

REVISED MARCH 13, 2006

## 2005-2006 No Child Left Behind - Blue Ribbon Schools

### Program

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#### U.S. Department of Education

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

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

Official School Name Heart of the Lakes Elementary School  
(As it should appear in the official records)

School Mailing Address 810 2<sup>nd</sup> Ave. SW  
(If address is P.O. Box, also include street address)

Perham MN 56573-1600  
City State Zip Code+4 (9 digits total)

County Ottertail County State School Code Number\* 0549-010

Telephone ( 218 ) 346-5437 Fax ( 218 ) 346-4634

Website/URL http://www.perham.k12.mn.us E-mail kgrengs@perham.k12.mn.us

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mrs. Tamara Uselman  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Perham School District Tel. ( 218 ) 346-1613

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Dan Nodsle  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

1. Number of schools in the district:
 

2	Elementary schools
1	Middle schools
0	Junior high schools
1	High schools
0	Other
5	TOTAL
  
2. District Per Pupil Expenditure: \$7703.00\_\_\_\_\_
   
Average State Per Pupil Expenditure: \$8379.00\_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
  
4. 1\_\_\_\_\_ Number of years the principal has been in her/his position at this school.
   
4\_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	NA	NA	NA	7			
K	54	36	90	8			
1	41	31	72	9			
2	45	39	84	10			
3	52	26	78	11			
4	52	47	99	12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>423</b>

**[Throughout the document, round numbers to avoid decimals.]**

6. Racial/ethnic composition of the students in the school:
- |  |                                    |
|--|------------------------------------|
|  | 91 % White                         |
|  | 2 % Black or African American      |
|  | 5 % Hispanic or Latino             |
|  | 0 % Asian/Pacific Islander         |
|  | 2 % American Indian/Alaskan Native |
|  | <b>100% Total</b>                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 19 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <b>to</b> the school after October 1 until the end of the year.	60
<b>(2)</b>	Number of students who transferred <b>from</b> the school after October 1 until the end of the year.	24
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	84
<b>(4)</b>	Total number of students in the school as of October 1	423
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.19
<b>(6)</b>	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school: 1 %  
4 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 177

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

10. Students receiving special education services:  $\frac{15}{66}$  %  
66 Total Number of Students Served

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

<u>9</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>12</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>    </u>
Classroom teachers	<u>19</u>	<u>    </u>
Special resource teachers/specialists	<u>8</u>	<u>    </u>
Paraprofessionals	<u>16</u>	<u>    </u>
Support staff	<u>5</u>	<u>    </u>
Total number	<u>49</u>	<u>    </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	94%	95%	96%	95%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	2%	2%	2%	2%	2%
Student dropout rate (middle/high)					
Student drop-off rate (high school)					

## **PART III - SUMMARY**

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### **Community**

Perham is located right off Highway #10 in Otter Tail County, which has over 1,000 lakes. The economic base is sustained by several industries and a strong downtown business district as well as a community center. Some of the larger employers include: Barrel O' Fun, Tuffy's, Kenny's Candy, Nelson Confection, Primera Foods, Perham Memorial Hospital and Home, and Bongards Creameries. The area is known for its hundreds of lakes and is a popular summer vacation spot.

### **Heart of the Lakes Elementary**

Perham has a progressive school system with outstanding facilities. There is a high school, middle school, elementary school and two parochial schools. Heart of the Lakes Elementary School in Perham serves over 400 students from the communities of Perham, Ottertail, Richville, Dent, and the surrounding rural areas. Heart of the Lakes Elementary opened its doors in the fall of 1990. The school is an extremely attractive facility with a state of the art geothermal heating and cooling system.

### **Programs**

Many students at Heart of the Lakes Elementary begin in "Kids Adventure" preschool program. After preschool students have the opportunity to choose a four day, all day kindergarten or an all day every day kindergarten program. In first and second grades the students are either in the multiage classroom or the traditional classroom. Multiage provides students with role models and helps to encourage the "elders" to have higher expectations as a result of being looked up to. Another model that is unique is looping. Third grade students have the opportunity to be in a looping classroom. These students will be with the same teacher for third and fourth grade. This model provides the teacher with the data and knowledge to help students reach their full potential and beyond.

