

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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

1. Number of schools in the district 2 Elementary schools (includes K-8)
 1 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 4 Total schools in district
2. District per-pupil expenditure: 8425

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	5	7	12
K	7	8	15
1	11	9	20
2	4	11	15
3	7	11	18
4	12	5	17
5	11	3	14
6	11	8	19
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			130

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
98 % White
1 % 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 2011-2012 school year: 5%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2011	130
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 32%
 Total number of students who qualify: 42

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%
 Total number of students served: 21

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

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>2</u>
Classroom teachers	<u>6</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>5</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>0</u>	<u>6</u>
Total number	<u>10</u>	<u>14</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:

19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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 _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Mission Statement: The Edgeley Public School is committed to providing educational opportunities which will challenge all students to reach their potential in a nurturing environment.

Edgeley Public School District #3 serves approximately 225 students K – 12 in two school sites. The Edgeley Public School houses the majority of the district's students with a combined K-12 building located at 307 6th St. in Edgeley, ND. The district's leadership has three administrators the Superintendent, a Jr. High & High School principal and a K-6 Elementary principal, in charge of the educational and financial planning of the school district. The administration includes The Edgeley Public Schools operation is based on research that helps guide the administration in the decision making process. The plan serves as a catalyst for improving areas of weakness and establishing both long and short range goals that the district has identified. The progress towards these goals is monitored throughout the school year using a variety of probes to ensure that proper growth is occurring.

Edgeley Public School provides numerous educational opportunities to our 225 students from kindergarten through high school. The school district is primarily Caucasian with less than 5% of the student population being a minority. The district currently employs forty - one full time staff, twenty - seven teachers and three administrators that all meet the definition of highly qualified as defined within the law and by the state of North Dakota. Currently 15% of the staff members have earned a Masters Degree. Approximately 10% of the student body receives services from our Special Education Department. Edgeley Elementary was established in 1912 within the city limits of Edgeley, ND. Edgeley is a small rural farming and ranching community of about 600 residents. With a diverse socio-economic background over time, the sizes of the town and the classes have decreased but in the last five years Edgeley has seen an upward trend in enrollment and population. The classes range in sizes from fourteen to twenty students per grade level. Edgeley Elementary currently has 130 students from Pre-Kindergarten through Sixth grade. The Edgeley Elementary is primarily composed of Caucasian students with less than 5% of students coming from other ethnic backgrounds. During the 2012-2013 school year 32% of the student population receives free or reduced breakfast and lunch.

In 1996 Edgeley Public School opened a new one level elementary facility that is connected with the current high school building. Edgeley Elementary currently employs twenty – three staff, teachers and administrators. Of the twenty - three elementary school employees, sixteen or 70% are classroom teachers with the remaining seven or 30% being support staff and administration. All of the teachers including classroom, resource, title and special education teachers meet the highly qualified standards.

Currently 12% of Edgeley Elementary students receive services through a special education Individual Education Plans (IEP). There are another 17% of students who are currently on a Speech Interventional Plan (SIP).

The main strength of the Edgeley Elementary is providing students with a challenging curriculum in core academic areas. Edgeley Elementary utilizes a thirty minute “Workshop” daily for each grade. This period serves as time for the teachers to differentiate instruction based on student weakness as reported from assessment data, program data and teacher recommendation. Teachers utilize a variety of flexible grouping and standard based learning opportunities to enhance student practice and learning opportunities.

Edgeley Elementary School data collection has been an important component to our success. Utilizing surveys, meetings, group discussions and collaboration he have been able to create long range planning goals on various school related items such as bullying, communication, and overall school climate. The

data compiled as well as assessment data taken from the CTB, NWEA, DIBELS and Program Data were utilized as data samples to show school wide areas of weakness and pinpoint grade level areas of concern.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

North Dakota elementary schools are assessed in grades 3rd, 4th, 5th, and 6th with the North Dakota State Assessment (NDSA) during a three-week testing window in late October, using the McGraw-Hill (CTB). This test measures student achievement and places them within one of the following four categories: novice, partially proficient, proficient or advanced. Each student is required to take the test. Students placed on Individualized Education Plans (IEP), also take these tests, but can do so with the accommodations listed in their IEP or through an alternate assessment. Current North Dakota benchmark requires that for the 2012-2013 school year, schools are showing proficiency for students' reading at 91.3% proficient and 86.4% proficient for math. The primary indicator for measuring a school's adequate yearly progress (AYP) is student achievement in reading and mathematics. Student achievement is reported based upon composite scores and selected student subgroups.

