

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Mary C. Sorvig

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Manvel Elementary School

(As it should appear in the official records)

School Mailing Address 801 Oldham Avenue

(If address is P.O. Box, also include street address.)

City Manvel State ND Zip Code+4 (9 digits total) 58256-4019

County Grand Forks County State School Code Number* 18125

Telephone 701-696-2212 Fax 701-696-8217

Web site/URL http://www.manvel.k12.nd.us E-mail mary.jelinek@sendit.nodak.edu

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Richard Ray, N/A E-mail: Richard.Ray@Manvelk8.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Manvel Public School District 125 Tel. 701-696-2212

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Thomas Ferry, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	7	15
K	10	6	16
1	11	5	16
2	10	5	15
3	7	6	13
4	6	10	16
5	8	10	18
6	5	4	9
7	8	3	11
8	6	7	13
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	79	63	142

5. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 0 % Asian
 1 % Black or African American
 1 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 98 % White
 0 % Two or more races
 100 % Total

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 12%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1	148
(5) Total transferred students in row (3) divided by total students in row (4)	0.122
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 0 %
 0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 17 %
 Total number students who qualify: 23

If this method is not 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.

9. Students receiving special education services: 16 %
23 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>10</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>3</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	98%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

The Manvel Public School's mission statement is, “Manvel School is Committed to Helping All Students Succeed.” It is this principle which guides our school on a daily basis and with every student. It is our goal to provide students with the skills to develop intellectually, socially, emotionally and physically within a stimulating educational environment.

The Manvel School District covers 135 sq. miles and is located in eastern North Dakota, 90 miles south of Canada, on the Minnesota border. The school district serves rural farm families, and the town of Manvel, which has approximately 300 residents. Manvel Elementary School is a rural PK – 8th grade elementary school located within the Manvel School District. The Manvel School District does not have a high school of its own, so students in grades 9-12 are educated in neighboring school districts on a tuition basis.

Manvel Elementary School currently has 148 students in preschool through 8th grade. Class size varies, however, the average is 15 students. There is one section per grade for all grades in the school. Our preschool program is in session five half days per week and enrolls four year old students. Students with Individual Education Plans are able to attend at three years old. Our kindergarten program operates full days, five days per week.

Manvel School operates three separate summer school programs, with each serving a different student population. Students with an Individual Education Plan (IEP's) that requires summer school, attend our Special Education Summer program. Regular education students who require remedial assistance may attend our Remedial Summer School program. Students in this program attend 60 hours of instruction in math or language arts, with a student teacher ratio of 15 to 1 or less. Summer classes are taught in a creative and interesting format that maintains student interest and enjoyment. This program is voluntary and typically, 25 students attend.

Manvel School is located in an agricultural area where many migrant farm workers come each summer to work in the fields. Our school provides an extensive K-12, 7 week program for approximately 100 children of the migrant farm workers. Migrant children in grades K-8 are enrolled in a remedial program, focusing on math and language arts. The school provides a complete range of supporting services, including transportation and food service. Students in grades 9-12 participate in a credit recovery and high school credit classes. The PASS Program (Portable Assisted Study Sequence Program) allows students to enroll in high school classes and receive high school credit. During the summer of 2013, 25 high school credits were issued. Without a doubt, this program has assisted many migrant students to graduate from high school. In fact, some of our students have been recognized by the Department of Education Migrant Office for exemplary achievement.

Our school should be recognized as a Blue Ribbon School for a number of reasons.

SCHOOL ATMOSPHERE:

The Manvel Elementary School is able to provide small class sizes and individual attention to students, and at the same time, is large enough to provide a superior education. Students are educated in a safe, caring environment with a minimum of behavior problems. Our school has behavior expectations that are respected by all, and contribute to the success of our school. The school has not had one written bullying complaint in the two years since our anti-bullying program began. It is a school where locks aren't needed on lockers and school events such as Turkey Bingo and the School Carnival are still important, because they bring faculty, students and parents together to work towards a common goal.

SCHOOL ACADEMICS and PROGRAMMING

- The academic successes of our school and students are tracked by a number of indicators. Our state test scores, which are included in this application, rate our school in the top fifteen percent of schools in North Dakota. All groups and subgroups excel in achievement. Tracking of report card grades of present and former students gives us another positive measure of performance.
- Students learn at different rates and are allowed to advance without being restricted by their current grade level. Three summer school programs are provided to enhance students' education.
- We provide a technology rich learning environment for all students. All classrooms have interactive boards and every student in grades 6-8, has a school provided computer. Our computer ratio per student is 1 to 3.
- The school is active in STEM education and provides an elective robotics course for 7th and 8th grade students.
- Our school provides instruction and extra curricular activities in music, band and drama.
- Physical Education is required of all students and extra curricular sporting opportunities are numerous. We are able to offer numerous extra curricular opportunities because of our cooperative agreements with other schools.

