



## PART I - ELIGIBILITY CERTIFICATION

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11MN6

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11MN6

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 1 Elementary schools  
 (per district designation) 0 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
2 Total schools in district
2. District per-pupil expenditure: 10552

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	17	4	21
K	16	10	26		<b>7</b>	0	0	0
1	6	13	19		<b>8</b>	0	0	0
2	15	7	22		<b>9</b>	0	0	0
3	10	13	23		<b>10</b>	0	0	0
4	13	7	20		<b>11</b>	0	0	0
5	10	10	20		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								151

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
1 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
96 % White  
0 % 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 2009-2010 school year: 7%

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, 2009 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2009	151
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 68%  
 Total number of students who qualify: 100

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%  
 Total number of students served: 12

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>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</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>0</u>	<u>2</u>
Classroom teachers	<u>9</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>4</u>
Paraprofessionals	<u>8</u>	<u>1</u>
Support staff	<u>2</u>	<u>4</u>
Total number	<u>19</u>	<u>11</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: 17:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	92%	95%	93%	94%	96%
Teacher turnover rate	7%	0%	7%	7%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

The teacher daily attendance rate in 2009-2010 and in 2007-2008 fell because a teacher was on maternity leave, and in 2006-2007 it was due to a teacher who was on leave recovering from back surgery.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

The Eagle Valley School District is located in the center of a poverty county (Todd) in central Minnesota. Our school population is comprised mainly of Caucasian students. The only demographic group large enough to be noted on the MCA testing reports is the “Free and Reduced” group. Sixty-eight percent of our students qualify for Free and Reduced lunch. In many cases parents struggle financially to provide their children with the necessities of life, and few are able to provide their children with educational opportunities beyond what the school district offers. As with many individuals in education throughout the country, Eagle Valley staff gives of their own time and money to provide for the needs of the students in our school. It is not unusual to see an envelope passed among the staff to collect funds to help a family who requires assistance to provide for the educational, basic needs, and/or social opportunities for their children.

Although parents don’t always have the financial means to provide the “extras” (things that more affluent families and communities might expect) for their children, they are very willing to give of their time and talent. Parent and community volunteers are often in our school providing assistance with curriculum, Science Fair, Spelling Bee, Summer School program, sporting activities, new playground equipment set-up day, etc. A few years back a Parent Teacher Organization (PTO) was established. They conducted a back to school fair and initiated a student of the month program. Both of these have been well received and are highly successful events. The PTO provides administration with parent opinions regarding education and recommendations on how to improve our school.

Eagle Valley Elementary's mission is to create a safe, caring learning environment which focuses on the academic, social, emotional & physical needs of young learners. We believe all children are able to learn, grow and develop an intrinsic sense of curiosity & self in order to achieve their highest potential to become productive citizens and lifelong learners.

Eagle Valley Elementary strives to provide a safe and caring environment where the individual needs of each student is addressed. Visitors to our building (parents, community members, Freshwater Education District, State Education personnel, etc.) often compliment the staff on the atmosphere of our school. They state they can feel the aura of our caring school as they walk in the building.

The Eagle Valley School District has made it a priority for many years to maintain small class sizes at the primary level. The small class sizes along with an experienced staff (most staff members have over 20 years of experience and over 18 years in the Eagle Valley School System) has helped our teachers to make our mission statement a reality. We also have specialists teaching in the areas of Physical Education, Visual Art, Media, Music, and Spanish. Our school has never been on “Needs Improvement” and it was designated as a Blue Ribbon School in 2004.

Staff are continually looking for ways to improve the curriculum and their methods of delivery. Technology plays an important role in this, and it has been quite amazing to see the vast amount of technological knowledge acquired and used by staff members in their personal and professional lives over the past few years. Our staff has embraced technology and what it can do to improve the educational process. Programs like Renaissance Learning’s Accelerated Math, Accelerated Reading, Star Math, Star Reading, Math Facts in a Flash, and other software programs inform teachers of students’ ability levels and provide the students with challenging work at the their ability level. These programs have been very beneficial in improving the math knowledge of our students and their scores on the MCA tests. Other hardware, software, and scientifically proven and research based programs have been examined by staff to determine their usefulness in our school system.

