U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Rob Sylliaasen

Official School Name: Sharon F. Delzer Elementary School

School Mailing Address: PO Box 306
404 6th St N
Estelline, SD 57234-0306

County: Hamlin   State School Code Number: 02

Telephone: (605) 873-2203   E-mail: rob.sylliaasen@k12.sd.us

Fax: (605) 873-2102   Web URL: http://www.estelline.k12.sd.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Chip Sundberg   Superintendent e-mail: chip.sundberg@k12.sd.us

District Name: Estelline Public School District   District Phone: (605) 873-2203

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Stuart Busch

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

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

Private Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. 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.

9. 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.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

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

2. District per-pupil expenditure: 7948

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	11	12	23		6	9	9	18
K	13	10	23		7	0	0	0
1	11	9	20		8	0	0	0
2	10	9	19		9	0	0	0
3	7	16	23		10	0	0	0
4	2	12	14		11	0	0	0
5	7	6	13		12	0	0	0
					Total in Applying School:			153

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
1 %	Black or African American
10 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
88 %	White
1 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

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

(1)	Number of students who transferred *to* the school after October 1, 2009 until the end of the school year.	4
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2009	278
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 2%

   Total number of limited English proficient students in the school: 7

   Number of languages represented, not including English: 1

   Specify languages:

   Spanish

9. Percent of students eligible for free/reduced-priced meals: 33%

    Total number of students who qualify: 51

    If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 22%

    Total number of students served: 34

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

1	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	11	Specific Learning Disability
2	Emotional Disturbance	19	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	1	Developmentally Delayed

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

Number of Staff

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	7	0
Special resource teachers/specialists	4	0
Paraprofessionals	2	0
Support staff	0	2
Total number	14	2

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

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	97%	98%	97%
Daily teacher attendance	96%	97%	96%	98%	96%
Teacher turnover rate	3%	4%	5%	8%	5%
High school graduation rate	96%	90%	85%	89%	91%

If these data are not available, explain and provide reasonable estimates.

The school district has a low teacher turnover rate. The numbers may not be exact but the Estelline School District has not seen a turnover rate above 10% the last 5 years.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

        Graduating class size: _____

        Enrolled in a 4-year college or university   _____%
        Enrolled in a community college   _____%
        Enrolled in vocational training   _____%
        Found employment   _____%
        Military service   _____%
        Other   _____%
        Total   **0**%

6

PART III - SUMMARY

The Estelline School District 28-2 believes that its mission/primary purpose of education should be individual preparation to lead successful and worthwhile lives. To achieve this goal, it is essential that each child be granted the opportunity to pursue a meaningful program of studies directed toward physical, intellectual, social, vocational, and economic competence. In other words, we believe it essential that each child be given the opportunity to study individually, or through group processes, those areas which are of most value in his/her development.

It is imperative therefore, that our staff and personnel are committed to the concept of a child-centered approach to learning and that each child will be treated with dignity, respect, and will be given assistance to meet the challenges of modern society. It is our belief that the school environment should be one in which the child has freedom to develop socially, physically, and mentally under capable guidance.

The overall purposes of the elementary and secondary schools are essentially similar. In the elementary grades, primary emphasis and stress should be placed on the basic skills, especially the communicative skills and work study habits. As the student matures in age and wisdom, we feel they are more capable of making individual decisions regarding their long range goals. Therefore, we place more emphasis on vocational, terminal, and college preparatory courses in the high school. We feel the student, through various guidance services, should have the opportunity to select and pursue those courses most desirable in his/her development.

The Estelline School District further believes the school must cooperate with other community agencies which are committed to the development of responsible citizens. We realize the school is only one of many agencies responsible for a child's education and are committed to assisting the development of the individual through cooperation with the home and community.

Estelline School and the community of Estelline go hand in hand together. The school has traditionally involved the community and the community appreciates being involved at the school. The school has a long working relationship with the local nursing home. Every Friday the 6th grade class in Estelline visits the nursing home. The students are assigned residents at the beginning of the year and throughout the course of the year do various activities with the residents. This partnership was recognized this last fall by the South Dakota Health Care Association. The association awarded 6th grade classes and the organizers with the Group Volunteer of the Year award. The school also holds a PROM banquet in the nursing home where residents get to see students' prom attire for the evening.

