

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. Mitchell A. Peterson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Park Rapids Area Century Elementary
(As it should appear in the official records)

School Mailing Address 501 Helten Ave.
(If address is P.O. Box, also include street address)

Park Rapids Minnesota 56470-1188
City State Zip Code+4 (9 digits total)

County Hubbard State School Code Number* 0309

Telephone (218) 237-6200 Fax (218) 237-6248

Web site/URL parkrapids.k12.mn.us E-mail mpeterson@parkrapids.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. Glenn Chiodo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Park Rapids Area Schools Tel. (218)237-6500

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 Mrs. Sherry Safratowich
(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 _____

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

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.

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

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 3 TOTAL
2. District Per Pupil Expenditure: \$8,080
- Average State Per Pupil Expenditure: \$8,249

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. 9 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				7			
K	63	61	124	8			
1	58	53	111	9			
2	63	58	121	10			
3	54	52	106	11			
4	57	45	102	12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							564

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|--|------------------------------------|
| | 89 % White |
| | 1 % Black or African American |
| | 2 % Hispanic or Latino |
| | 1 % Asian/Pacific Islander |
| | 7 % 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: 7.7 %

[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	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	15
(3)	Total of all transferred students [sum of rows (1) and (2)]	43
(4)	Total number of students in the school as of October 1	553
(5)	Total transferred students in row (3) divided by total students in row (4)	.077
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 49 %
 Total number students who qualify: 264

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: 20 %
111 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.

12 Autism 0 Orthopedic Impairment
0 Deafness 31 Other Health Impaired
0 Deaf-Blindness 27 Specific Learning Disability
19 Emotional Disturbance 49 Speech or Language Impairment
0 Hearing Impairment 1 Traumatic Brain Injury
7 Mental Retardation 0 Visual Impairment Including Blindness
65 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>	<u> </u>
Classroom teachers	<u>23</u>	<u> </u>
Special resource teachers/specialists	<u>8</u>	<u>7</u>
Paraprofessionals	<u>24</u>	<u>3</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>57</u>	<u>11</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 24:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	95%	92%	92%	92%
Daily teacher attendance	98%	98%	97%	97%	97%
Teacher turnover rate	2%	2%	1%	1%	1%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Park Rapids Area Century Elementary is an outstanding Kindergarten through Grade Four School located in north central Minnesota. The elementary school was recently built and completed in 2000. It received the National Portfolio of Educational Design Award in 2003. In 2005 Century Elementary received Sen. Mark Dayton's Award for Excellence. Forty nine per cent of the student population qualifies for free and reduced meals. Twenty percent of the student population is identified to receive special education services. State test results are always the top in the area and receiving top designations consistently through out the years. These results are due to the hard work of the students, parents, faculty and staff, and community. The school has achieved outstanding results despite having very severe budget reductions and limitations.

Century Elementary prides itself on its academics, character building, and community. This is reflected in its lengthy mission statement:

Century Elementary School, with its dedicated faculty and staff, provides a safe and nurturing environment for who work and learn here. In our caring community, children are taught to be respectful and courteous to others. Getting along with others is expected. Conflicts are resolved utilizing open communication, the educational process and on-going collaboration

We are committed to a growth-orientated environment for children and adults. Exposure to new ideas is encouraged and independent thinking is valued. Our staff utilizes varied teaching strategies based on proven research, continually striving to reach each child.

We believe in providing a challenging curriculum to create confident, well educated learners; placing a strong emphasis on reading, mathematical reasoning and computation, and personal expression of ideas through speaking and writing. As professional educators, we encourage scientific exploration, artistic creativity, physical activity, and health awareness. These academic skills are integrated across the curriculum.

We are committed to accepting differences and diversities; including, expanding our knowledge of other cultures in our community and the world. Experiences are provided to build awareness and respect for differences in order to create individuals who are understanding and accepting of all people.

