

U.S. Department of Education
2015 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 Mr. John Cselovszki

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

Official School Name Sleepy Eye Elementary School

(As it should appear in the official records)

School Mailing Address 400 4th Avenue, SW

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

City Sleepy Eye State MN Zip Code+4 (9 digits total) 56085-1204

County Brown State School Code Number* 0084-010

Telephone 507-794-7905 Fax 507-794-5457

Web site/URL http://www.sleepyeyeschools.com E-mail john.cselovszki@sleepyeye.mntm.org

Facebook Page

https://www.facebook.com/SleepyEyePublicScho

Twitter Handle ols Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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*John Cselovszki

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail:

john.cselovszki@sleepyeye.mntm.org

District Name Sleepy Eye Public School Tel. 507-794-7903

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 Darla Remus

(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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
 - 1 High schools
 - 0 K-12 schools
- 2 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. 5 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	3	4	7
K	12	25	37
1	18	19	37
2	21	12	33
3	21	19	40
4	21	14	35
5	25	21	46
6	20	19	39
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	141	133	274

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 36 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 62 % 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 2013 - 2014 year: 14%

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, 2013 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	30
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1	309
(5) Total transferred students in row (3) divided by total students in row (4)	0.136
(6) Amount in row (5) multiplied by 100	14

7. English Language Learners (ELL) in the school: 30 %
24 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 57 %
 Total number students who qualify: 156

Information for Public Schools Only - Data Provided by the State

The state has reported that 63 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 17 %
47 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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>13</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	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	18
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 20:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	95%	96%	96%	96%
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 2014

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

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

15. Please summarize your school mission in 25 words or less: Provide engaging and individualized educational opportunities to diverse learners for their growth and success

PART III – SUMMARY

Sleepy Eye Elementary began in 1872 as a one-room log schoolhouse on the prairie in southwest Minnesota. The City of Sleepy Eye was named after the body of water bordering its northwest side. The lake was named after a peaceful, friendly Dakota Chief named Ish Tak Ha Ba (Sleepy Eyes). The population is approximately 3600 with the elementary school servicing around 300 students. We are a small rural farming community with a diverse population including a large Hispanic and migrant population. We also have a rising percentage of families qualifying for free and reduced lunches.

Our mission statement is; Sleepy Eye Schools will provide engaging and individualized educational opportunities to diverse learners for their growth and success.

In 2009 our professional development team decided that to move our school from multiple years as a needs improvement school, we needed to analyze the alignment of our curriculum, instruction and assessment. We presented to the Board of Education and they financially supported an audit to be done by Phi Delta Kappa International. The audit team gave us specific recommendations on areas to improve. Since that time we have written curriculum in all content areas from preK to grade 12. The backward design method of writing allows teachers to become totally immersed in their standards based curriculum. Resources and assessments are stored on a wiki. The impact has been a gradual academic improvement in all areas and the development of a standards based report card.

The curriculum and implementation of Response to Intervention has made measurable impacts on student success. The RtI model allows us to make early interventions for academic or behavioral needs of students. We meet once a month to discuss specific student needs and once a month to adjust interventions taking place.

Sleepy Eye runs an after school program and summer school program through targeted services. Instruction is differentiated to meet the needs of all. Gifted education is delivered to all grade levels, kindergarten through sixth grade. A summer migrant program is offered from kindergarten through high school. A variety of different settings are apparent in the classroom, one on one, whole group or small group instruction. Additional support is given to students through Title I. Progress monitoring assessments provide on-going information about students' response to intervention.

One of our successes in closing the achievement gap is the supplemental kindergarten program that gives struggling students fourteen extra days of kindergarten in a four to one setting. These students are given additional academic experiences, as well as behavioral and social skill training.

We have developed a culture that demonstrates a strong sense of professionalism. Staff as a whole: paraprofessionals, teachers and principal reflect a sense of caring and instructional excellence. We want all students to succeed but we know students need to feel good about themselves to do well. This premise makes the Positive Behavior Intervention Support, (PBIS), program critical to student success. We want students to be responsible everywhere, respect everyone, and respond safely every time. These comprise the three pillars around which the PBIS program is built. We reward positive behavior in all students and staff.

