

go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at Little Falls Community Middle School should be very proud of their accomplishments.

I congratulate Little Falls Community Middle School in Little Falls for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

JOHNSVILLE ELEMENTARY SCHOOL

● Mr. DAYTON. Mr. President, today I honor Johnsville Elementary School, in Blaine, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Johnsville Elementary School is truly a model of educational success. The school has developed a wide variety of programs to meet the learning needs of all children. Unlike many elementary schools, which offer only three or four break-out curricula, Johnsville has built art, music, library, technology, and physical education into the school-day curriculum. A talent development program provides enrichment reading, math, creative writing, and science for the more advanced learners. A targeted services program offers extended-day instruction in reading and math for pupils who are struggling.

At Johnsville, those kindergarten children who have already begun to read and write can participate in an advanced reader program. In addition, for 2 consecutive years, a Johnsville kindergarten has won the Anoka Hennepin District's Anti-Bullying Kindergarten Poster Contest. This year's winner was Jake Taylor.

The school is also very proud of its choir programs, including an honors choir program, and its Fine Arts Festival, where everyone displays at least one project.

The Anoka-Hennepin School District has also established a teacher with outstanding performance, TOP, recognition program so that parents can nominate deserving teachers. Seven of Johnsville's teachers have received the award.

Parents' support for the school is reflected in the 98 percent parent participation rate in parent-teacher conferences. Johnsville also provides opportunities to involve parents in all aspects of the school day.

In the spirit of community service, this year Johnsville participated in a special fund-raiser for people affected by Hurricane Katrina, raising \$2,700 for St. John's School in Louisiana.

Johnsville's principal, Mr. Patrick Murray, was recently recognized with a division leadership award from the Minnesota Elementary School Principals' Association.

In 2005, the school received a three-star rating in math and a four-star rat-

ing in reading. This is an improvement over the two-star rating in reading the school received in 2004.

Much of the credit for Johnsville Elementary School's success belongs to its principal, Mr. Patrick Murray, and the dedicated teachers and staff. The pupils and staff at Johnsville Elementary School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where children can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and children at Johnsville Elementary School should be very proud of their accomplishments.

I congratulate Johnsville Elementary School in Blaine for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

SAINT ANTHONY MIDDLE SCHOOL, SAINT ANTHONY VILLAGE, MINNESOTA

● Mr. DAYTON. Mr. President, today I honor Saint Anthony Middle School, in Saint Anthony Village, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Saint Anthony Middle School is truly a model of educational success. The Saint Anthony and New Brighton communities, which are served by the middle school, place a high value on quality education for every student. The teachers and students have taken the initiative to establish an academic enrichment program, matching students and teachers with similar interests to participate in enrichment learning activities.

Saint Anthony Middle School has also developed curricula and teaching techniques to meet the needs of struggling learners as well as advanced students. Children who need greater support are given additional study time and assistance from paraprofessionals and high school tutors. Advanced students participate in special courses designed to move at a faster pace. The Connections Course, developed by the social studies teachers and language arts teachers, offers an advanced-level course integrating both subjects.

Recognizing that positive connections with middle school students are essential, teachers and staff work constantly to improve the educational experience. Teachers, who often go to great lengths to be sure that all students are connecting with the curriculum, helped the eighth-graders create a Colonial Day, on which community members facilitate workshops to help students to understand firsthand what it was like to live during colonial times. Among other things, students created cornhusk dolls, wove baskets, dressed in colonial attire, and ignited a fire using stones. The school is also exploring the possibility of adding an

International Baccalaureate Program to the curriculum.

The success of Saint Anthony Middle School is reflected in student enrollment numbers: 42 percent of the students come to the school, through open enrollment, from neighboring districts.

In 2005, St. Anthony Middle School received a three-star rating in math and a four-star rating in reading from the Minnesota Department of Education.

Much of the credit for Saint Anthony Middle School's success belongs to its principal, Shirley Gregoire, and the dedicated teachers and staff. The students and staff at Saint Anthony Middle School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at Saint Anthony Middle School should be very proud of their accomplishments.

I congratulate Saint Anthony Middle School in Saint Anthony Village for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

SAINT ANTHONY VILLAGE HIGH SCHOOL, SAINT ANTHONY VILLAGE, MINNESOTA

● Mr. DAYTON. Mr. President, today I honor Saint Anthony Village High School, in Saint Anthony Village, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Saint Anthony Village High School is truly a model of educational success. The high school aims to establish a "preferred, small, caring educational community creatively meeting individual learners' needs."

The Saint Anthony Village High School's success can be attributed to the relatively small number of students enrolled, the dedicated teachers and staff, and the strong community support. The high school and middle school share the same building, hence the innovative Tutors R Us Program has allowed high-achieving older students to help tutor middle school students who need more individualized attention.

Teachers at Saint Anthony Village High School genuinely care for their students and hold them accountable for high academic standards. When Maggie Horan, a recent graduate, and senior Dede Sirleaf were asked about their teachers, they responded by citing their experience with Mr. Olszanski, their math teacher:

He takes the time to explain things. If you don't get it, he will explain it two or three times to make sure you get it—he really cares about you. He wants everyone to learn and be on the same page. He will even take time to stay after school with you if you don't get it.

The community has demonstrated its strong support for the schools by approving several referendums and supporting numerous fundraising activities. Community members are always represented at school functions, act as mentors for students, serve as hosts for student volunteer opportunities, and frequently offer afterschool employment for Saint Anthony students.

