

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Ms. Jane Lee, Director

Official School Name: Oldham-Ramona Elementary

School Mailing Address:  
PO Box 8  
220 W. 2nd St  
Ramona, SD 57054-2002

County: Lake State School Code Number\*: 39-5

Telephone: (605) 482-8244 Fax: (605) 482-8282

Web site/URL: http://www.oldhamramona.k12.sd.us/ E-mail: Jane.Lee@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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. John Bjorkman

District Name: Oldham-Ramona School District 39-5 Tel: (605) 482-8244

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Greg Duffy

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 2008-2009 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 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
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** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |          |                     |
|----------|---------------------|
| 1        | Elementary schools  |
| 0        | Middle schools      |
| 1        | Junior high schools |
| 1        | High schools        |
| 1        | Other               |
| <b>4</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9783

Average State Per Pupil Expenditure: 6438

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 5 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	2	5	7	8			0
1	3	5	8	9			0
2	4	1	5	10			0
3	3	2	5	11			0
4	3	6	9	12			0
5	5	2	7	Other			0
6	5	1	6				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							47

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
0 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
98 % White  
0 % 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 past year: 4 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1.	49
(5)	Total transferred students in row (3) divided by total students in row (4).	0.041
(6)	Amount in row (5) multiplied by 100.	4.082

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 26

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-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 5

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

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

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>5</u>	<u>4</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>0</u>	<u>4</u>
Total number	<u>8</u>	<u>9</u>

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 10 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	98%	97%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	0%	10%	0%	10%	0%

Please provide all explanations below.

The teacher attendance rate is extremely high... it is probably higher than 99% but is not quite 100%.

The only staff turnover occurred in 2004-2005 and 2006-2007 when there was a change in the preschool / kindergarten teacher.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<b><u>100</u></b>	<b>%</b>

## PART III - SUMMARY

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The Oldham-Ramona School District was established in the 1920s and is located in Northern Lake and Southern Kingsbury counties of South Dakota. Many of our community members are of German / Scandinavian heritage including Norwegian, Swedish and Swiss.

The Oldham-Ramona community fully supports our students' participation in all activities from athletics to Oral Interpretation and musical events. If there is an event at school, the community supports it. Our American Legion and Legion Auxiliary provide programs for students as well. Most of our families live and work in Agriculture related fields.

The majority of our staff members have taught for Oldham-Ramona School District for the majority of their teaching career. In addition, most staff members live within the district. They are committed members of the community.

The school's mission is to provide students the opportunities and facilities to become productive citizens and lifelong learners. The Board of Education and the Oldham-Ramona Public Schools are committed to a philosophy of service to children. The school's vision is to help each child develop as a mature individual and as a contributing member of society.

The Oldham-Ramona Elementary School is known for its small school atmosphere. Teachers are friendly and students overwhelmingly report a feeling of safety and security in their learning environment. In addition, other strengths include a one-on-one system of support for students, caring teachers who facilitate excellent learning environments in each classroom, knowledgeable teachers reacting to the strengths and challenges of each student in an individual fashion, and a positive educational community committed to communication and individual success.

Our building is worth the distinction of Blue-Ribbon status because in addition to our students demonstrating exceptional test scores, we strive to develop the whole child. We develop relationships with students and families in order to impact their lives and serve as role models for life-long learning and community.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

The South Dakota State Assessment system delineates four levels of achievement: below basic, basic, proficient, and advanced. Proficient is defined as “meeting the standard” and advanced is defined as “exceeding the standard.” The State Assessment System results can be found at: <https://nclb.ddncampus.net/nclb/index.html>. Various links to other information about the DakotaSTEP test can be found at <http://doe.sd.gov/octa/assessment/dakSTEP/index.asp>.

During the first year of DakotaSTEP testing, Oldham-Ramona students scored extremely high, higher than the state average in both reading and math. In subsequent years, the students have scored increasingly better in virtually every subgroup, reaching nearly 100% proficient or advanced in reading and nearly 90% proficient or advanced in mathematics.

