



## PART I - ELIGIBILITY CERTIFICATION

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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)  
 \_\_\_\_\_  
 Middle/Junior high schools  
 \_\_\_\_\_  
 1 High schools  
 \_\_\_\_\_  
 K-12 schools  
 \_\_\_\_\_  
**2 TOTAL**

2. District Per Pupil Expenditure: 5124

**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. 3 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	9	8	17	6	11	15	26
K	15	9	24	7			0
1	11	11	22	8			0
2	17	12	29	9			0
3	14	9	23	10			0
4	9	8	17	11			0
5	8	9	17	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							175

6. Racial/ethnic composition of the school: 6 % American Indian or Alaska Native  
         % Asian  
2 % Black or African American  
5 % Hispanic or Latino  
         % Native Hawaiian or Other Pacific Islander  
87 % White  
         % 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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1.	162
(5)	Total transferred students in row (3) divided by total students in row (4).	0.074
(6)	Amount in row (5) multiplied by 100.	7.407

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 91

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: 24 %

Total Number of Students Served: 42

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>13</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>8</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>28</u>	<u>1</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 20 :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	97%	98%	99%	97%	97%
Daily teacher attendance	98%	99%	96%	97%	98%
Teacher turnover rate	0%	3%	6%	3%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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	_____	%
<b>Total</b>	_____	%

## PART III - SUMMARY

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The student, staff and communities of the Norman County East School District consider it an honor to have Norman County East Elementary nominated by the state of Minnesota as a Blue Ribbon School. Our Mission is to educate individuals to become purposeful thinkers, effective communicators, self-directed learners, productive group participants, and responsible citizens by striving for excellence in our staff, curriculum and facilities.

Norman County East Elementary is a small rural school located in the Red River Valley of northwestern Minnesota. We are a part of the Norman County East School District that combines the communities of Twin Valley, Gary, Flom. East Elementary currently has 176 students in grades PK- 6 with an additional 17 students in our Headstart program. Our staff is comprised of 29 full or part time teachers, paraprofessionals, support staff and 1 part time administrator. The administrator shares the role of elementary principal so that the remaining portion of his responsibility can focus on district-wide responsibilities as superintendent.

Like most schools in northern Minnesota, our district suffers from declining enrollment and in turn receives less and less state and local funding. However, even with budget cuts as a part of our reality, our continued focus has been to strive to maintain a "first class" education for our students.

Norman County East Elementary is proud of its strong classroom focus as well as our supportive programs that meet our students' individual needs. We believe that we are a community of learners and that professional development is a key to student success. Our school district has committed to 6 staff development days per year to help develop the necessary skills to meet the needs of students in the 21st Century. During those staff development days, we have focused on trainings in differentiated classroom instruction, effective classroom instructional strategies, understanding and using student achievement data to impact instruction and helping our paraprofessionals become "highly qualified".

Several student support programs are also available at Norman County East Elementary. The Title 1 program is school-wide program that provides in-classroom and out of classroom support to any student that needs assistance in the areas of reading, math or language.

About 25% of our students participate in our after school program. The after school program support our students academically through homework time as well as focusing on wellness and exercise through a recreational component.

In addition to K-6 programs, Norman County East Elementary hosts a collaborative preschool program with Headstart. The program shows the power of early childhood education and is devoted to sharing resources and personnel at the preschool level. The preschool program services 21 preschoolers and their families. It is a collaborative effort between Norman County East Elementary and Tri-Valley Headstart Program. The Norman County East Elementary is also involved with an Early Childhood Initiative Coalition which sponsors infant- birth to age 5 programs that are conducted at the school for families in our school district. The initiative sponsors semi-monthly events for families in our communities.

Norman County East has been awarded numerous collaborative grants with neighboring schools and organizations. Grants have been used to support after school programs, arts, physical education, library services, technology, instructional support and early literacy initiatives.

Norman County East's vision for the future lies in its children. This is the underlying belief in our schools and communities. By providing an education that focuses on "building caring and contributing members of a community" we ensure the success of our students, our school and our communities.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Minnesota uses the Minnesota Comprehensive Assessments (MCAs) to measure student achievement and growth in the areas of reading, mathematics and science. These assessments are aligned to the Minnesota Academic Standards and are intended to measure the school district's progress towards meeting these standards.