We are united in our commitment to reach each child so they will become responsible, independent life-long learners. Each person's growth and progress is celebrated. Our child-centered environment promotes self-esteem and develops an eagerness to learn. This provides a strong foundation on which to build, as they continue their educational journey.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The Minnesota Comprehensive Assessment tests are given to third graders. This past year fourth graders were added to the assessment program. The results of the tests are given to Century Elementary for faculty and staff to analyze as a school and to assess where each student is in their educational growth. The results also help parents and state education officials to plan on supporting the education of students. Summatively, the school, parents, and state can take the necessary steps to improve student achievement.

Schools and districts are required to meet targets on the Minnesota Comprehensive Assessment reading and mathematics. These targets are set by the Minnesota Department of Education. These targets include proficiency, participation, and attendance. Results of the assessments are divided into nine sub groups. These sub groups are all students, American Indian, Asian, Hispanic, Black, White, Limited English Proficiency, Special Education, and Free and Reduced Price Lunch. If there are twenty or more students in the sub groups the school must meet the target in participation. The rate for participation is ninety five per cent of students in that particular group. Century Elementary does have sub groups in all students, special education, and free and reduced price lunch. All groups met the target in participation. All sub groups met the proficiency targets as set up by the state of Minnesota. The attendance target is ninety percent or better. Historically, Park Rapids Area Century Elementary has met and exceeded these targets. Results for the state and Park Rapids Area Century Elementary can be found at <http://education.state.mn.us/mde/index.html>. The 2006 reading target for Century Elementary students in the subgroup of all students was 66%. Century achieved a 95%. Similar excellent results were accomplished in free and reduced with a target of 64%, achieving a 90% and special education with a target of 62% and achieving a 89%.

Mathematics had great results as well. The school had a target of 69% and achieving a 92% in the all sub groups. In the free and reduced sub group a target of 66% and achieving an 87% and a special education target of 68% and achieving an 85%.

The results are very significant to the elementary school, the district, and the community. The district has gone through huge cutbacks in funding. This has resulted in completely eliminating instructional supplies, reducing opportunities, and dramatically increasing classroom sizes. The results are an unbiased way of showcasing the hard work of students, parents, staff, and faculty despite not having the resources. The results give hope to families that education is important despite economic factors that our students can achieve and do well as compared to their peers throughout the state of Minnesota.

2. Using Assessment Results: Reading results are examined by each individual teacher first. The next step in the process is to discuss the results as a grade level and finally as a school. In reading the areas of fluency, phonics, phonemic awareness, literature, comprehension, and vocabulary are scrutinized. Plans are made for the following school year to address any weaknesses and increase areas of strength. Similarly, plans are made on an individual student basis to remediate areas of weaknesses.

Mathematics is broken down into the areas of number sense, data, statistics, probability, spatial sense, geometry, and measurement. As with Reading, the process goes to the individual teacher,

grade level, and school wide. Individual student plans to address weaknesses are made as overall grade and classroom. Title I and special education teachers are involved in the process from the onset to remediate their students. All results from previous years are available to faculty and staff for awareness of trends or patterns in the education at Century Elementary.

3. Communicating Assessment Results: Assessment results are shared with students and parents in the form of an individual letter. Included in this letter are the particular student's individual results, school results, and state results. Assessment results as a school are shared with the entire community in the form of a Systems Accountability Report. The report has been mailed to each community member in the Community Education brochure or in the Park Rapids Enterprise which is our local paper. The paper also has had feature articles about assessment results of the Century Elementary.

4. Sharing Success: The Park Rapids Area Century Elementary has served as a host site for area teacher's to further their education to the Master's Degree level. It also has served as host for area workshops on differentiated learning and special education training.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** All curriculums are based upon current research, state standards, and community expectations. Each curriculum is unique to its area, but is also incorporated in other content areas. This incorporates a broad based education for students. Curriculums are on a five year cycle of adoption. Phases of curriculum adoption are evaluation, design, implementation, and monitoring. The evaluation phase looks at current results evaluating weaknesses and strengths. Also in this phase is to reach out and study current research or models that are successful. In the design phase the school incorporates current Minnesota state standards, research, and community feedback into designing the curriculum. In the implementation phase materials are purchased to fit the design of the curriculum. The curriculum is then implemented into the school. The monitor phase is two parts. The first part is adjustments to the implementation and the second phase is to start gathering results for evaluation. On going integration of special education, media, gifted/talented, Indian education, as well as other curriculums is included in the design.