Our students are educational leaders to one another. Our older students mentor preschool students leading them through interventions they themselves used when young. High school students also act as mentors to upper elementary age students. These mentors might work on an academic intervention or they might shoot baskets as a reward for positive behavior. This mentoring program develops responsibility and respect for others.

Sleepy Eye School is a member of the FLY (Flexible Learning Year) consortium of 24 schools in southwest Minnesota. We are able to begin the school year two weeks earlier and bring in nationally renowned speakers for professional growth. We have teachers presenting in neighboring schools about our intervention process, curriculum process and technology use that raises students' level of performance. Teachers and

principal have presented at multiple state and regional level conventions including the Minnesota School Board Association.

Technology is an integral part of our daily instructional design. We use it for interventions, extension activities, and whole group instruction as evidenced by use of the SMART board. We have a SMART board in every classroom, two computer labs, two laptop carts, one iPad cart, and iPads for all in third grade. Staff development has promoted many opportunities for training and we have also had numerous in house trainings with teachers training teachers. Students are engaged and motivated with the use of technology.

We have come a long way from the one room log school house. Our students are showing solid academic gains and we celebrate the small successes along the way! Many of our students come from struggling home environments but they are showing us that they can learn in a supportive and caring environment. We have been a Reward status school for the last two years. We celebrate this milestone and continue to work on improving our work.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Sleepy Eye Elementary curriculum is a unique curriculum specifically designed with our students in mind. The writing process starts with unpacking the Minnesota State Standards to understand the desired result; what do students need to know, understand and be able to do. The second part is developing student formative and summative assessments that determine student growth and understanding. The final stage in the process is planning the learning experiences and instruction. Each teacher is given a curriculum template to follow in this process. This gives continuity across curricular areas. All teachers in grades pre-kindergarten through grade 12 work together when writing. Thus providing continuity and rigor in our alignment of the curriculum.

Teachers have designed instructional units with correlating activities based on the Minnesota State Standards. We created authentic rubric based formative and summative assessments to analyze student learning. This process creates a unique curriculum written in all areas for our students. The implementation of the standards requires practical tools to develop curriculum and assessments and to promote depth of knowledge and thus rigor in our classrooms. We analyze the cognitive complexity in the standards, activities, and assessment tasks with content-specific descriptions.

The English language arts curriculum is systematic and consistent across grade levels. With the diverse backgrounds and specific learning needs of many, it was essential to choose an approach that allowed targeted instruction based on individual student needs. The preschool through second grade use a basal reader for whole group instruction. Teachers pre-teach vocabulary, model fluent reading and choose grade level appropriate text that is motivating and meaningful. Guided reading groups whether it is skill based or reading level based are used to supplement and reinforce skill lessons. These groups are ever changing depending on test data. The Guided Reading approach modeled after Fountas and Pinnell (1996) continues for grades 3 through 6. These grade levels do not use a basal but rather their own written genre based unit of study aligning to the Minnesota State Standards. The focus of this approach is on small group and reinforced through level based and skill based instruction.

The Daily 5 and Café modeled after the 2 Sisters (2008) is used to develop independent, self-motivated, disciplined, creative readers. This approach is used everyday to manage and develop independent readers while the teacher is allowed time to provide differentiated instruction. We have used this reading approach since 2011 and are building life long readers.

Our math program is made up of teacher created and Internet based programming. Students are taught the power standards with frequent assessments to check for understanding. The OLPA (Optional Local Purpose Assessment) is also used to check student progress. Upper level students are involved in the Math Masters program. Interventions are based on individual student need. Daily lessons involve whole group instruction, guided practice, and independent practice. Additional time is given for Internet based practice programs on facts, extension activities and reinforcement activities.

Our social studies program is literature based in grades kindergarten through grade two. Citizenship, government, geography, and history are approached through literature and hands on activities. The economics unit in all grades is covered through our Junior Achievement program. A community member comes into each classroom to present this unit. Grade three has community units that engage our students with our local museum, city hall, and city departments. Grade four and five supplement their standards with a textbook. Grade six does an extensive economic unit with Junior Achievement called BizTown giving students real life experiences with wages, checkbooks, job applications, and much more in a mock city experience. The rest of their standards are experienced using an iBook.