Edgeley Elementary school has worked hard to meet adequate yearly progress (AYP) since its inception with the No Child Left Behind act. As the requirements to meet proficiency grew, so did our yearly scores. Edgeley Elementary AYP scores during the 2009-2010 school year were 80% proficient in Reading and 94.55% proficient in Math.

In 2010-2011 Edgeley Elementary saw our reading achievement sky rocket to 89.29% proficiency over the course of one year while achieving at $\geq 95\%$ in Math. The numbers held true during the 2011-2012 school year with reading AYP reaching an all - time high of 90.32% proficient, and math staying at $\geq 95\%$.

We credit the 10.32% growth in reading over the past three years to a balanced approach of systematic phonics, comprehension accountability through our Reading Counts testing program, progress monitoring with the Dibels benchmark system and a dynamic Read 180/System 44 program with full buy - in and support from students and parents.

The strength of our math program is mainly credited to our dedicated staff of professional teachers and classroom aides. They implement our daily curriculum to its full fidelity and hold the students to utmost accountability. Our students in grades 1-6 are able to utilize the Fastt Math program that tracks fact mastery, repetition and speed recognition. This program tracks progress and unlocks new facts only when previous benchmarks have been met. We credit the combination of a strong math curriculum, fact mastery, and tremendous support from our parents, with daily homework being returned to the classroom $>95\%$ of the time. This combination of school based instruction and home follow up has made a true difference in our student's math scores and ability.

These things along with significant technology enhancement, intense professional development which includes sending the majority of our teachers to the national differentiated instruction (DI) conference, curriculum mapping and an active teacher intervention team has helped Edgeley Elementary achieve a motto we post in our staffroom that "Our kids deserve nothing less than our best."

2. Using Assessment Results:

Edgeley Elementary staff and administration analyze data utilizing the Viewpoint data collection software. This program provides comprehensive student testing data and a transcript of all a student's grades along with graphs, charts and instructional ladders to track and sort student performance by grade level, ability and gender. Data is uploaded three times yearly, after NWEA and CTB testing windows are closed by our districts data and professional development coordinator. After data has been uploaded we have data days lead by our "Data Coach" who works with each teacher to analyze the aggregated data and

work collaboratively with colleagues to make data based decisions on learning outcomes and content mastery. Viewpoint has made a major impact on the way we analyze our data.

Using broken down data strands and trends teachers create flexible groups and implement data based interventions to help all students build growth. These flexible groups are utilized during a thirty minute daily block of time known as "Workshop". During the workshop period, students are broken into four to five smaller groups that focus in on skill development based on data proven areas of need.

By utilizing the data strands and trends it has not only helped create appropriate data based decisions for individual students, it has also helped us identify specific weaknesses within our curriculum. Based on the results of CTB, NWEA Map test results, program data from the Scholastic Phonics Inventory (SPI) and benchmarks of Nonsense Word Fluency (NWF) through Dibels assessment data and progress monitoring, it was determined that phonemic awareness and decoding skills were an area of concern within our elementary reading program. With phonemic awareness and decoding being a crucial component of the reading foundation, Edgeley Elementary implemented a K-3 phonics curriculum along with System 44 to help strengthen these areas of reading while closely monitoring growth utilizing the Dibels benchmark system.

Assessment results also play a major role to create placement within our Read 180/System 44 program. Utilizing a district created rubric, students who fail to meet proficiency criteria in CTB testing, NWEA testing, SRI, dibels and teacher recommendation are placed within our reading recovery program until their Lexiles are back within grade range.

