

2006-2007 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [**X**] High [] K-12 [] Charter

Name of Principal Mr. Thomas Nitschke
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Kulm High School
(As it should appear in the official records)

School Mailing Address PO Box G / 217 2nd Avenue SE
(If address is P.O. Box, also include street address)

Kulm _____ ND _____ 58456-0197
City State Zip Code+4 (9 digits total)

County Lamoure State School Code Number* 23-007

Telephone (701) 647-2303 Fax (701) 647-2457

Website/URL www.kulm.k12.nd.us E-mail tonitsch@kulm.k12.nd.us

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. Dan Bauer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kulm School District Tel. (701) 647-2303

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Mark Elhard
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the *No Child Left Behind – Blue Ribbon Schools Award* in the past five years.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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
 Middle schools
 Junior high schools
 High schools
 1 Other (Grades 7 – 12)
- 2 TOTAL
2. District Per Pupil Expenditure: \$10,358
- Average State Per Pupil Expenditure: \$7041.52

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. 3 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				7	6	6	12
K				8	3	8	11
1				9	5	6	11
2				10	1	5	6
3				11	7	6	13
4				12	4	8	12
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							65

6. Racial/ethnic composition of the students in the school: 91% White
3% Black or African American
4% Hispanic or Latino
1% Asian/Pacific Islander
1% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 %

[This rate should be 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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(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	65
(5)	Total transferred students in row (3) divided by total students in row (4)	3.07
(6)	Amount in row (5) multiplied by 100	3%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 29

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 federally-supported lunch 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: 8%
5 Total Number of Students Served

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

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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> </u>
Classroom teachers	<u>6</u>	<u>3</u>
Special resource teachers/specialists	<u> </u>	<u>2</u>
Paraprofessionals	<u> </u>	<u>1</u>
Support staff	<u>1</u>	<u> </u>
Total number	<u>8</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 9:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	96%	96%
Daily teacher attendance	98%	99%	98%	98%	98%
Teacher turnover rate	0%	15%	10%	5%	5%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

14. High Schools:

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>8</u>
Enrolled in a 4-year college or university	<u>50</u> %
Enrolled in a community college	<u>13</u> %
Enrolled in vocational training	<u>12</u> %
Found employment	<u>25</u> %
Military service	<u> </u> %
Other (travel, staying home, etc.)	<u> </u> %
Unknown	<u> </u> %
Total	100 %

PART III - SUMMARY

Kulm High school is a very small rural high school located in south central North Dakota. Agriculture is the main industry in the Kulm area. Many students are kept busy helping out on the family farm. Students are also kept very busy with school activities. Besides curricular activities, students participate in a wide range of extra-curricular activities. We boast a two-time state champion football team as well as a state qualifying girl's volleyball team. We also are competitive in track, basketball, track, golf and wrestling. Some of these sports are done cooperatively with a neighboring school district. We also compete in small and large group band and chorus competition, drama, speech, Science Olympiad, and have an academic olympic team. Since we are small, students must participate in numerous activities. This makes for a very busy but well rounded student!

Three years ago, Kulm High School started a school improvement process. After looking at a lot of data and surveys, we realized we seriously needed some improvement. Only 56% of our students were proficient in Reading and 52% proficient in Math. We also had a serious problem with summer regression. According to the NWEA tests results, it took some students until Christmas to get back to the level they were at the spring of the previous year. Students really disliked school and many parents were negative towards parts of the school. We identified three areas we felt needed substantial work: reading, summer regression, and school environment. With the school's mission statement as a guide -- "The mission of the Kulm Public School is to provide the best education with the resources available for all students by challenging them to their fullest potential"-- we went to work. We decided the key words were all students, so we had to find a way to engage every student in the building.