Several programs are available at Heart of the Lakes Elementary to meet the needs of all students. The Title I Program is available for students that need more one-on-one assistance in the areas of reading and math. Reading Corp is another program available for students that need more help with fluency in their reading. Another program that is offered to students that need extra assistance in reading is Reading Recovery. Fast ForWord is geared for students with what are called auditory discrimination problems and is offered to second, third, and fourth graders. The Academic Booster program is an after school program for students first grade through fourth grade that have been identified through Title I and need more skill time in reading using phonics, read naturally, and other computer programs.

Kinship is a program offered to students that helps build friendships and provides opportunities for them to have many different experiences in life. This program ensures that all students have the opportunity to grow and succeed. The Family Outreach program is another way to connect and help parents, children, and the school to work more efficiently together.

The Heart of the Lakes Elementary Gifted and Talented program is for children who qualify through testing and recommendations and are capable of performing at high standards. The program is designed to accommodate individual differences for grades three and four.

"Develop within students the appropriate skills, knowledge, and understanding that enable them to be successful in the next phase of their lives" is our mission. In order to achieve our mission we have combined a number of different programs based on research that will help all learners be successful.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results**

The Minnesota Comprehensive Assessments (MCA) are criterion-referenced tests that check a student's and school's progress in the areas of reading, mathematics, and writing. The tests help schools and districts measure student progress toward the state's academic standards. These standards define what our students should know and do in a specific grade. Every spring all third and fourth grade students are given this test. Student results are reported as levels. Students scoring at Level I have gaps in the skills necessary for satisfactory work with the state's academic standards and are working significantly below grade level and need additional instruction to progress. Level II indicates that students in this level have partial knowledge and skills necessary for satisfactory work in the state's academic standards. They are working on material slightly below grade level. Students at Level III are working on grade-level material. Those students who are typically working above grade level are at Level IV. Level V students demonstrate advanced performance that is well above grade-level expectations.

Schools use the information from these tests to improve teaching and learning. For more information on the assessment program in Minnesota go to the Minnesota Department of Education website at:  
<http://education.state.mn.us>

#### **Grade 3 Reading:**

- Over the past five years at least 80% of the third grade students reached level 3 or above.
- In 2005, our students were above state averages in every category.
- Students for Free and Reduced Lunch have scored above 67% in level 3 the past five years.
- In 2005, sixty-nine out of eighty-seven third grade students scored in level 4 and level 5.
- More than 30% of third grade students scored in level 5.
- Heart of the Lakes Elementary is five star school.

#### **Grade 3 Math:**

- Over the past five years at least 75% of third grade students reached level 3 or above.
- In 2005, our students were at least 5% or higher, above state average in every category.
- Students eligible for Free and Reduced Meals have scored above 64% in level 3 four out of five years.

### **2. How the School Uses Assessment Data**

Heart of the Lakes Elementary School uses assessment data to improve student and school performance. The Minnesota Comprehensive Assessments provides data on individual and school achievement in reading and mathematics. The data is analyzed each year to identify areas of concern. The staff use the data to modify instruction and provide individualize instruction to students. Information about the assessment program in Minnesota can be found on the Minnesota Department of Education website at: <http://education.state.mn.us>

Dibels is another assessment used in the primary grades to help identify students that lack phonics and fluency in their reading abilities. The data is shared with staff and then students are provided with more one-on-one time with Reading Corp Members or the Reading Recovery teacher. We believe in being proactive by using the data from the Dibels testing to help identify students in the primary grades so that in third grade they are ready to read to learn.

Assessment data is also used to identify students that would be recommended for the Academic Boosters program after school. This program focuses on reading and math skills appropriate for each student based on goals set by the classroom teacher.

### **3. How the School Communicates Student Performance**

Heart of the Lakes Elementary School communicates student performance to parents and the community through many different measures. First we mail a letter home to the parents with the Minnesota Comprehensive Assessments results and information explaining what each part means. We include a description of each category so parents understand what each score means. This information is also included in the Systems Accountability Report and in the local and statewide newspapers.

Communicating assessment information to students is also important. We provide feedback to students in a variety of ways. Teachers give students feedback on their work and learning in the classroom. By giving students feedback on their learning it will better prepare them for the next challenge.