Kindergarten through fifth grade use an active investigation along with outdoor experiences to teach science. The (FOSS) Full Option Science System curriculum is inquiry based with students engaging in scientific practices that allow them to investigate and analyze information. Assessments are used to progress monitor

and motivate student reflection on their learning. Sixth grade uses a combination textbook and inquiry based approach that aligns them with seventh and eighth grade curriculum. Sleepy Eye Elementary hosted a special science night with families invited to see students engaging in hands on science experiments. An active investigative approach is a solid base for students as evidenced by state testing.

Our preschool program has been approved as a four-star Parent Aware program. The staff has considerable training in Creative Curriculum that was required for the rating. Creative Curriculum addresses seven core areas: Literacy, Social-Emotional, Physical, Language, Cognition, Mathematics, and Social Studies.

We supplement this curriculum with Everyday Math and Little Treasurers that are the preschool parts of the K-6 math and reading series. The above curriculum aligns to the Minnesota State Preschool Standards.

A quote from kindergarten staff: “The social, emotional, academic, and behavioral foundations set by the preschool program at Sleepy Eye Elementary are second to none, especially when considering students that have not attended our program. The students that have attended continually show they are well prepared for kindergarten as evidenced by our data from formative assessments before the academic year begins.”

2. Other Curriculum Areas:

We are fortunate to have art instruction provided by a licensed art teacher everyday for 25 minutes to all students in grades kindergarten through sixth grade. Art plays a vital role in teaching students how to learn and foster achievement and growth. The curriculum is based on Minnesota standards and is integrated with other content areas. Elementary art classes develop a deeper understanding of the design elements and principles. Students explore various mediums and techniques of art. An appreciation for art in the world around them continues to develop through exposure to art history and the art of other cultures. We believe that one of the keys to the improvement in math and reading is the sequential skill-building arts curriculum.

A comprehensive music program is provided for all students every other day for 25 minutes in grades kindergarten through sixth grade. In sixth grade students are required to participate in band and/or choir. We recognize the importance of providing students a quality music education with a wide variety of culturally significant music through a research based curriculum aligned with Minnesota state and the national standards for music education. We teach our students the reading, writing, and improvisational skills needed to enjoy and participate in a musical world. We believe music makes us whole. It impacts our students both intellectually and emotionally. It sharpens collaboration, creativity, discipline and the capacity to reconcile conflicting ideas. It also helps train you to think more critically, enhances a student's emotional well being, and introduces students to a life-long enjoyment for listening to and creating music.

In the area of health the curriculum chosen by staff was the Great Body Shop. Health is taught in place of a science class depending on the number of standards set for that particular grade level. Times may vary by grade level. There are a nice variety of lessons including student handouts. This area is supported by our social worker with anti-bullying lessons for students that emphasizes a simple; stop, walk away, tell someone procedure that all can learn. Small groups are taught social skills through the support of our social worker. We believe in meeting the needs of the whole child. Mental health is critical to student success in the academic area.

Formal physical education classes occur everyday for 25 minutes. Physical education provides the opportunity to teach students about movement, strategies, teamwork, problem solving, and health related fitness. Our students participate in Jump Rope for Heart each February. It is a great fundraiser as well as community connection with our health professionals. Our physical education teacher is also DAPE certified. She provides service to our special education students who cannot safely or successfully participate in general physical education classes and need support to develop large motor skills.

Sleepy Eye elementary gifted and talented program has many unique qualities to engage students and challenge their skills. The program is offered to grades one through six for 45 minutes once per week. Units of instruction have been teacher designed with an emphasis on STEM curriculum. An interdisciplinary mix of math, science, engineering, technology, and language arts has been a catalyst for designing our units.

Sleepy Eye Elementary believes that technology is a tool to be used to enhance all areas of the curriculum and increase depth of knowledge. Thus, technology is not taught as a separate subject but integrated into all areas of the curriculum. All grade levels including prekindergarten are involved with technology. We focus on the SAMR Substitution Augmentation Modification Redefinition Model (2006) striving for a deeper understanding of technology and intended learning outcome. Technology becomes a seamless part of the learning process.

