

**2002–2003 No Child Left Behind–Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. Sanford Nelson

Official School Name Callaway Elementary School

School Mailing address P.O. Box 129 Callaway, MN 56521

Tel. (218) 375-2501

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Website/URL _____ Email sanelson@detlakes.k12.mn.us

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

(Principal’s Signature) Date _____

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

Name of Superintendent Mr. Lowell Niklaus

District Name Detroit Lakes Public Schools, ISD #22 Tel. (218) 847-9271

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

(Superintendent’s Signature) Date _____

Name of School Board
President/Chairperson _____

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

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

PART II – DEMOGRAPHIC DATA

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

1. Number of schools in the district: 3 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
2. District Per Pupil Expenditure: \$7,685
- Average State Per Pupil Expenditure: \$8,004

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. 4 Number of years principal has been in his/her position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of males	# of females	Grade Total
K	7	6	13
1	2	8	10
2	6	8	14
3	8	10	18
4	9	2	11
5	9	8	17
Total students in school			83

6. Racial/ethnic composition of the students in the school: 53 % White
 % Black or African American
 % Hispanic or Latino
 % Asian/Pacific Islander
47 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 17 %

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

8. Limited English Proficient students in the school: 0 %
0 Total Number of LEP

Number of languages represented: 1
Specify languages:

9. Students eligible for free/reduced-priced meals: 65 %

54 Total number who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %
13 Total Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 3</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 9</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disorders	<u> </u> Visual Impairment Including Blindness

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

	<u>Number of Staff</u>	
	<u>Full Time</u>	<u>Part Time</u>
Administrator(s)	<u> </u>	<u> 1</u>
Classroom teachers	<u> 6</u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u> 8</u>
Paraprofessionals	<u> </u>	<u> 5</u>
Support staff	<u> 2</u>	<u> 5</u>
Total number	<u> 8</u>	<u> 19</u>

12. Student- "classroom teacher" ratio: 14:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily Student Attendance	95.65%	95.02%	94.27%	82.06%	94.96%
Daily Teacher Attendance	98%	98%	98%	98%	98%
Teacher Turnover Rate	33%	16%	33%	50%	33%

PART III – SUMMARY

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

Callaway Elementary is located in the west central part of Minnesota in the town of Callaway. We are on the southern end of the White Earth Indian Reservation. Our town has been in existence for over 100 years and it sits “where the prairie ends and the forest begins.” Callaway Elementary is the pride and joy of our community.

Callaway Elementary is a small school with 84 students. There is one section for each grade, kindergarten through 5. Along with regular classroom instruction, we also provide our children with all services necessary to help them prepare for a competitive and challenging world. Our curriculum includes art, music, physical education, technology, enrichment activities, speech learning disabled programs.

Our students come from mainly two backgrounds; forty seven percent are Native American (White Earth Band or the Ojibwe,) and fifty three percent are Caucasian. Sixty five percent of the children are eligible and participate in the school’s free and reduced meals program. A majority of the children live at least 5 miles from our school, and consequently, the town. Our students bring to our school a knowledge of rural lifestyles and values.

The staff at Callaway Elementary has over 150 years of teaching experience. Many of our staff either hold, or are pursuing advanced degrees.

Callaway Elementary is currently undertaking a continuous improvement initiative. In doing so, we have redefined our mission and belief statements.

Mission Statement:

The mission of Callaway Elementary is to nurture and develop the full potential of learners in an environment where education is valued, excellence is expected and improvement is ongoing.

Belief Statements:

We Believe that:

- Callaway Elementary is a vital and important part of ISD #22
- staff and students have the right to a safe, orderly and productive school environment
- education should be a cooperative effort between school, families and the community.
- all staff should share in the excellence of education of our students
- all students have the right to learn in their own, unique way
- all students and staff need to be treated with dignity and respect

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

A public school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school may be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance and are achieving at a high level in reading (language arts or English) and mathematics, as measured by state criterion-referenced assessments that yield national norms.

A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined by the CSSO of each state. All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. The nomination criteria, including assessments, must pertain equally to all schools that are nominated from the individual state. “High levels” is defined by the CSSO of each state, but at a minimum included achievement at the 55th percentile on state assessments. **States must rely on the state accountability system to identify schools for submission to the Secretary.** If the state does not have an accountability system in place, in the letter to the Secretary of the CSSO explains in detail the criteria used by the state to nominate the schools.

Second, regardless of a school’s demographics, it may be recognized if its students achieve at the highest levels, that is, the school is in the top 10 percent in the state in reading (language arts or English) and mathematics. This achievement is measured by state criterion-referenced assessments or assessments that yield national norms. If the state uses only assessments referenced against national norms at a particular grade, the state should explain how these tests measure the depth and breadth of the state’s academic content standards.