Communication is on the leading edge of our education system. It is our belief that communication between home and school is of extreme value to all of us, for in actuality we are "partners" in education, and the end result of this partnership is our children's education. We use this saying as a driving force to communicate assessment results during our student led parent-teacher conferences. These conferences are attended by parents, student and the classroom teacher. They are designed to go through assessment results, current academic levels, behavioral issues and student successes individually with each child's parent.

Edgeley Elementary assessment results and data continue to play a major role in helping our administration and staff make decisions about educational direction and professional development. We truly believe that there is always room for growth and as long as we have students who are not achieving at grade level or are currently achieve at grade level but not making positive growth, that we must continuously and tirelessly work to improve the educational outcome of all students.

3. Sharing Lessons Learned:

During the 2010-2011 school year, Edgeley Elementary had the idea of creating grade alike professional learning communities, working with four other district elementary schools that are located geographically close. The principals from each elementary met to begin discussion of how to make this a productive and positive experience for our teachers. By combining the four elementary schools, it allowed our rural PLC's to create grade alike groups of classroom teachers who would not have that opportunity working in a school with only one section of each grade. After many meetings, a plan and schedule were put into place, and it was determined that the meetings needed to be held face to face to begin developing a bond between the different schools teachers.

Rural PLC's, as they became known, are currently in their second year. They have been received very well by the teachers who truly enjoy the collaboration and time to discuss ideas with other educators teaching the same grade levels. Topics have ranged from classroom management strategies, technology integration, Response to Intervention (RTI) (A) and (B), flexible grouping, differentiated instruction, data analysis, standards based report cards, common assessments, current curriculums and a lot of focus on the new Common Core math and language arts standards.

As of today, our staff, along with four other participating districts, have met almost monthly to collaborate, create and discuss current educational objectives and practices. This collaboration has led to an expanding network of educators who have come together during their own time outside of the scheduled meetings to create better learning opportunities for our students.

4. Engaging Families and Communities:

Communication between school and home is the backbone of student success at Edgeley Elementary School through a plethora of methods including:

- School website
- Parent/teacher communication folders
- Monthly newsletter
- Student-led parent/teacher conferences
- An alert now school reach system
- Midterm and quarterly report cards
- School wide parent memos
- Weekly e-mail distribution list

In order to engage families and the community Edgeley Elementary utilizes a weekly email distribution list that is sent out every Friday to parents, community members and the local newspaper. Contents of the email include a section for "Upcoming Events" to discuss important upcoming dates, a "Weekly Schedule" that gives a day by day account of what is going on at the school and a section for each grade level teacher to submit their lesson plans for the upcoming school week. This idea has been widely accepted by the parents, teachers and the community as it is a personal notice of what is happening at the school and not something that has to be searched for on a website.

In order to help keep our families further engaged in the learning process Parent-Teacher communication folders have been utilized the past three school years by every student in the school grades K-6. These folders are a two pocket folder with one side reserved for papers needing to be returned to school and the other side with work that can be kept at home. This system creates a seamless way for parents to know what work needs to be returned and what work is done. The folder contains a front and back pocket for quick glance calendars and schedules. Students are required to bring these folders back each day. All students in grades K-6 are also given a copy of our elementary code of conduct, which is signed by both the student and parent. This code of conduct outlines what behavior and expectations are required as a student at Edgeley Elementary. We believe it is important to engage parents as well as students and offer a "Coffee with the Kids" session every Friday morning, whereby parents and community members are invited to come in and read to students or listen to them read.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Edgeley Elementary utilizes curriculum guides created to help drive instruction. The purpose of the guide was to encourage teachers to focus on the most important goals for student learning. It also provided common core content, activities, and instructional practices to enable every teacher to implement the standards effectively in their classrooms.

Reading/English Language Arts: We adopted Macmillan/McGraw Hill Reading/Language Arts—Treasures. This research based reading program offers a wealth of high quality literature to engage all learning styles. Explicit instruction and ample practice ensure student’s growth in reading proficiency. Each week’s lesson integrates grammar, writing, and spelling for a total language arts approach.

