

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 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)

1	Elementary schools (includes K-8)
1	Middle/Junior high schools
1	High schools
	K-12 schools
3	TOTAL

2. District Per Pupil Expenditure: 9723

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. 7 Number of years the principal has been in her/his position 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	10	6	16	6			0
K	23	30	53	7			0
1	26	28	54	8			0
2	29	28	57	9			0
3	25	20	45	10			0
4	26	22	48	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							273

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 1 % Asian
 0 % 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 past 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 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1.	273
(5)	Total transferred students in row (3) divided by total students in row (4).	0.073
(6)	Amount in row (5) multiplied by 100.	7.326

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 6

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 33 %

Total number students who qualify: 89

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 20 %

Total Number of Students Served: 54

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>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>21</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u></u>
Classroom teachers	<u>13</u>	<u>2</u>
Special resource teachers/specialists	<u>4</u>	<u>3</u>
Paraprofessionals	<u>11</u>	<u></u>
Support staff	<u>2</u>	<u></u>
Total number	<u>31</u>	<u>5</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 21 :1

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	98%	97%	97%
Daily teacher attendance	98%	99%	99%	99%	99%
Teacher turnover rate	0%	7%	0%	7%	0%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

Our data is grade K-4.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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 (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

Lewiston–Altura Elementary is a Pre K – 4 elementary school located in Lewiston, Minnesota. The elementary school is part of the Lewiston–Altura School District which also contains the grade 5-6, Lewiston–Altura Intermediate School and the grade 7-12 Lewiston–Altura High School. The elementary and high schools are located in Lewiston and the intermediate school is located in the town of Altura. Lewiston and Altura are small, rural cities located in the southeast corner of Minnesota. Lewiston – Altura Elementary houses a student population of 257 students in grades K-4.

The mission statement of our school district declares that Lewiston-Altura Schools are committed to the development and preparation of students to be productive members of society. Lewiston–Altura Elementary dedicates itself to begin that mission by providing a strong, foundational, elementary education. Our school benefits from the reality that we reside in a small town community in which our families truly work collaboratively with our staff in the education of our students. We benefit from a stable, dedicated staff base who truly knows each individual student that walks through our doors each day.

Lewiston–Altura Elementary staff members utilize the Responsive Classroom approach in our elementary school to develop a safe and nurturing environment. The Responsive Classroom is an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools. Developed by classroom teachers, it consists of practical strategies for bringing together social and academic learning throughout the school day. With this respectful environment established in our classrooms and school, students and staff enjoy consistent routines and expectations. This consistency within their classroom allows students and staff to focus their efforts on academic learning.

The daily, core instruction in our regular elementary classrooms includes reading / language arts, mathematics, social studies and science. We also utilize guided, small group, differentiated instruction for reading and math skills. Our students benefit from daily phy. ed. and music instruction, with weekly opportunities in media / library and guidance instruction. Our district benefits from a systematic, six year curriculum review cycle in which staff experiences the latest in research and teaching techniques, backed with a budget to update materials as needed. Our district is dedicated to funding efforts to provide our students and staff with technology that will enhance our instruction and provide learning experiences for our students. Each of our elementary classrooms contain Smartboards and multiple computers.

Our school and district have focused on providing additional instructional time for learners who have shown areas of need in reading and math skill development. In addition to our Title I services, we have two certified staff members providing differentiated, small group supplemental instruction during the day. Several staff members also provide scheduled after school tutoring throughout the school year.

One of the greatest strengths of our schools is our commitment to staff development. Our elementary staff has been utilizing the Professional Learning Community processes to establish individual and small group action research projects. These action research projects have taken best practice instructional and assessment techniques that our staff have learned from readings, classes and conferences, and put them into planned studies of implementation. Our staff uses the data that their own students generate to guide their future planning.

The students and staff at our school also benefit from an active parent organization called P.L.A.Y, Parents of Lewiston Altura Youth. The PLAY group involves parents in many activities within the classroom such as parent volunteer reading, classroom celebrations and school wide celebrations. The PLAY group also generates funds for supplies and equipment that benefit the elementary school as a whole.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Lewiston–Altura Elementary utilizes multiple assessments to monitor student learning and inform instruction. The elementary uses all assessment results to monitor the effect that our curriculum and instruction has on student learning. We utilize AIMSweb reading and math computation fluency probes on all students K-8. We utilize Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments to monitor comprehension levels in reading, mathematics, language and science. MAP assessments are given to all students in grades 2-8. The assessment results from our AIMSweb and MAP assessments are used to provide our teaching staff with current assessment information so that they can design differentiated instruction to meet the needs of our students at their level of understanding.