Materials and equipment are important in the educational setting, but nothing is more important than the role teachers and other staff members play in creating an environment where children feel safe, supported, and confident in their abilities. As a small school with small class sizes, teachers get to know their

students, families, and community members on a personal basis. The staff at Eagle Valley Elementary spends a great deal of time nurturing these relationships so information is openly shared between school and home. The open communication between the school, home, and community is at the heart of our school's success.

### 1. Assessment Results:

Eagle Valley Elementary School has consistently shown improvement in math and reading since 2006. Students in all groups are showing equal ability as referenced by their scores on the Minnesota Comprehensive Assessments. The curriculum and methods used in providing instruction are helping all students learn in a meaningful way. Students are meeting the expectations set by the state standards as indicated by the percentage of students who have “met” or “exceeded” the state expectation on the Minnesota Comprehensive Tests. Those students who have met or exceeded the standard in math has improved by 30 percentage points, while students “meeting” or “exceeding” the standard in reading have improved by 10.0 percentage points since 2006.

Individualized instruction methods, assessments of a student’s ability and providing additional learning opportunities at the student's level are essential in our school’s success. A combination of technological, paper and pencil, and teacher observations are used in making these determinations. Most are based on scientifically proven methods to ensure students are learning what is important to them at their ability level. As a student masters a concept at one level they are given more practice that is either more difficult on the same concept or on a new concept. A combination of technological, paper and pencil, and teacher observations are used in making these determinations.

Eagle Valley Elementary School consistently tests a high percentage of their students. The percentage ranges from 92% to 100% over the past five years. In 2010 the percentage of students tested in reading and math were 99% and 100% respectively.

### 2. Using Assessment Results:

The results of various testing data are used regularly throughout the school year to determine student’s strengths and weaknesses. The state mandated test results from the last testing period are used to find the strengths and weaknesses of individual students and the school curriculum. Test scores from the beginning of NCLB are looked at to find trends showing improvement or lack of improvement through the years. The areas that show weaknesses are then discussed by administration and staff to determine the best course of action for improvement. Staff from all areas of our school are represented in this process.

Data is also gathered from other sources many times throughout the school year. Accelerated Math, Star Math, Math Facts in a Flash, Accelerated Reading, Star Reading, teacher tests, observations, etc. are used to gather information about the school as a whole. This information, along with the state mandated tests are used to determine what areas of the curriculum need to be strengthened. Training sessions, workshops, mentoring, curriculum mapping and other methods are used to train staff in “best practices” and to strengthen the curriculum. Scientifically based programs are used when looking at training sessions and for programs for staff and students.

Information from the above sources is also used to determine individual students who are not making sufficient progress toward meeting the expectations set forth by the state. These students are given individualized instruction/assignments in reading and math at a grade level equal to their ability level. These assignments are given to help students master the concepts they are lacking or to give them enrichment opportunities in the curriculum area. As students master concepts at their ability level they are given more difficult concepts to work on until all the concepts at their level are mastered. Once all the concepts on a grade level are mastered by a student, they are moved up to the next higher grade level and the process starts over. These students are also given additional learning opportunities that extend beyond the normal school day.

The assessment data is also used when looking at new textbooks, software programs, manipulatives, etc. As a school with limited funds, we concentrate on research based and scientifically proven programs to ensure that our dollars are being used to the greatest advantage.

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

Assessment results are shared with parents in a number of ways. Once the state mandated test results are received for individual students they are mailed to parents. The school wide results of the testing are published in a district wide newsletter, and a letter is sent to parents if the school is placed on the “Needs Improvement” list.

Parents are provided with a report card four times during the year. Parent-teacher conferences are held after first and third quarter, and individual conferences are scheduled as needed.. Teachers answer parents’ questions, discuss student progress, and explain the state mandated test results of individual students to their parents along with other assessment data on that child. Midterm reports are sent out each quarter along with notes about the student’s strengths and weaknesses. Parents are asked to contact the teacher to set up a conference if the child is having trouble in one or more areas. Parents are also asked to sign and return the midterm reports to the classroom teacher to verify they had an opportunity to view it. Scientifically proven software programs like Star Reading and Star Math are also used regularly during the school year. The results of these assessments are shared with students and parents during parent-teacher conferences and other times throughout the year as needed. JMC is an online grading program allowing parents daily access to their child’s academic work, informing them of grades earned and incomplete work.