The results are very impressive. The number of Advanced Placement tests taken by students at Saint Anthony has grown from 5 in 1994 to 240 in 2006. Over 20 percent of juniors and seniors belong to the National Honor Society.

In both 2004 and 2005, the school received five-star ratings in both math and reading from the Minnesota Department of Education.

Much of the credit for Saint Anthony Village High School's success belongs to its principal, Mr. Tom Keith, and the dedicated teachers and staff. The students and staff at Saint Anthony Village High School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at Saint Anthony Village High School should be very proud of their accomplishments.

I congratulate Saint Anthony Village High School in Saint Anthony Village for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

MORRIS ELEMENTARY SCHOOL, MORRIS, MINNESOTA

● Mr. DAYTON, Mr. President, today I honor Morris Elementary School, in Morris, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Morris Elementary School is truly a model of educational success. The award specifically recognizes the fifth-grade science program for three initiatives: Project Alpha, chick growing, and Tomato Fest, which all combine learning with hands-on application of scientific theory and research, and which also involve prominent scientists and parent volunteers.

Project Alpha blends learning in science, math, language, and the arts. The children form an aerospace commission designed to study space flight, aerodynamics, weather, physics, and optics. As they accomplish each intelligence-gathering mission, they earn valuable "cash" for their company. They then use the knowledge they have acquired to build and launch model air-powered rockets. The children then make design modifications to their rockets, based on actual flight performance. To earn the privilege of launching their rockets, pupils must pass a tough physics test which covers concepts in energy, mass, light, sound,

the earth's tilt, and Newton's laws of motion.

Fifth-graders also participate in an experiment growing chicks, which includes gauging the effects of diet on growing chickens. The children write the experimental protocol, analyze weight gain, feed intake, and feed/gain conversion. They use math skills to compile data and perform measurements. The children meet with research scientists from the University of Minnesota's College of Agricultural, Food, and Environmental Sciences at the West Central Research and Outreach Center. The scientists talk with the children about research, how to write a scientific hypothesis, and how to conduct a research project that will either prove or disprove the hypothesis.

Fifth-graders also conduct a plant-growing experiment, in partnership with the USDA Soils Lab, located in Morris. The children study how certain variables affect germination, growth, and reproduction in tomato plants. The children are required to take measurements, construct data tables, and present findings at the annual Tomato Fest. One-third of the seeds were flown aboard the Space Shuttle Atlantis in 1997; another third were sealed in a dry container and kept underwater at the Scott Carpenter Space Analog Station in Key Largo, FL; and the rest were kept as a control group at Park Seed Company.

During the fifth-graders' annual science fair, research scientists from the University join area high school students who excel in science. The scientists and high school students visit the fifth-grade classrooms for a "meet the expert day," when they review the science projects, answer questions, and give feedback about the fifth-graders' projects.

While the Award for Excellence in Education recognizes the Morris Elementary fifth-grade science curriculum, the school has also done very well in reading and math, receiving four stars in reading and five stars in math from the Minnesota Department of Education in 2005.

Much of the credit for Morris Elementary School's success belongs to its principal, Brad Korn, and the dedicated teachers and staff. The pupils and staff at Morris Elementary School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where pupils can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and pupils at Morris Elementary School should be very proud of their accomplishments.

I congratulate Morris Elementary School in Morris for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

MARSHALL PUBLIC SCHOOLS, MARSHALL, MINNESOTA

● Mr. DAYTON, Mr. President, today I honor the Marshall Public School District, in Marshall, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

The Marshall Public School District is truly a model of educational success. Marshall Mayor Bob Byrnes nominated the local school district for an Award for Excellence, based largely upon the many programs offered through a collaboration of the school district, the city, and local businesses.

The programs include the Marshall Public School District's Mentor Connection Program, which gives students an opportunity to shadow Marshall business, nonprofit, and government leaders; the Talents Academy, which pairs the brightest instructors with gifted students at a very early age; and the Marshall East Campus Learning Alternative, MECLA, Program, the district's alternative education program for students at risk of dropping out of high school. All of these reflect the belief of the Marshall community that "all children are important resources."

The growth and achievement shown by Marshall's students have supplied benchmarks for other Minnesota school districts. Students achieved 90 percent reading proficiency and 80 percent math proficiency on the Minnesota Comprehensive Assessment tests. Over 50 percent of Marshall's teachers have at least a master's degree.

The Emerging Leadership Investment Program for Marshall's minority residents demonstrates the effectiveness of collaboration on the local level. The partnership between the city, its schools, and its businesses has also produced an extremely successful intramural sports program at Marshall High School, which allows a cross section of students to interact socially in a structured, recreational setting, while benefiting from physical activity. The program will be expanded this fall to deliver the same opportunities to middle school children. In addition, foreign languages, creative writing, and science clubs will be added to after-school activities.

Mayor Byrnes said, "Our community is fortunate to understand the common goal of educating our youth and developing communities that demonstrate their interest in our youth. Communities that value youth, in the end, will retain youth for its sustainable future."

In 2005, the Marshall High School received a three-star rating in math and a five-star rating in reading from the Minnesota Department of Education; the junior high school received a four-star rating in math and a three-star rating in reading; and the elementary schools received three-star ratings in both math and reading.

Much of the credit for the Marshall Public School District's success belongs to its superintendent, Mr. Clint