

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 Dr. Christopher Eric Noid

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

Official School Name Howard Elementary School

(As it should appear in the official records)

School Mailing Address 201 N Minnie Street

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

City Howard State SD Zip Code+4 (9 digits total) 57349 +8725

County Miner County State School Code Number* 48-3

Telephone 605-772-4443 Fax 605-772-4445

Web site/URL http://www.howard.k12.sd.us/ E-mail chris.noid@k12.sd.us

Twitter Handle NA Facebook Page NA Google+ NA

YouTube/URL NA Blog NA Other Social Media Link NA

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. Mike Cullen E-mail: mike.cullen@k12.sd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Howard School District 48-3 Tel. 605-772-5515

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. Rick Olson, rick.d.olson@k12.sd.us
(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):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 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. 11 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	7	0	7
K	19	15	34
1	11	16	27
2	9	9	18
3	21	17	38
4	12	9	21
5	16	13	29
6	10	14	24
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 Students	105	93	198

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 99 % 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: 10%

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	6
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1	205
(5) Total transferred students in row (3) divided by total students in row (4)	0.098
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 0 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 37 %
 Total number students who qualify: 71

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: 17 %
34 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.

- | | |
|-------------------------|---|
| 0 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 0 Other Health Impaired |
| 0 Deaf-Blindness | 4 Specific Learning Disability |
| 3 Emotional Disturbance | 11 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 4 Mental Retardation | 0 Visual Impairment Including Blindness |
| 2 Multiple Disabilities | 10 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	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	3
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 18:1

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	97%	97%	96%	96%	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 mission of the Howard School District is to provide each student with the educational foundation on which to build a successful life in a global society. The district's vision is, together with the Miner County community, we will provide a safe, positive, learning environment. The students and staff will be empowered to reach their full potential, to develop academic skills, build moral character, and to become productive citizens.

The employees and the school board believe that every opportunity should be given so that all students can learn. The Board of Education also believes that the Howard School District should prepare students for today's and tomorrow's educational opportunities so that all students can lead a productive and participatory community life.

The Howard School District #48-3 serves the communities of Howard (county seat of Miner County), Canova, Carthage, Fedora, Roswell, Vilas, and Epiphany. The school district is 430 sq. miles and serves most of the school population in Miner County plus small parts of Kingsbury, McCook, and Hanson Counties. Howard School District is the only K-12 district in Miner County and serves approximately 360 students.

The school facilities in the district are very good. The Junior-Senior High School was completed in 1969 and is in excellent condition. It is a spacious, functional, and well-designed facility. An addition to the Howard Elementary School (K-6) was completed in 1993. This building was built in three phases, 1952, 1969, and 1993. The Howard Armory (1955) is also a school facility. The elementary roof was retrofitted with a metal roof in 2009 and the high school was retrofitted with a new roof in 2011.

The majority of early settlers came to this part of South Dakota from Germany and Norway, so there are many German Catholic, as well as Norwegian Lutheran families. The people of the school community are supportive of the school district, including routinely attending school activities.

Howard Elementary school serves approximately 198 students in grades K-6 including a special education preschool which serves approximately 7 students. The elementary school offers classes beyond reading, math, social studies and science. These offerings include art, physical education, music and guidance. Each classroom is equipped with a SmartBoard that teachers use on a daily basis for interactive lessons. Teachers also have daily access to an i-Pad cart, a cart of mini-laptops and a computer lab for other technology enhancement activities.

Each day a student reads announcements and gives a character quote of the day. This establishes the positivity for the day and supports our Tiger Pride program. Staff and students work on incorporating the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship into everyday teaching and activities. The Tiger Pride Paws Program encourages students in grades 3-6 to work with their teacher and parents to volunteer in the community and to create projects which they see as a need which will benefit the community. Teachers work to incorporate activities which support the multiple intelligences into their daily lessons to reach the variety of learning styles of the students they see each day.