Manvel School serves the needs of all students, permanent residents as well as migrant students, bringing meaning to our Mission Statement... **THAT ALL STUDENTS CAN SUCCEED!**

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The performance levels that have been developed for Manvel Public School are based on North Dakota State Standards. Our report cards for students in preschool through fifth grade are standards based. Report cards in fourth and fifth grade are standards based but also give an overall subject letter grade. An example of standards based reporting for grades PK-3 is: exceeds standards (going beyond criteria); meeting standards satisfactorily; standards partially met (needs more time); or not meeting standards at this time. Within the writing/English report the following components are assessed as well: uses the writing process (pre-write, draft, revise, edit, and publish); expresses ideas clearly, uses correct mechanics of writing (grammar, punctuation, capitalization); and writes legibly.

In grades six through eight, an overall letter grade is given per subject area. The letter grades are based on percentages of classroom assessments. Proficiency would be evaluated at 80%, and students below that would be candidates for interventions.

The Manvel staff believes in their mission, “Manvel School is Committed to Helping all Students Succeed.” No student is allowed to fall through the cracks. When a student is failing, his/her struggles are addressed. Our state assessment is the Comprehensive Test of Basic Skills (CTBS), and is delivered to our students in the fall of each school year. Results are based on national norms and are given in the range of Advanced, Proficient, Partially Proficient and Novice. These assessments are also based on state and national standards.

B. The performance trends found in our local five year data, in the areas of math, language arts and reading have shown steady increases towards proficiency. This has also been noted in local summative assessments. Five years ago, our state assessments data rated overall proficiency in mathematics at 88.5% and reading language arts was 79% in grades 3-8. Last year, state assessment results showed that the math proficiency had risen to 97% and the overall reading/language arts proficiency was at 92%. A number of factors have contributed to this amazing increase in proficiency.

- 1) Teachers began collaborating in a more consistent nature, utilizing a local professional learning community (PLC) model. Teachers were able to look at what is happening in the grade levels around them and collaborate with other staff. They developed a common language, and shared ideas and strategies.
- 2) New textbooks were added to the reading and math curriculums. These textbooks are aligned to state and national common core standards. The textbooks also offer the opportunity for teachers to again use a common language as they present concepts. The common language is considered to be one of our strongest qualities in instruction.
- 3) The Response to Intervention program was implemented in our school approximately five years ago. In its first year, students in grades kindergarten through second grade were given benchmark assessments that were compiled by a research driven program (DIBELS) in the area of reading. Based on the results of those tests, and teacher classroom input, students who struggle were put into specific tiers of intervention. Ongoing student progress monitoring was done to evaluate the effect of the interventions. Student interventions are modified, as needed, to assure success of the student. The program has had a huge effect on student performance. We now use AimsWeb assessments and are currently assessing students in preschool through seventh grade.
- 4) The responsibility for learning has become a dual responsibility in our school. Students are expected to take responsibility for their learning, and staff feels responsible for helping students reach that expectation. Student needs are considered in a more serious and consistent manner during student learning and assessment.
- 5) Teachers assure that students are given the most opportune testing environment for learning and assessment.

It should be noted that even though we educate Hispanic students in our summer migrant school, these students are not in our school during state achievement tests. They have either moved to another school district or have returned to their home school district. The long term success of these students is assessed by

viewing transcripts and school records from their home school district.

The No Child Left Behind legislation, although given strong criticisms at times, has moved education forward to be more effective. We have become assessment and data driven, and the results of these changes are apparent in our students, as noted through state assessments. The end result is, Manvel teachers have become better at teaching and students are becoming better learners.

2. Using Assessment Results:

Manvel Public School uses a variety of assessment data to analyze and improve student and school performance. The assessments that we currently use are the Northwest Evaluation Association (NWEA) testing, Comprehensive Test of Basic Skills (CTBS), Academic Improvement Measurement System (AIMSweb), Kindergarten Readiness Test (KRT), Accelerated Reader (AR), and other classroom curriculum assessments such as Saxon Math, McGraw-Hill Reading, Science, Social Studies and Running Records. Based on progress monitoring data, teachers analyze and collaborate weekly on the results, and pinpoint exact skills that need additional intervention to ensure student success. Then students are placed in the Response to Intervention (RTI) program. Based on their individual assessment results, specialized lessons are developed that ensure student growth.