2a. **(Elementary School) Reading:** The reading curriculum is centered on its mission and philosophy statements. The mission states that reading will enable students to experience success through multilevel literature, and become independent readers through instruction and comprehension skills. The philosophy statement states that the ability to read is crucial, as life goals cannot be met unless one is a life-long reader. The curriculum has a priority of the phonetic approach and exposure to literature in the primary grades. Our citizen feedback showed that there is a strong need for students to be exposed to the various types of literature. For a student to learn they must understand the mechanics of reading. This premise is adopted throughout the school leading to a heavy emphasis on phonics. Phonemic awareness strategies and the Earobics program help students to decode words and to acquire letter sounds. Constant monitoring on student learning is taken to assess where the student is at in their learning. The Accelerated Reader program is used in grades one through four. The Accelerated Reader program helps the students build comprehension skills, challenges them at their ability, and explore selections. As an incentive a local civic group started the Bikes for Books program. The program gives away two bikes twice a year in a drawing where students who have completed testing have a chance to win a bicycle. A children's author is brought in through donations to help the student gain in interest in reading.

3. **Additional Curriculum:** The mathematics curriculum is centered on its mission and philosophy. The mission statement was adopted from the *Principles and Standards for School Mathematics* which was produced by the National Council of Teachers of Mathematics. The belief that Mathematics is an essential part of the school's overall mission and philosophy is exemplified in the Mathematics mission statement as it breaks it down into Mathematics for life, Mathematics as part of cultural heritage, Mathematics for the workplace, and Mathematics for the scientific and technical community. The philosophy statement states clearly the belief in equity, coherent curriculum, learning with understanding, teaching through experiences, using assessment tools to support learning, the use of technology, roles of responsibilities of the entire school community. The mathematics curriculum places a heavy emphasis of understanding basic math concepts and to apply those concepts. Manipulatives are used initially to help children understand math at their own unique level. This is especially true at the kindergarten level. A basic and working memory of math facts is emphasized in grades two and three for the students to

apply those facts at higher level thinking on more complex math problems. Another emphasis particularly in the area of measurement is to do real world measurements and to physically diagram the measurements. Integration of other curriculum areas is also part of the math curriculum. For example a unit on world health and measurement evolved an activity of weighing, measuring, estimating, food bags for the homeless. Another example is in art and use of shapes and patterns. New this year is the Accelerated Math program to challenge each student at their own particular level.

4. Instructional Methods: Central to the variety of instructional methods in reading is that we treat each student as an individual reader with strengths and weaknesses. Our priority goal is to improve the weaknesses and enhance the strengths of each learner through intensive phonics work and structured reading fluency. The school places a heavy emphasis of not only reading but writing responses to your reading. Programs such as Earobics, Accelerated Reader, Read Naturally, Simon Spells, Rebecca Sitton Spelling, help to improve results. The district through special education funding has provided the opportunity for additional paraprofessionals to give extra help supplementing Title One efforts. Foster grandparents, adult and high school volunteers, and the Reading Buddy program also give additional community adult help to students. Small group instruction is key to the classroom teacher working with the student. The school incorporates literature circles in each classroom. The strategy is to expose and share literature in a small group setting with teaching staff, paraprofessionals, or adult volunteers. The children not only practice their reading orally, but discuss comprehension and story enjoyment with the adult. Daily Oral Language helps not only the writing in each classroom, but reading as well. All the methods are tried directly to grade level standards and are incorporated where appropriate with across the curriculums. The classroom teachers in the primary grades take the time to go through simple procedural processes so that the learner is able to focus on the instruction and not on the procedure. Without the help of the support the system the classroom teacher would not be able to address the needs of each individual student. The variety and intensity of the instructional methods helps to achieve our overall goals.