The disparities between individual grades or subgroups are nearly nonexistent. When an individual not familiar with Oldham-Ramona is looking at the testing data in chart form, one may assume there to be a greater disparity as the percentages are misleading due to the extremely small class size. For example in 4th grade, the “All Students” subgroup is listed at 88% proficient and advanced while the “Students with Disabilities” subgroup shows 50% of the students to be proficient or advanced. This subgroup only has 2 students in it; however, so the percentage listed is quite misleading. Even though the state does not report subgroup sizes smaller than 10, we as a district count each student’s score in order to provide ourselves a true picture of student success.

One trend we have noticed is that our reading scores had been, in the past, slightly higher than our math scores. In 2008; however, our percentages in reading and math show only a 1% difference. Another trend we have noticed is that our “Students with Disabilities” subgroup scores are extremely high as compared to other schools in our state. In addition, the “Economically Disadvantaged” subgroup scores as well as, or better than our “All Students” subgroup. Finally, we have examined the testing trend by gender. Again, our girls and boys score virtually the same, demonstrating little to no disparity of achievement. The subgroups listed above are the only subgroups represented by more than one student in our district. These subgroups again are: All Students, Students with Disabilities, Economically Disadvantaged, Male, and Female.

### 2. **Using Assessment Results:**

The school’s assessment results become available in the fall of the year, prior to the school year starting. Upon receiving the testing data, the school examines the results in a variety of ways. All teachers and administrators participate in a comprehensive Data Retreat in which they analyze reading and mathematics data trends through proficiency percentages, cut scores, and standards level achievement. This data is examined by individual student, by grade level and by subgroup (All Students, Students with Disabilities, Economically Disadvantaged, Male and Female). In addition, the grade span data (grades 3-6) is examined. During this time, teachers examine and analyze individual student trend data and class trend data in order to impact decision making at the classroom and the building level. During this Data Retreat, teachers analyze data through a process of examining scores, making observations, making hypothesis, and setting goals based on these hypothesis.

Assessment data is used in many ways by each teacher and administrator. For example, during the Data Retreat process, teachers were asked to participate in an individual goal setting process through which they identified how they would impact each building level area of weakness in their individual classroom. In addition to individual level goal setting, teachers also take individual student and specific class level data results back into their classroom and use these results to modify or create Curriculum Maps in the content areas of reading or mathematics. All teachers have access and the training required to use Achievement Series... a testing bank of standard-based reading and mathematics questions for them to use instructionally in their classroom. These questions are used after the Data Retreat process in order to help teachers and students

better understand the standards of weakness. Finally, the assessment data is used by administrators to develop the reading and mathematics goals, activities, and strategies for the School-Wide Title Program.

### **3. Communicating Assessment Results:**

The Oldham-Ramona School District prepares and distributes a report to parents, community members, teachers, and students relating the progress the Oldham-Ramona Elementary School has made concerning assessment and accountability information from DakotaSTEP results, AYP status, and all student group information. In addition, this report includes highly qualified staff information, testing participation, attendance data, graduation rates, SAT 9 writing results and any other pertinent information relating to building-level achievement. This report includes disaggregated information for all student subgroups: Ethnicity, Students with Disabilities, Limited English Proficiency, Economically Disadvantaged, Gender and Migrant. In addition to this report being distributed to the public, it is also presented to the school board and distributed to all stakeholders through the school board minutes, the school district website, and newsletters. Finally, the report is made available to the public in the local community center and area businesses. A link is provided on the Oldham-Ramona School District website to the state NCLB report card website.

The school ensures understanding of the testing data by encouraging stakeholders, through oral and written communication, to contact the elementary building principal, individual teachers or the district administrator in person. As this is a rural community and we have established a strong level of communication, stakeholders feel comfortable contacting the school and frequently do so to ask questions. Finally, at parent-teacher conferences, teachers share and explain each child's individual achievement on the DakotaSTEP assessment. At this time, parents are encouraged to ask questions and share concerns with their child's teacher. In this way, understanding is achieved.