Minnesota is in its second round of revising its standards, and therefore its tests. In the beginning of our 5 year cycle, 2004-05, Minnesota was on its first round of MCAs. The tests were leveled from 1 to 5 with level 1 being the students who are at-risk and level 5 identifying students who are exceeding the standards in that content area. In the past, Minnesota tested all students in grades 3 and 5 in reading and math. Beginning in 2005-2006, all students 3<sup>rd</sup> through 6<sup>th</sup> grade were assessed with the MCA-IIs in these two content areas. Currently the state is preparing for the MCA-IIIs which will be phased in over the next 3 years; Mathematics 2010-11, Science 2011-12 and Reading in 2012-13.

The MCA test is a criterion-referenced (standards-based) test that includes multiple choice and constructed response questions. There is no time limit for students. Students are required to complete each of the 4 sections of the test within the testing sessions and cannot return to a section once the session is completed.

Test scores analyzed over the past 4 years show trends. Previous to the 2005-06 school year, MCA Tests were given only in grades 3 and 5. In those grades, instead of the 4 current levels to determine proficiency, there were 5. The state now uses the following levels: D = Does not meet standards, P = Partially meets standards, M = Meets standards and E = Exceeds standards.

**Grade 3 Highlights:** In all but one year 3rd graders scored above the state average in both reading and math. The same was true for F/R Lunch and IEP students. Participation was high with only 1 student missing the test over the 5 years. In 2008 Math, all students on IEPs were 100% proficient. In 2006 and 2007, over 90% of 3<sup>rd</sup> graders were proficient in math,

**Grade 4 Highlights:** Grade 4 students scored above the state average in both reading and math proficiency all 4 years. Average scores for 4<sup>th</sup> grade students were above the state average in both reading and math. In 2008 and 2009, almost 100% of 4<sup>th</sup> graders in Special Ed scored proficient in reading. All ethnic groups, though small, scored 100% proficiency in all 4 years in reading. Over 75% of F/R Lunch students score proficient in both reading and math for all 4 years. In some years, there were no students in the D-Does Not Meet category. All students (100%) participated in the tests all 4 years.

**Grade 5 Highlights:** Proficiency rose dramatically from 2006-2008 in math and reading from 2006-09. In 2008 and 2009 all racial/ethnic groups scored higher than the state average in proficiency. From 2006-2009, average scales scores in reading have risen from 552.26 to 560.81.

**Grade 6 Highlights:** From 2007-2009 proficiency rose from 54% to 92% in reading and from 45% to 92% in math. In 2009, almost 50% of the 6<sup>th</sup> graders were F/R Lunch, but 93% of those students were proficient in both math and reading. All ethnic groups scored higher than the state average in 2008 reading and math. There is an overall increasing trend in average scale scores over the past five years. When comparing the data of students' eligible and not eligible for free or reduced lunch, an improving trend seems to be occurring for our students who receive free or reduced lunches.



For more information about Minnesota Comprehensive Assessment testing and Norman County West's MCA results, please see the Minnesota Department of Education website at: <http://education.state.mn.us/>

## **2. Using Assessment Results:**

Norman County East Elementary uses the information from MCA and NWEA assessments to improve student learning, curriculum, and instruction. Teachers spend extensive time reviewing all available data. This information is used to plan curriculum throughout the year and to differentiate instruction for students.

The data is reviewed each school year to identify areas of strengths and concerns for individual students as well as to identify classroom needs. MAP data from NWEA testing shows where each student is performing and where improvement is needed. All students in grades K-6 take the MAP Test in the fall and spring. Some classrooms use a winter testing period also. MAP tests are based on the Minnesota Academic standards and can give teachers a good indication how well the students will do on the MCA tests. This data from both the MCAs and the MAP tests can then be used to impact instruction on a day to day basis.

MCA and NWEA assessment results are also shared with parents. Results give parents detailed information on how their child is progressing. The data helps parents and teachers collaborate on opportunities for academic growth. Results are shared with parents at parent-teacher conferences as well as through the mail whenever results are received by the school.

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

For Parents - Before school begins in the fall, open houses give an opportunity to communicate rules, curriculum, expectations, and time to collaborate with parents and teachers. Report cards are completed and mailed out each quarter. Parent/teacher conferences occur twice per year. Assessment data and student performance are discussed. Historically there is a 90-100% attendance rate at conferences. Parents are encouraged to visit our classrooms as well as volunteer in our school. Notes are sent home on a regular basis with students. These provide information about student progress and also about scheduled events. Telephone and e-mail communications are used to inform parents about student performance.