Phonics/Spelling: We have implemented the Saxon program in grades K-3. By combining the content and instructional approach of Saxon Phonics, we feel we are helping all our children become better, stronger readers. Studies show that explicit and systematic phonics instruction in the Saxon series gives teachers and students the additional tools they need to achieve success in the classroom. It has helped our students to master the essential foundational skills of phonemic awareness, alphabetizing, decoding, fluency, and spelling. We have also integrated the Scholastic System 44 program for students beginning in third grade who are struggling with phonological awareness.

Math: Through the implementation of Saxon Math our students incrementally develop and continually review mathematical concepts that give students time to learn and practice concepts throughout the year. A distinguishing feature of Saxon Math is its use of a distributed approach - spreading practice and instruction of any single math content strand across the course of the entire instructional year - as opposed to a chapter based approach for instruction and assessment. The incremental and explicit previously learned concepts are continually reviewed, and assessment is frequent and cumulative. At each grade level, math concepts are introduced, reviewed, and practiced over time in order to move students from understanding to fluency. We also implement Fastt Math in grades 1-6. This is a computer based program which reinforces basic math facts while differentiating to meet the needs of each child.

Science: Macmillan McGraw Hill Science has provided our students with accurate, standard-based content designed to create scientifically-literate citizens. Students learn through rich, readable content, integrated technology, strong visual connections, and hands – on activities.

Social Studies: The curriculum we are using is Harcourt Brace’s Social Studies in grades 1-6. Each level builds on previous skills. This program bridges gaps between ancient civilizations through time, sharing and showing how cultures influence new civilizations. This program also covers various skills- map skills, communities, geography skills, colonization, citizenship, timelines, responsibilities, immigration, ancient empires, and forms of government. We are currently looking to adopt a more current up to date curriculum. Fourth grade currently is using North Dakota Divisions of Independent Study written by Gwyn Herman and Laverne Johnson. This series covers American Indians, Frontier Era, early settlement, geology, geography, and climate, citizenship, and ND agriculture.

Technology: We are very fortunate to get hands on practice with various technological tools. Each classroom in our elementary is furnished with a Promethean board, an Elmo projector, iPads, Apple TV’s, a laptop computer, an LCD projector, DVD/VCR combo, computers, Leap Pads, Red Cats, and digital cameras. All teachers have access to an iPad cart containing twenty - five individual iPads. Our computer lab consists of fifteen desktop computers and two printers.

Spanish: Students in grade K-6 receive instruction of forty minutes per week of Spanish. Our high school Spanish teacher comes down and teaches the foundational foreign language speaking skills.

Physical Education: Our students participate in physical education class everyday for twenty minutes. The students are exposed to various activities ranging from basketball, soccer, football, hockey, archery, skating, calisthenics, marathon running, weight lifting, baseball, dance and many more to promote fine motor skills, gross motor skills, and so much more. Edgeley Elementary utilizes curriculum guides created to help drive instruction. The purpose of the guide was to encourage teachers to focus on the most important goals for student learning. It also provided common core content, activities, and instructional practices to enable every teacher to implement the standards effectively in their classrooms.

2. Reading/English:

Edgeley students are fortunate enough to start their reading education in our Title I pre-school program. This has allowed them to actually begin reading very early in their kindergarten year. Since the implementation of Title I pre-school four years ago, reading scores have increased 6%.

Change in curriculum has also boosted several overall reading abilities. Several years ago, teachers from K-2, attended a reading academy and determined that we needed to update our curriculum. Our staff went to work choosing a new curriculum that incorporated interactive board technology, leveled readers for differentiated instruction, ideas for English as a second language learner, and enrichment ideas for advanced learners. Our administration supported the change and purchased interactive boards for all classrooms pre-K through grade 12. We also added a comprehensive phonics program for grades K-3 to be taught in addition to the new curriculum.

In order to provide differentiated instruction for students, separate reading programs (Read 180 and System 44) are provided for students struggling with the reading and language arts process. These programs are designed to break down the process, making it more manageable and less overwhelming.

Differentiation is also provided at workshop time which allows students to work in small groups with a teacher, Title staff, or Para-professional on skills in reading or math. Target skills are identified by the classroom teacher through a reading screening program and classroom observation. Workshop is provided for grades K-6.