### **4. Sharing Success:**

The Oldham-Ramona Elementary School shares its success through the district newsletter, with local newspapers, radio station, the k12 statewide email system, area educational workshops, and with fellow educators from other schools. The district newsletter is published monthly and mailed to all district stakeholders as well as other surrounding school districts.

News is published weekly with area newspapers. Items such as state assessment results, honor rolls, athletics, and special activities such as oral interpretation, music events, Character Counts classes, geography bee, and other activities are printed weekly. The local newspaper has a Youth Page that is devoted each week to schools in our county. Every six weeks our students submit stories, poems, classroom events, and learning activities that have been happening at the school. Education is a top priority in our small, rural community and reporters interview our Superintendent and teachers and regularly run stories on important school happenings.

Our local radio station which covers many area school districts also has a weekly radio show that highlights all of the local school and community news. Both communities are made aware of school events and any awards or special recognition that the school has achieved.

We live near a teaching university where many educational workshops are held. Educators often attend workshops and share innovative and effective strategies that work at their school. Our staff is acquainted with many educators in other schools and we continually visit with each other and discuss our school's achievements.

We also keep in touch with educators through the k12 statewide email system. All educators from across the state can communicate through web mail. Many times we have contacted other educators with questions and successes we have with the curriculum, programs, and other educational concerns.

In the event that Oldham-Ramona Elementary School is awarded a Blue Ribbon School it would be headline news in our community and would inspire other districts to work for the same distinction.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The Oldham-Ramona Elementary educators are committed to attaining academic excellence and concur that our children need a solid, specific, and shared core curriculum. Our philosophy is that all children can learn to read and write. It is essential to teach in a variety of ways, combine different methods into an effective instructional program, use a variety of materials and texts, and use flexible grouping strategies to tailor instruction to individual students. We encourage independent learning, have high expectations for each child's achievement, and provide extra instruction to children who are having difficulty. We acknowledge the key to improved learning is a unified set of skills and content shared within grade levels and across the school district. Students learn best when they are offered an engaging, challenging, and content-rich curriculum that builds and grows from year to year which our teachers strive to achieve.

We emphasize literacy development, mathematics, and our core curriculum units which integrate social studies, science and the arts with reading, writing, and communication. We align our curriculum with the South Dakota state standards.

Knowledge builds on knowledge. Children acquire new knowledge by building on what they already know. Sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps that can occur. Our teachers are committed to continuous curriculum development. Curriculum mapping of our math, science, and reading curriculum has improved and made our classroom instruction more effective. We engage in conversations to find the repetitions and gaps. We also align the content standards with the curriculum maps.

The reading and language arts instruction is an organized, sequential program which includes a balanced use of a basal, whole language activities, small group guided reading and a wide variety of quality literature. The reading curriculum focuses on phonemic awareness, phonics, fluency, vocabulary, comprehension, literary devices in fiction books, and features of nonfiction books. Instruction used includes large group direct instruction, modeling the skill, demonstrating and explaining why it is important, opportunities for individual practice, and flexible grouping. Also, a large amount of multi-level texts and fiction and nonfiction genres are available. The Six Traits of writing are used in narrative, persuasive, and descriptive writing. The writing processes of prewriting, drafting, revising, editing and publishing are implemented in our writing program.

The mathematics curriculum is based on a set of clearly defined learning objectives. Concepts include number sense, algebra, geometry, measurement, probability, statistics, and data analysis. These concepts are developed through a balanced use of manipulative materials, various text-based instruction, and technology. When manipulatives are used, the senses are brought into learning; students can touch and move objects to make visual representations of mathematical concepts. This approach to teaching and learning accommodates the needs of all students and provides students with appropriate challenges.