For the Community - Norman County East's web page is a communication tool for parents. The website provides information about scheduling, programs, and school data reports. The Twin Valley Times is the community newspaper that publishes articles promoting school academic achievement and activities. Each year the Systems Accountability Report is published for our stakeholders. This report focuses on assessment data and other demographic data. The report is located on our district website.

For the Students - Report cards are issued at the end of each quarter. Teachers communicate with students regarding student performance on a daily basis. Assessment reports for NWEA tests are shared with students to set individual learning goals.

For The School Board and Staff - Norman County East strives to focus on student growth at the classroom level. NWEA data is used to set growth targets for individual students and the district as a whole. Each fall the Minnesota Department of Education distributes the "School Report Card." The information in this report covers state assessment data as well as information on demographics, school safety, and school finances and infrastructure. This report is shared with the school board and staff and is used in goal setting. On-going training continues for staff on how to use data to impact instruction.

#### **4. Sharing Success:**

The district staff collaborate through regional workshops. The Northwest Service Cooperative hosts area trainings as well as conferences for sharing. Elementary teachers and staff members regularly attend these sessions and give presentations on Norman County East's efforts for improvement.

Area school districts come together annually for a Common In-service Day each January. The days starts with a general speaker. The rest of the day is a time to learn new strategies and address specific grade level and area needs. Each teacher can choose 3 break out sessions from many different areas that address their specific needs. This in-service has proven to be a good way to build professional ties among our districts.

During the 5 year cycle shown in this report we did data analysis workshops with two nearby school districts. Through these workshops we brought together grade level teams from all three schools to analyze MCA and NWEA data. Training was provided in how to use data in designing curriculum and instruction. Differentiated instruction was our long-term goal. We discovered that giving teachers with a common interest time to share successes and brainstorm efforts is critical to improving achievement in all three schools. Because of budget restrictions we were not able to offer these the last couple of years. We hope that we will be able to bring some of these sharing times back in the near future.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The Norman County East Elementary School offers a wide variety of course offerings. I will highlight different courses.

**Math** - The elementary uses the Scott Foresman math series. We teach to the Minnesota State Standards and Benchmarks for each grade level. The teachers cover materials required to prepare students for NWEA assessments. We apply strategies from Assess What Matters To Accelerate Achievement Prescribe for Success MCA II. In most cases the math class runs for 60 minutes for upper elementary and lower elementary will get at least 30 minutes of math each day. The teachers are using materials and strategies for differentiation and interventions. We try to update the curriculum with examples from other math series and manipulatives are used in the classrooms. Daily math timings on basic facts are used for addition, subtraction, division and multiplication. Some of the classrooms have Smartboards that are used to keep students interested and are a great method of getting students to be "hands on". It is very important that our math curriculum crosses into other subject areas. Our math series in the upper elementary spirals to cover - numbers and operations, algebra (connects in every topic) geometry, measurement, data annalysis and probability and problem solving. It is important that our math series collorates with the state standards and testing.

**History and Social Studies** - We teach to the Minnesota State Standards and Benchmarks for all grades. Social studies is generally taught each day for 30-45 minutes. Each grade level has specific units or areas of history to cover - example 6th grade studies Minnesota and fourth grade studies the United States. Economics is covered in the upper elementary. Citizenship is also covered during morning meetings, saying the Pledge of Allegiance and class pledge daily and reviewing U. S. Constiitution and writing a class constitution. The elementary uses Time For Kids and is found to be very informative for the students, especially current events. Famous events and people are incorporated into the Book Club where students read about these individuals and the impact they have on our history. The students work with geography - location, place, movement, places and people change each other and region. We work on map and globe skills - globe, map features, political maps, physical maps, regional maps, map grids and history maps. We use various graphic organizers to reinforce main ideas, details, compare and contrast, draw conclusions, cause and effect and sequencing. Study guides are sent home prior to all unit tests for home to school connection. We use small groups to assist and reteach lessons. Various social studies strategies, interventions and graphic oprganizers are integrated into all subject areas such as reading, language arts, math, science and health.