Our state assessments are called the Minnesota Comprehensive Assessments, Series II (MCA II). (Series II assessments replaced the MCA Series 1 assessments beginning in 2006, so we will highlight assessment results only for MCA II.) The MCA IIs are given to students in grades 3-8. These tests provide a once a year assessment of student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. Our district is able to use these MCA II results to monitor our student, grade level, school and district performance over time, comparisons to other districts and comparison to state averages. The website for this assessment information is <http://education.state.mn.us>.

The MCA II results are categorized into four levels of achievement; Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards and Exceeds the Standards. When students fall into the achievement levels of Meets and/or Exceeds the Standards they are categorized as proficient. We believe that our school wide work towards data driven assessments and instruction has produced positive trends in our reading and math proficiency levels on the MCA II assessments.

Since 2006 when the MCA II assessment began, our third grade reading proficiency levels have been above the state average in three out of the four years. The trend for the past two years has been the most exciting with our third grade proficiency scores 18.33 and 7.72 percentage points higher than the Minnesota state average. The third graders math proficiency levels have also trended in a positive direction. In 2006 and 2007 our third grade math proficiency levels were below state average. In 2008 and 2009 however, our third grade math proficiency levels were 12.25 and 6.28 percentage points above the state average.

The Lewiston – Altura fourth grade reading proficiency results have been above the state average for all for years of MCA II assessments. Our scores have been 8.36, 9.78, 5.74 and 10.59 percentage points above the state proficiency averages. Our fourth grade math proficiency average had the 2008 results 3.31 percentage points below while the 2006, 2007 and 2009 results were 14.59, 8.3, and 10.24 percentage points above the state average.

We feel that our continued work towards reading and math supplemental instruction time in the early grades has provided more students with the grade level skills heading into third and fourth grade. The third and fourth grade teachers have also emphasized using our assessment results to differentiate instruction in guided reading and guided math groups. We hope that these combined efforts will continue to produce high proficiency levels in reading and math.

2. Using Assessment Results:

The use of data for improving curriculum and instruction has become standard operating procedure for our Lewiston – Altura Elementary staff. At the beginning of each school year, staff and administration engage in a data analysis process, setting aside workshop time specifically to look at the data of the incoming students.

Our staff utilizes AIMSweb, NWEA and MCA II data to determine differentiated student groups, assess curricular effectiveness, and looks for trends in our grade level and school level data.

The staff at Lewiston – Altura Elementary is utilizing the three tier approach found within the Response to Intervention (RtI) theory. The assessments mentioned above are the Tier 1 assessments in which all students participate. The staff at L-A determine our Tier 2 at risk population by examining this Tier 1 data. Our data is now stored in the Hiawatha Valley Education District data warehouse. We use a risk template spreadsheet to analyze the student information and present students in a red, yellow and green format comparing the achievement levels with the established benchmarks.

We provide Tier 2 supplemental instruction and progress monitoring for students who are not meeting benchmarks. These interventions begin as early as kindergarten, and progress through the elementary years. We have provided supplemental reading instruction utilizing one certified teacher for eight years. In the 2008-2009 school year, we added an additional certified teacher to provide supplemental instruction in reading and math. During the last two school years, we have provided supplemental instruction to 20-23% of our elementary students.

Over time, we have seen positive assessment data that documents success with these interventions and believe that those efforts are also reflected in our state assessment results. To further determine the level of progress that our supplemental instruction produces, individual growth of students receiving supplemental instruction was quantified. Individual growth was determined by assessing students fall to winter and fall to spring growth on the AIMSweb CBM benchmarks. We have termed students who show “significant improvement” are those who increased by 25% or more. Students who showed “some improvement” increased between 1% and 24%. Students who “stayed the same” did not show an increase or decrease. Students who showed “some decline” decreased 1% to 9%, and students showing “significant decline” decreased by more than 10%. Our data showed that 77% of our Tier 2 students showed significant improvement and 21% students showed some improvement in reading. In math, 58% of students showed significant improvement and 31% of students showed some improvement.