Our science curriculum includes life science, earth and space science, physical science, and health. Instruction includes scientific inquiry, gathering data, discovering connections, and analyzing data. Science is best learned when students are engaged with hands-on activities that encourage them to experience for themselves, through direct observation and experimentation, the process and fascination of science. Through scientific experimentation, students answer their own questions and develop patience, persistence and confidence.

The social studies curriculum is designed to help students understand cultural diversity and their place in the global community. The curriculum includes geography, history, government, civics, economics, and sociology. Teachers use a textbook, along with themed units, maps, theme books, and technology.

The success of our Oldham-Ramona Elementary School is attributed to our knowledgeable and experienced staff, leadership, focus on data, curriculum mapping, high expectations, and differentiated instruction.

### **2a. (Elementary Schools) Reading:**

Our staff uses a variety of reading strategies and combines methods for an effective instructional program. Shared reading, echo reading, choral reading, sustained reading time, flexible grouping, modeling, and small, large, and individual group instruction are among the methods used. The reading series chosen was aligned to our state standards. The basal also exposes our students to a variety of literary forms and authors while expanding their vocabulary and comprehension skills. Guided reading is also incorporated into our reading curriculum to meet the needs of all students. We have a separate bookroom with leveled books in all genres. The bookroom provides our reading program with an abundant source of supplemental reading materials and quality literature. It includes themed books, biographies, nonfiction, poetry, and novels.

The K-2 classes use the phonics program VoWac (Vowel-Oriented Word Attack Course) to provide instruction in word decoding and spelling strategies through step-by-step, direct instruction. VoWac uses the visual, auditory, and kinesthetic approach and is a method to identify and master vowel sounds and to recognize and identify the sound-letter combinations that are present in different words.

Several years ago our data showed that our reading comprehension scores were low. The reading goals and objectives were identified and activities and strategies were developed to improve our test scores. Every fall, all staff attends a data retreat to investigate the test scores and determine which skill we need to focus on. The reading goal for 2008-09 is to identify, describe, and evaluate text structures, literary elements, and literary devices within various genres to develop interpretation and form responses. Students in K-2 are identifying the character, setting, the problem, and solution in literature. Students in 3-6 are developing organizational structures of cause & effect, compare & contrast, chronological order, problem & solution, and text structures within genres.

Our teachers feel it is important to recognize the success of our readers. Each year we choose a new theme for our reading incentive program. This year the theme is "Saddle Up and Read Bookaroo". Every six weeks as students meet their reading points goal we have a special western activity. At the end of the year we conclude with a "Read-in" to celebrate our reading success.

### **3. Additional Curriculum Area:**

Technology is an important aspect in our school's mission of providing opportunities for our students to become productive citizens and lifelong learners. Technology is integrated into all curriculum areas to enhance and engage students in learning and to attain the skills needed in today's society.

Our K-6 students use technology on a daily basis; Reading - Accelerated Reader program, Math - practice and review software and calculators, Language Arts - grammar and spelling software, Social Studies & Science - research information on the internet and National Geographic DVDs. Every classroom in our school has between 3-5 computers depending on class size. A separate elementary computer lab is available for teachers to utilize with their class. An elementary computer teacher has computer instruction twice a week for each class. They practice skills taught in the classroom, learn keyboarding skills, develop PowerPoint presentations, research for reports, and use Microsoft Word for writing activities, projects, and booklets. Digital cameras are used to take pictures that are incorporated into the computer projects and booklets.

We also continue to build our technology with new innovations as they become available. Grades 3-6 are implementing promethean boards this year. Next year's plan includes grades K-2 with the 3-6 teachers demonstrating and modeling their use in the classroom. Our school attends the TIE (Technology in Education)

conference. Teachers must become knowledgeable about technology and self-confident enough to integrate it effectively in the classroom.

#### **4. Instructional Methods:**

Instruction is often modified or supplemented to contribute to student learning and achievement. Modifications such as taped texts, use of computers to complete written assignments, modifications to assignments, notes on presented material given to students, tests read to students, and preferential seating in classrooms are beneficial in meeting student's needs.

