Brooten-Elrosa Public Schools Tel. (320)346-2278 ext.1311

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. Les Thompson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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.

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: \$9702.00
- Average State Per Pupil Expenditure: \$8681.00

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. 1 Number of years the principal has been in her/his position at this school.
 5 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	7	2	9	7			
K	32	20	52	8			
1	25	28	53	9			
2	18	26	44	10			
3	35	24	59	11			
4	24	24	48	12			
5	30	14	44	Other			
6	33	27	60				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							369

6. Racial/ethnic composition of the school:
- | |
|---|
| <u>89</u> % White |
| <u>0</u> % Black or African American |
| <u>11</u> % Hispanic or Latino |
| <u>0</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: 23%

[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	44
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	40
(3)	Total of all transferred students [sum of rows (1) and (2)]	84
(4)	Total number of students in the school as of October 1	367
(5)	Total transferred students in row (3) divided by total students in row (4)	.23
(6)	Amount in row (5) multiplied by 100	23

8. Limited English Proficient students in the school: 6 %
22 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: English & Spanish

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 169

10. Students receiving special education services: $\frac{8}{29}$ % Total Number of Students Served

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

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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>2</u>	<u>1</u>
Classroom teachers	<u>14</u>	<u>3</u>
Special resource teachers/specialists	<u>7</u>	<u>5</u>
Paraprofessionals	<u>9</u>	<u>3</u>
Support staff	<u>6</u>	<u>2</u>
Total number	<u>38</u>	<u>14</u>

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

13. Show the attendance patterns of teachers and students as a percentage.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94 %	95 %	95 %	96 %	93 %
Daily teacher attendance	98 %	98 %	97 %	97 %	96 %
Teacher turnover rate	0 %	0 %	0 %	0 %	0 %

PART III - SUMMARY

Belgrade-Brooten-Elrosa Elementary is a school for students preschool through sixth grade. Our student population is predominantly white with a large influx of Hispanic migrant students enrolling each fall and spring. A small percentage of this population chooses permanent residency in our district. Our school philosophy is that all students can and will learn. It is understood that students learn at different rates and have different needs. The school will work to supply the children with every learning opportunity that is possible to assist each individual student.

The Belgrade-Brooten-Elrosa School District is located in the southwest corner of Stearns County in West Central Minnesota. It encompasses the small rural communities of Belgrade (population 750), Brooten (population 650), and Elrosa (population 200) including a 20 mile radius in the surrounding countryside. Like most rural Minnesota districts, our district suffers from declining enrollment and in turn receives less and less state and local funding. However, even with budget cuts as a part of our reality, our continued focus is to strive to maintain a “first class” education for all of our students.

Our students study a rich curriculum that includes reading/language arts, math, science, health, social studies, physical education, technology, art, and music. The reading program immerses students in rich literature available at the individual student’s developmental level. Through modeling, coaching, and discussion, students are equipped with a wealth of strategies they can use to enhance their reading fluency. Our mathematics curriculum provides students with a concrete and tactile learning environment. The spiraling math curriculum uses home links and games for continued practice so that the children can apply what they learn during classroom instruction. Cooperative unit planning integrates science, health, and social studies with the students’ literature study. Opportunities for students’ continued growth and development are provided through physical education, technology, art, and music. We also have a kindergarten through sixth grade Title One Program for students that need additional assistance in the areas of reading and math. We have a gifted and talented program for students in grades second through sixth. Spanish is taught in this program as well as higher level academic strategies.

The Jaguar Kid Connection is another program that is offered at our elementary. This academic child care facility services children ages six weeks through five years along with a before and after school program for children in kindergarten through sixth grade.

During the months of June through September, the Jaguar Kid Connection collaborates with the Migrant Head Start Program to provide services for migrant and local families. Included in this program, is a Title Migrant Summer School Program which incorporates migrant and local children in kindergarten through sixth grade.

We believe parents and the community are among the most powerful and beneficial connections to a student’s educational success. Teachers communicate with parents through newsletters, mid-term reports, telephone calls, e-mails, conferences, parent and grandparent days as well as music concerts and other events that bring families to our school. Community and business members partner with the school to offer live-event, on site learning opportunities. Book fairs, reading challenges, field trips, elementary sport programs, and school career days are other areas of community involvement.