Manvel School differentiates instruction through the RTI process, and by utilizing small teacher led groups. It is standard practice to have a classroom teacher and paraprofessional working with a reading class of 15 students. Teachers who have this support system can give individual attention that ensures a systematic as well as holistic educational experience. Students are grouped according to the results of their assessments. They receive individual and small group instruction and are assessed weekly or biweekly to monitor progress. With this program, students are placed into different tiers based on their unique educational needs. Tier one takes place in the general education classroom, every student is automatically in tier one. Tier two is when students are placed in small group interventions, in addition to classroom instruction. In tier two students work with interventionists on specific goals. Tier three involves one-on-one specific skill teaching. At the end of a six-week period, parents and teachers come together, as a team, to formulate a data driven decision regarding student progress. Teachers and paraprofessionals work together to formulate interactive and engaging lessons that correspond with the North Dakota State Standards and the National Common Core Standard.

Parents play a vital role in the students' success and academic achievement. They have access to their child's data and daily grades, available online through PowerSchool. They also receive weekly progress monitoring data and are involved in their ongoing academic accomplishments. Students can take ownership of their education by checking their progress online.

3. Sharing Lessons Learned:

The Manvel Public School has shared successful strategies with other schools in the region, state, and professional associations. This has been accomplished through interactive meetings, webinars, conference presentations and site visitations. Every teacher in the school participates in regional collaborative meetings in association with the Red River Valley Education Cooperative. In these meetings teachers work and collaborate in the production of, "I Can Statements" that stem from the Common Core State Standards. After completion of the, "I Can Statements", teachers began creating common assessments and local standards to accurately assess the completion of state standards throughout the region. The meetings consist of area teachers coming together to share strategies that have proven to provide positive results in academic achievement.

Manvel Public School welcomes and prepares pre-educators from surrounding universities into the school to provide them with a strong foundation for their future classrooms. This allows veteran teachers to be reflective in their teaching practices and to remain up to date with new trends and technology that will further engage 21st century learners. Our preschool teacher is participating in a Department of Public Instruction committee focusing on successful early childhood education. The results of this study will be

used to secure preschool funding from the state legislature.

Our early childhood program, preschool and kindergarten, have been recognized for its excellence by area schools. We have mentored area schools in setting up their programs that ensure enriching environments and supportive supplementing curriculum, that correlate with North Dakota State Standards.

Throughout the district, Manvel School is incorporating a variety of technology into the classrooms for students and teachers. Through the use of interactive boards, computers, iPads, and other technologies, educators are able to share ideas and programs instantly with other educators.

Manvel school administrators and teachers participate in a number of educational groups and organizations that were formed for the explicit purpose of sharing ideas, coordinating professional development and problem solving. Examples of these activities are:

- Teachers participate in the North Dakota Educators Teacher's Convention. (Two days per year plus workshops)
- The principal communicates with other educators throughout the year using technology options and by attending state and regional principal meetings and conferences. (Our principal was chosen regional principal of the year for 2013-14.)
- The superintendent attends national, state and local administrator meetings. He meets monthly with area superintendents.
- Administrators and teachers participate in the Red River Valley Educational Cooperative.

4. Engaging Families and Community:

Manvel School has found success in engaging families and the community by directly involving parents in the education of their children. The opportunities are too numerous to name, however some examples of parent involvement are:

- Parents serve on our School Improvement Committee. They study the data, evaluate our programs, celebrate our success and recommend areas of improvement.
- Parents and community members volunteer to run our Saturday morning open gym and coach elementary basketball.
- Parents teach Junior Achievement, a careers course for elementary age children. Junior Achievement links the business community and the school in real life business and career education lessons.
- Parents chaperone ecology based field trips, including Wolf Ridge and highway cleanup.
- Our Parent Teacher Organization is active in sponsoring Turkey Bingo, Red Ribbon (Anti Drug) week, end of the quarter student rewards, and the school carnival.
- Families are invited to participate in field trips, science fairs, parent-teacher conferences, classroom volunteers, kindergarten roundup, 8th grade graduation, Title 1 parent and school meetings, musicals and classroom programs.
- The school hosts an Honors Breakfast for parents and students to celebrate the success of our students.
- Parents attend our Title 1 Parent Nights. Students and parents work together reading stories and experiencing math in a creative way.

Manvel teachers and students love to give back to the community. Students raise money for cancer research. (St. Jude's and Pennies for Patients) They collect gifts for needy children during the holidays and collect food for the Salvation Army. Students write letters to soldiers, and celebrate Veterans' Day by making decorations and cards for the community event. We share the joy of music with our senior citizens, bringing our band and choir to our local Senior Citizen Center. Manvel School has an open-door policy when community groups need meeting space. Our local scouting troops, fire fighters, EMTs, police and countless others use our facility on a regular basis and at no cost. The school provides space as an emergency shelter and provides buses for evacuation and volunteer transportation during spring flooding.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Manvel Public School aligns all curriculum to the state's common core standards. Teachers have worked diligently to compare and align past standards to the new, more aggressive common core standards. Because our school is relatively small, we typically have only one teacher at each grade level or in each discipline. In order to offer the opportunity to collaborate with others teaching the same discipline, our teachers participate in regional professional learning communities. This has been extremely valuable in helping align curriculum to the common core standards.