The CSSO of each state certifies in a letter to the U.S. Secretary of Education that accompanies the list of nominated schools that the schools have all met the minimum requirements established by the CSSO for “dramatically improved” and achieving at “high levels.” The letter from the CSSO to the Secretary explains the criteria used by the state to nominate the schools. **States may not submit schools that have been in school improvement status within the last two years.**

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or the ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.
 - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to statistically significant. Schools should use their own state’s interpretation of statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.

••Callaway Elementary, along with all other public schools in Minnesota, have used the Minnesota Comprehensive Assessments (MCA) Test to measure students progress in reading, math and writing. These tests are given to students in grades three and five.

The following tables give the MCA Test results for the students at Callaway:

Callaway 3 rd Grade MCA Scores – Math					
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	March	March	March	March
SCHOOL SCORES					
TOTAL					
At or Above Basic	16.67%	13.04%	8.33%	7.69%	0%
At or Above Proficient	66.67%	47.83%	33.33%	38.46%	27.78%
At Advanced	16.67%	17.39%	25.00%	23.08%	5.56%
Number of students tested	12	23	12	13	18
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0%	0%	0%	0%	0%
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES by					
Free and reduced eligible	5	15	8	9	14
At or above basic	•	20.00%	•	•	7.14%
At or above proficient	•	33.33%	•	•	28.57%
At advanced	•	13.33%	•	•	0%
STATE SCORES					
TOTAL					
At or above basic	17.14%	12.85%	18.27%	16.28%	15.71%
State mean score					
At or above proficient	36.92%	39.04%	37.43%	33.30%	29.30%
State mean score					
At advanced	11.02%	13.62%	8.96%	8.83%	5.88%

• Data is not available if subgroup is less than 10 students

Callaway 5 th Grade MCA Scores – Math					
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	March	March	March	March
SCHOOL SCORES					
TOTAL					
At or Above Basic	16.67%	13.04%	8.33%	7.69%	0
At or Above Proficient	66.67%	47.83%	33.33%	38.46%	27.78%
At Advanced	16.67%	17.39%	25.00%	23.08%	5.56%
Number of students tested	12	23	12	13	18
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES by					
Free and Reduced Eligible	7	13	11	20	15
At or above Basic	•	7.69%	16.67%	15.00%	6.67%
At or above proficient	•	30.77%	25.00%	25.00%	6.67%
At advanced	•	38.46%	25.00%	0%	0%
STATE SCORES					
TOTAL					
At or above basic	17.52%	16.77%	16.08%	15.24%	14.91%
State mean score					
At or above proficient	38.70%	37.42%	33.26%	30.77%	26.16%
State mean score					
At advanced	14.02%	13.14%	12.34%	5.61%	4.93%

State mean score

- Data is not available if subgroup is less than 10 students

Callaway 5th Grade MCA Scores – Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	March	March	March	March
SCHOOL SCORES					
TOTAL					
At or Above Basic	10.00%	0%	20.00%	4.17%	20.00%
At or Above Proficient	40.00%	35.29%	40.00%	50.00%	20.00%
At Advanced	20.00%	47.06%	6.67%	4.17%	0%
Number of students tested	10	17	15	24	20
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES by					
Free and reduced eligible	7	13	11	20	15
At or above basic	•	0%	27.27%	5.00%	20.00%
At or above proficient	•	38.46%	9.09%	5.00%	0%
STATE SCORES					
TOTAL					
At or above basic	10.76%	10.89%	15.09%	14.53%	15.23%
State mean score					
At or above proficient	38.63%	38.78%	35.84%	33.34%	30.30%
State mean score					
At advanced	25.38%	24.08%	15.93%	11.27%	7.90%
State mean score					

- Data is not available if subgroup is less than 10 students

Callaway 3rd Grade MCA Scores – Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	March	March	March	March
SCHOOL SCORES					
TOTAL					
At or Above Basic	30.77%	21.74%	25.00%	21.43%	41.18%
At or Above Proficient	53.85%	30.43%	33.33%	42.86%	11.76%
At Advanced	7.69%	26.09%	•	•	•
Number of students tested	13	23	12	14	17
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES by					
Free and reduced eligible	6	15	8	10	13
At or above basic	•	20.00%	•	20.00%	38.46%
At or above proficient	•	33.33%	•	30.00%	0
At advanced	•	13.33%	•	0	0
STATE SCORES					
TOTAL					
At or above basic	17.99%	18.13%	16.94%	16.18%	17.25%
State mean score					
At or above proficient	32.6%	32.86%	33.09%	32.14%	29.61%