The Belgrade-Brooten-Elrosa School District has a District Advisory Council composed of administration, staff, and parents who meet and review the progress of school goals and test scores as well as establish processes that continue to improve the educational setting and experiences that we provide for our students.

Belgrade-Brooten-Elrosa Elementary is a home away from home for its students. We believe that we are ensuring the brightest and best future for our most precious resources, our children!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Belgrade-Broten-Elrosa is known for its academic rigor and for consistently high academic student achievement. Belgrade-Broten-Elrosa uses two standardized assessments, the Minnesota Comprehensive Assessments and the Northwest Evaluation Assessments to monitor student performance and program effectiveness. Belgrade-Broten-Elrosa Elementary is proud to be one of 78 schools in Minnesota to earn a Five Star ranking in both reading and math on the 2005 - 2006 school report card given by the Minnesota Department of Education. All enrolled public school students must be accounted for in the Minnesota Comprehensive Assessment accountability tests.

The Minnesota Department of Education has developed state-wide assessments for system accountability in high academic content standards that also meet the federal requirements of the No Child Left Behind Act. The Minnesota Comprehensive Assessment (MCA) test is a criterion-referenced test in reading, math, and writing given to students in grades three through six each spring. Belgrade-Broten-Elrosa has scored consistently and significantly higher than the state average in all grade levels and racial subgroups within our population.

Following are descriptions that define the Belgrade-Broten-Elrosa Elementary School achievement relative to the various Minnesota Comprehensive Assessment levels.

- Meeting and Exceeding the Standards: These percentages represent the Belgrade-Broten-Elrosa students who are clearly demonstrating advanced academic performance and are exceeding the standards (3rd rdg-89%/math-89%: 5th rdg-79%/math80%) These are the students who are working with challenging and above grade level material.
- Partially Meets Standards: These percentages represent the Belgrade-Broten-Elrosa students who are typically working at or above grade level and are considered proficient. (3rd rdg-2%/math-9%: 5th rdg-13%/math-11%)
- Does Not Meet Standards: Represents students scoring slightly below grade level. This level represents partial knowledge and skills required for successful grade level achievement. This corresponds to a “basic” level for No Child Left Behind. (3rd rdg- 9%/ math – 2%: 5 math – 11%/ rdg – 7%) These are the students who are performing below grade level and are in need of supplementary instruction. This level represents significant gaps in the knowledge and skills necessary for satisfactory grade level work.

In addition to the Minnesota Comprehensive Assessments, our students in kindergarten and first grade are given a basic skills test each fall that shows where each student is performing in math and reading and where improvement is needed. This data is used to impact instruction on a daily basis.

The Minnesota Comprehensive Assessments have changed their scoring outlines on two occasions during the five year period which we are reporting results. The successful results of Belgrade-Broten-Elrosa Elementary School have stayed constant through these changes. Belgrade-Broten-Elrosa continues to produce students that post scores which exceed the state’s averages. In third grade, Belgrade-Broten-Elrosa’s reading scores were 1541, 1547, 1586, 1593, and 369 from 2002 to 2006 respectively compared to the state averages of 1486, 1517, 1535, 1542, and 365. Our math scores at the third grade level were 1491, 1509, 1534, 1659, and 362. The state averages for third grade math were 1486, 1541, 1523, 1568, and 358 over the five year period. When comparing Belgrade-Broten-Elrosa’s third grade results with the state results, we have continued to improve over the five year period in both reading and math. The results of the Belgrade-Broten-Elrosa fifth graders are equally impressive. In reading, Belgrade-Broten-Elrosa scored 1601, 1643, 1701, 1717, and 564 from 2002 to 2006 compared to the state averages of 1552, 1567, 1579, 1609, and 559. The Belgrade-Broten-Elrosa math scores at the fifth grade

level from 2002 to 2006 were 1546, 1570, 1604, 1725, and 561 compared to state averages of 1503, 1533, 1539, 1570, 552. Over the last five years, our average percentage of Belgrade-Brooten-Elrosa students that meet and exceed the state's requirements range from 74% to 87%, and we continue to produce results that are above the state averages.