- In reading, language arts teachers have chosen a textbook series that offers concept development for all levels of learners, and is aligned to state standards. They are able to offer instruction of the same basic concepts, to all students, but at levels that are for learners who are emerging, on grade level, and excelling. The same publishing company is used in preschool through 5th grade, and again in grades 6-8. This helps insure that teachers are using common language in concept development. Manvel teachers have developed benchmarks for writing, which aligned with state standards drive our writing instruction.
- Mathematics instruction/learning has been extremely successful in Manvel, especially since we have taken the Saxon approach. Saxon publishers have produced an instruction format that consistently presents new concepts in a manner and pace that students can understand. In our last state assessment, 48% of our students in grades 3-8 scored in the advanced-range, and all others were proficient, with the exception of one partially proficient student.
- Science instruction is aligned to state standards as well. Emphasis is made on using hands on methods of teaching. Two of our teachers have been involved in North Dakota state STEM projects. They share what they have received and learned with our staff. Teachers consistently attend professional development opportunities to learn new methods and strategies for teaching science.
- Our social studies curriculum has the goal of giving our students a foundation for intelligent thinking that will prepare them to contribute to society as informed citizens. Students study the past through history texts, and the present through current events magazines. Students produce various projects as they progress through different grade levels. (Examples of these include, writing biographies of famous people in history and dressing as someone from the past.) The emphasis is on offering our students the opportunity to develop problem-solving skills for citizenship, built on analyzing, comparing, and contrasting.
- Our physical education curriculum is dedicated to the wellness of each of our students and the community. Our instructor benchmarks students to assess individual strengths and weaknesses, and implements activities that will address needs. Her approach has evolved to become more comprehensive in teaching students about a lifestyle based on healthy nutrition, physical fitness and making good life choices.
- The North Dakota Library and Technology Content Standards have guided us in moving forward in technology. Our technology purchases have been based on what we can offer our students to help them become stronger learners and to prepare them for the future. Interactive boards are found in every classroom of our school, students in grade 6-8 each carry a lap top computer that is used in every class to assist in research and writing activities. A mobile computer lab is utilized in kindergarten through 5th grade. Classroom hand held response units are available to all. Technology is viewed as a tool for learning, and not a course in itself. Students and teachers are becoming competent and appropriate users of technology tools.

- Although Manvel Public School is classified as an elementary school under North Dakota law, and is not required to teach foreign language, the school does make provision for its seventh and eighth grade students requesting foreign language instruction. Seventh and eighth grade students may participate in a foreign language by attending classes at the high school or by using long distance (internet/technology/correspondence) course opportunities. The elementary principal facilitates transportation arrangements, room assignments and schedule adjustments to support the request. This policy has been used to expand our students access in a number of academic and extra curricular activities. It should be noted that we offer spanish instruction to resident students participating in our summer migrant education program.

The curriculum offered at Manvel School is intended to prepare our students for the future, and to becoming contributing members of our society. Students need to have the academic and technical skills to be ready to move into a career of their choice, in which they are critical thinkers and problem solvers. Although elementary school is only the start in the educational career of students, we feel it is important that the curriculum we offer students, produces a strong foundation for learning.

2. Reading/English:

We chose our curriculum based on the fact that it is research based and offered important key components conducive to learning. The important components that fulfilled our criteria include: 1. grammar, 2. phonics support, 3. vocabulary strategies and practice, 4. writing passages with rubrics, 5. weekly fluency practice, 6. weekly comprehension assessments, 7. decodable readers, 8. running records, 9. leveled readers for approaching on-level and beyond readers, 10. flip charts to supplement writing, reading, and word work, 10. charts for a science and social studies connection. The reading program material we chose is Treasures, published by MacMillan/McGraw-Hill.

The instructional method we use includes a 90 minute block of language arts instructional time. This time is used for whole group instruction, small group instruction, and small group or one-on-one intervention groups. In whole group instruction, teachers support growth by consistently implementing high quality classroom instruction. Skills are taught and specific knowledge is acquired to meet grade-level standards. Teachers lead differentiated small group instruction, meeting the needs of the individual students. Some students receive additional instruction, targeting problem areas. Performance data provides us with valuable information to help adapt instruction for individual students and also helps us determine when adjustments need to be made.