The Estelline community has a very strong alumni association. Each summer the alumni association puts on an all-school reunion. During this time classes are honored for their five and ten year reunions. The strong association has benefited the school and students. The alumni gives out several thousand dollars of scholarships each year to students who graduate from the school and who are looking at continuing their education. In 2001 the alumni donated a new track and football field to the school. It is one of the nicest complexes in the state for the size of the school. The alumni also donated a wood floor in a 2nd gymnasium for the school. The Estelline Alumni Association has greatly benefited the academic and athletic success of our students here in Estelline.

Estelline academics have traditionally been very strong. When driving into Estelline, signs are displayed stating that Estelline is number one in education. This is in honor of the test scores achieved in 2000 where Estelline received the highest scores in the state of South Dakota. The town has also seen several graduates go on to attend prestigious colleges throughout the country. The community and school have high expectations for student academic success. The commitment to learning is something that the school and community have been able to pass on to the student population. The honor of being named a Blue Ribbon School will reflect the dedication and commitment the school and community have placed on the educational success of its students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

www.doe.sd.gov/

https://sis.ddncampus.net:8081/nvlb/index.html

The *DSTEP* is South Dakota's annual statewide assessment of student achievement. It is administered to students in grades 3 through 8 and 11 for Reading and Mathematics, grades 5, 8, and 11 for Science, each spring. The *DSTEP* test assesses students' achievement of the South Dakota Academic Content Standards.

The performance descriptors are organized into achievement levels. These achievement levels describe how a student at that level would be expected to perform the grade level standards. To identify increasing proficiency, the levels are labeled as follows:

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

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

• **Basic:** A student performing at the basic level performs below expectations for that grade level. The student is able to perform some of the content standards for the grade below the level of difficulty, complexity, or fluency specified by the grade level standards.

• **Below Basic:** A student performing below the basic level is unable to perform the content standards for the grade, therefore, no description is provided for this achievement level.

Cut scores for each of the proficiency levels are included. Students must score proficient or better to meet the state performance level. The collective test data from the D-STEP test results show our students are consistently scoring above the state average proficient or better performance level. The Estelline students have consistently had 90% of the elementary students score proficient or better on the D-STEP test the last four years.

The disparities between individual grades or subgroups are nearly nonexistent. The percentages in the proficient plus advanced column are consistently good scores for the school district. The column of just advanced is an area that does fluctuate between the low teens to upper forties. These patterns are also evident when looking at the combined percentages for the elementary. The proficient and advanced columns stay relatively steady in the mid to upper eighties, while the advanced column varies. This is an area that the district has started focusing its efforts to identify areas that the curriculum can be strengthened to get more student scores in the advanced category. The staff has discussed the areas that students from our district are struggling with on the test and are looking at ways that we can strengthen those areas with the curriculum. Getting students to the advanced academic standard is what the community and school strives to accomplish.

In looking at the data, one can say that the reading scores are slightly higher than the math scores. While looking at this past year's data, our staff noticed that students are making larger gains in math than in reading. The information was presented to the staff so that we could look to see how reading gains can be

more substantial in hopes of placing more students into the advanced category on the Dakota STEP testing.

The Estelline Elementary doesn't have a lot of subgroups, but "Economically Disadvantaged" and "Special Education" subgroups all scored extremely well compared to the subgroups scores. The number of students in these subgroups is usually barely enough to make them a subgroup. Due to this reason, it can be difficult for the subgroups to hold their own against the "All Students" subgroup. However, the student's marks in the "Economically Disadvantaged" subgroups scored just as well or better than the "All Student" subgroup.

2. Using Assessment Results:

The Estelline School District uses testing results to evaluate the progress of students and the effectiveness of our curriculum. At the start of each school year the staff meets as a group and analyzes the assessment data from the previous spring. This time is used as data retreats where the testing standards from the high-stakes testing is evaluated. Teachers are able to dissect the testing information and see if portions of the curriculum need to be strengthened. Students who are on the edge of a performance level are also identified during this time. This allows our teachers to make sure that they collaborate with one another throughout the school, monitoring the student's progress. This is especially important between the classroom teacher, Title I, and Special Education instructors. The eMetric website has assisted the school district in pinpointing those that need additional support with the curriculum. This allows us to maximize our efforts to assist student learning.

Staff members who may not be directly responsible for testing subjects also look at the D-STEP results with us. This allows them to also see what the grade level students are being tested over. Taking this information back with them into their instruction allows them to prepare our students for the content standards that they will be tested over eventually. The collaboration between the Estelline staff allows the curriculum to be strengthened and allows those teaching the primary grades insight on how to strengthen students' educational foundation. Giving our students a strong educational foundation in primary grades allows the upper elementary teachers to expand upon the strong foundation already established.