For more information about the Minnesota Comprehensive Assessments and Belgrade-Brooten-Elrosa's results, please see the Minnesota Department of Education website at <http://education.state.mn.us/>

2. Using Assessment Results: Utilizing test data is a vital component to the success of teachers and students at Belgrade-Brooten-Elrosa Elementary. First of all, individual teachers are able to use the test data from the Minnesota Comprehensive Assessments and Northwest Evaluation Assessments to see what areas their students are proficient in and what areas the students need improvement. In addition, teachers collaborate with parents by giving them detailed information on opportunities for academic growth. Based on test data, some teachers also provide additional challenging and supplemental work for the students to do at home to strengthen their performances. Teachers work directly with our certified and highly qualified paraprofessionals to ensure that our students are provided the best education possible. Our teachers work cooperatively with our special education staff to allow inclusion whenever possible and to gear instruction to meet the needs of all students. By looking at the results, teachers direct their instruction to foster growth and development. Common prep times allow teachers at the same grade level the opportunity to meet collaboratively and create ways to promote academic excellence in our school.

Staff development days are utilized by organizing committees of teachers in reading and math groups. These groups address the strengths and weaknesses of our programs across grade levels and curricular areas. We are also able to bring in professional trainers to assist staff in creating learning environments that will foster growth and development for all students in all areas.

Our administration works collaboratively with our Board of Education to disaggregate our test data. These results help our board understand the importance of having updated curriculum and utilizing best practice techniques in our classrooms.

Belgrade-Brooten-Elrosa Elementary works as a team and uses test data in many ways to ensure that all students are receiving the best education possible. We are instilling in our students the will to strive to do their best and become life long learners.

3. Communicating Assessment Results: "It takes a village to raise a child!" We, at the Belgrade-Brooten-Elrosa Elementary School, believe and follow this African proverb. Communicating with our staff, students, parents, and the communities in an on-going, consistent, and timely manner is an important component to the success of our school.

At the beginning of each school year, we hold "Back to School Night." Parents and students are invited in to learn about the expectations at each grade level. Grade level curricular expectations and parent handbooks are shared to show the policies and procedures of our school.

Once the school year has begun, teachers communicate in the following ways with our parents: weekly notes, e-mails, parent phone calls, letters, Minnesota Comprehensive Assessment and Northwest Evaluation Association test results, and unit assessment results in the different curricular areas. We also strive for 100% attendance at our conferences, which are held at least twice a year. Teachers are also encouraged to conference with parents often to discuss the positive attributes of their children as well as areas that may be of concern.

Articles in our local papers communicate to parents and the communities what is happening in our classrooms. At school board meetings, school personnel and students make presentations showcasing the quality education our students are receiving.

In addition, we have a District Advisory Council and a District Learning Council made up of administration, staff members, parents, and community members that meet on a regular basis to look at the well-being of our district, discuss how our school is performing in all areas, plan activities, and make suggestions on improving our community of life long learners.

4. Sharing Success: “We learn something new everyday.” Not every teacher can attend the wonderful staff development opportunities that we are given, so we share the innovative ideas and handouts from those meetings with our fellow teachers. We continually collaborate with teachers from our own district to gain knowledge and insight.

In addition, networking with other districts and observing how their schools operate give us a different perspective on teaching styles. Our school is open to piloting reading and math programs. We piloted Everyday Math and are now using it in the preschool through sixth grade. We mentor student teachers and other college students considering the field of education. We learn as much from them as they learn from us.

Our parents are the best advocates for our school district. They have strong communication lines throughout our surrounding area. Our parents feel a close working relationship with our school, and that speaks volumes on spreading the successes of the Belgrade-Brooten-Elrosa Elementary School.

We are a small district in rural Minnesota that educates students to reach their highest potentials.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Belgrade-Brooten-Elrosa follows a curriculum that is based on high academic standards. Students are given many opportunities to learn necessary skills, as well as to think “out of the box,” and problem solve on their own through many inquiry investigations. Curricular areas assist students on developing projects and using a variety of materials and forms to challenge and support the existing curriculum along with new ideas! We want our students to be responsible individuals throughout our school and communities and to become successful members of society. We focus our curriculum on the needs of all students. We know where curriculum challenges need to be placed and address the needs of all students. Standard based curriculum along with best practice strategies are used to drive the future success of all Belgrade-Brooten-Elrosa students.

Social Studies: We have recently reviewed our kindergarten through sixth grade social studies curriculum. We are aligned with the high academic standards that help students gain the knowledge and skills that are necessary to have a strong understanding of how the events in history are shaped and how they affect our future. The units in kindergarten through sixth grade include: the family, neighborhoods, community, US history, Minnesota history, and working with map skills in a variety of curricular areas. Our social studies curriculum is enriched by nonfiction reading materials: National Geographic for Kids, Time for Kids, Weekly Reader, and current events in newspapers both locally and globally.