We chose this particular approach to reading instruction because of our dedication to keeping students appropriately engaged. Our teachers are dedicated to reach every child at every ability level. Because teachers tailor reading instructional approaches to meet individual student needs, students are able to acquire the reading skills necessary to succeed. There is great emphasis placed on the key areas of teaching students how to read. These key areas include: phonetic awareness and decoding strategies, phonics and word analysis, sight word recognition practice, vocabulary practice, and fluency and comprehension practice.

Our school provides a leveled library to ensure every child is able to read at their individual reading level. The school also provides “back pack” reading materials for primary grade children. Through our teacher led guided reading groups, we are able to work with students reading below grade level and teach them the specific skills necessary for growth. We are also able to challenge students that are reading above their grade level, by providing the teacher contact time and the materials best suited for their specific needs.

Teachers are dedicated to keeping parents informed and to maintain a partnership approach with them.

3. Mathematics:

Manvel School’s mathematics curriculum is aligned with the North Dakota Common Core Standards. We chose to use the Saxon approach to mathematics. In this teaching method, concepts are taught in

increments, a new concept every day while reviewing previously taught concepts. The Saxon approach has been particularly successful with students who struggle with retaining math concepts. Formative assessments are completed after every five lessons, and concepts not acquired by individual students are retaught and reassessed until they are learned. Students who are performing above grade level are given the opportunity to accelerate through the curriculum. This acceleration has been particularly useful in the middle school grades. A number of students accelerate to Algebra 1 in 8th grade, earning them a high school credit and positioning them to take more advanced math classes in high school. In past years, students who accelerated to Algebra 1 in 7th grade were transported to our high school to take advanced geometry in 8th grade. This accommodation requires a significant commitment by the school, because a bus and driver must transport the student ten miles to the high school for only one class. The student then returns to the elementary school to complete their school day. In such cases students may acquire two high school math credits before leaving 8th grade. A great deal of our success in mathematics is because of the continual and consistent use of common language and concept development. An example of this is, students in preschool are now calling a diamond shaped object by its mathematical name, a “rhombus”. They will continue to hear the same mathematical label for that figure all the way through 8th grade. We have also had sufficient support from the Saxon publishing company in helping work toward aligning our curriculum with the common core standards.

Some students are not able to keep up with the pace of new concepts as presented. To provide the best learning environment for these children, we modify our teaching and their opportunities to learn. Often we are able to stay with the Saxon approach, but may need to slow it down or concentrate on only one concept for more than a day. These students are presented concepts and assessed according to grade level expectations, which are derived from the common core standards. Concepts not acquired, are retaught or taught in a different way.

4. Additional Curriculum Area:

The preschool program in the Manvel Public School aligns with the K-Grade 3 academic standards by implementing the same reading curriculum (McMillan McGraw Hill Treasures). Manvel is able to provide age appropriate, student centered learning for three to four year old children. Using the North Dakota Pre-Kindergarten Content Standards, the Red River Valley Educational Cooperative consortium “I Can Statements”, and the Individual Growth and Development Indicators (IGDI’s) benchmark assessment as guides. Manvel provides a certified preschool classroom teacher, special education support, and paraprofessional assistance in the classroom. This extensive range of staff and curriculum enables the district to serve a variety of student’s needs as early as three years of age.

The state of North Dakota and Manvel School have expectations for early childhood programs that cultivate a student’s interest in pre-reading skills, early numeracy, and 21st century skills. The belief is that early intervention in all areas of development, and school programming, will ensure their future success in the public school. This early preschool intervention allows staff and other services, to create an educational environment that is developmentally appropriate, engages students in creative learning, and promotes hands-on discovery with the world around them.

Manvel Public School has seen a noticeable increase in the student’s reading and math scores because of the extra support provided to preschool children in the early childhood years. The early childhood program that the school offers successfully monitor student’s progress in their development, using assessments such as the Individual Growth and Development Indicators (IGDI’s), benchmarking, and the Kindergarten Readiness Test (KRT). With these assessments the staff can productively create learning environments that will support each child’s individual needs through hands-on learning centers. Since the opening of the Manvel Early Childhood Program, teachers have been able to further challenge, nurture, and build an environment that cultivates a higher level of thinking for students.

ADDITIONAL CURRICULUM AREA: Science Education

The school is active in STEM (Science, Technology, Engineering and Math) education. Although many of

our teachers use STEM, our kindergarten teacher and robotics instructor have been school leaders, involving their classes in quality STEM education. As a result of our involvement with STEM, we have initiated an elective Robotics Course. This is a very popular elective course, which is available to seventh and eighth grade students.

Students work collaboratively in teams to plan the building of their robots. They use lap top computers to assist in developing the plan. The plan specifies what the robot will be programmed to do and what it will take to execute the plan. Students use:

- mathematics to determine distances and inclined slope barriers. Calculating angles and turning radius provide instruction in geometry.
- technology to use different types of motion sensors, light sensors, light activated controls and electric motors. To a 7th or 8th grader, this is hands on cutting edge technology.
- engineering skills by actually constructing their robots from Lego pieces. They must be aware of weight and balance issues and power requirements to be competitive in the competitions.