Students receive regular feedback on their progress in reading and math. Accelerated Reading and Accelerated Math software programs are used on a daily basis in our school. Each time a practice, exercise or test is taken by a student the results are documented. The teacher then visits with the student to discuss areas of concern and to provide additional instruction. Students also work on Math Facts in a Flash on a regular basis during the week. A notice of the progress or lack of progress made in each of these programs is sent to parents when students complete their assignment.

Staff members regularly stay in contact with parents regarding their child’s academic performance. Email, telephone calls, and letters are regularly used to keep parents informed about their child’s progress. Homework folders in grades K-2 are used to send information home to parents about their child’s progress. The folders are checked each morning for notes from parents. Students in grades 3-6 complete daily assignment books with the day’s assignments and lessons written in them. Teachers check the assignment notebook at the end of the school day and mark which assignments were completed at school. The teacher then signs their name and adds comments for the parent. At home, parents read the assignment notebook, make sure the assignments are completed, write comments to the teacher, and then sign the notebook.

### **4. Sharing Lessons Learned:**

Eagle Valley Elementary School has undergone many changes in the way they educate students and parents over the past several years. These changes were brought about by the need to improve instruction and the amount of information students learn and retain. This information has been shared with other professionals in several ways.

Many of the instructional lessons learned at Eagle Valley Elementary have been shared with staff during formal and informal presentations, meeting, mentoring sessions, small group discussions and other methods. The information has also been shared with staff at Eagle Valley High School when pertinent. Mentoring programs, updating curriculum to avoid unnecessary overlapping of content material across grade levels, removing less important content material to make room for more important information, using scientifically proven instruction methods, and software programs like Renaissance Learning software are examples of information that have been shared.

We are part of the Freshwater Education District. Information about how our school is doing and what we have done to attain our level of success is shared through both informal conversations and structured group discussions and presentations with staff from the Freshwater Education District and its member schools.

Staff are always in contact with family members, relatives, friends, acquaintances, etc. who work in other school districts and there is a constant exchange of information between school personnel in other school systems regarding “what is” and “what is not” working in our school and theirs.

## 1. Curriculum:

Reading is taught through a variety of methods that align with the state standards. Eagle Valley Elementary School uses the Scott Foresman reading series. Spelling, grammar, phonics and writing are imbedded & integrated in the program. The components of reading: letter recognition, sound-symbol recognition, phonics, fluency, vocabulary, and comprehension are taught and stressed throughout the program with increased emphasis on phonemic awareness in the primary grades and vocabulary and comprehension in the intermediate grades. Using information gathered from Data Retreats, students are recognized as being “At Risk,” “Strategic,” or “Meeting the Benchmark” from which smart goals are established. The Cognitive Engagement Model is used where higher order thinking skills of predicting, monitoring, questioning, imaging, inferring, summarizing, drawing conclusions, evaluating, and synthesizing are used to increase student comprehension. Word recognition is taught by attending to print detail and emphasizing sight words, phonemic awareness, sound-symbol association, contextual clues, and structural analysis. Fluency is also addressed through the implementation of guided reading techniques. Differentiated Learning is incorporated as both a means to remediate and enrich, ensuring that all students learn effectively, regardless of differences in ability. In addition, graphic organizers are used throughout the curriculum as an instructional tool.

Heath Mathematics is the foundational basal series used in the area of math. The content includes Number Types: whole, fractions and mixed, decimals, integers, rational, and real; Algebra: readiness, expressions and equations; Data: collecting, organizing and analyzing tables, charts, graphs, and statistical measures; Estimation: measures and quantities; Mental Math, Geometry: transformations, plane figures, solids, and constructions; Measurement: length, weight/mass, capacity, temperature, time, perimeter, area, volume, surface area, and estimating; Money and Consumer Math, Number and Number Theory, Probability, Problem Solving, Critical Thinking strategies and skills, Ratios, Proportion, and Percents.

The Macmillan McGraw Hill Science Textbook series is used for grades K-6. The science program includes History and Nature of Science: Scientific Inquiry, Scientific World View; Earth and Space Science: Water Cycle, Weather, Climate, The Universe, Earth Structures and Processes; Life Science: Diversity of Organisms, Human Organisms, Heredity, Flow of Matter and Energy, Interdependence of Life, Biological Populations Change Over Time, Cells; Physical Science: Structure of Matter, Forces of Nature, Motion, Transformation of Energy, Chemical Reactions. The scope and sequence listed above remains the same as students move from one grade level to the next with increasing rigor.