3. Communicating Assessment Results:

The Lewiston – Altura School District publishes a Systems Accountability Report annually which is mailed to all community members. It includes the district wide learning results from our local and state assessments, including the details of the Lewiston-Altura Elementary local and state assessments. District and school improvement goals are also stated in this report. The Minnesota Department of Education also publishes state assessment results in a school report card. These report cards can be found on the MDE website at <http://education.state.mn.us>.

On an individual student level, MCA II achievement level results are sent directly to parents or guardians in a comprehensive report that explains how their child performed relative to statewide performance. Lewiston–Altura Elementary sends home our fall and spring benchmark reports for the AIMSweb fluency and NWEA Measures of Academic Progress assessments. Teachers meet at conferences to explain the reports, review progress and set goals.

All students who participate in supplemental instruction in reading or math receive progress monitoring reports on a bi-weekly basis. These reports serve both as a means for our teachers to gage the effectiveness of their instruction and also as valuable, concrete information for the parents.

4. Sharing Success:

The staff at Lewiston – Altura Elementary and Intermediate Schools are excited about the action research that has been taking place in our classrooms. The collaboration is very natural in our buildings as staff simply

share what is working within their rooms with grade level colleagues and beyond. We have developed folders on our district server to house files and links to be accessed and used by staff in the district.

The sharing of results within our district and out to other sites provides intrinsic motivation for our staff. No one has to tell us that our process is producing positive results, we can feel it. These feelings are contagious and our staff is very willing to share and spread these positive, professional experiences. At the beginning of this current school year, a neighboring parochial elementary school was at the beginning stages of implementing Professional Learning Communities (PLC). Their principal knew that our schools have been utilizing the PLC process for a number of years and asked to have members of our K-6 staff come and share what we do in our PLCs. Members of our staff shared their individual and group action research projects and results from the previous 2 years as examples of what the PLC process can bring to teachers.

In addition to our informal sharing, the Lewiston – Altura Elementary School is a member of the Hiawatha Valley Education District (HVED). HVED serves as a coop that will provide services and expertise that individual school districts are not able to afford on their own. As a member of HVED, Lewiston Altura had the opportunity to be included in a grant from the Minnesota Department of Education focused on studying the impact of implementing Response to Intervention process in elementary schools. Representatives from each of the grant districts met regularly over the past three years with the HVED grant team. The purpose of our grant meetings is to share our trials, successes and failures of the action research that we have been implementing at our buildings. The current continuation grant has been focused specifically on an ongoing challenge identified by the grant team and pilot district representatives: monitoring the integrity with which scientific, research-based interventions (SRBI) are being implemented.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curricular review

The Lewiston-Altura School District utilizes a six year curriculum review cycle. The cycle calls for a subject area committee to first collect data, analyze the data, and use a decision making process to determine the effectiveness of the existing curriculum. Members of the teaching staff who use the curriculum make site based recommendations for the future. Our school benefits from this systematic approach that has been backed by a budget to update materials as needed.

The collaborative efforts in curricular review at the elementary school have produced common knowledge and common assessment and instructional techniques. Of course there are differences in individual teacher skills for supplemental activities and focus points, but the curriculum is scaffolded across the grade levels consistently. This commonality allows our staff to analyze student achievement data with a high degree of fidelity. It allows us to identify our curricular strengths and weaknesses so that the data we analyze can be used in future lesson planning without curricular variables. Over the past five years, we completed the curricular review process for Language Arts (reading, writing, spelling, and language), math, science and social studies.

Language Arts (reading, spelling, grammar, writing)

We use the Houghton Mifflin curriculum as our basal series for our elementary. Our instructional model for language arts includes whole group instruction towards grade level standards and concepts. Each of our grade level classrooms utilized a Smartboard to assist in the delivery of our whole group instruction and increase student engagement. Classroom teachers then provide guided, small group instruction to differentiated levels of students. These guided groups will focus on the individual fluency and comprehension skill instruction.

Math

We use an inquiry based math curriculum at our elementary school called Math Trailblazers. Our teachers will instruct concepts and skills to the whole group supplemented by small group differentiated instruction. The assessment data has shown over time that Trailblazers has produced a solid understanding and utilization of math concepts. However, we have noticed lower scores in specific computational skills. We responded to that data by supplementing Trailblazers with additional computation instruction and progress monitoring across the grade levels.