### **4. How the School Has Shared and Will Continue to Share its Successes with Other Schools**

Heart of the Lakes Elementary School believes it is important to share its successes with others. We share with other schools, people studying to become teachers, and other teachers throughout the state. Second and third grade teachers from Hawley, Minnesota visited our school to see what math curriculum we used and how we utilized it. Another way we share our successes is by the number of student teacher and people studying for their two year license in being a paraprofessional.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. The School's Curriculum**

At Heart of the Lakes Elementary School students study a rigorous curriculum which is based on the high standards set by the State of Minnesota. Our curriculum is under constant revision in order to maintain the highest standards for our students. Grade level teachers meet on a regular basis to update curriculum maps in all the core areas. Staff development programs support curriculum development.

**Math:** Heart of the Lakes Elementary uses the Everyday Math Program K-4, which spirals to give multiple exposures to all students. Teachers use different learning styles and manipulatives to assist students in attaining a deeper understanding of mathematical concepts. There is also a “Home Link” activity sheet that goes home to be done with a parent. This is a tool that invites parents in to help their child and yet isn't overwhelming for the child and parent.

**Science:** Our science program is based on hands on learning activities. These activities are integrated with other curriculum areas. Students learn about physical science, earth science, life science, and the scientific process.

**Social Studies:** We are using Silver Burdett Ginn in grades K-4. These units of study include: the family, neighborhoods, community, United States and world geography, United States history, and a map skills program. Current events and citizenship are also taught through “Time for Kids” magazine. Students also use Geography Bee to help them learn about the states and capitals.

**Health/Physical Education:**

The health program is aligned with state standards. The focus is for students to be physically healthy and emotionally healthy. The physical education program focuses on lifelong wellness activities. It stresses the importance of physical wellness and emotional wellness. In addition to physical education students have the “Boost Up” room which is a multi-sensory approach to help students excel in the classroom.

**Music:** The elementary music curriculum is based on the state standards. Students learn the elements of music, including melody, rhythm, harmony, dynamics, tone color, texture, and form. They also understand the characteristics of music from a variety of cultures and historical times. Students learn the importance of performing in front of an audience.

**2. The School’s Reading Curriculum**

The goal of our reading/language arts program is to provide individual learning and differentiated instruction to meet the needs of readers at varied abilities. Teachers strive to teach reading at the instructional level of the student. The Perham School District has adopted the Literacy Collaborative Framework. The grade K-2 framework focuses on strong phonemic awareness and phonics component, word study, guided reading, shared reading, literature circles, grammar, and writing. Our grades 3-5 curriculum includes the Houghton Mifflin basal series. The program includes leveled books, shared reading, literature circles, grammar and writing. The goal of our reading program is to individualize instruction so that all students will read.

**3. Description of One Other Curriculum Area of the School’s Choice**

Heart of the Lakes Elementary School’s choice for other curriculum areas to discuss is reading/language. Heart of the Lakes Elementary School has identified reading/language instruction to be the number one priority for students. We have adopted the Literacy Collaborative Framework for grades K-2. Students spend a minimum of three hours a day in the literacy block. The literacy block includes reader’s workshop, writer’s workshop, word study, and guided reading. To individualize instruction, teachers meet with small groups of student daily based on their ability to read. This gives the teacher the knowledge needed to help those students meet their full potential. Teachers use on-going assessment tools, such as observation records and running records to see the growth of each student. This process of teaching reading helps to individualize instruction and gives teachers the data needed to meet each student’s needs. This coincides with our mission “Develop within students the appropriate skills, knowledge, and understanding that enable them to be successful in the next phase of their lives” because in order to be successful every student should have the individualized attention needed to be a successful reader. Everything a person needs to know how to do involves reading.

**4. Different Instructional Methods**

Heart of the Lakes Elementary School believes in early intervention or being proactive. We use different instructional methods to improve student learning. Reading Recovery is offered to students prior to first grade that need additional help in reading. Students receive one-on-one instruction in specific reading strategies daily for a 30 minute time period. The literacy collaborative is a balance literacy approach that ensures success and individualized instruction in reading and writing for all students. This approach gives students small group, whole group, and shared time experiences.