**Reading/Language Arts** - We teach to the Minnesota State Standards and Benchmarks for each grade level. The teachers cover required materials to prepare students for NWEA assessments and apply strategieqs from Assess What Matters To Accelerate Achievement Prescribe for Success MCA II. The district teaches from Scott Foreman Reading Basal for 50 minutes daily in the upper elementary. The lower elementary has approximately 140-150 minutes per day. The teachers use materials and strategies for differentiation and interventions. Most classes use daily read along by teacher for 15 minutes each day. The students also have daily independent reading for 20 minutes and Book Club 4 days a week for 30 minutes in the upper elementary. We have 3 teachers trained in Responsive Classroom, many teachers have classroom libraries which are lexiled. The library is lexiled and students know their lexile levels school wide. The school celebrates - Dr, Seuss, Reading Incentive Program and I Love to Read Month. Various vocabulary activities are used by classroom teachers along with Title 1 teacher/ teacher assistants. The students do Leveled Readers, below, on and advanced levels, completed weekly, They also do vocabulary and comprehension sheets (guided reading lessons, practice and application of weekly comprehension skills, fluency practice, link to content area.

Science/Health - The teachers teach to the Minnesota State Standards and Benchmarks. We try to make science cross-curricular to all grades. The students complete assignments and do hands-on activities. The teachers try to make science/health real for the student and relate to real life. The use of Big Books in the lower elementary has helped improve our lower elementary science program. We try to connect quality literature to science (nonfiction and fiction). The use of guest speakers in the classroom helps make science real and appealing to students. Some classes complete research projects (animal report, weather report). The use of field trips for students - science center and state park.

Physical Education - All students have PE for 30 minutes each day. The students participate in the President Physical Fitness Challenge. The students have the opportunity to be involved in many different physical activities, including recreational activities and team sporting activities. The students also all have recess for 30 minutes each day.

Music - All students have music for 30 minutes each day. The 5/6 grade students have the opportunity to be involved in band. The students perform two concerts each year, a Christmas and spring concert.

#### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Our school uses the Scott Foresman Reading Basal for our reading curriculum. The lower elementary has reading for approximately 120 minutes per day. In the upper elementary reading usually lasts for 50-60 minutes per day. Each teacher uses different strategies for reading success in their classroom. Some teachers use daily read aloud by the teacher, while other teachers use daily independent reading for their classrooms. These extra strategies are in addition to the class reading period. The phonetic approach to reading is used in our elementary in addition to our Title 1 reading program. Students that have a difficult time with reading receive extra help in the Title 1 classroom, which in most cases is a pull out program. The Title 1 program is taught by a certified teacher. The materials are presented to students in a variety of ways: visually, auditory and kinetically. The classes are taught in flexible grouping and in small groups. We group students according to their reading level and reading interests. We do use a "smart board" in some classes for reading. In these classes everyone gets to participate, it provides visual motivation for students. We use differentiated instruction for students, shortened assignments are used along with extra assistance, rephrasing, read tests to students. We use different methods to help teach reading - small groups based on levels, large groups, Partner/guided reading, auditory tapes, discussion, response writing, journals and constructive response. In our 4th grade classroom we use CAFE - Comprehension, Accuracy, Fluency, Expanded vocabulary. Students also use Time For Kids for nonfiction reading. Three teachers have been trained in Responsive Classroom. Many teachers have classroom libraries which are leveled. The library is leveled and students know their lexile levels. School-wide Dr. Seuss, Reading Incentive Program and I Love to Read Month. The students do have reading workbooks which they complete assignments in. Groups read silently, orally, discuss and journal. Teacher facilitates groups by moving between the groups listening to oral reading, discussing vocabulary words and guiding discussions.

#### **3. Additional Curriculum Area:**

Several elementary teachers use the Rebecca Sitton Spelling Program at Norman County East. The goal of the program is to promote correct spelling in the student's everyday writing, not just success on a Friday test. The strategy for spelling success is the result of conscientious spelling, a spiral approach and a work-skill curriculum. The curriculum consists of numerous skill-building activities at a student's own level so it is a curriculum that easily differentiates for student's needs. The program assesses continually to gather information so the teacher can target word study on specific skills and words student's need to learn. The program also equips the teacher with guidelines for spelling expectations in everyday writing. The program recycles words and skills for long-term mastery. This spelling program does not have to be a week long study of a list of words, so teacher may adjust the activities to meet the needs of the students. A typical unit consists

of: the introduction of five new words which are added to the priority words is the first step. The introduction is a visual word study where the students read the word, spell the word, write the word, cover the word and finally check the spelling. The students are introduced to a specific skill for the week, which will be assessed through a Take-Home Task and a workbook page that reinforces the specific skill. Apple sheets consist of six words and sentence activities such as: Stretch It - students make a short sentence longer and stronger. Sort It - students sort words by different patterns. Fix It - students proof-read sentences to find mistakes. Add It - students determine how words are alike and add to the list. Finish It - students finish a sentence then add more. Find It - students find and write words with a specific pattern. The students also have a pretest and have work to complete in a workbook. The unit is assessed with a cloze test which assesses the words, a skill test which assesses the new spelling skill and dictation of sentences which assesses the student's ability to use words in context.