The Howard Elementary School has been recognized by the state as a distinguished school in 2009, 2010 and 2011. To be a distinguished school a school must meet annual yearly progress for two consecutive years in reading and math and another academic indicator. The percentage of students in the 'all students' group that have scored at or above the state proficient level of student performance in both reading and math is 10 percentage points higher than the current year's AMO for each subject. Also, an average of 10 or more students participated in the grades tested at the school.

Students have continued to do well on the Dakota Step assessment in math and reading. Since 2009 the majority of students in grades 3-6 had at least 80% that were proficient or advanced in math. Only two years

was it below 80%. In reading, at least 79% of students tested in grades 3-6 were proficient or advanced in 2010-11, 2011-12, and 2012-2013.

Howard Elementary School is deserving of this award because we are part of a district that works hard to make sure all students have an opportunity to learn. Administrators, teachers and staff continually monitor students and work with groups and individual students to make sure they are progressing. Teachers and staff are available before and after school to work with students to help them improve and keep up on their lessons. We also have great parent and community involvement. They are supportive by volunteering in the classroom and through presenting special topics of interest to the students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Howard Elementary students in grades 3-6 take the D-STEP test (South Dakota Test of Educational Progress). They take this assessment in the spring of each year, testing in math, and reading and, in some grades, science. Students receive scores which reflect achievement levels of Below Basic, Basic, Proficient, and Advanced. Students in grades 3-6 are expected to achieve a score of proficient or advanced in reading and math.

Advanced- A student performing at the advanced level exceeds expectations for that grade level. The student is able to perform the content standards for the grade at a level of difficulty, complexity, or fluency specified by the standards.

Proficient- A student performing at the proficient level meets expectations for that grade level. The student is able to perform the content standards for the grade at the level of difficulty, complexity, or fluency specified by the standards.

Howard elementary students in grades 3-6 have been proficient or advanced in both math and reading at a rate of 80% or better for the past two years.

The South Dakota accountability system adopted for 2012-13 is based on the SPI (School Performance Index) which is a 100 point index. The SPI includes a number of indicators; indicators measured include attendance, math, and reading which are given a numeric value. The values for each indicator are added to give the overall SPI score out of 100. Howard Elementary had an SPI of 91.51 out of 100 for the last assessment. The SPI for Reading was 35.46 and for math 36.70 both out of 40 points possible and the attendance SPI was 19.35 points out of 20 for a total SPI of 91.51.

B. In reviewing the data from the tables, student groups have made gains over time when tracking them from year to year. For example, those students in 3rd grade in 2008-2009 scored 80% proficient or advanced in math and 76% in Reading. As 4th graders in 2009-2010, they scored 80% proficient or advanced in reading and 81% proficient or advanced in math. In 5th grade in 2010-2011, 85% were proficient or advanced in both reading and math. As 6th graders in 2011-2012, 86% were proficient or advanced in reading and 90% were proficient or advanced in math. The sixth graders in 2012-2013 were 96% proficient or advanced in Math and 84% proficient or advanced in Reading.

In reading, there has been some variability in how different groups scored at each grade level over the years, but the overall trend has been positive. Between 2008-2009 and 2009-2010, three grades had proficiency scores in the seventies (73%-76% proficient or advanced). By 2012 and 2013, all grades scored in the eighties and nineties (82%-90% proficient or advanced.) In math, the scores have varied more, but still show the general trend, with three grades scoring in the sixties and eighties between 2008-2009 and 2009-2010 (66%-85% proficient or advanced). By 2012 and 2013, all grades scored in the eighties and nineties (85%-96% proficient or advanced).

One factor that accounts for the gains in math and reading scores for each year include our teachers being more aware of the results. A comprehensive data retreat is conducted each year reviewing the results of the Dakota Step Test. During in-service each year teachers are shown the results from the data retreat specifically for their grade or grades they teach and they have time to discuss the results and work together. In this way they are able to determine where they may need to change their curriculum hitting those areas that need more emphasis. Also, an administrator, school counselor and some teachers look at the results and identify students who are basic but close to proficient and those just above the proficient level, those on what we call the bubble. Once those students are identified their results are reviewed at the standards level and the teachers discuss strategies to help the students strengthen those identified weak areas. For those students who score basic and below basic we identify areas of group weakness and discuss strategies to improve our curriculum to close those gaps. Many students who are in the below and basic categories get

help by attending title and special education classes and attend tutoring time before and after school where students are encouraged to get extra help.