 The district has also worked on curriculum mapping. This has allowed the staff to see any gaps that may be present in the current curriculum. The mapping has also maximized student time in our building. Much of the redundancies have been taken out of our curriculum due to the teachers working together and mapping it out.

 Using the assessment results allows the Estelline School District to identify student needs, collaboration between staff, and map out our curriculum. These processes have greatly assisted the staff and school in the learning process.

3. Communicating Assessment Results:

The local community is provided with group results of assessments and student performance from the D-STEP test. These are published in the local newspaper and also posted in the various locations around town. Any subgroups that do not have 10 or more students in it are kept confidential. In a community the size of Estelline it would be easy to identify students if they were published publicly. The results are also discussed and shared at one of the local school board meetings and administrators share the results with staff at staff meetings. The administrative discussion on AYP between board members and teaching staff allows the district to adjust and strive towards its goals.

Individual student reports from the D-STEP test are also mailed to parents or guardians of every student. This is done shortly after the results are released to the school district. The mailing includes the overall testing results for the school district, testing levels for each tested content area, indicates the raw and scale scores for each indicator, and the cut scores for each proficiency level.

The district has its first parent teacher conferences in late September allowing teachers and administrators to discuss the results with parents and answer any questions that they might have in regards to what the information is indicating. It also gives teachers a chance to discuss how areas can be strengthened early in the school year. This practice has allowed parents in the community to reinforce educational instruction practices at home in areas that students need extra support.

The Estelline School District also incorporates the use of DDN Infinite Campus system (computerized grade/attendance reporting system). This system allows the school to send home weekly progress reports and allows parents to check students' grades and attendance daily.

The districts' guidance counselor also works very closely with the student body and the community. The counselor is able to inform students and parents on ACT preparation courses that are available and the results that students get back after taking the test.

4. Sharing Lessons Learned:

The Estelline School District has encouraged its administrators and staff to take part in and attend meetings and conferences. This is something that many school districts in the area do. However, after administrators and staff return, collaboration often takes place from the information that was learned at the conference. During the conferences and meetings we like to share with other educators how Estelline serves its community and students. The Estelline School District has supported its administrators to attend once a month regional principal meetings. These meetings allow our administrators to share our success stories, establish support systems, network with other principals, discuss current trends in the educational field, and hear how other school districts are serving their publics.

The community also has a local newspaper that many of the schools success stories are published in. Much of the content in the paper can be traced back to the activities that are affiliated with the Estelline School District. The school system is the hub of the community and if word of mouth doesn't inform the public, the local newspaper will. The Estelline community also has a digital sign along the main highway where success stories or accomplishments can be displayed.

When entering into town the community has displayed past successes that the school has accomplished. Being named number one in education years ago is something that the community and school have not forgotten. It is visibly displayed on signs coming into town from all directions. The honor of being named a Blue Ribbon school will be something that the school and community take great pride in. It will be something that will allow the members of the community to publicly display again along with other honors that it has received over the years. This honor will truly be something that the community and school celebrate together.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Estelline Elementary School has a curriculum that is reflective of the high standards set within the district and those set by the South Dakota Department of Education. In addition to these standards is a belief that each student should be prepared in preparation to lead successful and worthwhile lives. The small community like atmosphere that is present in the school allows educators to collaborate with one another, and instruction can be individualized, so the learning needs of the student are met with individualized instructional practices. The elementary school places emphasis on teaching students basic skills, especially the communicative skills and work study habits. These basic skills serve as an educational foundation for students in the Estelline School District. Children acquire new knowledge by building on what they already know. As students advance with age and wisdom their foundations can be strengthened and further built upon in areas that are particularly interesting for the individual learner. The district has been able to make sure that the curriculum is sequential by mapping the current curriculum out.

The language arts curriculum in the elementary is a combination of reading, spelling, phonics, and language classes in all grade levels. Phonological awareness, phonic sounds and symbols, and word structure is stressed in primary grades. The skills of fluency, comprehension vocabulary, literary elements of fiction and nonfiction books are also stressed, and different genres after an initial phonemic foundation has been established with students. Instruction used includes whole group direct instruction and small group differentiated instruction. These instructional methods allow educators to model correct practices. Students can then be given the opportunity to individually practice the skill.

The mathematics curriculum is centered on the seven core state standard areas. These standards allow our district to clearly define the learning objectives for each particular grade. The objectives include data analysis, probability, statistics, number sense, algebra, geometry, and measurement. Every elementary room has a promethean board in it. This allows teachers to use a wide range of technology based manipulative, into instructional practices. Teachers also deliver instruction using hands on manipulative materials and text-based exercises. These practices allow students to see the meaning of the learning that the lesson and activities are reinforcing.