We have multiple portable carts of laptops and iPads for classroom use with three portable labs, a cart of iPads, and two desktop labs available for classroom use with the philosophy that technology will be available whenever and wherever it is needed. In addition to the labs, each classroom is equipped with a SMART Board. Third grade has its own set of iPads for each student. We also have a video production center that students use to create our daily news. Students apply for a variety of positions on the news team. These students are in grades four through six. The news is sent out to all our families and has been a great community connection. It also gives students a sense of responsibility and leadership.

3. Instructional Methods and Interventions:

Sleepy Eye Elementary is guided by four critical questions; What is it we expect kids to learn? How will we know when they have learned it? How will we respond when they don't learn? How will we respond when they already know it? These questions guide our Professional Learning Community that meets monthly. We study the data acquired from state testing and a variety of assessments throughout the school year to progress monitor student learning in reading and math. We meet in grade level teams to discuss student progress and what instructional method will best suit each student. With appropriate analysis and interpretation of data, we can make informed decisions that positively affect student outcomes.

The problem solving team meets once a month by grade level. This team is made up of all special education teachers, Title teacher, classroom teachers and social worker. Each grade level meets with the team once a month to discuss students who are not making progress. The experience and knowledge from people in special education is invaluable. They are our experts in appropriate adaptations, accommodations, and modification to instruction and other classroom activities.

Interventions are run thirty minutes, four days a week for all grade levels. The interventions are differentiated according to student need and are specific explicit instruction. We use a variety of online programs such as LEXIA, Earobics, IXL, Math Facts in a Flash, and Study Island. Along with these and other online programs we also use (PALS) Play and Learning Strategies, Great Leaps, Reading Corps, Guided Reading books, and other teacher generated materials. Extension activities include Math Masters and a variety of activities with high rigor. Some students are placed in social skill building groups during this time as well. It is critical to focus on the development of the whole child.

We also have multiple programs that meet the needs of students outside the school day. An after school program runs from October to the end of March. This program focuses on students that are "on the bubble" with understanding the standards.

In addition we have a summer school program for struggling students that runs alongside our migrant program. These programs run for six weeks in the summer. The Migrant Education Program provides educational and support services to children ages 3 to 21. The goal of this program is to assist migrant students in meeting academic standards but it also gives these children cultural experiences as well.

Challenging programs are also available for students in the summer such as a Lego robotics class, reading and writing club. Our community education offers multiple courses for students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Sleepy Eye Elementary has shown steady growth for the last five years in both reading and math. Third grade math performed 12.8% better than the state average this past year, fourth grade 6.3% better, fifth grade 23.7% better and sixth grade 33.8% better than the state average. These numbers are telling us that we have adjusted our curriculum correctly and are meeting the needs in the areas of concern. Year to year we continually adjust our curriculum based on state testing and the needs of our students. We are now at 80% of our students in grades three through six meeting or exceeding the state standards in math.

In the area of reading our third grade performed 26.7% better than the state average, fourth grade 12.9% better, fifth grade 0.1% better and sixth grade 18.8% better. New standards were included on our state test in the 2012-13 school year. This was a year after we had written our reading curriculum based on the new standards. This gave us a leg up on preparing for the new standards based test. We currently have 74% of our students in grade three through six meeting or exceeding state reading standards.

Although the areas of Hispanic, free and reduced, special education and English learners all exceed the 10%; all areas have been reduced on average by more than 25% since 2011. What we are doing for one we are doing for all and the growth made in our subgroups is evidence that it is working.

Increase in scores can be attributed to several factors; curriculum, RtI model, problem solving team, professional learning community, PBIS program and integration of technology with fidelity. Through these initiatives a resilient staff is educating the whole child in a caring environment where everyone is valued.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

The collection and analysis of data is ongoing. The Minnesota Comprehensive Assessments (MCAs) are administered at grades three, four, five and six in reading and math each spring. Fifth grade students are assessed in science. The data from these tests are analyzed in summer so that work might begin at the start of the school year. Twice a year we also use the state practice math test, OLPA, (The Optional Local Purpose Assessment). Adjustments are then made to the delivery of curriculum.

All students take the STAR reading and math test a minimum of three times each year. The Fountas and Pinnell Benchmark Assessment System is used in grades 1 through 6 three times a year and kindergarten twice a year for accuracy and comprehension. This information is analyzed at our PLC meeting and teachers assign appropriate instructional reading levels for students. We use an Early Literacy test in STAR for kindergarten and first grade in the fall. Reading fluency, comprehension and math is checked using FAST, a University of Minnesota created test with norms specific for Minnesota.

Staff meets in a PLC (Professional Learning Community) to study the test results once a month. Analyzing the data tells us strengths and weaknesses and from this we set learning targets for students. A specifically designed spreadsheet is used to differentiate the needs of students and create flexible groups for interventions in our RtI model.

The real sign of achievement is through teacher-developed assessments. Daily assignments are not graded in any subject but rather used as learning tools. Assessments allow teachers to check for understanding of a skill or standard. Struggling students are given the opportunity to be retaught until mastery is achieved. This remediation may occur in an intervention, small group, or a one on one setting.

The media reports on our state MCA tests. We also send reports home to parents and discuss these results at conferences in the fall. The OLPA test results are discussed with parents and students. This test allows students an online port to access practice in the areas of lowest performance. The locally designed assessments are shared with parents at conferences and each and every time students are reassessed.

Part VI School Support

1. School Climate/Culture

Sleepy Eye Elementary uses the Positive Behavior Intervention and Support program. We started our program in 2008. Our three pillars are; respect, responsibility, and responding safely at all times. Students are rewarded every four to six weeks for demonstrating Sleepy Eye Pride. We also reward students for doing well when we have substitute teachers. Students are given pride tickets daily when demonstrating Sleepy Eye Pride. There is full support from staff and the community plays an integral part of the program through donations, participating in special events, organizing reward activities, and meeting with students in friendship groups. A struggling student receives help and support from a team of special education teachers, classroom teachers, principal, school liaison, lead Title teacher and our school social worker.

The school empowers students in leadership roles in multiple ways. We have a news team comprised of students in grades four through six. Students produce, film and edit our news broadcasts. Student ambassadors connect the school and community through leadership, achievement, and positive impact. School ambassador duties are as follows: welcoming new students, giving tours to visitors, mentoring, service learning, and taking on leadership roles during various school-wide events. The ambassador program empowers students by providing them with the opportunity to develop leadership, human relations, and communication skills. This program brings value to the entire school community by providing positive role models, promoting positive and healthy relationships, and creating a safe school climate and culture.

Members of the staff run problem-solving teams making decisions on individual student interventions. These groups meet as a team to support the classroom teacher. This peer support develops a sense of community. The team is given access to strategic information and resources such as space, materials, time, and funds. These factors give teachers an honest impact and ability to exert influence on the student's success.

The professional learning community involves all stakeholders in our school. The meetings, led by a designated staff member, allow for teacher collaboration and professional development. The participation in decision-making increases teachers' sense of value. Sleepy Eye Elementary uses the RtI model. Students are grouped and regrouped frequently based on progress monitoring. We work in an environment that empowers members of our learning community to make decisions that impact students' growth both academically and socially. This learning community of peers teaches new skills learned through professional development. Our learning community of peers is dedicated to actively advocating for self and others creating a positive environment.

2. Engaging Families and Community

Schools and churches become the hub of activity in a small rural community. Sleepy Eye Elementary strongly encourages our parents and community to feel welcome and excited about visiting our school. As our school year begins in August we have an open house for students and parents. This is an opportunity to meet staff members, students to settle into their space, classroom expectations are shared, PBIS presentations, services available through county and city are shared. Teachers continue open communication with classroom newsletters, blogs, emails, postcards, positive phone calls, and conferences.

We have special family and community events throughout the year. One honors grandparents with a special program of singing and presentations by students. We have a special track and field day with spectators from the community watching the students participate in their favorite event. In the summer there is a special weekend of events called Corn Days. We participate in the parade and activities planned in the local park. In the fall we have a community walk around Sleepy Eye Lake with great participation and it's a beautiful fall experience. In the winter a food drive supporting our local food shelf involves all students.

Sleepy Eye offers a variety of volunteer experiences such as field trips, book fairs, or reading with students. Family events during the school year include science night, family literacy night, and Donuts for Dads/Muffins for Moms mornings. We welcome our parents to join their child for lunch and we provide breakfast to all our students at no cost to families.

Junior Achievement compliments our standards at all grade levels with community people teaching our students. Parents have enhanced our love of reading by bringing Minnesota authors to speak and offer workshops. Numerous clubs and organizations such as local churches, fire department and police department have given support, supplies and generous donations. The faith-based community provides hats, mittens, and coats, and weekend meals to those in need. We also have a group that listens to students read. Our students in turn have cleaned local parks and given May baskets to our neighbors. Students and staff have raised money for the local food shelf along with food items.

Peer mentors are composed of people from a variety of ages and genuinely enrich our school culture. High school students volunteer in our after school program as well as mentoring during the day. Our youngest mentoring program involves students in grades four through six. A local faith-based college also does practicums at Sleepy Elementary. All of these groups have a high impact creating a community feel.

3. Professional Development

Our staff development committee is made up of administrators, community members and teachers from all grade levels. Members serve for a three-year period and a few are standing members. The goals of the committee are driven by the district mission statement and goals. The school's leadership team develops the budget for the upcoming year. There are three goals that guide the direction of this group.

Goal 1: Curriculum

This goal is supported through teacher release time given during the school year for the purpose of writing curriculum and a stipend for completed curriculum. Staff development has been supportive with training of staff on the backwards design of writing curriculum. Co-curriculum coordinators are supported financially through staff development to guide the process. These coordinators are teachers on staff and an example of the District promoting leadership from within.

The successful implementation of the RtI model is supported and funded through staff development. All trainings and continued support are critical for the success of this program. We also have an intervention coach from our regional service cooperative that staff development pays to assist us with our progress monitoring.

Goal 2: Best Practices

The staff development committee has allowed staff multiple training experiences in the area of technology. Studying the SAMR model has been critical in this process. Staff attends state level and regional trainings.

Staff members and administration are given opportunities to attend state conventions and regional level workshops when aligned with goals of the District.

Staff development supports a two-year mentoring program for new teachers. The purpose of the program is to provide support and professional growth and development opportunities for all non-tenured teachers in the school district. The training for mentors along with release time to coach new teachers and new teachers to observe veteran teachers is paid for through staff development. This program refines and extends instructional skills, promotes professional well being for the mentee.

Goal 3: School Climate

Goal 3 is accomplished through the support of our PBIS program. This program is school wide and continual training is involved. We not only have trainings for new members but also for the lead coaches.

Staff development supports the membership in the FLY, Flexible Learning Year Consortium of 21 school

districts in southwest Minnesota. This group allows us to collaborate with other schools to write assessments, share teaching practices, and combine resources to bring nationally renowned speakers to our rural area that otherwise would be cost preventative. Ideas are shared through the use of a Moodle as these schools span a large geographic area. Four teacher leaders and administrators from each school gather to develop goals for the upcoming year.

4. School Leadership

The leadership structure at Sleepy Eye Elementary is a teacher leadership model that promotes collaboration at all levels. We have seen how impactful our model is on student learning. This model involves active collaboration of principal and teachers on professional development, instruction, and data evaluation. The principal engages teachers for their advocacy of student needs. This is demonstrated by the leadership roles teachers have on our professional learning community, problem solving teams, and professional development committee.

All teachers develop SMART goals that are valuable for self-improvement and motivation. Our principal meets with teachers regarding these goals three times each year. These goals help us all to stay focused, provide for professional improvement and student achievement being positively impacted. The principal becomes more of a coach creating more of a team atmosphere. Some of the goals are professional, while others are student centered on growth at a particular grade level or classroom.

The teacher led professional learning community developed the following items to be addressed this year: refining the standardized report card, growth goals in reading, math and science, technology training, and collaboration time to evaluate data and interventions.

It's empowering to allow teachers to share their collective intelligence and talents with others. It is another example of promoting professional growth from within which is a win – win for our students. Individual or teams of teachers take on additional leadership roles by training others in new technology skills and creating the standardized report card with input from all.

Teacher leadership promotes effective and collaborative teaching practices that leads to increased student achievement, improved decision making and thus a dynamic professional environment. Our school meets as a whole group and then by grade level once a month to discuss data and intervention groupings. These groups are lead by the Title 1 teacher who is given the leadership role of this group. The model of all teachers taking ownership for all students has created a learning environment where our students are meeting the standards and receiving the services to allow them all to learn and be successful learners.