State mean score					
At advanced	16.17%	16.15%	11.52%	7.8%	5.68%

- Data is not available if subgroup is less than 10 students

••All students in our school, grades three and five participated in the tests. No students were excluded from testing in any of the years.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Part of our school’s mission statement states that “improvement is ongoing.” At Callaway Elementary, we use various pieces of data to understand and improve student and school performance. Minnesota Comprehensive Assessments are used to measure school wide growth. Students in grades three and five are assessed annually in March. These results are used to evaluate Callaway student’s growth in reading and math from year to year as well as to compare our student results to other schools in our district and the state’s average scores. Through the Northwest Evaluation Association (NWEA), participate in Measures of Academic Progress (MAP) assessments. This district assessment is given to students in grades two through five as a pre test in the fall and a spring post test. Information is used to show individual student growth and to assist teachers in meeting the learning need of each child.

Each MAP assessment is made up of different parts, called goals. The goal areas are reading, language usage and mathematics. The students take the assessments twice a year, in the fall and again in the spring. When teachers look at an individual student’s results, it becomes apparent that some goals need more work than others. From this point, teachers use a formula to establish “learning goals,” based on the assessments. Plans are written to help meet the goals and the goals are shared with the student, parent or guardians and other school staff involved in the student’s learning.

These tests are not “norm-referenced,” tests. The tests compare the student to him or herself through time. With these assessments, we can individualize our instruction to best meet the needs of each of our children.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students and the community.

Callaway Elementary communicates information about student performance in a variety of ways. The primary grades use Work Sampling System, because it is a solid child assessment strategy that allows teachers and parents to gain enhanced knowledge about a child’s progress. The Work Sampling System allows teachers to evaluate students individually rather than comparing to one another. Work sampling also provides information on how children learn as well as what they are learning. Our students also receive report cards quarterly, and parents receive MCA and MAP results at the fall conferences. District wide, assessment data is shared in the local newspaper, and to parents and community members who serve on the Curriculum Council, or the District Advisory Council.

4. Discuss in one half page how the school will share its successes with other schools.

Our school has been highly influential in seeking out and using best practices for the district. We received a CSR Grant from the federal government, and many of the models we adopted have become implemented district wide. In other words, we have acted as a pilot site for the whole district. For example, all of the elementary schools in our district now use Reading Recovery, Guided Reading, All Day Every Day Kindergarten, Project E.A.S.E. and Work Sampling as a result of our efforts. These successful models in our building have had a very positive impact on the rest of the district. Our district piloted a new computerized assessment which measures growth in the areas of reading, mathematics and language usage. This program, called MAP (Measures of Academic Progress), was also piloted in our building. In this computerized adaptive test, the difficulty of the test is adjusted to the student's performance so each student sees different test questions. Scores depend on two things: how many questions are answered correctly and the difficulty of each question. MAP assessments are used for goal setting and to share with parents at conference time, along with the state required MCA assessments.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign language (foreign language is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

The Detroit Lakes Public Schools, along with Callaway Elementary believes that children need to be supported and challenged with a curriculum that is fully encompassing. The following briefly describes the major goals for each curriculum area taught in our school:

Reading: The mission of the Reading program is to enhance each individual’s quality of life and promote life long learning. Our goals are to experience the enjoyment of reading, acquire knowledge through reading, develop reading competency, develop effective communication skills, utilize multiple resources to access and communicate information, experience a variety of literature, and finally, to understand human diversity. Processes and concepts are attained through a variety of approaches that include a balanced approach to reading, writing, speaking and listening. Our extensive and unique activities used to remote the love of reading include Guided Reading, D.E.A.R. (Drop Everything And Read – 10 to 30 minute blocks of school wide reading) time as part of February I Love to Read Month. Scholastic’s Reading Counts program which promotes independent reading, Individual teachers promote reading in their own unique ways with time for S.S.R. (Sustained Silent Reading), S.Q.U.I.R.T. (Super Quiet Uninterrupted Reading Time), D.E.A.R. (Drop Everything And Read).

Math: The mission of mathematics at Callaway is to prepare individuals to confidently comprehend and communicate mathematical concepts and processes to real world situations. Our goals are the following: Value mathematics and its connections, be confident in their own mathematical abilities, be mathematical problem solvers, communicate mathematically, and to use and apply technology in mathematics. Our teachers use a variety of manipulatives, audio visual materials, games, simulations and real life learning situations.

Language Arts: Callaway Elementary teaches writing as a process approach. Writing across the curriculum is emphasized. Our teachers use traditional skill development along with the NCREL 6 Traits +1 writing approach. These approaches integrate reading, writing, listening and speaking across the curriculum. Various methods of promoting written communication such as email pen pals, using computers to write books, letters, timelines, research reports and classroom newsletters all aid in students using technology to express their ideas in the written language. Oral language activities include skits and plays, musicals, Reader’s Theater, poetry readings, and oral reading. Each classroom uses their own unique way of promoting Language Arts with a variety of materials tailored to fit the needs of the individual.