The science curriculum is focused around life science, earth and space science, physical science, nature of science, and science technology. Instructional practices focus on scientific inquiry, observations, and experimentation. The science curriculum allows students to use hands on learning activities. Students build and bring in projects to enhance units of learning that they study throughout the year. These activities allow students to learn from their own constructions and teach them how to answer their own questions. Students are able to build confidence in their abilities to answer questions when they are given the opportunity to learn through their scientific experiments and projects.

The social studies curriculum is focused around United States History, World History, Geography, Civics, and Economics. Teaching social studies allows our students to obtain a better understanding of the diverse world we live in and also enables them to get a sense of their place in it. Teachers are able to incorporate a wide range of instructional practices. Textbooks are used to reference information as students build various projects and meaning of their learning. Teachers also incorporate videos, maps, and technology into lessons that assist in motivating student learning.

The school has regularly scheduled music, physical education, library skills, and guidance classes for elementary students. Art is also scheduled for students weekly. Art activities often have a cross curriculum theme to them. This practice often allows students a chance to enrich the learning of material covered in other subject areas. Writing is stressed and incorporated across the whole curriculum because it is so important in the communication process.

A unique portion of the curriculum that Estelline offers to its elementary is that of a foreign language. The k-6 has a Spanish program. The district's Spanish teacher goes into each classroom once a day for fifteen minutes and works with students on acquiring a foreign language. This educational foundation that the district has shown a commitment towards in the elementary has been beneficial to the high school Spanish program and allows the district to better prepare students for the diverse world that we live in.

2. Reading/English:

The Estelline reading curriculum is one that the teachers have great experience teaching in their classrooms. The program allows teachers to work with students in various grouping sizes. Teachers deliver whole group instruction with the program and it can also be individualized to the learning needs of students in the classroom. Students learn phonological awareness, phonic sounds and symbols, and word structure is stressed in primary grades. Upper elementary students learn fluency, comprehension vocabulary, literary elements of fiction and nonfiction books are also stressed, and different genres after an initial phonemic foundation has been established with students.

The staff has recently started to incorporate the DIBEL Reading test into the curriculum. This assessment tool is given three times a year and has assisted the district in monitoring students growth in reading fluency, comprehension, retelling, and nonsense words.   The test has been beneficial in identifying specific areas of reading difficulties for students. It also allows our teachers to group students to their needs and individualize lessons to the specific needs of the students.

The school also incorporates the accelerated reading program. This program has helped build students comprehension levels and has served as an incentive for students to read more throughout the course of the school year. The program allows teachers to set goals for each individual student to reach each nine weeks. Students who reach their goals are given prizes and recognized by the school. Student's comprehension and reading levels have improved with the implementation of the program.

Students who are below grade level work in small group settings to strengthen specific skills. These students can also qualify for the schools Title I program. Students receive additional individualized instruction in the program. The Title I instruction incorporated a new program called Ticket to Read this year. The program allows students to log on and receive additional instruction on specific needs to improve their reading skills.

As new reading programs continue to develop, the Estelline School will continue to evaluate and implement the ones that best meet the needs of its students population. The community and school are continuously looking for ways that they can improve student reading levels. This dedication to the reading program allows it to be one that the educational community can be proud of.

3. Mathematics:

The Estelline Math curriculum is also one that the teachers have great experience teaching in their classrooms. The program allows teachers to work with students using various hands-on learning instructional approaches. Teachers deliver whole group instruction with the program and it can also be individualized to the learning needs of students in the classroom. This math curriculum was chosen by the staff because it best fits the South Dakota education standards. The Houghton Mifflin Math program has allowed our elementary to incorporate a unified K-6 math program. The program takes into account the age appropriateness of the students in each specific classroom. The primary grades introduce new concepts out of big books that can be displayed in front of the classroom. The big books coincide with the students individual practice books. The practice books allow students to practice exercises right inside of them. The upper elementary practice exercises come out of the Houghton Mifflin Math textbooks. The teachers enrich instruction by incorporating-hands on activities with their instruction. The Promethean boards in every classroom allow teachers to integrate interactive technology instruction into math lessons. The Houghton Mifflin Math program also came with several computer games that allow math skills to be reinforced in an interesting way for students. Teachers also create and search for lessons on the internet to

supplement their math instruction. The technology that is incorporated catches students interest and also serves as a motivational tool in the learning process. The math program is cross curricular. The Houghton Mifflin program also includes short stories. These allow reading and math skills to be worked on at the same time. The stories correlate with lessons that students are working on and have assisted students connecting math concepts taught with how they are applied in various situations.