Math: Everyday Mathematics is used to create a greater understanding and proficiency in mathematics in preschool through sixth grade. This curriculum has assisted in attaining a deeper understanding of math concepts which has been traditionally expected at our school. The program establishes high expectations for all students and gives teachers the tools they need to help students meet, and often exceed these expectations. Each year due to the spiraling of Everyday Mathematics, the students have gained a deeper understanding in each skill area. In addition to Everyday Mathematics, the following differentiated instructional methods are used: Exploring Math, Daily Oral Math, Rocket Math, and Everyday Math computer explorations.

Reading/ Language Arts: The goal of our reading/ language arts program is to help all of our students become fluent, life-long readers. Our school’s main reading curriculum is Harcourt’s Collections. The foundation of this curriculum is research-based instruction and practice. The reading program focuses on teaching phonetics in a systematic approach. It also includes vocabulary study, shared reading, guided reading, literature circles, silent reading, read aloud books, nonfiction reading, grammar, and writing. The Belgrade-Brooten-Elrosa Elementary teachers are collaborating to integrate the 6 + 1 Traits of Writing.

Science: The complete Foss Science Program provides an inquiry based, hands-on approach to learning. Students develop a better understanding of concepts through their own explorations using field tested materials, student readings, and internet technology. Enhanced interactive activities connect the teachers, students, and parents with exciting resources. Our students can exercise their science skills with home-based science explorations and experiments. Science is also enriched through nonfiction reading of Science Spin, Weekly Readers, Current Health, and by focusing on the Minnesota State Science Standards.

Health/ Physical Education: Physical education and health encourage all students to become self-motivated learners and to teach the students to set goals to help not only themselves, but others. We currently use the Harcourt Brace Health curriculum and incorporate Current Health nonfiction reading into this curriculum. Our students participate in the following programs: DUSO, DARE, Project Charlie, and Project Alert, Hoops for Heart, Summer Recreation, after school and weekend sport programs, and the Mile High Walker’s Club. With childhood obesity on the rise, our school has chosen to provide daily

physical education for our students. Studies have shown that students score higher on tests when they are physically active during the day.

Speech: Communication skills are the fundamental building blocks for literacy and learning. The Belgrade-Brooten-Elrosa speech-language program identifies children, preschool through sixth grade, with communication disorders and provides the assistance that these children need to build their language literacy skills. By enhancing their communication and language abilities, the program helps to prevent and /or remediate literacy problems.

Technology: Students use technology to prepare them for the future. We recognize the importance of keyboarding, internet research, word processing, and the use of technology as a tool. Our students gather information and present it to a variety of audiences. Technology is integrated into the classrooms as well as taught as a keyboarding/computer application class.

Art/ Music: The art and music curriculum focuses on the students learning to the best of their abilities. They incorporate abstract thinking and creative problem solving. The students use visual and auditory languages that stimulate learning and lead to stronger communication skills. Students acquire performing skills by presenting a variety of programs and exhibitions throughout the year. The music method of Kodaly that is used at Belgrade-Brooten-Elrosa has been proven to help increase students math and reading skills.

2. Reading : Our school's main reading curriculum is Harcourt School Publishers' Collections Series. The foundation of this curriculum is research-based instruction and practice. This program supplies our staff with the necessary materials to help all of our students become fluent, lifelong readers.

One of the features of effective reading instruction that we have throughout our program is literature. We have a variety of classic and contemporary works, including realistic fiction, folktales, informational nonfiction, biographies and autobiographies, plays and poems. It contains appropriate literature for instructional-level reading, many opportunities for students to read trade books for independent, sustained reading, and instruction in setting purposes for reading, monitoring comprehension, and using reading strategies. Students learn about different genres and different types of texts. They also have the opportunity to respond to literature in ways that demonstrate comprehension, interpretations, and appreciation.

Our assessment program is integral to instruction and is both informal and formal. Informal assessments encourage teachers to observe students as they read, write, and discuss. These assessments provide us with immediate feedback and allow us to determine which students are having difficulty and need additional practice.