Students are also encouraged to read for comprehension outside of class with a program by which students meet required reading goals set by the classroom teacher and take quizzes to earn points and insure comprehension.

It is very important to our staff to stay current with the changing times and to ever improve our methods through proactive teaching; we are currently looking into providing programming for advanced learners. We are also training and meeting to insure our students will meet upcoming common core standards. The "Daily Five" reading methods which include Read to Self, Listen to Others Read, Read to Partner, Writing Work, and Word Work can be seen in our K-3 classrooms. Interactive boards and electronic tablets have also been utilized to keep students engaged in the reading curriculum and current with technology. Many of our teachers attend conferences provided by the North Dakota Reading Association. Staff has also attended state and national reading association conventions. Our students participate in the state wide reading month and are inspired to read by teacher led activities to promote reading. They are also rewarded for their efforts with a field trip to a roller skating rink. Our teachers are constantly inspired by the exchange of ideas with other teachers in Professional Learning Community meetings (PLC's). We believe reading is the key to understanding in all content areas and strive to inspire, engage, and promote at every opportunity.

3. Mathematics:

Edgeley Elementary uses Saxon for their math curriculum in Grades K-5. The philosophy of Saxon Math is that instruction should build on prior learning. New learning is presented in increments with practice time given between each increment. Instead of teaching mathematical strands in isolated units, Saxon curriculum integrates strands throughout the year, giving repetition and practice so that children can progress at a pace allowing them to develop competence and confidence. This philosophy was influential in our choice of this curriculum.

Concept understanding is developed through daily work in five instructional components. The Meeting (used in grades K-3), covers skills related to the calendar, counting, patterning, temperature, graphing, time, money, place value, fact families, problem solving, and mental computation. The components covered during The Meeting change with each grade level according to level of expectancy. Fact Practice (used in grades 1-5), is a strategy to help children learn number facts. Facts are practiced using manipulative, fact cards, fact sheets, computer activities, and daily timed tests. New Concepts are introduced through group activities including the use of materials, group discussions, and working in cooperative groups. Lessons are dialogued and scripted to include questioning and problem-solving strategies as well as provide uniform math vocabulary. Guided Class Practice and Homework is provided with each lesson giving the students guided teacher instruction where a concept is introduced, reviewed, and discussed. Homework is assigned to be completed independently however, parent involvement is encouraged in reading, checking, and giving assistance where needed. Assessments (oral and/or written) are given to determine remediation needs and monitor progress of each student. Saxon math curriculum also includes activities recommended for enrichment, extension, and remediation opportunities covering the needs of students at every level of performance. Since data drives instruction, we use several different instruments to determine how and when to use differentiated instruction for each student.

Edgeley's 6th grade math curriculum is Prentice Hall which was chosen to make the transition to Jr. High easier since Prentice Hall is also used in Grades 7 & 8. It is a curriculum which supports the concept of differentiated instruction and offers technological support for students.

We are a School Wide Title 1 facility. We use thirty minute per grade daily to group students according to ability level. In this block of time, we divide the classroom into 4-5 small groups each supervised by an adult with the focus being on activities geared to specific skill development. Instruction might include the use of iPads, computer programs, Promethean boards, activities, and games to enhance learning at each ability level.

4. Additional Curriculum Area:

The Edgeley Elementary School reading departments opens many pathways of learning to meet the needs of each and every elementary and junior high school student. To meet the needs of non-proficient reading students, we are fortunate to have separate reading classes through the eighth grade. These programs are innovative reading intervention programs made by Scholastic.

The implemented reading program used is Read 180 Next Generation. Read 180 is a comprehensive system of curriculum instruction and assessment proven to raise reading achievement for struggling readers in grades 4 – 12. Read 180 scaffolds students to become independent readers, thinkers, and writers who can unlock, question, comprehend, and respond to increasingly complex text. The goal of the program is to build essential literacy skills, bring student's reading up to grade level, show students that they can attain reading success, and apply those literacy skills to other subjects such as social studies, math, and science.