At that time, we received a Title II Part D technology grant. This has really made an impact on our school. All of our students are issued a handheld computer. Since we strongly feel engagement is the key, we use numerous pieces of software, such as Discourse and HLE, that force all students to be engaged in learning. We needed to find a way to get every student engaged in learning. Discourse is a program that connects the teacher with every student through a computer, laptop, or handheld. Teachers can see student answers keystroke by keystroke. No child is left behind, since every student is forced to be engaged. Students DO NOT resist answering questions since it is very non-threatening. It also is "cool" to answer with the handhelds! Teachers can electronically guide struggling students to the right answer without anyone else knowing it. Students can ask questions by "chatting" with the teacher. Teachers and students can also access the server or internet from anywhere in our wireless school. We often see students doing homework on their ipaq during sporting events, at lunch, or between classes. Students take notes, do papers, and complete worksheets all on a computer that fits into their pocket. We also use GPS units in social studies classes and probes to measure science data directly into their ipaq. The world has become our science and social studies lab. Every class room is equipped with a LCD projector, a document camera, and surround sound stereo system.

To improve reading scores we have implemented two programs: Reading Counts and Read 180 (please see the English section for details.) With these two programs, we have gone from a school where 10 – 20% of the students read regularly to a school where 80–90% do.

We have also done numerous things to combat the school environment problem. At least once a year we go on a school wide field trip. Teachers work hard to incorporate the content of the trip into each class they teach. This has helped students understand why they have to learn some of the things they do in the classroom. We have also started doing some cross curricular activities. Again this helps students learn material since they can relate it to different classes. Our student council has also been allowed to become much more active. They organize dances, homecoming, snow days, and often make decisions about school rules. We allow them to be part of the decision making when it comes to the reading incentive trips. They have also organized and run the local blood drive for the past two years. These things have

given them great pride in their abilities. Our school environment has also been improved by the numerous cosmetic changes we have made in our building over the past few years. Although our building is old, it is well kept, which creates a sense of pride in both students and staff.

I am very pleased to say we have not only significantly raised test scores by 31% in Reading and 26% in Math, but we have totally wiped out summer regression. Our students now start off in the fall where they left off in the spring. I believe our success is due to the way we have been teaching these past three years. We engage all students! That is key!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Kulm High School takes part in two school-wide assessments. We do the state mandated CTBS test and the Northwest Evaluation Association online assessment. We use the NWEA test as a tool to immediately improve instruction. In this essay, I will first explain the CTBS test results and then go on to describe the NWEA test results.

According to the CTBS test, three years ago 56% of our students were proficient in Reading while 52% were proficient in Math. Right now we have 87% proficient in Reading and 78% proficient in Math! I am extremely pleased to say we have increased our scores by 26-31%. I find that astounding. When I first realized this, I found it hard to believe, so I looked up our scores from four and five years ago. Those scores were very similar to three year old scores. In the past three years, we have been in an upward trend in both areas tested. As a matter of fact, if we had not improved our scores, we would not have met adequate yearly progress this year. In three years, we went from having test scores that would have put us in school improvement status to a school that leads the state in test scores.

The only sub group with a large enough population to be statistically correct is our economically disadvantaged group. Right now their reading scores are actually a bit higher than the school's average. I attribute this to our two reading programs, Read 180 and Reading Counts. These programs are designed to give struggling readers a chance to catch up. Although this sub group's math scores have gone up dramatically, they are still behind the school's average. After seeing how well our remedial reading programs are working, we are looking at a remedial math program as well. We are taking a serious look at a program called "Math Facts." We are hoping it will help this group's math scores continue to improve. I would like to point out this group's math scores have gone from 27% proficient in 2002 – 2003 to 67% proficient currently. But we will not settle with good, we will continue to strive for great.

We have seen similar results in our NWEA test scores. Three years ago we had a huge problem with summer regression. According to our NWEA test results, it took until Christmas for some students to get to the point they were in the spring of the previous year. We found that to be frightening! Many schools have found this trend and some have gone to a year round school to combat it. Although that may work, we believe engaging student in learning is the key. If students are truly engaged in learning, they will retain the information. We give the test late in the spring and again the first week of school in the fall. By giving the test early in the fall, it gives us a true picture of summer regression. Two years ago our summer regression was a -20. Last year it was a +1 and this year it was +3. Based on the six million students taking the test across the nation, NWEA expects a -19 summer regression. We have eliminated summer regression because we are engaging our student in learning!