#### **4. Instructional Methods:**

The school district differentiates instruction in a few ways. The faculty have attend two workshops in the past two years about differentiated instruction in the classrooms. The staff have been required to show when doing lesson plans how they will differentiate the instruction in their classrooms. The faculty present materials in a variety of ways: visually, auditory, and kinetically. The students do a "Learning Inventory" along with making personal connections with students. We also test for learning styles of the students. We use small group or individual instruction or reteach the lesson. The teachers use "Flexible grouping". We do group student by levels and by student's interests. The use if "Smart boards" has helped with differentiation, everyone gets an opportunity to participate, visual motivation, multiple visual techniques, The students have an opportunity for individual tutoring. The use of various graphic organizers and activities targeting individual student needs. We differentiate to meet diverse needs by modifying or supplementing by shortened assignments, choices, extra assistance, rephrasing, read tests to students, The school does have a special education program, for students that do not qualify for these programs we have the Title 1 programs. In the Title 1 program we have a certified classroom teacher along with a certified teacher assistant. These teachers use "Read Naturally", "Soar to Success" these teachers reinforce the skills the students already have. The Title program for most students is a pull out program. The teachers do come into some classrooms and work with the students in their own classrooms. The teachers do use the "guided reading" approach. In our reading program we use level readers-small groups based on levels/ large groups/ partner/ guided reading/auditory tapes/ discussion. It is very important for our faculty to differentiate instruction for our students. We are aware that not all student learn in the same manner and it is the responbility of the faculty member to work with the materials so that they can be presented in a manner the students will be able to comprehend.

#### **5. Professional Development:**

Professional development is the key to improvement of student performance and delivering "first class" curriculum and instruction. Several years ago, staff development was deemed a cornerstone of continued improvement in the development of our strategic plan. The school board, staff and administration, reviews this plan annually and new goals are developed based on student data, state mandates, and the needs of our staff and stakeholders. The following are the current staff development goals from the 2009-2010 Strategic Plan:

Develop professional learning communities within the district

Improve teacher instructional strategies in utilizing critical thinking/problem solving

1/2 day inservice focusing on analyzing student data/develop strategies

Norman County East School District embraces a data driven decision-making model for improving student achievement. The Leadership Team analyzes current and trend data to help us understand our student's needs.

The Leadership Team is comprised of teachers, administrators, support staff, and a school board liaison. This team has a powerful voice in influencing strategic plan goals for each school year, staff development planning, and long term goals. In a recent analysis of our student data, it was deemed that we needed to focus on utilizing research-based, effective instructional strategies in our classrooms to ensure that students of all levels are successful. With this in mind, the Leadership Team chose to do a book study using " The Power of Smart Goals" by Jan O'Neill and Ann Conzemius and "What Works in Schools" by Robert Marzano. During our staff development days throughout the year, time was spent each day reading, discussing, brainstorming, and planning for implementation of these strategies.

Past staff development goals have truly made a difference in our school improvement process. Over the past few years, Norman County East has focused its staff development on such areas as reading in the content area, data analysis to impact instruction, balanced literacy model for instruction, technology integration, and implementation of the Minnesota Academic Standards. These staff development opportunities have been for district staff and presented by outside presenters.

Norman County East has made a strong commitment to staff development and continued education for all staff members.

## **6. School Leadership:**

The elementary principal's primary role is to reach and maintain exceptional student achievement levels. All initiatives, programs, and activities must relate back to the effect on student achievement. The time involved, the intensity of the programming, and the purpose must always be used as a measure of worthiness. The principal is the person who monitors this important assessment.

The principal is a member on all school committees, so he develops a broad understanding of how the various programs work together toward one goal (to improve student achievement). He also attends regional and state meetings and trainings to bring back necessary information to the school. The overall view enables him to make recommendations for programming that will improve student achievement and that are a 'best fit' for our district.

Providing needed resources and funding for programs is an important part of the principal's responsibilities. There is a constant quest for new funding sources in the effort to offer the programs that break down barriers to learning. He works collaboratively with school and community organizations to write grants that will meet our student's needs.