Assistive technology used for communication purposes such as Audiovox, PECS program, and sign language program are instrumental to enhance learning of students with special needs. Consultation with related services providers (Speech, OT, PT) to develop daily instructional programs is available.

Supplemental instruction includes paraprofessional assistance in the classroom, Title I assistance, teacher-read tests, providing materials on tapes, more one-on-one help, small group instruction, and additional teaching strategies that use auditory, kinesthetic, and visual approaches to meet the various learning abilities.

Some classes use "Study Buddies" to explain how they solved a problem. Each student needs to convince themselves and their buddy that how they solved the problem is truly the way it should be done. Study buddy groups discuss many methods to solve a problem. The result: fewer errors, better understanding of the concept, the skill is completed correctly, and most importantly self-confidence grows.

In our small school older students often read and assist younger children with learning activities. Our teachers are continually modifying or altering instruction, using different teaching styles, varying methodology, adapting the level of difficulty, and implementing a variety of teaching strategies to meet each child's individual needs.

#### **5. Professional Development:**

A Professional Development Plan for the Oldham-Ramona School District is developed each year. The plan lists student achievement goals and objectives in reading and math. Teacher goals and objectives are also specified. Student Achievement Data is detailed with the % Proficient and Advanced stated as far back as the 2002-2003 school year. The current demographic and perceptions data is listed. The area of academic concerns by standard and grade level which was determined from our school-wide data retreat is noted. The professional development plan to meet student academic achievement goals is mapped to include the professional development activity and outcomes, date, staff involved, resources needed, strategies used, evaluation method, and the student achievement goal that is addressed. The Professional Development Leadership team meets at the end of the year to analyze the data collected from the evaluations. The committee examines the Indicators of Success to determine if the student and teacher goals were met. The plan and goals are then updated to develop the next year's Professional Development Plan.

One of the professional development activities this year is curriculum mapping reading with Tech Paths. After mapping, the classroom teachers meet for conversation sessions to discover any gaps or unnecessary repetitions and determine learning outcomes and the amount of time each outcome is taught. The reading curriculum is aligned to the current South Dakota Content Standards.

#### **6. School Leadership:**

In our small school the leadership structure begins with the Superintendent/Principal. An elementary Lead Teacher has a role similar to the Elementary Principal and aids the Superintendent whenever needed. Through the guidance of the Superintendent/Principal, and input from the Lead Teacher, staff, and community, the

school board determines and approves school policies. The Superintendent/Principal and Lead Teacher have worked in partnership recently on the school complaint policy and work closely on staff development activities, curriculum development, creating a positive school climate, constructive communication, decision making, problem solving, conflict management, and creating links between school and community.

The Superintendent/Principal and Lead Teacher provide leadership for learning and working with others including teachers, students, and parents to improve instructional quality. It is their responsibility to create a strong school culture, enabling teachers to collaborate and design the instructional program so that all students can learn. Working together the administration and staff is committed to developing new programs and ideas that benefit student learning. The entire staff attends school-wide data retreats so student achievement can be assessed. This past year the administration and school staff collaborated on a new science series, promethean boards, and support has continued to maintain Tech Paths, AR Reading, and other programs that are essential to the growth of our students. This collaborative nature of leadership increases teacher involvement in school decisions and is effective in focusing the staff on student outcomes. Our school utilizes shared leadership which incorporates the talents and energy of the Superintendent/Principal, Lead Teacher, teachers, students, and parents.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Dakota Step

Edition/Publication Year: 2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	89	75	65	69	71
Advanced	33	0	38	23	14
Number of students tested	9	8	8	13	7
Percent of total students tested	100	100	100	93	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	100	80	40	63	40
Advanced	50	0	40	25	0
Number of students tested	6	5	5	8	5
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient and Advanced	89	75	65	69	71
Advanced	33	0	38	23	14
Number of students tested	9	8	8	13	7
<b>3. (specify subgroup): Students with Disabilities</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Math test changed in 2006.