Social Studies is taught with the aid of the McGraw-Hill textbook series. The areas of study include United States History, Minnesota History, World History, Historical Skills, Geography, Economics, Government and Citizenship with the goal of educating students about the past and present which, in turn, will inform their adult lives in order to become productive, involved and responsible citizens.

Visual and performing arts classes incorporate differentiated and diverse learning activities that develop knowledge and appreciation of the arts. These activities are guided by the Minnesota Academic Standards for the Arts. Students use a variety of mediums to understand, create, and appreciate art in various forms. The activities and lessons become progressively more complex with each grade level. In general, each child participates in discussing examples of works by masters and/or students and then creating artwork that fulfills a particular objective. Students regularly experiment with different mediums and have many opportunities to reflect and make decisions about what they want to communicate through their art. The development of critical thinking skills is significant when making art decisions, whether one is looking, listening, evaluating or creating art.

Elementary Physical Education classes promote activities that foster the development of knowledge and physical skills for living a healthy lifestyle. The physical activities start with calisthenics and basic coordination skills and then progress to more in-depth and skilled lessons. The lessons encourage and

develop skills that require more complex movements and strategies such as team play and specific eye-hand coordination. Skills progressively become more complex with each grade level. Developing healthy living habits are also taught.

Many methods of differentiated instruction are used in all areas of the curriculum. Technology is a key component as scientifically based software programs are used in reading and math to individualize instruction with an emphasis on mastery of foundational content before moving on to higher level math concepts. Other technology sources (internet websites, interactive white boards, streaming video, email, etc.) are used to obtain and dispense information. Whole group, small group, partners, and individualized instructional methods are used based on classroom and individual needs of students.

Staff is continually attending professional workshops, reading professional literature, and examining software, textbooks, and hardware to stay abreast of the latest technology, teaching methods, and scientifically based programs. This knowledge is then shared with other staff, and incorporated into the curriculum. The state standards and our curriculum are regularly reviewed to ensure they are being addressed appropriately.

## **2. Reading/English:**

The Scott Foresman reading series is used and the scope and sequence includes: Phonemic Awareness, Print Knowledge and Concepts, Emerging Reading and Writing Skills, Phonics and Decoding Skills, Spelling, Vocabulary and Fluency, Comprehension (strategies, skills, and critical thinking), Genres (fiction, nonfiction, poetry and song), Literary Devices, Author's and Illustrator's Style, Literary Response and Appreciation, Grammar and Usage in Speaking and Writing, Writing (process, strategies, and skills), Mechanics of Writing, Listening and Speaking, Research Strategies and Skills, Understanding and Using Reference Sources and Graphic Sources, and Reading Habits and Attitudes. The scope and sequence in the textbook builds upon the strands from one year to the next. Students are required to read for 20 minutes at home each school night. Students record their minutes each night and slips are returned at the end of the school week with parents' signatures as verification. This information is recorded and used in figuring the child's grade. Accelerated Reading is also required at our school. This program allows students to read books at their own reading level and then tests them to see how well they comprehended what they read. Students at each grade level challenge themselves by setting a goal for the number of Accelerated Reading Points they will earn during the school year. Each student is also required to successfully complete a predetermined number of Accelerated Reading Quizzes during each report card grading period. This information is included as part of the child's reading report card grade. Students are tested at regular intervals throughout the year in the Star Reading software program. This program helps teachers determine a child's reading ability and to provide him/her with reading material at his/her reading level. We have been actively involved in the RELI program for the past one and one-half years. Assessing student reading levels and providing them with relevant reading material at their level, reading strategies they lack, and individual and small group lessons are important aspects of this program. Teachers are learning to rethink the way they teach to provide students with a reading program that can be used across curriculum areas and to provide them with the skills to be independent learners.

## **3. Mathematics:**

The Heath math textbook series used has a scope and sequence that builds on the strands of number types, algebra, collecting, organizing and analyzing data, estimation, mental math, geometry, measurement, money and consumer math, number theory, probability, problem solving, critical thinking, ratios, proportions and percentages from one grade level to the next. The rigor at each grade level increases as it moves from one grade level to the next.