One factor that may have contributed to a small drop in the percentage points is that the third and fourth grades are developing and transitioning to newer material. Also, because the elementary does not have large subgroup numbers in disadvantaged, low income, migrant, title I, those scores are included in with other scores, which may be a small factor and account for the small percentage variations.

2. Using Assessment Results:

The Howard School District and Howard Elementary School are committed to making improvements each year. Because of this commitment the district conducts an extensive data retreat to review the results of the Dakota STEP test. During this retreat the current year's scores are compared to previous scores to determine possible strengths and weaknesses. An in-service is held and the results of the data retreat are discussed. Teachers have time to look at the results and discuss the data amongst themselves and discuss curriculum at each grade level. In this way the teachers are able to adjust their curriculum at the various levels to make sure the standards are being covered.

The teachers in Howard use a variety of resources to watch and keep track of individual student achievement. In the early grades, kindergarten through 2nd, teachers use the DIBELS to help track students in their progress in reading. We feel that helping students become early good readers will help them in later years. Howard Elementary uses STAR Math and STAR Reading assessments in grades 1-6, but particularly in grades 3-6, to help teachers see where students are and how they are progressing. This assessment is given at the beginning of the year, at the half way point, and at the end of the year. Using these resources and comparing these results with what they have from the data retreat gives a good picture of how students are performing. Teachers can then make informed decisions on what to do to help students grow in math and reading.

Howard Elementary uses the Accelerated Reader program run by the librarian to help students and teachers. Once students take the STAR reading assessment, students are given a recommended individual reading level. Students are then encouraged by the teachers and librarian to read books at their level. This program helps the teachers keep students on track so they aren't reading books that are too easy or difficult. Teachers help students set independent reading goals for the year and with the librarian's help they work with students to meet those goals.

The last two assessments that are used at the elementary are the math assessments that go along with our math series and Study Island through Edmentum. Study Island is an online assessment that teachers use to help determine individual student growth on the South Dakota education standards in math and reading. Teachers can use Study Island to assess specific areas or general progress within the math or reading standards, depending on how they want to use the results. Howard Elementary teachers in grades 3-6 have been using Study Island to check student progress on the Common Core Standards which have been adopted in South Dakota. The teachers use the results on these assessments to adjust their curriculum to help students in those areas that showed needed improvement. The Math series assessments are used in the same way as Study Island. Students can review their progress and results are easily communicated to parents as desired.

3. Sharing Lessons Learned:

Howard Elementary school has regular grade level meetings and staff meetings where teachers are asked to share what they have been doing in the classroom. Periodically, teachers will present at a regional or state conference, such as our Music teacher presenting, "Drumming Up Character", at the state Character Education conference during the summer of 2010. Teachers are encouraged to visit other schools and share what we have been doing along with learning what others are doing. As one example this past year, one of our kindergarten teachers was invited to visit another kindergarten class in a school district across the state and shared with them what works for us. Elementary teachers attend a variety of workshops where they

share with other teachers and districts. This past year all teachers attended sessions on implementing the new Common Core Standards.

Another example of our sharing occurred during the 2010-11 school year when a 4th grade teacher and principal participated in an initiative called Project Integrate. Project Integrate was a project putting administrators, technology coordinators, teachers, and other educators together and they were to study and learn about implementing technology into the curriculum. Each participant created some kind of project which was displayed on a Wiki Space from which everyone could learn. This teacher discussed what he was doing in the classroom and how he was adapting and incorporating more technology into the classroom to make the learning experience better for his students.

Our teachers do a variety of projects and invite parents and community members in to see what students have done. One recent example this year, our sixth grade teacher had students do research and create a project that could be displayed like it was in a museum. The project was titled "Ancient India Museum Project". A few of the projects displayed included a model of Brihadeeswara Temple, paintings and artwork, a Ludo Game, and examples of the Indian writing system. Parents and the community were invited to view the museum display. In past years other displays have included science fairs from the fourth grade and ecosystems displayed by the third grade.