Students also benefit from our other separate reading program, System 44. System 44 is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. System 44 helps students understand that the English language is a set system of 44 sounds and 26 letters that can be mastered. A combination of software-based and teacher-led instruction provides the student with adaptive, individualized learning as well as teacher-mediated direct instruction.

System 44 is designed so that the teacher, technology, and texts work together to deliver highly engaging, comprehensive, research-based instructional content to the older struggling reader. Through a combination of teacher-led and software-based instruction, the System 44 student is guided along a systematic path from phonemic awareness to fluent reading.

Through these programs, we believe we have fulfilled our commitment of providing educational opportunities which will challenge and motivate all students to reach their potential.

5. Instructional Methods:

Edgeley School continually strives toward academic excellence for every student. Innovative techniques and teaching strategies are utilized to meet the needs of our diverse student body.

The elementary classrooms incorporate technological activities in their lessons. The community has been extremely supportive in our endeavor to improve technology based learning, which has allowed us to purchase the most recent advancements available. Each classroom has a Promethean Board, computers for student use, iPads, and a separate computer lab for elementary school use.

The strong elementary foundation provided at our school prepares our students to continue their academic success. The curriculum used prepares our students to be strong with their math and phonemic skills essential for reading and performing math tasks. In order to best meet the needs of the diverse abilities of our students, we also utilize the Read 180 and System 44 programs, which allow students to acquire reading skills and work more independently at their own pace. Classroom teachers employ various whole and small group combinations to allow students to learn to work together and explore the content material.

In addition to regular curriculum assessments, an understanding of our students' knowledge base is acquired through a variety of procedures. Each class uses the Dibels progress monitoring tool to observe achievement, note areas of need, and to determine students requiring more intensive instruction, which is provided through our Response to Intervention Team.

Special Education services are provided for students at Edgeley based on the child's needs. We have an Early Childhood Special Education Program to serve students with special needs prior to kindergarten entrance. In addition to this program, Edgeley has a Title I preschool to prepare four year old children with readiness skills necessary for kindergarten. Students with Individual Education Plans (IEPs) are placed in a least restrictive environment with services by a highly trained staff in a variety of disciplines. We strive to meet the variety of needs with diversified methods that are specifically tailored to each student. Services are provided in the classroom, in small group instruction, and in an individual setting utilizing a variety of research-based programs and methodologies.

The Edgeley School teachers and staff are dedicated to providing a positive atmosphere for all students to achieve their academic goals. They work cooperatively and collaboratively to ensure each child is receiving the best education to meet their independent needs.

6. Professional Development:

The Edgeley Public School system utilizes a multi-faceted approach to professional development, not only at a local/regional level, but also at a state and national level. Professional development days are built into the school academic calendar. These days are utilized to provide overall development for the entire staff. Nationally renowned speakers such as Ron Clark and Charles Beaman have been brought in to motivate staff and provide outlooks and strategies for improved instruction and pedagogy. During the school year weekly staff development opportunities are available every Wednesday for teachers looking to improve 21st century technology skills, Promethean board activities, curriculum assessment, data

analysis, or to utilize the Safe Schools organization website for education based development opportunities. Teachers are provided information and opportunities regarding workshops and conferences that can be attended throughout the year. Teachers fill out a request for professional development form and all professional development is approved by our district Superintendent. Workshops and conferences attended outside of contractual days are compensated through stipends while all professional development travel and meals are reimbursed through district funds.

With differentiated instruction being a high priority for Edgeley Elementary it is vital that at least one teacher or administrator attend the National Differentiated Instruction conference held annually in Las Vegas, Nevada. Differentiated methods are brought back and opportunities are given for teachers to collaborate and discuss these ideas on how to best implement them throughout the building.

Elementary staff also utilize monthly grade alike PLC's with cooperating teachers from four neighboring districts. The PLC's are arranged to provide small group collaboration with schools that also only have one or two sections per grade level. This time allows teachers to discuss educational topics with peers from other districts and work collaboratively to evaluate and improve our educational process and implement best practices.

7. School Leadership:

Edgeley Public Schools Board of Education is responsible for creating a governing body that oversees the direction of the schools overall operation and direction. The school board utilizes policies written by policy services through the North Dakota School Board Association to help guide the Superintendent and administration towards expected results, situations and actions to be avoided. These policies also allow the administration to use reasonable interpretation to implement on various school situations.