Renaissance Learning software (Accelerated Math, Star math, and Math Facts in a Flash) are used on a daily basis. The Renaissance Learning programs are scientifically based programs with a proven track record of success. Teachers set aside blocks of time for their students to go to the computer lab to work on the Renaissance Learning software program Math Facts in a Flash. Students are expected to complete the entire program in the predetermined time and accuracy level set for them by their teacher. Students also

work on Accelerated Math. This program provides students with work at their ability level. As students successfully complete assignments, the program provides them with another more challenging assignment. As students successfully complete a math concept, they are given assignments that cover a new content area. The students use these programs in addition to their math textbook. Students also use the Star Math program to determine their initial math level and to monitor their progress. The Star Math test is given several times a year to ensure students are placed in the right level in the Accelerated Math program.

Daily Math, Sandy Berg's use of manipulatives, and Otter Creek Institute's Rocket Math and Successfully Teaching Math Facts and Word Problem Strategies are used across all grade levels where developmentally appropriate.

Curriculum Mapping was done two years ago to determine strengths and weaknesses in our math program. Using the state standards as a guide we realigned our math curriculum in grades K-12 and continue to regularly review the curriculum to make improvements and to keep it aligned with changes in the state standards.

The math progression for students is to allow them to first explore a concept before moving to the discovery, linking, symbolic, and application stages. Manipulatives are used in the early stages of teaching a concept, and as students' understanding of the concept progresses, the instruction progress to more abstract methods.

#### **4. Additional Curriculum Area:**

Social Studies is taught using the McGraw Hill series. The scope and sequence, which spans all grades, includes the following strands: United States History, Minnesota History, Government and Citizenship, World History, Historical Skills, Geography, and Economics. Supplemental materials, such as newspapers and grade level periodicals provide additional current events.

Through the study of U.S. and Minnesota history, children learn about the various groups that have informed our current beliefs, language, art forms and government and how diverse populations continue to inform who we are as citizens. Students learn about the negative impact tyranny leaves on people, the value of independence in a democratic society and the importance of freedom, not only to citizens of the U.S., but also, as global citizens, for those who are oppressed around the world.

World History gives students a global perspective and an opportunity to observe and analyze how other forms of government impact both individual countries and the world as a whole. It provides insight into past government structures and economies and which government structures are the most effective. It also teaches the importance world leaders play in global communities and the responsibility of being a major world power.

The study of Geography provides knowledge of locations, resources, trade routes and landforms and how they impact financial security, life styles and provide protection from enemies. Economics explain financial constructs that determine why some countries are rich and powerful while others are poverty ridden. Analysis of these constructs give a rationale for providing a solid financial foundation for countries and their populace.

Government and Citizenship teach students about our government structure, how it works and provides for the well-being of its citizens. It demonstrates to students the importance and obligation citizens have in participating in the democratic process.

Current events are important for students to stay informed of local and world events. As informed citizens, individuals are able to form opinions based on facts and can in turn voice those concerns to government leaders. Through this process, we are able to affect change in our community.

It is the belief of Eagle Valley Elementary that, if children are to mature into responsible citizens, they will need to possess the knowledge and desire to be active in the democratic process, appreciate the differences in others, value the beliefs upon which our government is based, accept their responsibility as productive members of society and be involved in community events.

## **5. Instructional Methods:**

A variety of instructional methods are used at Eagle Valley Elementary designed to reach whole group, small group, and individual learner needs. The instructional methods range from hands on learning techniques with the use of manipulatives and technology, to abstract thinking. Instruction is centered on the needs of the students in the classroom and changes from one year to the next to meet these needs.

Students are tested regularly to determine each child's ability level in reading and math. The Renaissance Learning Programs of Star Reading and Star Math are used for this purpose. These are computer software programs that test students. As they test questions continually get harder as long as the questions are answered correctly. When an answer is incorrectly answered, the program gives an easier question and then progresses to more difficult ones until another wrong answer is given. Additional assessments are given to determine students' ability to decode words, comprehend, predict, draw conclusions, recall math concepts and facts, etc. These assessments are given in paper and pencil format, at individualized computer stations, during group work at interactive white boards, teacher questioning, assessments in the core curriculum textbooks, other teacher designed assessments and through teacher observations.