4. Engaging Families and Community:

Howard Elementary school staff is continually looking for ways to increase parental and community involvement. Being the only school in Miner County we feel it is very important to have the students see the importance of community. We invite many community members into the classrooms to let the students know what they do for a living or hobby. This has been most successful when a community member is invited for the day or a few hours to discuss what they do. Each year we have members of the volunteer fire department who take off work to spend the day at the elementary. The firemen show the equipment they use to fight fires and they bring a fire truck. Students are able to get a good idea of what a firefighter does to get ready for and fight fires. The local dentist office staff comes each year and does a dental hygiene presentation. This year students will visit the dental clinic to see what is done. Other topics and people we have had include wind energy, photography, agriculture/farming, machinist etc...

Each month the elementary school puts together a newsletter called Tiger Tales which is put on our district website. Some of the same articles in the Tiger Tales are put into our local newspaper highlighting a classroom or student achievement. A big part of the local paper is set aside for school news. In this way many members in the community are able to be informed as to what is happening in the Howard School District. We also have an active parent group called the TAG (Tigers Achieving Greatness) Team. This group helps in numerous ways, including helping teachers in the classrooms when requested and tutoring students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Howard Elementary School follows the core curriculum standards as developed by the South Dakota Department of Education. Since 2012 Howard teachers have been incorporating the Common Core Standards in Math and Language Arts that South Dakota adopted in 2010 into their curriculum. Teachers have been attending state supported training on the adopted Common Core standards in both math and language arts. In math and LA/reading teachers are able to use a checklist for the standards to help them track which standards are taught. Teachers are able to use MyOER.org which provides math and LA/reading blueprints of the common core standards in math and reading. Along with the blueprints teachers can take advantage of being able to search each standard and get suggested curated lessons to help teach that standard.

In all curricular areas the methods and instructional strategies used at Howard School District are based on scientific research and include textbooks, workbooks, and manipulatives. The school program focuses on teaching as an A+ school; this is based on research from the A+ Schools program which involves teaching of the Arts in the curriculum and Multiple Intelligence theories, particularly those of Howard Gardener. Within this framework the school supports cooperative learning, differentiated learning and teaching using a variety of teaching techniques in order to teach to student's individual learning styles. These methods have been supported by brain based research. During the 2008-2009 and 2009-2010 school year teachers were trained to use the teaching strategies outlined by Robert Marzano. When the Marzano strategies are used consistently and with thought they can have a positive impact on improving student achievement. Each teacher has content curriculum maps which include the standards that are to be taught for a particular class. This guides the teachers and title staff to help make sure the title students are being taught the standards set by the state.

The teachers at the elementary work hard developing their curriculum so that students are challenged. We have a number of programs available to help students along the way if needed. Tutoring is offered before and after school to support those that want/need a little extra support to keep them up. Also, all teachers are available before and after school to tutor and help students as needed. Our TAG Team parent group helps find volunteers to come in during the school day to work with students who still need a little extra help. Teachers use a variety of assessments in the core subjects to help them develop the curriculum in their classes.

The math curriculum is based on the Envisions math series and includes the eight standards of mathematical practice. Teachers use technology to make lessons more interactive and include activities and manipulatives to engage students with real life examples and content. Teachers use group work and cooperation where students are able to discuss and defend their answers.

In reading the curriculum K-4 is basal based with teachers using Treasures as their main reading program. The 5th and 6th grades use a combination of novels and the reading series as the curriculum. In order to teach and have students grow in reading a number of strategies are used such as, guided reading, small and large group instruction. Teachers teach by modeling and provide guided and independent practice.

The Science curriculum is based on a hands-on approach where students explore and interact with each other. Scott Foresman Science is the base on which our teachers build their science curriculum. Teachers use prepared kits to teach the various science concepts for their grade and students are actually doing science, exploring and experiencing.