Our formal assessments are an opportunity for us to take a more focused look at how students are developing their literacy skills. Some of the formal assessments, such as Reading Skills Assessment, focus on whether students understand and apply the skills that have been taught by asking them to choose answers. Other assessments, such as the Holistic Reading Assessment and the Reading/Writing Performance Assessment, ask them to write either short or longer responses to what has been read and discussed. These formal assessments follow formats used on many state and national standardized tests.

3. Additional Curriculum Area: Belgrade-Brooten-Elrosa uses Everyday Mathematics from the University of Chicago. Students are involved in problem solving for everyday situations. Research and experience show that students who are unable to solve problems in purely symbolic form often have little trouble with these problems when they are presented in everyday text. Also, Everyday Mathematics develops concepts through hands-on activities. Students are prepared for introducing new math materials

through the use of math manipulatives. Ideas that have been explored with concrete materials or pictorial representations are revisited through oral descriptions and symbolic representations. There is truly a link between past experiences and explorations of new concepts.

Students gain many important insights about mathematics by building on one another's discoveries; one idea leads to another or to refinements of another student's own understanding. Students discover that high leveled standards can be achieved when working together and that they can draw on one another for support and skills. Frequent practice is imperative for a student to attain mastery of a skill. Drills tend to be monotonous over time and gradually lose effectiveness. By using Everyday Mathematics, students reinforce the concepts and standards through game boards and explorations on the computer. It is rare that students master something new the first time they encounter it. For this reason, Everyday Mathematics gives repeated exposures to key ideas presented in slightly different contexts throughout the lessons.

Daily routines like math messages and solving mental math and reflex problems on a regular basis help the students develop a sense of order, initiative, and responsibility while reinforcing mathematical concepts. Informal assessments are made through interactions with the students and help the teachers obtain a clearer understanding of individual strengths and weaknesses. The optimal learning involves the student, the teacher, and the home. The home connection offers ideas through home-based math activities, family letters to inform about each unit's topics and terms, and encourages family members to participate in their student's math experiences.

4. Instructional Methods: Belgrade-Brooten-Elrosa Elementary uses a multitude of instructional methods and believes that learning takes place beyond the walls of the classroom to meet the needs of our students. The average number of years of experience for our staff is approximately 19 years. Because each child learns in a variety of intelligences, the teachers use differentiated instruction to maintain and improve student learning. Instruction is geared toward a variety of group settings, buddy programs, field trips, guest speakers, and live-event learning. Our teachers have common planning times to discuss instruction and view test data. Retired teachers have joined our volunteer staff along with our highly qualified paraprofessionals to give what is best to our students.

Within the classroom, students are challenged through a variety of activities. Students all learn differently, so in each classroom you will hear songs, chants, plays, presentations, mnemonics and speeches. Graphic organizers, journaling, role-playing, and brainstorming assist students in developing project ideas. Teachers integrate technology in their classrooms through the internet, CDs, scientific calculators, and educational computer programs. Students love to move at Belgrade-Brooten-Elrosa so teachers use dance, games, and learning centers.

Students are engaged in a multitude of cross curricular learning activities, such as Math Madness, Science Fair, Spelling Bee, Chemical Health Week, I Love To Read Month, School to Work, Intergenerational Relationships with our local nursing home residents, Festival of Nations, Mock Elections, Kindergarten Graduation, Grandparent's Day, Muffins for Moms, Donuts for Dads, Environmental Awareness Days, Young Writer's Conference, Young Artist's Conference, Time Traveler Program, and Team Building Workshops. We know a diversity of learning environments provide many opportunities for students to excel and share their knowledge of learning.

5. Professional Development: The administrators, teachers, and staff are all driven toward improving and maintaining student achievement. We know that working together is the key to the success of our school. On the half-day workshops, we view Minnesota Comprehensive Assessments (MCA's) and Northwest Evaluation Assessment Test Data, Minnesota State Standards, and instructional strategies. As a staff, we use these results to collaborate and develop appropriate instruction to fit the needs of our

students. These results also assist in the process of qualifying students for help through our Title One Program and for determining placement in our gifted and talented program. We at Belgrade-Brooklyn-Elrosa have taken opportunities provided by our administration to network with other districts and observe Best Practice Strategies. Our curriculum cycle and the adoptions that we make in the curriculum are fueled by information collected from schools that have test results that are desirable to us. We have benefited from keeping the lines of communication open with other districts that are performing well. Our half day workshops are also used to discuss ways of achieving the district wide school improvement goals that were established by our District Learning Council (DLC). The staff has a core of staff members that serve as a leadership team with reference to staff development. This council uses funds set aside by Minnesota State Law to finance staff development opportunities for our certified and non-certified instructors. CARS (Content Area Reading Strategies) and Japanese Lesson Study are methods we incorporate into our daily lessons. Professional development opportunities encourage our staff to lead by example and become lifelong learners.