Once students' ability levels are determined they are given work at their level. Accelerated Reading and Math are computer software programs that automatically score student work. Immediate feedback is given when a student completes a test or assignment. Teachers review the Accelerated Reading Test results to see if the students passed the test, which types of questions they are struggling with, and if the student is adequately completing work at his/her reading level. If not, individualized instruction or adjustment to the reading level is made for that student. In Math, Accelerated Math electronically scans the student assignment, grades it, and gives a new assignment based on the results. When a student passes the objectives on the assignment with a score of 80% or higher, a new assignment with more difficult questions is given. The new assignment includes new objectives and review of objectives from previous assignments to ensure mastery. When a student does not receive a score of 80% or higher on an assignment, the objectives are re-taught and the teacher helps the student correct the mistakes they made on the assignment. A new worksheet is then printed with different questions covering the same objectives.

In other classes students are also assessed so the teacher can set goals for their students. Work is then differentiated to meet the particular needs of each student. As students attain their goals, other goals are set based on the data collected through various assessment techniques.

## **6. Professional Development:**

The Staff Development Committee is comprised of a school board member, the superintendent, principal, teachers, paraprofessionals, classified staff and parents. Staff development is used to train teachers in varying instructional methods to provide students with the tools and knowledge they need to become proficient on the state mandated tests. Through instructional modification techniques teachers incorporate various delivery methods when presenting lessons to ensure students of all learning styles are reached.

Teachers, paraprofessionals, administrators, and the Staff Development Committee work together to accept or reject requests to attend workshops and training sessions. These decisions are based on the goals established for the school based on our needs assessment. The needs assessment looks at state mandated test scores, AYP, Needs Improvement school identification, Accelerated and Star Math and Reading assessments, teacher and curriculum evaluations, and concerns brought forth from staff members. Being a small school we feel every staff member, licensed or classified, is an integral part of our school system. Therefore, everyone's comments, concerns, and ideas are welcome and encouraged, given serious consideration, and implemented if deemed appropriate.

Maintaining highly qualified teachers and paraprofessionals is a top priority. Hiring staff who meet these requirements and who are knowledgeable in technology is essential to provide students with the tools to work and live in today's high tech world. Technology is ever changing and staff need to be continually updated on new products, hardware, and software to keep our students competitive in the workplace.

Staff development will be used to train teachers in a variety of instructional methods to provide students with the tools and knowledge they need to become proficient on the state mandated test and to prepare them for the workplace. Through instructional modification techniques teachers incorporate various methods of delivery when teaching lessons. This method helps ensure students of all learning styles are reached.

## **7. School Leadership:**

Eagle Valley Elementary is a small school with 151 students. The small number of students equates to a small staff size, which allows us to include all staff members in the decision making process. Teachers, paraprofessionals, classified staff, and parents/community members are invited to attend meetings and offer expertise and opinions on topics that affect the operations of the school and student learning. New ideas are readily accepted and then studied to determine their benefit to the school and students. Those that have scientifically proven data to substantiate their success are chosen over other programs. All requests for new programs, training, etc. need to be approved by the Staff Development Committee, which sets goals based on the school's needs assessment. Consequently, all requests are carefully screened to see how well they match the staff development goals before being accepted or rejected.

Including staff members from all areas of the school provides for a more cohesive structure, better school climate, employees who are more vested in their work, a larger pool of ideas, more connections to other schools and educational institutions, and a larger network of people and staff outside of our school from which to draw successful ideas, programs, and methods. Each staff member is vital to the running of our school, and each person's ideas are equally important.

The principal is in charge of the school building, grounds, equipment, staff, and students. He is responsible for the daily operation of the school making sure policies are followed, quality programs are in place, curriculum has appropriate content and correlates with state standards, teachers and paraprofessionals are highly qualified and relate well to the individual needs of their students, lessons are presented in a variety of methods that reach all learning styles, and that all staff members are professional in their duties and have a positive school climate as a top priority.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 3 Test: Math MN Comprehensive Assessment II  
 Edition/Publication Year: 2007 Publisher: MN Dept. of Ed.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or Exceeds	92	88	91	94	71
Exceeds	52	29	17	22	13
Number of students tested	21	17	23	18	31
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or Exceeds	94	80	94	100	74
Exceeds	44	60	75	75	63
Number of students tested	16	10	12	12	19
<b>2. African American Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> The count in the other cells is too small to count.					