Students have 30 minutes of music twice a week in the music room. Along with music, grades 5 and 6 are able to participate in band and lessons are offered during the day. PE is offered twice a week for all grades for 45 minutes and they do a variety of activities including following the guidelines in the Presidents Fitness program. Each class gets art once a week for 45 minutes by a certified art teacher that incorporates the many

facets of art into the curriculum so students learn art history and learn art mediums including drawing, painting, and sculpting etc... to name a few.

2. Reading/English:

Howard elementary school teachers use the Treasures reading curriculum by Macmillan/McGraw Hill. The curriculum has a basal as the foundation of the program but allows for teachers to tie in other resources as well. The program helps teachers with giving students engaging activities to help meet student needs at different levels. Students benefit from word study at their instructional levels.

Reading is approached with the five reading strategies in mind; phonemic awareness, phonics, vocabulary, fluency and comprehension. Teachers teach using whole group, small group and differentiated instruction to help meet the needs of students. Three reading levels are used to help those at different levels; approaching, on level, and beyond. The level helps form the reading groups and reinforce phonics and vocabulary instruction. Teachers, also, use writing and grammar assignments to reinforce the reading.

Each grade uses 60-90 minutes a day focused on reading instruction. We realize there are a number of reading levels in each class and this time is used in a variety of ways to help meet those students at different levels. The longer block of time allows teachers to use small group instruction along with independent reading and other strategies to help those not reading up to level. The DIBELs assessment is used in kindergarten through 2nd grade to diagnose and determine at what level students are reading. Student strengths and weaknesses are found and teachers provide individual and small group instruction to help improve those weaknesses. Teachers determine differing approaches for each student to best help them improve. STAR Reading assessment is used in grades 1-6 three times a year to help teachers track student growth and adjust their strategies for individual students.

Most of the elementary teachers have had some training in Guided Reading. We have a large number of Guided Reading books at many different levels that teachers use to challenge and improve student reading. The teachers monitor students and increase the reading difficulty for each student based on the assessments that have been given.

3. Mathematics:

Howard adopted a new math series in 2013 to help the teachers meet the demands of the new common core standards. Each class has 60-90 minutes set aside for math instruction each day. Teachers are incorporating the eight standards of mathematical practice: (1-Make sense of problems and persevere in solving them 2-Reason abstractly and quantitatively 3-Construct viable arguments and critique the reasoning of others 4-Model with mathematics 5-Use appropriate tools strategically 6-Attend to precision 7-Look for and make use of structure 8-Look for and express regularity in repeated reasoning. They meet regularly to discuss incorporating the strategies into their teaching of math, helping students learn math better.

Using Envisions Math teachers do daily problem-based interactive lessons with visual learning strategies to deepen student conceptual understanding. Math is taught with real life application in mind so students can make meaningful connections. Ongoing diagnosis and intervention using assessments provided with the series and using STAR Math and Study Island programs to help give every student the opportunity to succeed.

Our approach to math promotes problem solving and conceptual understanding. Interactive lessons are created for use on smart boards which are in every classroom. Teachers use data to drive instruction using the assessments to help differentiate instruction for students. Students who are identified as not performing up to standard are encouraged to attend the tutoring sessions before and after school. Teachers utilize peer tutoring in the classroom. When appropriate outside adult tutors are found for students who need extra help. With the acquisition of i-pads and computers for classroom use, teachers are able to utilize them in the classroom to help individual students. Teachers find specific programs for students which allows them to let students work independently at times and with the teacher's direct help allowing for immediate feedback.

4. Additional Curriculum Area:

In addition to the strong curriculums in the core subjects of math, reading and language arts, we offer an excellent Science curriculum for our students. As a base we use Pearson Scott Foresman materials which provide lesson guides with modules fostering student inquiry. The curriculum is based on three levels of inquiry for the teachers; directed inquiry, guided inquiry and full inquiry. Teachers involve students in activities and cross-curricular lessons emphasizing science hands on rather than simply reading and doing a worksheet. There is an incorporation of leveled readers to help the teacher differentiate instruction for the varied learners in each class. Students work together in small groups which allow them to discover and learn from each other.