The school sends its eighth grade students to a week long science camp at the Wolf Ridge Environmental Learning Center in northern Minnesota. Because students raise their own money to attend, the camp has special meaning to them and their parents, and is a highlight of their science education.

The camp offers immersion programs, which involve direct observation and participation in outdoor experiences that focus on ecology and science. Students also study the effects of human culture on the environment while learning to work as a group. Examples of student activities are map reading, orienteering, rock climbing and studying stream and land ecology.

Students in grades 5 and 6 conduct an annual science fair at the school. This activity allows student to pick a topic, form a hypothesis, and design a proof of their experiment. Members of the public have the opportunity to attend and judge the projects. Students learn by problem solving, and exploring science as a hands on activity. (7th and 8th grade students display and demonstrate their robots at the science fair).

5. Instructional Methods:

Manvel School provides and differentiates instruction for all students in order to offer opportune learning experiences for all types of learners. Some examples of how this is done are listed below.

- a) Sound systems are used in every classroom. This supports all students' learning, but in particular those with central auditory processing difficulties, and those with attention disorders.
- b) Grades 6-8 class periods are structured to allow the last 15 minutes of each period to be used as guided practice time. Teachers remain with students and offer support as needed.
- c) Students are given the opportunity to have lunch in ZAP (zeroes are not permitted) during their noon break. They can work on assignments they have had difficulty completing. A teacher tutor is available as needed to offer assistance.
- d) Teachers present lessons with all types of learners considered. All lessons are planned with visual, auditory, and kinesthetic learners in mind.
- e) The philosophy that "no child shall fail" is maintained at all times. All teachers buy in to this philosophy, and approach each struggling child with solutions to help him/her succeed.
- f) Technology is used as a tool in all classrooms. Students are comfortable and excited to use computers, and interactive boards daily. With personal lap top computers, students share writing documents with their teachers, research topics as needed, correspond, and even participate in class discussions when they are not able to be in school.
- g) Struggling learners are supported through the Response to Intervention program. Students are benchmarked at the beginning of the school year and again two more times during the school year. AIMS Web assessing tools are used for the benchmarking, and help us place students into tiers of instructional needs. Students who are identified as Tier II and Tier III, are given interventions specific to their needs. These students are progress monitored weekly or biweekly to identify their progress, or need for a change in

intervention. As a result, fewer students are being identified for special education services, and those who are in need of those services are identified more quickly.

h) Students who are excelling academically, are accelerated in the curriculum within the classroom, as teachers offer challenging curriculum for all students. Students are allowed to excel by grade level in mathematics. This is determined through a well-defined protocol. A number of students receive high school credit in algebra I before leaving eighth grade.

i) An After School Program offers students the opportunity to work with a teacher on homework assignments.

j) After school and before school tutoring is available for all students.

This is only some of what we do for our students. The teachers in Manvel Public School truly believe that all students can and will succeed. Administration, teachers and staff will do whatever is needed to help make that success happen.

6. Professional Development:

Manvel Public School's Professional Development approach is based on the belief that administrators, teachers and staff should be given professional development opportunities and assignments that are based on the needs of our students and staff. These needs are aligned with the academic standards and support student achievement. The professional development plan for Manvel teachers is coordinated and facilitated by the school principal in cooperation with the University of North Dakota's Professional Development for Educators Department. Examples of the professional development opportunities that have been offered are listed below.

a) The Daily Five book study and implementation. Teachers read and discussed The Daily Five approach to implementing centers in the classroom. Centers allowed students to use hands on approaches to learning.

b) The Differentiated Instruction Conference offered teachers various hands on teaching strategies.

c) AIMS Web training enabled teachers to be more efficient at assessment and data collecting. This program has been used extensively with the Response to Intervention-Academic process in our school.

d) Response to Intervention-Behavior (RTI-B) training has assisted staff in developing school wide expectations, which all staff and students are instructed in. We now have consistent and common expectations to guide behavior in our school.

e) Professional Learning Communities have been established regionally and locally to enable teachers to collaborate on a regular basis. Regional PLCs consist of teachers of a specific grade level or discipline who meet to work on Curriculum Standard(s) alignment.

f) Local PLCs (Collaboration Meetings) meet weekly to discuss student progress and teaching strategies within our school.

g) Marzano's, Becoming a Reflective Teacher Conference, enabled teachers to delve into the Marzano's teaching model based on the three domains of: Classroom Strategies and Behaviors, Planning and Preparing, and Collegiality and Professionalism.

h) Both administrators of Manvel School participated in Marzano's Teacher Evaluation conference. This led to an effective form of teacher evaluation that is based on observation and teacher reflection, leading to better teaching.

i) The Conscious Discipline book and DVD study has been conducted three times in the past five years. We continually offer the course in order to accommodate new teachers joining our staff. We are also offering the course to our paraprofessionals. This program offers strategies to staff on effective discipline.