Students who are below grade level work in small group settings to strengthen specific skills. One way that we have been able to accomplish this is by setting up a buddy program. With the high school and elementary in one building high school students work with students on materials that teachers specifically setup for students. Students who qualify for Title I also get small group instruction on specific skills that they need to strengthen.

4. Additional Curriculum Area:

Technology is an important aspect that the school feels prepares students to lead successful and worthwhile lives. Technology is also a media device that students use in their everyday lives. These reasons have driven the Estelline School District to place a strong investment in equipping students and teachers with updated technology equipment.

As stated earlier, the K-6 classrooms each have their own promethean boards and projectors mounted in them. The monitors are mounted from the ceilings and are connected to teacher's laptops. These features allow our students to use technology on a daily basis. Each classroom also has two to five desktop computers located in the room and the elementary also has a computer lab which contains twelve desktop computers. In addition to all of this the upper elementary students have access to a mobile lab. This cart contains twenty five laptop computers which allows students in the upper elementary grades to have a class where every student has access to a computer.

Students in first through sixth grade receive keyboarding instruction once a week. Students work on their reading comprehension by taking tests on the Accelerated Reader program. The South Dakota writing assessment is done over a program called Write to Learn. This program allows students to be get immediate feedback on their writing. This feedback allows students to make grammar and spelling corrections along with other ways students can improve areas in their writing. This last week the fifth grade class worked on blogging. In this assignment students had to post a response to a prompt. Once they posted their initial post they responded and asked questions to other students. The use of computers in the upper elementary also allows students to research information for social studies and science projects and papers.   Technology has been integrated into all areas of the Estelline curriculum. This integration has allowed the school to enhance and engage students in learning and to attain skills that will allow them to lead successful and worthwhile lives.

5. Instructional Methods:

The Estelline School District believes it is essential that each child be given the opportunity to study individually, or through group processes, those areas which are of most value in his/her development. With this core belief system it has been important for us to meet the diverse needs of the students who enter our doors. Students come to school with various levels in how they are prepared to learn. We often have students from troubled environments, students who lack an educational foundation entering preschool and students who speak a different language at home. In order to determine each individuals academic skill set, students are immediately assessed. The assessments allow teachers to individualize student instruction and also assist in grouping students with those who have similar academic foundations.

Modifications such as taped texts, assignment modification, computer assistance on writing assignments, one-on-one instruction, appropriate grouping, varying teaching strategies accordingly to the specific learner are ways that the school differentiates instruction for its student body. Students who need one-on-one reinforcement on specific skills receive reinforcement with high school students. Teachers setup

specific material for the high school student to practice reinforcing with the elementary student. The high school students are able to do this during their study hall periods. The program has allowed the school to achieve more than just academic success. The study buddy program has given high school students incentive to maintain certain academic levels in their own classroom work. It also allows elementary students to work on academic skills with individuals who they hold in high regard.

The English Language Learners in our school district have specific needs that they need assistance on. The district English Language Learners teachers meet with students one-on-one or in small groups to work on their language and vocabulary skills. This last summer the school introduced a summer school program. The program allowed students to get a jump start entering into the current school year. This time allowed students to brush up on skills that they needed work on before the beginning of the school year. Special education and Title I students also get educational academic help throughout the course of the school year. This can be support not only in the regular education classroom but in the recourse classrooms where more specific skills can be worked on. The understanding of students' unique educational foundations allows us to meet the diverse needs with individualized instructional practices.

6. Professional Development:

The school board, administration, and teachers association recognize that in our rapidly changing society teachers must constantly review curricular content, teaching methods and materials, educational philosophy and goals, social change, and other topics related to education. Data retreats have allowed the district to examine student achievement data. This time allows the educators in the building to view and discuss results from the DAKOTASTEP test. Trends and patterns can be connected which can indicate any academic areas of concern. The data findings are initial indicators of which standards need to be addressed more thoroughly in the upcoming year. It also may indicate what future professional development opportunities the school district will need to focus upon. The district has also focused a lot of its professional development in the past on curriculum mapping. Mapping out when certain standards are taught and examining maps during data retreats have helped the district strengthen the current curriculum.