Effort is made to help students connect with science. Teachers work together to coordinate visits from community resources to help make science relevant. We also take advantage of available resources from the SD Department of Education. As an example we brought in a trailer which included labs about the Wonders of light. In coordination with our community 4-H group we set up the labs in the 4-H building. The labs were allowed to stay up for a month and teachers were able to take classes to work through the labs.

Technology is incorporated whenever possible to enhance the learning. Different programs are utilized including Google Earth and the Department of Game, Fish and Parks Eagle Cam to watch the activities of a Bald Eagle. Access to mini-computers and i-pads allows for the teachers to help students experience interactive lessons reinforcing the concepts and ideas being discussed and learned in the classroom.

5. Instructional Methods:

The teachers at Howard Elementary School use a variety of teaching strategies when presenting their lessons. We understand that our students are varied and learn at different times and in different ways. The school program focuses on teaching as an A+ school which involves teaching of the Arts in the curriculum and Multiple Intelligence theories, particularly those of Howard Gardener. Teachers look for ways to teach lessons using the eight modalities as identified by Gardener when appropriate. Those modalities are musical–rhythmic, visual–spatial, verbal linguistic, logical–mathematical, bodily–kinesthetic, interpersonal, intrapersonal, and naturalistic.

The methods and instructional strategies used at Howard School District are based on scientific research. These strategies include textbooks, workbooks, and manipulatives. Within this framework the school supports cooperative learning, differentiated learning and teaching using a variety of teaching techniques in order to teach to student's individual learning styles. These methods have been supported by brain based research. During the 2008-2009 and 2009-2010 school year teachers were trained to use the teaching strategies outlined by Robert Marzano. When the Marzano strategies are used consistently and with thought they can have a positive impact on improving student achievement. Each teacher is required to have curriculum maps which include the standards to be taught for a particular class. This guides the teachers, special education and title staff to help make sure that all students are being taught the standards set by the state.

6. Professional Development:

The professional development in the Howard School District is teacher centered. Staff is surveyed each year to determine interest and need for professional development. Professional development is provided to teachers on topics that are determined from the survey results. Each year the district administrative team discusses school needs and upcoming state initiatives that will require teacher training and PD is planned accordingly. In some instances Howard School District has taken advantage of the professional development offered through an ESA (Educational Service Agency) to present staff development. The ESA has given our teachers PD on the teaching strategies of Robert Marzano, data retreats, and school improvement.

We believe that professional development can be done best when it can be individualized for each teacher. With this in mind teachers are given days to attend PD of their choice which they feel will help them in their classroom. Most of our teachers take advantage of this opportunity attending a variety of workshops that include: technology in the classroom, summer symposiums, visiting other classrooms, and classroom management to name a few.

Every effort is made through PD to help teachers grow as professionals so they can be better educators. We believe the main goal of PD is for teachers to get better at what they do with the students they teach. When the decision was made for the high school to become one-to-one i-Pads every teacher received a device and an in-service was conducted on how to use them in the classroom. Instructors were brought in to conduct this in-service to specifically help teachers see the potential of these devices when used appropriately to help students learn and meet our goals as a district. This type of skill building PD development helping teachers learn something that will benefit students in the classroom is the approach we like to take with PD.

7. School Leadership

The Howard School District leadership team is driven by the philosophy based on what is best for the students. With this in mind our approach to leadership is collaborative leadership. Within the Howard School District there are shared responsibilities amongst the principals. The high school principal is also the superintendent and the elementary principal is assistant superintendent. With these shared roles there is a necessity to communicate well and to be aware of the many aspects of running the school district that might not be the case if they weren't shared. Both principals are trained in Instructional Leadership and Educational Leadership which gives both a strong background on running a school and managing people. With this we feel it is important to be visible not only in the classroom and school events but community events as well. Because we are in a rural setting and the only school in the community there is great support from the community for the school. With this being the case it is important for those community members to be informed and involved with what the schools are doing.

Our principals attend a variety of workshops and conferences to keep updated on current trends and programs to be implemented. The administrative team has frequent discussions about conferences and workshops developing plans to best implement what is felt will benefit our schools. Whenever possible there is collaboration and cooperation with teachers and staff on the implementation of any initiative. In order to get the best for our students we feel that it is important that as many people as possible need to be aware and support the initiatives/programs that are being put forward by the leadership team.

This same collaborative and cooperative approach is put into place when changes to school policies are proposed. Teachers and staff are important contributors to these discussions as they are the ones in the classroom working directly with students teaching the standards and skills.

To sum up our leadership to best benefit students we have an open door policy encouraging parents, teachers, students and staff to bring forth their ideas and concerns. With this open door policy we want everyone to feel welcome and to communicate in a professional and respectful manner as we are here for the students to better prepare them for 21st Century lives.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Dakota Step

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	85	93	97	84	80
% Advanced	30	37	12	10	32
Number of students tested	20	30	26	31	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		90		80	
% Advanced		30		7	
Number of students tested		7		18	
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	83	94	97	85	80
% Advanced	33	37	12	21	32
Number of students tested	18	30	26	28	27
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Gap Students (American Indian or Alaskan Native + Black + Hispanic + Limited English Proficient + Students with Disabilities + Economic Disadvantaged)					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Non- Gap Students (White+ Asian+Hawaiian/Pacific Islander+ Two or more races)					
% Proficient plus % Advanced	100				
% Advanced	42				
Number of students tested	12				
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes.

Gap and Non Gap (super-group) student data was not available until 2012-2013. If no data is displayed the subgroup did not meet the minimum size requirement for reporting purposes.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Pearson

Test: Dakota Step
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	90	88	79	81	100
% Advanced	48	15	10	19	19
Number of students tested	29	25	29	26	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	80	70	77	60	
% Advanced	40	10	0	20	
Number of students tested	10	10	13	12	
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	90	88	81	85	100
% Advanced	48	15	11	25	19
Number of students tested	29	25	27	25	26
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Gap Students (American Indian or Alaskan Native + Black + Hispanic + Limited English Proficient + Students with Disabilities + Economic Disadvantaged)					
% Proficient plus % Advanced	82				
% Advanced	45				
Number of students tested	11				
12. Other 2: Gap Students (White+ Asian+Hawaiian/Pacific Islander+ Two or more races)					
% Proficient plus % Advanced	94				
% Advanced	50				
Number of students tested	18				
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes.

Gap and Non Gap (super-group) student data was not available until 2012-2013. If no data is displayed the subgroup did not meet the minimum size requirement for reporting purposes.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Pearson

Test: Dakota Step
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	92	86	85	97	85
% Advanced	25	30	31	19	14
Number of students tested	24	27	27	27	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	90	84			
% Advanced	10	15			
Number of students tested	10	13			
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	85	84	97	84
% Advanced	25	27	32	19	17
Number of students tested	24	26	26	27	13
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Gap Students (American Indian or Alaskan Native + Black + Hispanic + Limited English Proficient + Students with Disabilities + Economic Disadvantaged)					
% Proficient plus % Advanced	91				
% Advanced	9				
Number of students tested	11				
12. Other 2: Non Gap Students (White+ Asian+Hawaiian/Pacific Islander+ Two or more races)					
% Proficient plus % Advanced	92				
% Advanced	38				
Number of students tested	13				
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes.

Gap and Non Gap (super-group) student data was not available until 2012-2013. If no data is displayed the subgroup did not meet the minimum size requirement for reporting purposes.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: Pearson

Test: Dakota Step
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	96	90	100	94	66
% Advanced	40	35	35	19	13
Number of students tested	25	29	26	16	31
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	81			
% Advanced	38	36			
Number of students tested	13	10			
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	96	89	100	94	66
% Advanced	42	35	35	19	13
Number of students tested	24	28	26	15	31
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Gap Students (American Indian or Alaskan Native + Black + Hispanic + Limited English Proficient + Students with Disabilities + Economic Disadvantaged)					
% Proficient plus % Advanced	93				
% Advanced	40				
Number of students tested	15				
12. Other 2: Non Gap Students (White+ Asian+Hawaiian/Pacific Islander+ Two or more races)					
% Proficient plus % Advanced	100				
% Advanced	40				
Number of students tested	10				
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes.