Science: Our science instruction teaches concepts, principles and laws of the four sciences: earth science, life science, physical science and environmental science. We believe science is best taught using real life experiences with a “hands-on, minds-on” approach. A variety of lab materials are available and utilized.

Social Studies: Throughout the school year, students at Callaway Elementary learn that they live in a world composed of many different races and cultures. An appreciation for the diversity in our community and world are demonstrated with multi-cultural readings and activities. Families,

communities, states and countries are included in a global perspective of the Social Sciences to prepare students for life in their global community.

Art, Physical Education, Music: These three areas are part of the total education of our students at Callaway Elementary. Our specialist teachers use a variety of techniques to help students become healthy, well rounded citizens. Artists in Residence, 5th grade band and choir and “Don’t Sit, Get Fit” all help our students realize the importance of these pursuits.

Technology: We provide all students with basic computer instruction. They learn and use desktop publishing, using graphics, text styles and drawing and painting tools. Students use multimedia authoring software to create projects which are an extension to their classroom curriculum. The computer will become a tool for students to access compile, report and store information.

2. Describe in one half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Callaway Elementary, along with the rest of our school district, uses Scholastic’s “Literacy Place” as our text to support our reading curriculum. We chose Scholastic’s program because it dovetailed with our belief’s that literacy learning should involve a “balanced approach.” “Literacy Place” incorporates reading, writing, vocabulary development and extended learning activities to fully support our pursuit to encourage and develop well rounded, literate children. Other series we looked at did not meet our needs. They lacked, or were weak in what we felt were essential to help us meet our goals for literacy education. We have many other components to our program that are not directly tied to Scholastic’s “Literacy Place.” These include Guided Reading, the Qualitative Reading Inventory, the Developmental Reading Assessment, Reading Academies, MAP testing, literacy circles, pre-k and E.A.S.E., 6 Trait writing, Reading Counts programs, Reading Recovery and a dedicated literacy coordinator. With all of these programs working together, we are able to guide our students to a natural love of reading and writing.

3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

At Callaway, we feel the best way to have students feel success is to have them start off successful from the very beginning of their formal education. This idea is exemplified at Callaway through Project E.A.S.E. (Early Success to Success in Education). Project E.A.S.E. is an intervention program for parents and kindergarten children, piloted at Callaway, and used throughout the Detroit Lakes Public Schools. The program is designed to give parents background information, materials and opportunities to support their children’s development in literacy. It is a special program designed to get kindergarten students ready for the complex tasks of reading, writing and understanding text. The selected activities are centered around tasks which will impact the students throughout the elementary, middle school, high school and consequently, life journey. Like most of our programs at Callaway, this program is designed to meet the individual child’s needs.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Our school uses various instructional methods to improve student learning. Guided Reading, Project E.A.S.E and Reading Recovery are major areas of focus at Callaway Elementary. We have adopted NCREL 6 Trait + 1 writing process to improve the writing skills of our students. We have used a balanced approach to teaching math, because we believe students need to know the basic skills as well as being able to solve problems. Our music instructor is trained in Orff, which is a process using media such as speech, singing, playing, and movement to help children explore music through improvisation and composition. In the areas of science and social studies, we use hands-on activities to help students better understand the concepts and processes involved.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Our professional development program has had a positive impact on student achievement. The Callaway staff set goals for our school, based on the district wide goals. Staff requests must be related to our school's goals. We have worked diligently on improving reading in our building. All staff have been trained in Guided Reading, where students read books with various levels of teacher support, at the student's ability level. All staff have been trained in using running records, and several teachers have received further training related to the Guided Reading process. For example, some teachers took classes on how to incorporate writing into the Guided Reading process. This program is researched school, our district became decided to fully implement and fund these worthwhile models.

Callaway Elementary, as well as the rest of our district, uses Scholastic's "Literacy Place" as our text to support our reading curriculum. We chose Scholastic's program because it dovetailed with our belief that literacy learning should involve a balanced approach to reading and writing. It incorporates reading, writing, vocabulary development and extended learning activities to fully support our pursuit encourage and develop well rounded literate children. Other series that we looked at did meet our needs. They lacked, or were weak in what we felt was essential to help us meet our goals in literacy education. We have many other components to our program that are not directly tied to Scholastic's Literacy Place. These include guided reading, the Qualitative Reading Inventory, the Developmental Reading Assessment, Reading Academies, MAP testing, literacy circles, pre-k and EASE programs, 6 Trait writing, Reading Counts programs, Reading Recovery and a dedicated literacy coordinator for the school district. With all of these programs working together, we are able to guide our students to a natural love of reading and writing.