Students are also dismissed once a month at 1:30 for professional development opportunities. This time has allowed teachers to enhance the instruction that they deliver in their classrooms. Providing time for teachers to expand upon their teaching trade is something that the district has been very devoted towards. The district will hire substitutes for teachers so they are able to attend workshops, conferences and programs designed to improve the quality of instruction. This current year the district has placed a special emphasis on team building. This emphasis set aside three full days of professional development with Dr. Porthan. The staff received information on how they can communicate more effectively with one another and were instructed on key components of effective instructional lessons. The commitment will hopefully allow staff to communicate more effectively with one another. This will benefit the students who are receiving instruction in our school district. It is a common purpose and responsibility of the Estelline staff to upgrade and update the teaching performance and attitudes.

7. School Leadership:

The Estelline leadership is one that is very unique. The district has delegated the superintendent's duties to the two principals and business manager. This unique leadership structure requires a great deal of collaboration and team work. The administrative team's structure sets a great example in its leadership philosophy. It is this collaboration and team effort that is required to make an administrative team work. The importance of these key features in the administrative team allows them to be exemplified to the rest of the Estelline staff. The open communication builds strong relationships between administrators and teachers and has really benefited the culture of the school. The high school principal, elementary principal and the business manager have recently worked on the districts school budget. The administrative team works closely to setup staff development, problem solving, creating a positive school climate, open communication, community relations, and curriculum development.

The elementary school previously had the same principal for the last thirty-two years. During the principal's time, relationships with staff, community, and students have greatly improved the education that students receive in the Estelline Elementary School. The principal has established many of the traditions, culture, curriculum, policies, and schedules in the school. The school has benefited from having the continuity of the same leadership. The school has established an educational identity through this leadership, not only in the Estelline community but also the surrounding communities. This identity is something that will not be forgotten. This last year the school and community honored the principal for the many great years of service and the educational identity that it has by naming the elementary school after her. The school will now be called the Sharon F. Delzer Elementary School. The current administration has worked closely with this great educational leader in hopes of continuing great educational success in the Estelline School District.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: Dakota Step

Edition/Publication Year: 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	68	100	100	94	100
Advanced	26	15	47	31	41
Number of students tested	19	13	17	16	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested					
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11SD1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: Dakota Step

Edition/Publication Year: 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	73	100	100	94	88
Advanced	37	23	35	13	47
Number of students tested	19	13	17	16	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested					
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11SD1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: Dakota Step

Edition/Publication Year: 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	94	93	94	90
Advanced	15	17	7	29	14
Number of students tested	13	18	14	17	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient				100	
Advanced				30	
Number of students tested				10	
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11SD1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: Dakota Step

Edition/Publication Year: 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	100	93	100	89
Advanced	23	39	29	35	37
Number of students tested	13	18	14	17	19
Percent of total students tested	100	100	100	100	90
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient				100	
Advanced				50	
Number of students tested				10	
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11SD1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: Dakota Step

Edition/Publication Year: 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	89	80	89	76	68
Advanced	10	13	5	14	14
Number of students tested	19	15	18	21	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient			92		60
Advanced			8		10
Number of students tested			12		10
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11SD1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: Dakota Step

Edition/Publication Year: 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	95	87	83	81	86
Advanced	21	20	22	10	32
Number of students tested	19	15	18	21	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient			92		80
Advanced			25		30
Number of students tested			12		10
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11SD1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 6 Test: Dakota Step

Edition/Publication Year: 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	93	76	76	74	86
Advanced	33	12	14	13	29
Number of students tested	15	17	21	23	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient		100		50	
Advanced		20		10	
Number of students tested		10		10	
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11SD1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 6 Test: Dakota Step

Edition/Publication Year: 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	93	82	81	83	85
Advanced	33	29	24	9	30
Number of students tested	15	17	21	23	20
Percent of total students tested	100	100	100	100	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient		100		70	
Advanced		20		10	
Number of students tested		10		10	
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11SD1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	86	87	89	83	85
Advanced	21	14	18	21	24
Number of students tested	66	63	70	77	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	76	93	79	71	87
Advanced	21	25	17	14	16
Number of students tested	29	28	29	35	31
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	64	45	64		
Advanced	7	0	9		
Number of students tested	14	11	11		
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11SD1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	89	92	89	88	87
Advanced	29	28	27	16	36
Number of students tested	66	63	70	75	78
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	79	96	86	77	84
Advanced	24	36	21	17	32
Number of students tested	29	28	29	35	31
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	64	55	55		
Advanced	14	0	0		
Number of students tested	14	11	11		
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11SD1