11MN6

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Reading Minnesota Comprehensive Assessment II

Edition/Publication Year: 2003 Publisher: MN Dept. of Ed.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or Exceeds Standard	86	88	91	100	84
Exceeds Standard	62	24	70	76	58
Number of students tested	21	17	23	17	31
Percent of total students tested	100	100	100	94	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or Exceeds Standard	88	80	83	100	89
Exceeds Standard	25	50	25	18	32
Number of students tested	16	10	12	11	19
<b>2. African American Students</b>					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>4. Special Education Students</b>					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>6.</b>					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>NOTES:</b> The count in the other cells is too small to report.					

11MN6

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: Mathematics MN Comprehensive Assessment II  
Edition/Publication Year: 2007 Publisher: MN Dept. of Ed.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or Exceeds	83	77	68	67	35
Exceeds	28	18	21	10	18
Number of students tested	18	22	19	30	17
Percent of total students tested	100	100	100	97	89
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or Exceeds	80	80	67	69	29
Exceeds	50	70	42	56	7
Number of students tested	10	10	12	16	14
<b>2. African American Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> The count in the other cells is too small to report.					

11MN6

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 4 Test: Reading MN Comprehensive Assessment II  
 Edition/Publication Year: 2003 Publisher: MN Dept. of Ed.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or Exceeds	86	82	63	79	59
Exceeds	33	32	32	36	29
Number of students tested	18	22	19	28	17
Percent of total students tested	100	100	100	90	89
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or Exceeds	80	70	67	86	57
Exceeds	70	40	33	36	36
Number of students tested	10	10	12	14	14
<b>2. African American Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> The count in the other cells is too small to report.					

11MN6

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 5 Test: Mathematics MN Comprehensive Assessment II  
Edition/Publication Year: 2007 Publisher: MN Dept. of Ed.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or Exceeds	71	38	44	63	69
Exceeds	10	6	6	11	23
Number of students tested	21	16	32	19	13
Percent of total students tested	100	100	100	91	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or Exceeds	58	36	40	54	67
Exceeds	58	27	30	36	44
Number of students tested	12	11	20	11	9
<b>2. African American Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> The count in the other cells is too small to report.					

11MN6

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 5 Test: Reading MN Comprehensive Assessment II  
 Edition/Publication Year: 2003 Publisher: MN Dept. of Ed.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or Exceeds	86	75	69	68	62
Exceeds	14	19	22	21	31
Number of students tested	21	16	32	19	13
Percent of total students tested	100	100	100	91	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or Exceeds	83	63	70	64	44
Exceeds	83	55	45	45	22
Number of students tested	12	11	20	11	9
<b>2. African American Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> The count in the other cells is too small to report.					

11MN6

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 6 Test: Mathematics MN Comprehensive Assessment II  
Edition/Publication Year: 2007 Publisher: MN Dept. of Ed.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or Exceeds	92	73	75	58	49
Exceeds	23	20	10	25	8
Number of students tested	13	30	20	12	39
Percent of total students tested	81	97	95	92	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or Exceeds	89	81	82	44	39
Exceeds	78	75	63	22	30
Number of students tested	9	16	11	9	23
<b>2. African American Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> The count in the other cells is too small to report.					

11MN6

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 6 Test: Reading MN Comprehensive Assessment II  
 Edition/Publication Year: 2003 Publisher: MN Dept. of Ed.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or Exceeds	75	71	65	42	69
Exceeds	31	29	30	17	28
Number of students tested	16	31	20	12	39
Percent of total students tested	100	100	95	92	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or Exceeds	64	75	45	22	57
Exceeds	36	56	9	22	30
Number of students tested	11	16	11	9	23
<b>2. African American Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> The count in the other cells is too small to report.					

11MN6

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or Exceeds	85	78	67	73	54
Exceeds	29	22	13	17	12
Number of students tested	73	69	94	60	87
Percent of total students tested	99	93	100	97	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or Exceeds	81	70	65	69	51
Exceeds	55	60	49	50	37
Number of students tested	47	47	55	48	65
<b>2. African American Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> The count in the other cells is too small to report.					

11MN6

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or Exceeds	82	79	72	77	72
Exceeds	36	29	37	44	39
Number of students tested	76	70	94	57	87
Percent of total students tested	100	95	100	92	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or Exceeds	80	72	67	71	65
Exceeds	51	51	31	31	38
Number of students tested	49	47	55	45	65
<b>2. African American Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>4. Special Education Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets or Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> The count in the other cells is too small to report.					

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