All of our staff have been involved in most of the above activities, often giving of their own time to participate. This serves as an example of the dedication and commitment the staff of Manvel School has to the success of their students.

7. School Leadership

Manvel School is led by a half time superintendent/administrator and half time elementary school principal. The superintendent and principal share the same leadership philosophy of supporting teachers and staff to complete the school mission. The amount of direct support each teacher receives is relative to their

individual needs and personal strengths.

SCHOOL PRINCIPAL

The school principal is in charge of the daily workings of the school, which include curriculum, teacher supervision, professional development and student affairs. She conducts business in a number of ways...

Staff Meetings: The principal conducts staff meeting as needed, but at least one per month. Staff meeting agendas include sharing of information, committee and teacher reports, and a forum for staff discussion and problem solving. Staff members of all grades and disciplines meet to implement our mission statement goals.

Collaboration Meetings: The principal coordinates weekly collaboration meetings with teachers. Primary and intermediate grade teacher collaboration are held separately and once per week. These meetings are used to discuss student and classroom issues, track student success, and to problem solve. Items that are common to both collaboration groups are shared at school staff meetings. Weekly collaboration meeting and staff meeting minutes are provided. Collaboration meetings are the main vehicle the principal uses to track student success and program effectiveness in relation to student achievement. Weak programs or ineffectual policies are quickly caught in weekly meetings. Once identified they are improved or eliminated.

Teacher Assistance: Our leadership philosophy mandates that we support teachers in every possible way. Examples of this support are, utilizing book studies, modeling successful teaching, and enrolling teachers in workshops and other professional development opportunities. If teaching deficiencies are noted, individual plans of improvement are implemented. Teacher initiated video taping, peer involvement and principal classroom visitations, are examples of tools used to improve teaching and instruction.

SUPERINTENDENT/ADMINISTRATOR

The Superintendent/Administrator supports the principal as needed, sharing the same philosophy as described for the principal. The school believes it is critical that the leadership team share a common leadership philosophy. In fact, the superintendent frequently assists the principal by sharing duties, and filling in when needed.

School Board: The superintendent is the Board's representative and he executes school board policies. He is responsible for grant writing, budgets, financial information, policy development and public relations. As the leader of the school, he supports the principal and staff by providing the resources, educational leadership, positive example and effective pedagogy necessary to accomplish the school's mission.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: ND State Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2000

Publisher: McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	100	94	92
% Advanced	79	70	88	53	46
Number of students tested	14	20	8	17	13
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	100	67
% Advanced	50	100	100	100	33
Number of students tested	2	3	1	2	3
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	80	75
% Advanced	0	33	100	0	0
Number of students tested	1	3	1	5	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	94	92
% Advanced	79	70	88	53	46
Number of students tested	14	20	8	17	13
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: McGraw-Hill

Test: ND State Assessment
Edition/Publication Year: 2000

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	100	92	100
% Advanced	39	38	56	46	60
Number of students tested	18	8	16	13	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	50	100
% Advanced	0	0	50	0	0
Number of students tested	1	1	2	2	2
2. Students receiving Special Education					
% Proficient plus % Advanced	100	0	100	67	100
% Advanced	50	0	60	0	0
Number of students tested	2	0	5	3	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	92	100
% Advanced	39	38	56	46	60
Number of students tested	18	8	16	13	15
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: McGraw-Hill

Test: ND State Assessment
Edition/Publication Year: 2000

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	100	92	87	100	77
% Advanced	38	46	47	40	35
Number of students tested	8	13	15	15	17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	0	100	67
% Advanced	100	100	0	0	0
Number of students tested	1	1	2	1	3
2. Students receiving Special Education					
% Proficient plus % Advanced	0	67	50	100	50
% Advanced	0	0	0	0	25
Number of students tested	0	3	2	1	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	92	87	100	77
% Advanced	38	46	47	40	35
Number of students tested	8	13	15	15	17
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: McGraw-Hill

Test: ND State Assessment
Edition/Publication Year: 2000

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	92	79	100	94	93
% Advanced	42	57	60	41	47
Number of students tested	12	14	15	17	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	0	0	100	100
% Advanced	100	0	0	50	67
Number of students tested	1	3	0	2	3
2. Students receiving Special Education					
% Proficient plus % Advanced	100	50	100	50	75
% Advanced	0	50	0	50	25
Number of students tested	3	2	1	2	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	79	100	94	93
% Advanced	42	57	60	41	47
Number of students tested	12	14	15	17	15
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher: McGraw-Hill