Subject: Reading  
Edition/Publication Year: 2008

Grade: 3 Test: Dakota STEP  
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	88	75	69	71
Advanced	44	13	13	8	0
Number of students tested	9	8	8	13	7
Percent of total students tested	100	100	100	93	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	100	100	40	45	40
Advanced	50	0	0	34	0
Number of students tested	6	5	5	9	5
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient and Advanced	100	88	75	69	67
Advanced	44	13	13	8	0
Number of students tested	9	8	8	13	6
<b>3. (specify subgroup): Students with Disabilities</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The reading test changed in 2005.

Subject: Mathematics  
Edition/Publication Year: 2008

Grade: 4 Test: Dakota Step  
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	88	66	76	60
Advanced	22	38	33	13	60
Number of students tested	9	8	12	5	5
Percent of total students tested	100	100	100	90	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	100	80	43	40	40
Advanced	17	20	14	0	40
Number of students tested	6	5	7	5	5
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient and Advanced	100	88	66	76	60
Advanced	22	38	33	13	60
Number of students tested	9	8	12	5	5
<b>3. (specify subgroup): Students with Disabilities</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Math test changed in 2006.

Subject: Reading  
Edition/Publication Year: 2008

Grade: 4 Test: Dakota Step  
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	83	63	70	71
Advanced	44	13	13	8	0
Number of students tested	9	8	8	13	7
Percent of total students tested	100	100	100	90	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	84	100	43	40	60
Advanced	0	0	29	0	20
Number of students tested	6	5	7	5	5
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient and Advanced	100	83	63	70	71
Advanced	44	13	13	8	0
Number of students tested	9	8	8	13	7
<b>3. (specify subgroup): Students with Disabilities</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The reading test changed in 2005.

Subject: Mathematics  
Edition/Publication Year: 2008

Grade: 5 Test: Dakota STEP  
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	75	66	75	50	70
Advanced	25	8	0	33	10
Number of students tested	8	12	8	6	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	67	50	50	25	50
Advanced	17	13	0	25	0
Number of students tested	6	8	6	4	6
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient and Advanced	89	75	63	70	77
Advanced	34	0	38	23	17
Number of students tested	9	8	8	13	6
<b>3. (specify subgroup): Students with Disabilities</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Math test changed in 2006

Subject: Reading  
Edition/Publication Year: 2008

Grade: 5 Test: Dakota Step  
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	88	83	88	67	70
Advanced	38	0	13	0	0
Number of students tested	8	12	8	6	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	83	75	67	25	50
Advanced	34	0	17	0	0
Number of students tested	6	8	6	4	6
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient and Advanced	88	83	88	67	70
Advanced	38	0	13	0	0
Number of students tested	8	12	8	6	10
<b>3. (specify subgroup): Students with Disabilities</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The reading test changed in 2005.

Subject: Mathematics  
Edition/Publication Year: 2008

Grade: 6 Test: Dakota Step  
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	96	75	67	75	69
Advanced	25	0	0	8	15
Number of students tested	12	8	6	12	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	94	50	60	63	57
Advanced	25	0	0	0	0
Number of students tested	8	4	5	8	7
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient and Advanced	75	75	67	75	69
Advanced	25	0	0	8	15
Number of students tested	12	8	3	12	13
<b>3. (specify subgroup): Students with Disabilities</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Math test changed in 2006.

Subject: Reading  
Edition/Publication Year: 2008

Grade: 6 Test: Dakota Step  
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	97	88	67	67	77
Advanced	17	13	17	17	23
Number of students tested	12	8	6	12	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	100	75	40	50	57
Advanced	13	0	20	13	14
Number of students tested	8	4	5	8	7
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient and Advanced	67	88	67	67	77
Advanced	17	13	17	17	23
Number of students tested	12	8	6	12	13
<b>3. (specify subgroup): Students with Disabilities</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Reading test changed in 2005.