Sleepy Eye Elementary has a Principal's Leadership Team. This group discusses a variety of issues. They plan social gatherings for the school, discuss challenges with schedules, and student concerns. This team assures that building level concerns are being addressed. Anyone can bring concerns forward to a member on the team. Communication and honesty is key to a healthy school climate.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MCA 2 2009-10, MCA 3 2010-14</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Pearson Educational Measurement 2009-11, American Institute for Research (AIR) 2012-14</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	18	16	19	24	10
exceeds standards	13	21	10	7	17
Number of students tested	37	46	36	44	34
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	8	10	12	9	3
exceeds standards	2	13	5	2	6
Number of students tested	15	30	22	20	16
2. Students receiving Special Education					
meets standards and above	3	3	2	0	1
exceeds standards	2	0	1	0	2
Number of students tested	6	5	4	4	5
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above	6	5	6	1	2
exceeds standards	1	1	1	4	1
Number of students tested	10	9	11	9	9
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	9	10	13	20	15
exceeds standards	12	19	9	6	9
Number of students tested	23	35	25	35	25
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: We have a substantial number of students who are Hispanic however the number of ELL students is small. Currently we are servicing only 17 students district wide. We have seen a healthy academic growth with our Hispanic population exceeding even the state expectations.

The state has a minimum cell size requirement before we concentrate our efforts in an area. As recommended by the state, we disregard sections if the group does not meet the criteria of 10% of enrollment and at least 20 students tested. Currently in 2014-2015 our population of ELL students stands at 9%. Looking at the ELL students we have in the elementary this group has consistently showed positive increases in its proficiency rate.

The other consideration is that the majority of ELL students that are documented in our October 1st attendance uploads include those students who are migrant and still in our community. However these students leave our community by November. We do not service them for more than a month each school year. Hence our numbers decline to very small numbers by spring testing.

We're showing the special education scores have been entered for the 2012 -13 school year. We have now reported all the scores we do have even though they are small in number.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MCA 2 2009-10, MCA 3 2010-14</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Pearson Educational Measurement 2009-11, American Institute for Research (AIR) 2012-14</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	15	25	22	10	33
exceeds standards	20	8	19	15	13
Number of students tested	45	37	44	28	50
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	9	6	10	5	11
exceeds standards	9	17	6	5	11
Number of students tested	27	26	18	14	24
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above	1	2	1	1	3
exceeds standards	0	1	0	0	0
Number of students tested	1	5	1	2	3
4. Hispanic or Latino Students					
meets standards and above	3	3	6	3	5
exceeds standards	3	7	3	2	6
Number of students tested	10	12	10	6	11
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	16	5	16	7	7
exceeds standards	11	18	16	13	28
Number of students tested	33	25	34	22	39
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MCA 2 2009-10, MCA 3 2010-14</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Pearson Educational Measurement 2009-11, American Institute for Research (AIR) 2012-14</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	15	23	19	23	11
exceeds standards	12	13	8	12	16
Number of students tested	37	41	33	47	39
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	8	10	9	4	4
exceeds standards	8	3	2	5	5
Number of students tested	24	17	17	16	16
2. Students receiving Special Education					
meets standards and above	1	2	2	0	4
exceeds standards	2	0	1	0	1
Number of students tested	6	5	6	5	7
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above	3	5	3	6	2
exceeds standards	3	2	1	0	2
Number of students tested	11	9	8	10	9
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	11	18	16	17	9
exceeds standards	9	11	6	12	14
Number of students tested	25	32	24	37	30
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MCA 2 2009-10, MCA 3 2010-14</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson Educational Measurement 2009-11, American Institute for Research (AIR) 2012-14</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
meets standards and above	23	13	27	10	16
exceeds standards	16	17	13	11	8
Number of students tested	45	32	47	38	38
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	10	6	13	4	9
exceeds standards	6	8	1	4	3
Number of students tested	21	15	19	17	21
2. Students receiving Special Education					
meets standards and above	1	0	1	1	1
exceeds standards	2	2	0	1	0
Number of students tested	4	3	5	6	3
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above	6	3	6	1	3
exceeds standards	3	3	0	0	1
Number of students tested	9	7	9	7	9
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	17	10	21	9	13
exceeds standards	13	14	13	11	7
Number of students tested	33	25	38	31	29
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MCA 2 2009-12, MCA 3 2013-14</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Pearson Educational Measurement 2009-11, American Institute for Research (AIR) 2012-14</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	20	22	13	15	12
exceeds standards	10	14	22	25	10
Number of students tested	38	46	36	46	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	3	14	9	9	4
exceeds standards	9	9	12	8	2
Number of students tested	15	30	22	21	16
2. Students receiving Special Education					
meets standards and above	1	1	3	0	0
exceeds standards	2	0	1	1	1
Number of students tested	6	5	4	4	5
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above	6	5	6	6	2
exceeds standards	2	1	5	2	1
Number of students tested	10	9	11	9	9
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	12	16	7	9	10
exceeds standards	8	12	17	23	9
Number of students tested	23	35	25	37	26
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MCA 2 2009-12, MCA 3 2013-14</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Educational Measurement 2009-11, American Institute for Research (AIR) 2012-14</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	19	20	18	13	16
exceeds standards	12	5	24	12	24
Number of students tested	45	38	45	29	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	11	9	11	7	9
exceeds standards	6	5	6	3	7
Number of students tested	27	26	18	14	24
2. Students receiving Special Education					
meets standards and above	4	0	2	0	0
exceeds standards	0	1	0	1	0
Number of students tested	7	6	4	4	2
3. English Language Learner Students					
meets standards and above	0	0	1	1	2
exceeds standards	0	0	0	0	0
Number of students tested	1	5	1	2	3
4. Hispanic or Latino Students					
meets standards and above	4	4	4	4	5
exceeds standards	0	1	5	1	3
Number of students tested	10	12	10	7	12
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	13	16	14	9	11
exceeds standards	12	4	19	11	21
Number of students tested	33	26	35	22	39
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