Test: ND State Assessment
Edition/Publication Year: 2000

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	92	100	100	93	90
% Advanced	54	71	47	40	32
Number of students tested	13	14	17	15	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	2
% of students tested with alternative assessment	0	0	0	7	11
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	67	0	100	100	75
% Advanced	0	0	0	33	25
Number of students tested	3	0	1	3	4
2. Students receiving Special Education					
% Proficient plus % Advanced	50	100	100	75	71
% Advanced	0	0	33	25	14
Number of students tested	2	2	3	4	7
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	100	100	93	90
% Advanced	54	72	47	40	32
Number of students tested	13	14	17	15	19
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher: McGraw-Hill

Test: ND State Assessment
Edition/Publication Year: 2000

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	93	100	75
% Advanced	71	44	53	50	13
Number of students tested	14	16	15	20	8
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	100	50
% Advanced	100	100	50	50	25
Number of students tested	1	1	2	6	4
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	87	100	100
% Advanced	50	0	40	20	0
Number of students tested	2	3	15	5	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	93	100	75
% Advanced	71	44	53	50	13
Number of students tested	14	16	15	20	8
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: McGraw-Hill

Test: ND State Assessment
Edition/Publication Year: 2000

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	93	100	100	77	85
% Advanced	43	60	38	12	46
Number of students tested	14	20	8	17	13
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	100	67
% Advanced	50	100	0	0	33
Number of students tested	2	3	1	2	3
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	40	50
% Advanced	100	33	100	0	25
Number of students tested	1	3	1	5	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	100	100	77	85
% Advanced	43	60	38	12	46
Number of students tested	14	20	8	17	13
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: McGraw-Hill

Test: ND State Assessment
Edition/Publication Year: 2000

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	88	77	87
% Advanced	28	38	38	46	47
Number of students tested	18	8	16	13	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	50	50
% Advanced	0	100	50	0	0
Number of students tested	1	1	2	2	2
2. Students receiving Special Education					
% Proficient plus % Advanced	100	0	80	33	50
% Advanced	50	0	40	0	0
Number of students tested	2	0	5	3	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	88	77	87
% Advanced	28	38	38	46	47
Number of students tested	18	8	16	13	15
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: McGraw-Hill

Test: ND State Assessment
Edition/Publication Year: 2000

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	75	92	87	80	77
% Advanced	13	31	7	7	6
Number of students tested	8	13	15	15	17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	0	67
% Advanced	100	100	0	0	0
Number of students tested	1	1	2	1	3
2. Students receiving Special Education					
% Proficient plus % Advanced	0	67	100	0	75
% Advanced	0	0	0	0	0
Number of students tested	0	3	2	1	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	75	92	87	80	77
% Advanced	13	31	7	7	6
Number of students tested	8	13	15	15	17
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: McGraw-Hill

Test: ND State Assessment
Edition/Publication Year: 2000

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	92	86	93	94	53
% Advanced	17	14	53	24	7
Number of students tested	12	14	15	17	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	33	0	100	100
% Advanced	0	0	0	0	33
Number of students tested	1	3	0	2	3
2. Students receiving Special Education					
% Proficient plus % Advanced	100	50	0	100	50
% Advanced	33	0	0	0	0
Number of students tested	3	2	1	2	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	86	93	94	53
% Advanced	17	14	53	24	7
Number of students tested	12	14	15	17	15
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher: McGraw-Hill

Test: ND State Assessment
Edition/Publication Year: 2000

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	100	93	94	80	84
% Advanced	31	43	24	13	11
Number of students tested	13	14	17	15	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	1
% of students tested with alternative assessment	0	0	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	0	100	100	75
% Advanced	33	0	0	0	25
Number of students tested	3	0	1	3	4
2. Students receiving Special Education					
% Proficient plus % Advanced	100	50	100	75	71
% Advanced	50	0	0	0	0
Number of students tested	2	2	3	4	7
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	93	94	80	84
% Advanced	31	43	24	13	11
Number of students tested	13	14	17	15	19
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher: McGraw-Hill

Test: ND State Assessment
Edition/Publication Year: 2000

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	86	75	93	80	100
% Advanced	36	6	20	10	38
Number of students tested	14	16	15	20	8
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	50	50
% Advanced	100	100	50	17	25
Number of students tested	1	1	2	6	4
2. Students receiving Special Education					
% Proficient plus % Advanced	50	67	100	40	100
% Advanced	0	0	0	0	0
Number of students tested	2	3	3	5	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	86	75	93	80	100
% Advanced	36	6	20	10	38
Number of students tested	14	16	15	20	8
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: