

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. Chad W Lueck

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

Official School Name Washington Elementary School

(As it should appear in the official records)

School Mailing Address 510 8th Avenue, SW

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

City Valley City State ND Zip Code+4 (9 digits total) 58072-3741

County Barnes County State School Code Number* 9241

Telephone 701-845-0849 Fax 701-845-3560

Web site/URL http://www.valley-city.k12.nd.us E-mail chad.lueck@k12.nd.us

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

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

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Dean Koppelman E-mail: dean.a.koppelman@sendit.nodak.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Valley City Public Schools Tel. 701-845-0483

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 Mrs. Joyce Braunagel
(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):
- 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. 2 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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	57	53	110
5	35	42	77
6	40	40	80
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	132	135	267

5. Racial/ethnic composition of the school:
- 3 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 1 % 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: 7%

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	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	14
(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	267
(5) Total transferred students in row (3) divided by total students in row (4)	0.075
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 0 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Somali
8. Students eligible for free/reduced-priced meals: 33 %
 Total number students who qualify: 89

Information for Public Schools Only - Data Provided by the State

The state has reported that 39 % 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: 14 %
37 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>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</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	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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	97%	96%	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: Together we are building a legacy of excellence, one student at a time.

PART III – SUMMARY

“Together we are building a legacy of excellence, one student at a time.” This vision statement exhibits the behaviors that happen in the school on a daily basis. Every staff member understands that every student is important and deserving of the best. The focus at Washington is on improvement for both students and staff. Every decision is based upon student learning. Student achievement is very important, but developing young students into life long learners and wonderful citizens is also a priority.

Valley City is a rural community of approximately 6,500 residents. Agriculture is very important to the community along with the health care industry and manufacturing. The health care industry includes the Sheyenne Care Center, Mercy Hospital, Open Door Center, two clinics, and several eye, dental, and chiropractic centers. John Deere Seeding Group, Eagle Creek Software, Drug Plastics, and Pizza Corner Frozen Pizza employ hundreds of residents. The retail sector is comprised mostly of locally owned and operated businesses. Maintaining vibrant business and industrial sectors is always a challenge as it is for many communities our size. The Sheyenne River Valley, Lake Ashtabula, and National Scenic Byway offer tourism destinations for many travelers.

Valley City State University offers unique advantages to our school district. It is a highly respected institution that focuses on teacher preparation and technology.

Washington Elementary is part of the Valley City Public School District and is the educational setting for students in grades four, five, and six. Starting with the 2005-06 school year, the grade level organizational plan for Washington Elementary changed from K-6 to 4-6.

Enrollment for the 2014-15 school year was 267. Over the past four years, enrollment numbers have ranged from 208 to 267 students. We expect the enrollment to remain in the 260 student range for the 2015 -16 school year. Student demographic information is as follows: 50.5% female and 49.5% male; 33% of the student population receives free/reduced lunches; 14% of the students receive special education services. Student ethnicity include the following: 92% white; 3.0% Native American; 1% Black; 2% Hispanic; and 0.4% Asian. The Title I reading program serves 15% of the student population.

There are 13 regular education classrooms with an average class size of 20.5 students. Other staff members include: 3 special education teachers, 1 speech pathologist, 1 full-time Title I teacher, 1 full-time ILC (individual learning center) paraprofessional, a half-time librarian and full-time library paraprofessional; .40 FTE art; full-time music and physical education instructors; one full time counselor; one technology coordinator for the school district; 3 food service staff, 2 custodians, an administrative assistant, and principal. The Washington school staff includes recent graduates and experienced staff members. Nine staff members have Masters degrees and one teacher is nationally certified. Our teaching staff includes 3 male teachers and 17 female teachers. There is an active PTO that promotes a partnership between home and school. Extra-curricular activities are coordinated through the Valley City Park and Recreation Program.

A successful Title I reading program has been vital to the accomplishments of Washington Elementary. Being a targeted assistance program, it is able to serve approximately 15% of the student population. During the 2013-14 school year, Washington was one of a few schools in North Dakota, and only in the district, able to make AYP due to the improvement of its Title I students.

The ILC program offers students a unique setting where they can receive assistance on any subject. It’s similar to a Title I program, but is available to all students and is not restricted to reading only. Students have access to the room before school, after school, and at their scheduled classroom times throughout the school day. The ILC coordinator is a licensed teacher with the sole responsibility of operating an effective assistance program for the students of Washington.

The counseling program has been a major contributor to the sustained success at Washington Elementary. The counseling schedule allows our full time counselor to work with each classroom and individuals. Classroom activities provided by the counselor offer a wide range of topics often not covered by regular

curriculums, such as bullying, testing taking skills, and kindness. Individual students are able to meet with the counselor at their request. Skills are taught to students that help them cope with current and future problems they may face.

The RTI team identifies students that are struggling academically, or behaviorally. The team meets bi-weekly to address teacher referrals or standardized test results. It collaboratively compiles a plan for each student, and maintains progress monitoring to ensure the interventions are still effective.

The success of Washington Elementary cannot be attributed to one person, program, or initiative. Rather is it the collective effort of all the outstanding people involved. The students, staff, parents, and community members continue to strive for excellence each and every day.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Washington Elementary utilizes the North Dakota State Standards and Benchmarks. These benchmarks were created based upon the Common Core State Standards. The teachers and administration at Washington Elementary believe these standards help provide our students a rigorous education that prepares them for college and career readiness. The core curriculum is constantly adjusted to meet the demands of the standards. The staff works hard to meet the standards across each of the core subjects, not just relying on individual subjects to address each standard and benchmark. We believe using multiple disciplines is the best way to meet proficiency levels. Our main focus as a school is on the four main core curricular areas: reading/English language arts, mathematics, science, and social studies.

In 2012-13 school year, Washington Elementary piloted McGraw Hill's new reading series tailored to the Common Core State Standards. After the completion of the pilot program, the district purchased the curriculum. We felt this resource would help us meet the new standards and benchmarks set forth. We believe this series helps our school shift to the focus to the importance of nonfiction writing. It provides the necessary rigor for our students to enhance their reading and language skills. Although the transition was difficult at times, we now believe the students in our school are stronger readers.

Through our school improvement process, AdvancED, Washington Elementary has identified writing as an area of improvement. To meet these improvement needs, we have implemented 6+1 Traits of Writing as a common writing system for all staff members to use. It provides teachers and students with a common vocabulary and scoring system to drive improvement. As part of the implementation process, teachers across grade levels are required to identify ten common writing lessons they will complete each school year. Many classrooms go well above and beyond the required ten themes. Early indications show an improvement on our writing standardized testing scores.

The mathematics curriculum at Washington Elementary has shown a very high success factor according to standardized testing data. Student proficiency rates have been as high as 99% in recent state assessments. Our teachers have bought into and implemented a systematic, research-based curriculum. The staff works collaboratively through the PLC process to ensure that students are receiving the necessary skills to meet the standards. Problem solving skills have been a focus of the staff. Skills and programs to address difficulties in this area have been researched and implemented.

The science curriculum is supplemented through many STEM activities. This is another way that students meet standards and benchmarks through a variety of curriculum activities. Teachers use techniques and projects learned through professional development to incorporate STEM activities into their science curriculums. Science is the subject where teachers are most apt to implement other kinesthetic activities for students. Experiments and opportunities to develop and build models are performed on a regular basis in the science curriculum.

The social studies/history curriculum also encourages our staff to become creative and flexible in teaching the standards and benchmarks. Topics from North Dakota studies in 4th grade to world history in 6th grade are covered. Teachers strive to create fun ways for students to show proficiency. Common social studies class projects include making travel brochures, making a history hotel, and using parchment paper to create hieroglyphic documents. The social studies curriculum also allows our teachers to expand upon the nonfiction focus of the new Common Core State Standards.

Through our core curriculum at Washington Elementary, our teachers provide students with a rigorous, well-rounded education. They are able to focus and tie skills to the new standards, while still being able to tap into their students' creative minds. The teachers work hard to keep learning meaningful for the students. The teachers and staff work collaboratively, and together they are able to provide a high quality education for all our students at Washington.

2. Other Curriculum Areas:

Washington Elementary supplements its core curriculum with a variety of other curricular areas such as art, music, physical education, health, and guidance lessons. We believe offering a well-rounded curriculum serves the best interests of our students and families. Students have these non-core curricular areas built into their regular schedules. Highly qualified staff implement and teach the curriculum to our students.

Washington Elementary is able to share a full-time highly qualified art teacher with another elementary school in the district. Students in grades 4-6 participate in art each week during the school year. Art classes are scheduled for 45 minutes each session. Students are able to study a variety of topics like art history, famous artists, and art techniques. Student work is displayed throughout classrooms and hallways. Once a year, students host an art show for parents to come and view many of the projects students have worked on during the school year. The curriculum is mapped out for the entire elementary, which allows our students to engage in lessons that build upon their established foundational skills. The students are challenged and prepared to succeed once they enroll in Junior and Senior High School art courses.

Music education is a requirement of all students at Washington Elementary. Students participate in 40-minute blocks of music, every other day. Beginning in fourth grade, the music curriculum shifts more towards music education. Students focus their learning towards understanding musical notes, rhythms, and music history. Every year, all students in each grade level perform in a concert for their families and community members. Typically, these events focus on singing, but acting and choreography are a major part of the performance. Sixth grade students at Washington Elementary are given the opportunity to participate in band. Although it is not a requirement, many students choose to take part in the elective.

Another curriculum area that is taught to all students at Washington Elementary is Physical Education. On the opposite days as Music class, students participate in a forty-minute block of Physical Education class. Students participate in a wide variety of activities, with a focus on developing a life long love of exercise and physical fitness. The school year is scoped and sequenced to provide students with a wide array of high and low intensity activities. Skills are taught to students in order to improve coordination and flexibility. Adherence to North Dakota state standards is monitored on a regular basis. Adjustments are made by the highly qualified teacher to ensure students are being taught as many skills and activities as possible.

In coordination with the Physical Education and Science curriculums, health and nutrition education are taught to all students. Washington Elementary partners with the local hospital and extension service to provide unique opportunities to our students. Guest presenters are commonplace for many of these activities. Through our partnerships, students are introduced to many unique fruits and vegetables that they normally would not have the opportunity to try. Along with fruits and vegetables, special units on blood pressure and heart health are taught and focused on at times during the year. The district maintains adherence to a very thorough health policy. Through this policy, many educational opportunities arise that provide the focus for many of the health lessons.

One of the more flexible non-core curriculum areas at Washington Elementary is guidance class. This is planned and taught by our guidance counselor on a bi-weekly schedule for 40 minutes each session. Lessons on a wide variety of topics are taught to each classroom in our school. The topics include study skills, kindness, anti-bullying, and careers. The counselor is able to adjust her lessons to accommodate whichever needs are present at the time. For instance, her lessons around the state assessment time would include study and test taking skills.

At Washington we believe providing a wide range of experiences and curricular areas best serves our students. We focus on providing the very best of each non-core area in order to meet the needs of all our students. It is very rewarding to see students succeed in all areas of school, not just core subjects.

3. Instructional Methods and Interventions:

Leadership and staff at Washington Elementary understand that all students learn differently and at different rates. With that in mind, a focus on differentiating instruction takes place. Classroom teachers work diligently on providing teaching methods and activities to students that meet their individual needs. Classroom teachers work collaboratively through PLC's to develop and share successful skills and ideas. Teachers at grade levels identify important standards to focus on during intervention times. They work together with resource room teachers to provide a wide variety of skill practice for students in small group settings. Through intervention time, teachers are also able to focus on students needing enrichment. Small groups of students that have shown content mastery are given complex and higher level tasks or projects to complete. The needs of students at all levels of the academic spectrum are being met during intervention time, making it an effective and positive program.

Washington Elementary has embraced the important role technology plays in effective teaching. Each classroom is equipped with a SMARTBoard and document camera. Desktop computers and iPads are available for student use in each classroom. The school also has a separate computer lab with 25 desktop computers that is used on a regular basis by classes. Interventions and assessments are implemented using available technologies. STAR assessments and NWEA assessments are given to all students in order to identify student strengths and weaknesses. Programs that address specific reading skills, such as fluency, are made possible through the use of technology.

The school's effective Title I program provides support and interventions to students that are struggling with reading skills. The Individual Learning Center (ILC) is able to identify students that don't qualify for Title I services, but still struggling, and provide them the support they may need. The ILC is also able to provide services to students across the curriculum, not just in specific subjects.

We believe we operate a system that identifies student strengths and weaknesses, and provides them the support or enrichment necessary to succeed in school. The results are improving student achievement throughout the building.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Up until the 2014-15 school year, Washington Elementary School assessed students with the required North Dakota State Reading, Math, and Science Assessment published by CTB McGraw-Hill. Plans are underway to implement the Smarter Balanced Assessment during the 2014-15 school year and beyond. The North Dakota Department of Public Instruction supervises all activities related to the development and implementation of the State assessment.

State Achievement standards are identified in four categories of student proficiency: 1) novice, 2) partially proficient, 3) proficient, and 4) advanced. The proficient level represents how well a student should demonstrate achievement within a subject at a particular grade level. In determining Adequate Yearly Progress the State requires that students be at the advanced or proficient levels. AYP and assessment reports show overall student achievement, school achievement, district achievement, and statewide achievement in terms of the four achievement standard levels.

Washington Elementary has maintained high achievement levels the past 5 years in both Reading/Language Arts as well as Math. In the most recent year's data, proficiency percentiles have reached as high as 99%. Five year averages for both Reading and Math are above the 90th percentile in each category.

One achievement gap that has been noticed is the proficiency levels of students on an IEP, specifically the fourth and sixth grade groups. These non-proficient students, according to the NDSA, have been included in the Title I targeted assistance program for the 2014-15 school year. Previously, Special Education personnel for Reading and Math had only served these students. We believe providing them additional services will close the achievement gap for this subgroup of students.

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

Washington Elementary uses a variety of assessments to improve student achievement and learning. Both formative and summative assessments are used on a regular basis. Each year the North Dakota State Assessment is administered in the fall of the school year. NWEA – MAP assessment is administered twice a year for all students, and a third time for students identified in the RTI process or new to the district. STAR Reading tests are given to all students twice a year, and also used as the main progress-monitoring tool for reading.

Classroom teachers analyze all of the universal screening tools and results after each assessment period. They are then able to identify student strengths and weaknesses, and differentiate their instruction accordingly. The RTI team analyzes the results and identifies students in need of supports or interventions. Once identified, students are provided accommodations and skill development activities to improve upon their recognized weaknesses. Those interventions are monitored on regular basis in order to make necessary changes to the student's plan.

All teachers in a grade level analyze student assessment data at PLC meetings. Grade level teachers meet bi-weekly to group students into ability levels on selected skills. Resource teachers from other curricular areas are used to implement what is called "iTime" or intervention time. Students of the particular grade level are divided into groups with each group focusing on different levels of a particular skill.

Parents are provided the results of their child's assessment results at Parent – Teacher Conferences or upon request. This allows teachers to have meaningful dialogue with parents about the progress their child makes over their educational career. Along with individual results, parents are distributed information on school and district achievement results through District and School Profile Reports located on the North Dakota Department of Public Instruction website. Incorporating parents in the education process remains a priority at Washington Elementary.

Part VI School Support

1. School Climate/Culture

School climate and positive culture are crucial factors to the overall success at Washington Elementary. All students are valued and known by name. Teachers and staff get to know student interests and engage in casual conversations throughout the school day. The principal and school counselor become familiar not only with students, but also in understanding their home lives and family situations. They work together with classroom teachers to provide supports and proper communication channels when conflicts arise. Each and every student understands how important he or she is to the overall success of the school.

Several activities take place throughout the school year to engage students academically and socially. Washington Elementary implements the Accelerated Reader program in every classroom. Students are able to accumulate reading points throughout their three years at Washington. A detailed rewards program provides motivation for students to read much more than is required for their reading grades. Community support and donations make prizes such as engraving their name on a plaque, swimming passes, and school mascot sweatshirts possible.

In order to engage students and staff emotionally in the school culture, the school counselor implements several events. Kindness Week is an annual event where a pep rally is held, and events are planned throughout the week. Students often raise money for a local cause. In 2013-14 students raised almost \$7000 to help out a fellow student that lost his house in a fire. Staff focuses on teaching anti-bullying lessons and provides students with modeling of respectful behaviors towards everyone.

Mentors are provided to students recommended by staff members. The school counselor works with high school staff members to provide at risk students with a positive role model during the school year. Positive connections are made and young students truly look forward to working with their mentor each week.

Teachers at Washington make a positive school environment possible. Their love of teaching and love of children make it possible. Classroom teachers, as well as teachers of art, music, physical education provide many opportunities for students outside of the regular school day. Teachers are available for student assistance both before and after school. The music teacher participates in musical programs across the state for students that excel in music. Together the entire staff at Washington Elementary works as a cohesive unit that provides the best education and positive social environment possible to our students.

2. Engaging Families and Community

Washington Elementary School believes in communication between the parent, school and community, and that the parent is vital in promoting student success. The school has many different ways of communicating with parents and the community. Newsletters, PowerSchool, and the school website are some of the most common forms.

PowerSchool is the platform that operates the statewide database. All student demographic information is contained within the system. PowerSchool gives parents access, and the ability to monitor their child's current grade or scores on individual assignments. The school website contains upcoming events, as well as, every staff member's email address.

Junior Achievement is a business and economics non-profit education organization. This is one way in which the school works closely with the businesses in the community. The businesses come into the school to inspire young people to value free enterprise, business, and economics to improve the quality of their lives.

In order to enhance the health/science curriculum a local organization called Healthy Heart is used. Volunteers from the local hospital take part in teaching students lessons on cholesterol, blood pressure, and

the importance of a healthy diet. In March of 2015, due to a grant from the American Heart Association, the fourth grade class put on a health fair for their parents and grandparents. The response was tremendous.

Several local churches have organized a weekend backpack food program for students and families in need. The churches rotate monthly and volunteers pack non-perishable food items into grocery bags and bring them to the school on Thursday. On Friday afternoon these bags are placed inside the students' backpacks, discreetly. As of the writing of this, over 50 students take part in this wonderful program.

Our local college, Valley City State University, is a great asset to our school. One of VCSU's focuses is on developing educators. Washington Elementary works collaboratively with the university to provide training for practicums, observations, and student teaching experiences. Instructors from VCSU often come to our school and present topics of their expertise.

There are many more opportunities for families and community members to become part of the educational success of students at Washington Elementary. Open House night happens at the beginning of each school year. Parent – Teacher Conferences are scheduled for all parents twice a year. The PTO is an active organization that meets on a monthly basis. All of these and more remain vital to our success.

3. Professional Development

Valley City Public Schools currently provides one more contracted day for professional development than the state of North Dakota requires. Teachers participate in professional development days ranging in a variety of topics about current issues and trends in education. In previous years, professional development topics included information and techniques pertaining to the Common Core State Standards, useful technology in education, and Professional Learning Communities (PLC's). Teachers are asked to evaluate professional development activities upon completion, and administration reviews the evaluations, and then makes adjustments for future professional development accordingly.

Along with contracted professional development days, the district provides its teaching staff with many other opportunities. Short afterschool workshops take place throughout the year. Topics such as creating webpages, Office 365, and book studies on relevant topics are scheduled. Teachers are able to accumulate enough hours to apply for a credit at the local university, thus allowing them to maintain licensure. Typically, teachers have 15 hours worth of non-contracted professional development opportunities in a school year.

In 2011 the school district made a commitment to implement the PLC structure within its school buildings. Through this commitment it has supported teachers attending the PLC Institute in Minneapolis, Minnesota. The three-day conference trains teachers in the proper techniques and methods to implement effective PLC structures. The vast majority of the certified staff at Washington Elementary has attended the Institute. New teachers are immediately given the opportunity to attend. The professional development pertaining to PLC's has led to impressive results in student achievement, teacher collaboration, and school culture.

During the 2014-15 school year, we have decided to embark on a new principal/teacher evaluation system. We believe this new tool will have a positive impact on teacher development and ultimately help raise student achievement. Much of our professional development focus will pertain to the Robert Marzano Framework of Education. Teachers will need training and support as the new, complex evaluation system is implemented at Washington Elementary.

4. School Leadership

The school leadership at Washington Elementary begins with the principal. It is his responsibility to oversee the day-to-day operations of the school building, as well as, monitor student achievement and teacher effectiveness. The leadership and staff at Washington Elementary believe in the school's vision statement, "Together we are building a legacy of excellence, one student at a time." Leadership instills the belief that all students have the ability to learn and succeed in school. The principal believes in and

implements the teamwork aspect whenever possible. Blame for mistakes is avoided, rather an approach to solving the problem is immediately implemented. A basic understanding in the building exists that one cannot hope something will happen, but action must be taken, and strategies must be put in place in order to make progress.

The principal participates in all district-wide professional development activities. He also is a member of each active committee within the building. Teachers are encouraged and are willing to participate in committees. While serving on these committees, teachers play an active role in the decision making for the school building. Another active role the principal takes in on the RTI team. Through work on this team, the principal is able to see first hand student social and behavior concerns and student achievement. He is also able to assess building needs, whether it be staffing or materials.

The principal meets with the district leadership team bi-weekly. At these meetings the Superintendent gives direction, and current issues are discussed and worked out in a team setting. A commitment to hiring highly qualified teachers and staff is a high priority for the district leadership team. They believe that individuals not only need to possess proper content knowledge, but also must buy in to the building beliefs of teamwork, flexibility, and work ethic.

Leadership roles are given out to teachers regularly. Teachers are selected by their peers and serve as PLC chairs for grade levels or specialist categories. As a PLC chair, the teacher is responsible for planning the agenda, gathering materials, and communicating issues and progress back to administration. Teachers in this role feel a great freedom to research and possibly implement their ideas. They are comfortable presenting ideas to administration, and do so in a professional manner.

The success at Washington School is due to a team effort, not the work of any individual. Through teamwork the school will continue to strive for greatness.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>North Dakota State Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	90	91	93	88	92
Advanced	29	34	31	27	28
Number of students tested	79	82	83	64	79
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	6	2	3	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	88	86	90	79	85
Advanced	28	17	17	10	50
Number of students tested	25	35	29	29	20
2. Students receiving Special Education					
Proficient and above	62	100	86	100	88
Advanced	0	13	14	33	0
Number of students tested	13	8	7	3	8
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	89	95	92	91	93
Advanced	31	38	32	28	29
Number of students tested	75	74	78	58	73
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Proficient and above, as well as, Advanced are shown in percentiles for all categories.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>North Dakota State Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	99	94	90	95	89
Advanced	57	34	36	45	21
Number of students tested	77	81	63	73	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	4	3	4	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	92	80	92	84
Advanced	60	16	24	48	22
Number of students tested	25	25	25	25	32
2. Students receiving Special Education					
Proficient and above	100	83	67	100	78
Advanced	25	33	0	40	22
Number of students tested	4	6	3	10	9
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	99	95	95	94	90
Advanced	59	36	37	45	21
Number of students tested	71	75	57	69	68
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Proficient and above, as well as, Advanced are shown in percentiles for all categories.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>North Dakota State Assessment</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	92	94	97	94	91
Advanced	47	35	58	37	42
Number of students tested	79	70	77	70	93
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	5	6	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	88	96	92	89	82
Advanced	28	11	46	39	38
Number of students tested	25	27	26	28	34
2. Students receiving Special Education					
Proficient and above	75	50	90	70	80
Advanced	50	0	50	30	0
Number of students tested	4	2	10	10	10
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	92	95	99	94	95
Advanced	47	39	60	34	42
Number of students tested	76	61	72	67	84
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Proficient and above, as well as, Advanced are shown in percentiles for all categories.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>North Dakota State Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	91	90	93	91	91
Advanced	34	39	31	20	26
Number of students tested	79	82	83	64	79
Percent of total students tested	100	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	6	4	5	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	96	86	89	86	90
Advanced	24	37	21	10	20
Number of students tested	25	35	28	29	30
2. Students receiving Special Education					
Proficient and above	77	100	83	100	100
Advanced	8	50	17	0	9
Number of students tested	13	8	6	3	11
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	92	95	94	93	90
Advanced	35	38	31	22	25
Number of students tested	75	74	77	58	73
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Proficient and above, as well as, Advanced are shown in percentiles for all categories.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>North Dakota State Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	95	89	90	81	86
Advanced	11	10	16	15	11
Number of students tested	77	81	63	73	70
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	4	5	5	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	96	80	83	76	88
Advanced	12	0	4	20	9
Number of students tested	25	25	24	25	32
2. Students receiving Special Education					
Proficient and above	100	100	100	90	78
Advanced	25	0	0	10	0
Number of students tested	4	6	3	10	9
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	88	91	80	85
Advanced	10	9	18	16	10
Number of students tested	71	75	56	69	68
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Proficient and above, as well as, Advanced are shown in percentiles for all categories.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>North Dakota State Assessment</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	96	90	92	87	93
Advanced	27	30	23	35	26
Number of students tested	79	70	77	70	93
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	5	7	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	88	89	88	79	85
Advanced	20	14	27	29	15
Number of students tested	25	28	26	28	34
2. Students receiving Special Education					
Proficient and above	100	75	90	80	90
Advanced	50	0	10	20	0
Number of students tested	4	4	10	10	10
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	96	90	94	87	95
Advanced	25	29	24	34	26
Number of students tested	76	63	72	67	84
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Proficient and above, as well as, Advanced are shown in percentiles for all categories.