Science and Social Studies:

The Houghton Mifflin curriculum provides the base for our whole class instruction in science and social studies. We purposely chose Houghton Mifflin science and social studies curriculum so that we could, at times, substitute the leveled, non-fiction science and social studies reading books in place of the fiction books found within the reading curriculum. Many science and social studies content area standards are addressed while using the guided reading books. By substituting the non-fiction material, we aim to increase science and social studies vocabulary and instructional opportunities within our day. Our science curriculum is a kit based curriculum. The concepts are presented through hands on activities accomplished by cooperative groups.

Physical Education, Music, Media/Technology, Guidance, Art:

Our students benefit from daily instruction in phy.ed and music. Certified staff members instruct these curricular areas to our students. These areas have also been aligned with state and/or national standards by our staff members. Our students benefit from weekly instruction from certified staff in media and guidance. Classroom teachers also attempt to find time for instruction in various technology areas and the arts. Our students are lucky to have a skilled paraprofessional who provides art concept exploration activities on a classroom rotation system.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Lewiston – Altura classroom teachers use a balanced literacy approach that includes researched based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our classroom teachers use the Houghton Mifflin core curriculum to provide whole group instruction in the grade level scope and sequence skills. They also provide differentiated, guided reading instruction to small groups to improve individual fluency and comprehension abilities.

When our assessments indicate that a student's proficiency level is below benchmarks established in AIMSweb and NWEA, standard and/or individualized interventions are planned. Our Response to Intervention Program uses additional reading and math instructional staff to increase intensity, content, and duration of instruction in direct proportion to the individual needs of students. Ongoing assessment of proficiency (progress monitoring) will be utilized to determine the success of these additional services. Our planned K-2 language interventions include literacy activities for students to identify and manipulate phonemes, categorize and blend phonemes to form words, segment words into phonemes, and delete, add, or substitute phonemes. Peer-Assisted Learning Strategies (PALS), Sounds and Letters, Word Watch, and Read Well are examples of research-based interventions used at the K-3 level to support the students' emerging literacy skills. Explicit instruction in phonics includes visual, oral and tactile practice connecting sounds with letters to produce unknown words. The researched-based LANGUAGE! program is used in grades 1-6 to improve reading and writing skills. At the 4-6 grade level, the reading intervention Rewards provides students with strategies for decoding multi-syllabic words. Oral reading practice is increased through the use of repeated readings in Read Naturally, 6-Minute Solutions, and Peer Assisted Learning Strategies (PALS), and Rewards. Intervention groups use metacognitive strategies to monitor their understanding of text. Houghton Mifflin's Early Success and Soar to Success programs are used as effective interventions, grades 1-6. Houghton Mifflin's science and social studies curriculum provides leveled nonfiction books for comprehension and vocabulary development. Our reading library, leveled according to guidelines by Fountas and Pinnell, is another resource to build reading skills.

3. Additional Curriculum Area:

Math:

Our elementary school uses Kendall Hunt Math Trailblazers as its core math curriculum. This standards-based program is based on the belief that children learn best when engaged in problem-solving exercises that utilize real-world contexts. A balanced learning framework in math provides computational practice, concept development, and problem solving. During computational practice the instructor teaches students to discover the use of patterns in our number systems, build on previous math facts, and provides daily practice. The instructor supports students in concept development, helping them apply their knowledge to statistics and probability, functions and algebra, and geometry and measurement. Teaching problem solving skills prepares students to move beyond a particular problem to other situations in order to formulate solutions. Intervention programs in math that are used are Mad Minutes, Peer Assisted Learning Strategies Math Methods (PALS MATH), and manipulatives from Kendall/Hunt Math Trailblazers.

4. Instructional Methods:

Our classroom teachers utilize several instructional strategies within their classrooms. A constructivist approach to student learning persists in our classrooms allowing the students to actively engage in activities. Specific cooperative learning techniques are utilized in the various science and social studies projects and activities. Peer Assisted Learning (PALS) reading and math strategies supplement the whole group instruction each day in our K-2 classrooms. Classroom teachers differentiate instruction to their guided groups in reading and math. Each of our classrooms contain a Smartboard and several computers to add to the instruction and student exploration of content.

Our school district has been using data driven decision making for several years. Our staff utilizes our data to identify students and plan interventions. We now have two certified instructors delivering supplemental instruction during the school day to students who have not yet met grade level benchmarks. We use the Response to Intervention theory to identify, intervene and monitor student progress. The RtI instructor will insure that the “at-risk” students receive additional small group, guided instruction using research-based interventions with increased time and extended experiences. RtI students will receive *additional* instruction for a minimum of 30 minutes per day, with students needing more intense intervention receiving 45 minutes per day. The RtI instructors will collaborate with classroom teachers to schedule, support student needs, and discuss progress monitoring data during grade level prep periods or Professional Learning Community meetings. Our district also employs a certified elementary teacher as a .5 Gifted and Talented instructor. This program can bring about challenges to identified students for independent projects and contest opportunities.

5. Professional Development:

Staff Development is a strength of the Lewiston-Altura School District. A district committee is composed of members from each of the three buildings, combined with administration and school board members. The district staff development committee is responsible for implementation of district wide initiatives. They also provide district level oversight and planning towards goals. Each building has a site level staff development committee. The site-based decision making process is used to accomplish the various training and development needs at each building.

For the past several years, the predominant approach towards staff development has been to utilize the expertise of the members of our own staff to train, encourage and develop each other. We have had a few outside experts in to present, and have had staff members travel to inservice and trainings. The goal of those events, however, has been to take this information and pass it along to the members of our staff.

Professional Learning Communities (PLC) have been a part of the Lewiston-Altura Elementary for the past four years. Staff members are allowed to determine an area of need or interest and develop an action research project to implement and analyze within their teaching assignment. Staff follow the steps of creating a question, researching the question, creating an implementation and data collection plan, implementing those plans, analyze their data and formulate a conclusion to their action research. Our staff uses the format of PLCs to provide the regular meeting time to discuss the process of their projects, receive feedback and encouragement and finally highlight the teacher learning and student impact of the action research. The school board adopted four “early out” days during the past two school years to provide additional time for staff members to focus on these projects and the student achievement that comes from them. The collaborative spirit and professional excitement that comes from sharing our learning has been a meaningful part of our staff development efforts.

6. School Leadership:

Lewiston-Altura School District has one certified elementary principal responsible for duties in the PreK-4 Elementary in Lewiston and the 5-6 Intermediate School in Altura. The two buildings of the PreK – 6 situation mean that the principal can only physically be present in one of the buildings each day. While this

reality presents some challenges, it also strengthens the collective staff and promotes site based management. A strong environmental foundation based on the Responsive Classroom approach provides a positive and cooperative feel to each building. This cooperative feeling is not only felt by the students, but also experienced by staff members of our buildings.

Our staff members take a role in school leadership. Every certified staff member is a part of at least one building or district committee. Sharing the load is an expectation and way of life for our staff. The principal attempts to employ a facilitative philosophy of leadership. The goal of the principal is to facilitate the efforts of the individual, small group and whole school towards student achievement, whether that be the efforts of support staff or teaching staff.

The district superintendent has also employed a participatory approach to leadership. All staff members take part in the budgeting process. Using data from the past budgets, staff members examine the needs of their assignment and propose a budget to meet those needs. The building principal is then challenged with consolidating these budgets to present to the Superintendent and School Board. This collaborative approach to the finances of our schools has built a sense of ownership throughout our buildings and grounds.

The elementary principal aspires to continue the foundational strengths of Lewiston-Altura Elementary and Intermediate Schools. We enjoy a stable and caring staff that is open to continue to learn about their practice. It is the continual challenge for the principal to lead staff by example, encourage in the face of challenge, overcome obstacles of students and staff, and celebrate the successes of individuals and of the collective school. This Blue Ribbon award is most certainly a reflection of the collaborative efforts of all students and staff at our buildings. We live and work in a community that supports and values education, have staff that show their dedication to students each day, and have built systems that produce student learning. The recognition of Lewiston-Altura Elementary as a Blue Ribbon School is an acknowledgment of our combined past and present efforts. It will serve as a proud accomplishment that we will strive to continue into the future.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Minnesota Comprehensive Assessments

Edition/Publication Year: Series II

Publisher: Mn. Dept. of Ed. via Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets and Exceeds the Standards	89	93	71	67	
Meets the Standards	33	55	26	17	
Number of students tested	43	47	62	48	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	1	0	0	
Percent of students alternatively assessed	2	2	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets and Exceeds the Standards	91	91	52	60	
Meets the Standards	36	32	20	4	
Number of students tested	11	22	29	25	
2. African American Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
4. Special Education Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
5. Limited English Proficient Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
6. Largest Other Subgroup					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					

Notes:

We will report only the data from 2006 – 2009.