5. Professional Development: The Park Rapids Area Schools have gone through tremendous budget restrictions. Included in the budget adjustments were the option for the faculty to give back to the district general fund a significant portion of staff development money. This act caused the staff development committee to acutely focus on the staff development opportunities for reading and mathematics with severely limited professional development resources. Opportunities must address identified issues in the elementary school. A set procedure is in place for a teacher to request to go for development and is reviewed by the Elementary Faculty Advisory committee and by the Staff Development Committee before the request is granted. Included in the process is for the faculty member to report back to the staff on the training and to become a resource on the topic of the training. Opportunities for staff to daily meet and discuss strategies and issues concerning reading and math instruction are provided daily. A daily log is kept to share concerns for the entire faculty. Individual teacher evaluations are done yearly with goals set in agreement with the teacher and the administrator. Instead of sending people out to training, we have become a host site for area post-secondary institutions to offer master of education programs to our faculty. We have also hosted area for workshops for districts. A small professional library is also available for faculty located in the media center.

PART VII - ASSESSMENT RESULTS

Assessment Tables

State Criterion Referenced Tests

Subject: Math	Grade: Three	Test: Minn. Comprehensive Assessments II				
		2006	2005	2004	2003	2002
% "Meeting" plus "Exceeding" State Standards		43	36	24	15	14
% "Meeting" State Standards		88	84	76	72	72
Number of Total Students Tested		101	104	129	113	110
Percent of Total Students Tested		100	100	99	98	94
Number of Students Alternatively Tested		4	3	4	4	2
Percent of Total Students Alternatively Tested		4	3	4	3	2
Sub Group Scores						
Free and Reduced Qualifying						
% "Exceeding" State Standards		24	29	19	12	9
% "Meeting" State Standards		78	74	67	77	62
Number of Total Students Tested		51	49	64	58	53
Percent of Total Students Tested		51	49	50	51	48

State Criterion Referenced Tests

Subject: Reading	Grade: Three	Test: Minn. Comprehensive Assessments II				
		2006	2005	2004	2003	2002
% "Exceeding" State Standards		20	28	78	18	15
% "Meeting" State Standards		71	60	46	70	55
Number of Total Students Tested		99	102	129	112	106
Percent of Total Students Tested		100	98	99	98	91
Number of Students Alternatively Tested		5	4	4	4	3
Percent of Total Students Alternatively Tested		5	4	4	3	3
Sub Group Scores						
Free and Reduced Qualifying						
% "Exceeding" State Standards		34	22	26	11	18
% "Meeting" State Standards		82	79	76	74	61
Number of Total Students Tested		50	49	62	57	49
Percent of Total Students Tested		50	48	49	51	46

**State Criterion Referenced
Tests***

Subject: Math	Grade: Four	Test: Minn. Comprehensive Assessments II
	2006	
% "Exceeding" State Standards	38	
% "Meeting" State Standards	84	
Number of Total Students Tested	106	
Percent of Total Students Tested	100	
Number of Students Alternatively Tested	3	
Percent of Total Students Alternatively Tested	3	
Sub Group Scores		
Native American		
% "Exceeding" State Standards	0	
% "Meeting" State Standards	67	
Number of Total Students Tested	9	
Percent of Total Students Tested	100	
Free and Reduced Qualifying		
% "Exceeding" State Standards	25	
% "Meeting" State Standards	52	
Number of Total Students Tested	52	
Percent of Total Students Tested	49	

**State Criterion Referenced
Tests ***

Subject: Reading	Grade: Four	Test: Minn. Comprehensive Assessments II
	2006	
% "Meeting" plus "Exceeding" State Standards	92	
% "Meeting" State Standards	51	
Number of Total Students Tested	106	
Percent of Total Students Tested	100	
Number of Students Alternatively Tested	3	
Percent of Total Students Alternatively Tested	3	
Sub Group Scores		
Native American		
% "Meeting" plus "Exceeding" State Standards	78	
% "Meeting" State Standards	67	
Number of Total Students Tested	9	
Percent of Total Students Tested	100	
Free and Reduced Qualifying		
% "Meeting" plus "Exceeding" State Standards	88	
% "Meeting" State Standards	52	
Number of Total Students Tested	53	
Percent of Total Students Tested	49	

*Please note last year was the first year for grade four students to take the Minnesota Comprehensive Assessments.