PART VII - ASSESSMENT RESULTS

The following data display tables show data from the Minnesota Comprehensive Assessment Tests for the Belgrade-Brooten-Elrosa Elementary School. The data presented represents the scores over the past five years in the areas of reading and math. The tables have results for third and fifth grade over this five year period. The performance of disadvantaged students as measured by our Free and Reduced Lunch Program population is represented in this data.

School: Belgrade-Brooten-Elrosa Elementary

Grade/Subject: 3rd/reading

Test: Minnesota Comprehensive Assessment

Month/Year	March 2002	April 2003	March 2004	April 2005	April 2006
% meeting + exceeding	76	77	84	88	89
% exceeding	59	62	71	76	72
# of students tested	46	56	55	42	46
% students Tested	100	100	100	100	100
Students use Alt. Test	0	2	0	0	0
% using Alt. Test	0	4	0	0	0
Eligible for Free/Reduced Lunch (FRP)	18	19	23	15	20
% FRP meeting + exceeding	67	63	83	67	85
% FRP exceeding	44	47	74	53	60

School: Belgrade-Brooten-Elrosa Elementary

Grade/Subject: 3rd/math

Test: Minnesota Comprehensive Assessment

Month/Year	March 2002	April 2003	March 2004	April 2005	April 2006
% meeting + exceeding	63	67	66	85	89
% exceeding	50	54	59	64	41
# of students tested	46	56	55	42	46
% students Tested	100	100	100	100	100
Students use Alt. Test	0	2	0	0	0
% using Alt. Test	0	4	0	0	0
Eligible for Free/Reduced Lunch (FRP)	18	19	23	15	20
% FRP Meeting + exceeding	56	42	74	67	90
% FRP exceeding	44	37	65	40	35

School: Belgrade-Broten-Elrosa Elementary

Grades: 4th & 6th

Test: Minnesota Comprehensive Assessment

Month/Year Grade/subject	April 2006 4 th /reading	April 2006 4 th /math	April 2006 6 th /reading	April 2006 6 th /math
% meeting + exceeding	93	84	86	82
% exceeding	50	42	46	41
# of students tested	42	45	55	56
% students Tested	93	100	98	100
Students use Alt. Test	0	0	0	0
% using Alt. Test	0	0	0	0
Eligible for Free/Reduced Lunch (FRP)	20	23	20	21
% FRP Meeting + exceeding	85	74	75	67
% FRP exceeding	40	22	35	29

The state of Minnesota began testing fourth and sixth graders in 2006. The above table shows the result of that single year of testing in the areas of reading and math for both grade levels.

School: Belgrade-Brooten-Elrosa Elementary

Grade/Subject: 5th/reading

Test: Minnesota Comprehensive Assessment

Month/Year	March 2002	April 2003	March 2004	April 2005	April 2006
% meeting + exceeding	84	92	84	95	80
% exceeding	75	78	80	93	50
# of students tested	64	65	50	56	56
% students Tested	99	100	100	100	98
Students use Alt. Test	0	0	0	2	0
% using Alt. Test	0	0	0	4	0
Eligible for Free/Reduced Lunch (FRP)	25	30	27	15	26
% FRP meeting + exceeding	80	80	81	93	85
% FRP exceeding	68	63	74	93	42

School: Belgrade-Brooten-Elrosa Elementary

Grade/Subject: 5th/math

Test: Minnesota Comprehensive Assessment

Month/Year	March 2002	April 2003	March 2004	April 2005	April 2006
% meeting + exceeding	84	80	88	95	79
% exceeding	65	69	70	91	54
# of students tested	63	65	50	56	57
% students Tested	97	100	100	100	100
Students use Alt. Test	0	0	0	2	0
% using Alt. Test	0	0	0	4	0
Eligible for Free/Reduced Lunch (FRP)	25	30	27	15	27
% FRP meeting + exceeding	80	70	85	87	81
% FRP exceeding	56	57	70	87	44