The Minnesota Comprehensive Assessments, Series II (MCA II) replaced the MCA Series I assessments in 2006. The assessment levels were changed from 5 subgroups with the MCAI to 4 groups for MCAII. The current subgroups are Does not meet the standards, Partially meets the standards, Meets the standards and Exceeds the standards.

We have data for the Free/Reduced subgroup, but do not have enough students to collect data on any other subgroup.

Subject: Reading

Grade: 3 Test: Minnesota Comprehensive Assessments

Edition/Publication Year: Series II

Publisher: Minnesota Dept. of Ed. via Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets and Exceeds the Standards	86	96	78	84	
Meets the Standards	58	68	44	67	
Number of students tested	43	47	62	48	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	1	0	0	
Percent of students alternatively assessed	2	2	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets and Exceeds the Standards	100	91	66	75	
Meets the Standards	64	50	38	58	
Number of students tested	11	22	29	24	
2. African American Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
4. Special Education Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
5. Limited English Proficient Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
6. Largest Other Subgroup					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					

Notes:

We will report only the data from 2006 – 2009.

The Minnesota Comprehensive Assessments, Series II (MCA II) replaced the MCA Series I assessments in 2006. The assessment levels were changed from 5 subgroups with the MCAI to 4 groups for MCAII. The current subgroups are Does not meet the standards, Partially meets the standards, Meets the standards and Exceeds the standards.

We have data for the Free/Reduced subgroup, but do not have enough students to collect data on any other subgroup.

Subject: Mathematics

Grade: 4 Test: Minnesota Comprehensive Assessments

Edition/Publication Year: Series II

Publisher: Mn. Dept. of Ed. via Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets and Exceeds the Standards	85	68	79	83	
Meets the Standards	36	28	48	31	
Number of students tested	47	60	48	67	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	1	0	1	
Percent of students alternatively assessed	2	2	0	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets and Exceeds the Standards	91	54	69	73	
Meets the Standards	6	24	17	23	
Number of students tested	18	25	23	22	
2. African American Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
4. Special Education Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
5. Limited English Proficient Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
6. Largest Other Subgroup					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					

Notes:

We will report only the data from 2006 – 2009.

The Minnesota Comprehensive Assessments, Series II (MCA II) replaced the MCA Series I assessments in 2006. The assessment levels were changed from 5 subgroups with the MCAI to 4 groups for MCAII. The current subgroups are Does not meet the standards, Partially meets the standards, Meets the standards and Exceeds the standards.

We have data for the Free/Reduced subgroup, but do not have enough students to collect data on any other subgroup.

Subject: Reading

Grade: 4 Test: Minnesota Comprehensive Assessments

Edition/Publication Year: Series II

Publisher: Mn. Dept. of Ed. via Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets and Exceeds the Standards	85	78	82	83	
Meets the Standards	36	49	40	31	
Number of students tested	47	59	48	67	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	3	0	1	
Percent of students alternatively assessed	2	5	0	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets and Exceeds the Standards	84	68	74	82	
Meets the Standards	56	36	26	27	
Number of students tested	18	25	23	22	
2. African American Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
4. Special Education Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
5. Limited English Proficient Students					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					
6. Largest Other Subgroup					
Meets and Exceeds the Standards					
Meets the Standards					
Number of students tested					

Notes:

We will report only the data from 2006 – 2009.

The Minnesota Comprehensive Assessments, Series II (MCA II) replaced the MCA Series I assessments in 2006. The assessment levels were changed from 5 subgroups with the MCAI to 4 groups for MCAII. The current subgroups are Does not meet the standards, Partially meets the standards, Meets the standards and Exceeds the standards.

We have data for the Free/Reduced subgroup, but do not have enough students to collect data on any other subgroup.