Gap and Non Gap (super-group) student data was not available until 2012-2013. If no data is displayed the subgroup did not meet the minimum size requirement for reporting purposes.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson

Test: Dakota Step
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	90	90	92	78	76
% Advanced	45	50	46	39	40
Number of students tested	20	30	26	31	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		80		74	
% Advanced		50		27	
Number of students tested		7		18	
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	89	90	92	75	76
% Advanced	44	50	46	39	40
Number of students tested	18	30	26	28	27
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Gap Students (American Indian or Alaskan Native + Black + Hispanic + Limited English Proficient + Students with Disabilities + Economic Disadvantaged)					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Non Gap Students (White+ Asian+Hawaiian/Pacific Islander+ Two or more races)					
% Proficient plus % Advanced	100				
% Advanced	50				
Number of students tested	12				
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes.

Gap and Non Gap (super-group) student data was not available until 2012-2013. If no data is displayed the subgroup did not meet the minimum size requirement for reporting purposes.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson

Test: Dakota Step
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	90	89	79	80	96
% Advanced	45	27	38	32	42
Number of students tested	29	25	29	26	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	80	70	72	55	
% Advanced	30	20	43	22	
Number of students tested	10	10	13	12	
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	90	89	81	80	96
% Advanced	45	28	37	32	42
Number of students tested	29	25	27	25	26
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Gap Students (American Indian or Alaskan Native + Black + Hispanic + Limited English Proficient + Students with Disabilities + Economic Disadvantaged)					
% Proficient plus % Advanced	82				
% Advanced	36				
Number of students tested	11				
12. Other 2: Non Students (White+ Asian+Hawaiian/Pacific Islander+ Two or more races)					
% Proficient plus % Advanced	90				
% Advanced	50				
Number of students tested	18				
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes.

Gap and Non Gap (super-group) student data was not available until 2012-2013. If no data is displayed the subgroup did not meet the minimum size requirement for reporting purposes.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Pearson

Test: Dakota Step
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	88	82	85	93	78
% Advanced	25	41	31	30	14
Number of students tested	24	27	27	27	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	80	85			
% Advanced	20	31			
Number of students tested	10	13			
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	88	80	84	93	84
% Advanced	25	38	32	30	17
Number of students tested	24	26	26	27	13
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Gap Students (American Indian or Alaskan Native + Black + Hispanic + Limited English Proficient + Students with Disabilities + Economic Disadvantaged)					
% Proficient plus % Advanced	73				
% Advanced	18				
Number of students tested	11				
12. Other 2: Non Gap Students (White+ Asian+Hawaiian/Pacific Islander+ Two or more races)					
% Proficient plus % Advanced	100				
% Advanced	31				
Number of students tested	13				
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes.

Gap and Non Gap (super-group) student data was not available until 2012-2013. If no data is displayed the subgroup did not meet the minimum size requirement for reporting purposes.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: Pearson

Test: Dakota Step
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	84	86	100	68	73
% Advanced	36	25	31	6	30
Number of students tested	25	29	26	16	31
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	77	91			
% Advanced	38	9			
Number of students tested	13	10			
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	83	85	100	68	73
% Advanced	38	27	31	6	30
Number of students tested	24	27	26	15	31
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Gap Students (American Indian or Alaskan Native + Black + Hispanic + Limited English Proficient + Students with Disabilities + Economic Disadvantaged)					
% Proficient plus % Advanced	80				
% Advanced	33				
Number of students tested	15				
12. Other 2: Non Gap Students (White+ Asian+Hawaiian/Pacific Islander+ Two or more races)					
% Proficient plus % Advanced	90				
% Advanced	40				
Number of students tested	10				
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes.

Gap and Non Gap (super-group) student data was not available until 2012-2013. If no data is displayed the subgroup did not meet the minimum size requirement for reporting purposes.