Lastly, the principal paves the way for staff to simply do their jobs effectively by inspiring them to seek staff development, instilling the desire to see students achieve and succeed, and by pointing out the rewards of changing the lives of children.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: II/I Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Standards/Exceeds Standards	75	70	93	92	75
Exceeds Standards	13	17	33	24	33
Number of students tested	16	23	27	25	21
Percent of total students tested	100	100	96	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Meets Standards/Exceeds Standards		69	90	93	
Exceeds Standards		6	21	13	
Number of students tested		16	19	15	
<b>2. African American Students</b>					
Meets Standards/Exceeds Standards					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3

Test: Minnesota Comprehensive Assessment

Edition/Publication Year: II/I

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Standards/Exceeds Standards	75	70	93	92	81
Exceeds Standards	50	35	59	56	62
Number of students tested	16	23	27	25	21
Percent of total students tested	100	96	96	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Meets Standards/Exceeds Standards		81	95	80	
Exceeds Standards		31	47	47	
Number of students tested		16	19	15	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Previous to the 2005-06 school year, MCA Tests were given only in grades 3 and 5. In those grades, instead of the 4 current levels to determine proficiency, there were 5 so it is difficult to compare in all categories.



Subject: Mathematics

Grade: 4 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: II/I

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Meets Standards/Exceeds Standards	79	85	84	81	
Exceeds Standards	42	48	52	48	
Number of students tested	19	27	25	21	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Meets Standards/Exceeds Standards	83	79	85	85	
Exceeds Standards	42	37	46	39	
Number of students tested	12	19	13	13	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Previous to the 2005-06 school year, MCA Tests were given only in grades 3 and 5. In 2004-05 the 4th grade field tested both reading and math.

Subject: Reading

Grade: 4 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: II/I

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Meets Standards/Exceeds Standards	89	96	84	90	
Exceeds Standards	47	63	68	67	
Number of students tested	19	27	25	21	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Meets Standards/Exceeds Standards	92	95	85	92	
Exceeds Standards	50	53	62	62	
Number of students tested	12	19	11	13	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Previous to the 2005-06 school year, MCA Tests were given only in grades 3 and 5. In 2004-05 the 4th grade took field tests in both reading and math.

Subject: Mathematics      Grade: 5   Test: Minnesota Comprehensive Assessment  
Edition/Publication Year: II/I   Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Standards/Exceeds Standards	59	74	50	36	100
Exceeds Standards	15	31	25	8	94
Number of students tested	27	26	20	25	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Meets Standards/Exceeds Standards	53	64	43	31	100
Exceeds Standards	0	21	29	8	91
Number of students tested	15	14	14	13	11
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: Minnesota Comprehensive Assessment

Edition/Publication Year: II/I

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Standards/Exceeds Standards	93	85	85	59	93
Exceeds Standards	37	38	35	13	90
Number of students tested	27	26	20	24	30
Percent of total students tested	100	100	95	96	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Meets Standards/Exceeds Standards	87	79	86	46	91
Exceeds Standards	33	36	36	15	80
Number of students tested	15	14	14	13	11
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Previous to the 2005-06 school year, MCA Tests were given only in grades 3 and 5. In those grades, instead of the 4 current levels to determine proficiency, there were 5.

Subject: Mathematics                      Grade: 6   Test: Minnesota Comprehensive Assessment  
Edition/Publication Year: II/I      Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Meets Standards/Exceeds Standards	92	57	46	81	
Exceeds Standards	23	4	8	36	
Number of students tested	26	23	24	31	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Meets Standards/Exceeds Standards	93	46	50	64	
Exceeds Standards	14	0	0	18	
Number of students tested	14	13	10	11	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Previous to the 2005-06 school year, MCA Tests were given only in grades 3 and 5.

Subject: Reading                      Grade: 6 Test: Minnesota Comprehensive Assessment  
Edition/Publication Year: II/I      Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
Meets Standards/Exceeds Standards	92	70	54	73	
Exceeds Standards	62	48	21	43	
Number of students tested	26	23	24	30	
Percent of total students tested	100	100	100	97	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Meets Standards/Exceeds Standards	93	62	50	60	
Exceeds Standards	64	38	20	10	
Number of students tested	14	13	10	10	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Previous to the 2005-06 school year, MCA Tests were given only in grades 3 and 5.