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All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Pearson Educational Measurement 2009-11, American Institute for Research (AIR) 2012-14</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	20	17	18	18	19
exceeds standards	5	9	8	16	10
Number of students tested	38	42	32	47	39
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	11	7	9	9	6
exceeds standards	5	1	4	3	3
Number of students tested	25	17	17	21	16
2. Students receiving Special Education					
meets standards and above	1	2	3	1	4
exceeds standards	1	0	1	0	0
Number of students tested	7	6	4	5	7
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above	6	3	3	7	3
exceeds standards	2	1	2	0	1
Number of students tested	11	9	9	10	9
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	14	14	15	11	16
exceeds standards	3	8	6	16	9
Number of students tested	26	33	23	37	30
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: We have a substantial number of students who are Hispanic however the number of ELL students is small. Currently we are servicing only 17 students district wide. We have seen a healthy academic growth with our Hispanic population exceeding even the state expectations.

The state has a minimum cell size requirement before we concentrate our efforts in an area. As recommended by the state, we disregard sections if the group does not meet the criteria of 10% of enrollment and at least 20 students tested. Currently in 2014-2015 our population of ELL students stands at 9%. Looking at the ELL students we have in the elementary this group has consistently showed positive increases in its proficiency rate.

The other consideration is that the majority of ELL students that are documented in our October 1st attendance uploads include those students who are migrant and still in our community. However these students leave our community by November. We do not service them for more than a month each school year. Hence our numbers decline to very small numbers by spring testing.

We're showing the special education scores have been entered for the 2012 -13 school year. We have now reported all the scores we do have even though they are small in number.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MCA 2 2009-12, MCA 3 2013-14</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Pearson Educational Measurement 2009-11, American Institute for Research (AIR) 2012-14</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	27	16	17	12	19
exceeds standards	8	2	17	18	9
Number of students tested	45	32	49	38	38
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	13	7	9	7	10
exceeds standards	3	1	3	7	4
Number of students tested	21	15	21	17	21
2. Students receiving Special Education					
meets standards and above	4	2	2	1	3
exceeds standards	0	0	0	2	0
Number of students tested	4	3	5	6	3
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above	7	2	5	5	3
exceeds standards	1	0	0	0	1
Number of students tested	12	7	10	7	9
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	20	14	12	7	16
exceeds standards	7	2	17	18	8
Number of students tested	33	25	39	31	29
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

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