The Superintendent of schools acts as the board's sole liaison between the overall functioning of the district and the day to day operations of the school. The Superintendent has sole authority over the accountability of the staff. Formal and informal meetings are held between the Superintendent and building level principals to discuss current events, policy and long range planning ideas.

The Superintendent, High School Principal, and Elementary Principal make up the primary decision making unit of the district. Communication between the administration and staff is vital therefore input is collected through a variety of methods such as weekly staff meetings, e-mail correspondence, one-on-one meetings and surveys taken at various times throughout the school year. This information is documented and the data is aggregated to help drive the decision making process. This process has helped create the administration's overall leadership philosophy to do as much as possible and provide enough support to the staff, so that it will help eliminate outside distraction and allow more time for staff to focus on student learning outcomes.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: North Dakota State Assessment
 Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	94	95	86	95	73
Advanced	28	14	14	36	18
Number of students tested	18	14	22	11	11
Percent of total students tested	100	100	100	100	92
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	90	Masked	Masked
Advanced	Masked	Masked	10	Masked	Masked
Number of students tested	7	5	10	1	4
2. African American Students					
Proficient	Masked				
Advanced	Masked				
Number of students tested	1				
3. Hispanic or Latino Students					
Proficient			Masked		
Advanced			Masked		
Number of students tested			1		
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	1	1	3
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: North Dakota State Assessment
Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	89	86	68	91	67
Advanced	33	7	27	36	8
Number of students tested	18	14	22	11	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	5	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	60	Masked	Masked
Advanced	Masked	Masked	30	Masked	Masked
Number of students tested	7	5	10	1	4
2. African American Students					
Proficient	Masked				
Advanced	Masked				
Number of students tested	1				
3. Hispanic or Latino Students					
Proficient			Masked		
Advanced			Masked		
Number of students tested			1		
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	1	1	3
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13ND2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: North Dakota State Assessment
Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	93	96	95	91	93
Advanced	57	55	46	18	33
Number of students tested	14	22	11	11	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	2	2
Percent of students alternatively assessed	0	0	0	18	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	95	Masked	Masked	Masked
Advanced	Masked	55	Masked	Masked	Masked
Number of students tested	1	10	1	6	5
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					Masked
Advanced					Masked
Number of students tested					1
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	3	5
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: North Dakota State Assessment

Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	93	91	82	91	93
Advanced	43	32	46	9	60
Number of students tested	14	22	11	11	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	1	2
Percent of students alternatively assessed	0	0	9	9	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	95	Masked	Masked	Masked
Advanced	Masked	30	Masked	Masked	Masked
Number of students tested	1	10	1	6	5
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					Masked
Advanced					Masked
Number of students tested					1
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	3	5
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13ND2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: North Dakota State Assessment
Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	95	95	95	95	90
Advanced	53	57	23	75	20
Number of students tested	19	13	13	15	7
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	3	0
Percent of students alternatively assessed	0	0	15	20	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	6	9	3
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	2	1	4	4	
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13ND2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: North Dakota State Assessment
Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	95	95	85	95	50
Advanced	37	0	8	33	0
Number of students tested	19	13	13	15	7
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	3	0
Percent of students alternatively assessed	0	8	8	20	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	6	9	3
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	2	1	4	4	
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13ND2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: North Dakota State Assessment
Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	95	95	87	55	73
Advanced	49	46	27	18	20
Number of students tested	13	13	15	7	15
Percent of total students tested	100	100	100	88	100
Number of students alternatively assessed	0	1	3	0	0
Percent of students alternatively assessed	0	8	20	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	7	8	5	7
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	1	4	4		3
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: North Dakota State Assessment
Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	85	85	87	60	80
Advanced	39	31	47	0	27
Number of students tested	13	13	15	6	15
Percent of total students tested	100	100	100	75	100
Number of students alternatively assessed	1	1	3	0	0
Percent of students alternatively assessed	8	8	20	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	7	8	4	7
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	1	4	4		3
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13ND2