The Stimulating Maturity through Accelerated Readiness Training (S.M.A.R.T.) curriculum provides students with multi-sensory activities. These activities help students to focus and concentrate on specific goals involving eye hand coordination.



## 5. The School's Professional Development Program

Professional development is important to the success of the school. Teachers in the Perham School District have five staff development days during the school year. The focus for staff development days is based on our school wide goals. These goals include: the literacy collaborative, accelerated math, autism, and six traits.

At Heart of the Lakes Elementary School we feel that professional development requires more than just a day of discussing certain topics. We believe it is important to send staff to other school districts to observe what success they are having. For example, this year we have adopted the Literacy Collaborative Framework so all K-4 teachers will go and observe this model in another school district. This will give staff the chance to observe, discuss, and reflect on what they can do to meet the student's full potential.

Another way in which the staff continues to be lifelong learners is the book club that has been established in the Perham School District. Staff are given the opportunity to read the book and then discuss it together. Then they are encouraged to share the book with other staff. One book that was read was The Incident of the Dog in the Night time. This book discusses a young man with autism which is our special education goal for the 2005-2006 school year. It has been beneficial for all staff and students.

## PART VII - ASSESSMENT RESULTS

### Heart of the Lakes Elementary Achievement Results: Data Display Table for Grade 3 Reading MCA

Testing Month	2005 April	2004 March	2003 April	2002 March	2001 March
Average Scale Score	1611	1609	1571	1543	1574
Percent At or Above Proficient (III, IV, V)	90	85	87	80	81
Percent At Advanced (V)	32	42	23	23	33
Number of Students Tested	91	64	85	82	81
Percent of Students Tested	100	100	100	97	94
Number of Students Excluded	0	0	0	2	5
<b>SUBGROUP SCORE</b>					
<b>1. Eligible for Free/Reduced Lunch</b>					
Average Scale Score	1559	1511	1523	1453	1500
Percent At or Above Proficient (III, IV, V)	84	78	82	67	52
Percent At Advanced (V)	22	17	17	8	24
Number of Students Tested	44	23	37	34	25
<b>2. Ineligible for Free/Reduced Lunch</b>					
Average Scale Score	1660	1664	1603	1607	1607
Percent At or Above Proficient (III, IV, V)	95	90	90	89	83
Percent At Advanced (V)	42	56	27	34	38
Number of Students Tested	47	41	51	47	55
<b>STATE SCORES</b>					
Average Scale Score	1542	1535	1511	1486	1486
Percent At or Above Proficient (III, IV, V)	78	73	72	66	67
Percent At Advanced (V)	23	23	17	16	16
Number of Students Tested	56501	57456	58181	58685	59687
Number of Students Tested	18333	18162	18043	17616	17711
Number of Students Tested	38134	39238	40064	40563	41350

**Heart of the Lakes Elementary Achievement Results:  
Data Display Table for Grade 3 Math MCA**

Testing Month	2005 April	2004 March	2003 April	2002 March	2001 March
Average Scale Score	1691	1584	1604	1552	1612
Percent At or Above Proficient (III, IV, V)	89	76	82	75	76
Percent At Advanced (V)	46	26	22	15	34
Number of Students Tested	91	65	84	82	81
Percent of Students Tested	100	98	98	97	94
Number of Students Excluded	0	1	1	2	5
<b>SUBGROUP SCORE</b>					
<b>1. Eligible for Free/Reduced Lunch</b>					
Average Scale Score	1608	1477	1569	1497	1505
Percent At or Above Proficient (III, IV, V)	79	54	70	64	65
Percent At Advanced (V)	27	16	17	11	23
Number of Students Tested	44	24	34	34	26
<b>2. Ineligible for Free/Reduced Lunch</b>					
Average Scale Score	1770	1647	1628	1599	1670
Percent At or Above Proficient (III, IV, V)	97	90	90	84	82
Percent At Advanced (V)	63	31	26	19	40
Number of Students Tested	47	41	50	46	54
<b>STATE SCORES</b>					
Average Scale Score	1568	1522	1518	1486	1494
Percent At or Above Proficient (III, IV, V)	77	70	71	65	65
Percent At Advanced (V)	24	14	13	11	13
Number of Students Tested	56826	57421	58186	58653	59732