The biggest thing we have done differently in the past three years is our addition of technology. As I stated in an earlier essay, three years ago we added a tremendous amount of technology. This technology has enabled us to engage ALL of our students. It still comes down to good teachers, but good tools help good teachers become great teachers.

2. Using Assessment Results:

One of the keys to our success has been the use of test data. This is especially true for the NWEA test data. We get this data within days of giving the test. That allows us to use the data to improve instruction.

Teachers are able to desegregate data to see how each student did in their subject. Each subject is further broken down into content areas. The great thing about our small class size is our ability to provide

differentiated instruction. Teachers are able to gear lessons to meet the needs of each individual student. The test scores help us identify what those needs are. Once we have the results, teachers meet to discuss the data. We look at strengths and weaknesses and decide strategies to not only improve the weaknesses but also maintain strengths. Someone once told me the enemy of great is good. Most schools aren't great schools because they are already good schools, so they don't feel the need to improve. We have taken the exact opposite approach. No matter how good we become, we will always seek new ways to improve.

The results of the state-mandated CTBS tests are more used to ensure we have met the year's goals. The problem with these results is that we take the test in the fall but don't see results until the following spring. Since the test has to be given in the fall, it is really a measure of how the students did the previous year. It is certainly a good measure of our entire school, but it is not a very good tool to use to improve individual instruction. That is the reason we also use the NWEA test. It is our way to directly improve instruction.

3. Communicating Assessment Results:

As a small school, we again have an advantage when communicating with parents. Our school is the hub of the community, with a large majority of patrons coming to events in the school. Having said that, it is still difficult to keep some parents involved. We do numerous things to communicate not only test scores but everyday student performance.

Parents are able to go online and check out their students' grades on a daily basis. They are also able to see attendance and some lesson plans. This gives parents immediate information on how their child is doing in school. We also mail home mid-term deficiencies as well as quarterly report cards. Parents are encouraged to speak with teachers or the principal if they have any concerns.

At parent teacher conferences, our counselor sits down with parents and explains standardized test results with part of that conversation being how their child can improve test scores. We mail the results along with an explanation letter to those parents not coming to conferences. We have tried to make the standardized tests competitive. We challenge students to try to beat last year's score on tests. We want parents to make that same challenge at home.

4. Sharing Success

We have gone out of our way to share the use of our technology to engage students. This has led to numerous other schools implementing the technology we use. In the long run, this should help all schools. If we use similar tools, we can get ideas and lesson plans from each other.

Kulm High School has had many schools visit to see the technology we use. Area colleges have also brought education majors to visit so they can see some of the tools available to future educators. Numerous schools have written grants trying to get the technology we use. Some have been successful and some haven't. Upon seeing the things we do, all schools agree it is a great way to educate students.

The High School principal and district technology coordinator also present at numerous conferences. They have presented at technology conferences, administrator conferences, and have been invited to schools to present to teachers, board members, and parents. They have presented in North Dakota, South Dakota, and California. They are in the process of doing training for schools in both North Dakota and California. They decided to do this after seeing the results we have had here in Kulm. Kulm's superintendent and school board have been very cooperative in these efforts. They have allowed both Mr. Nitschke and Mrs. Zahn time away from school to help other districts.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Kulm High school offers a wide range of very challenging classes. We are very proud of the fact that we offer many classes to fit each one of our students. This is especially true since we are a small rural school. Students need 21 credits to graduate. They need 4 credits of English, 3 credits of Social Studies, 2 credits of Math, 2 credits of Science, 2 credits of business, 1 credit of Physical Education and ¼ Credit of Health. The rest of their credits come from electives, of which they have 33 different classes to choose from.

The math curriculum is based on North Dakota State and the National Math Standards. 7th graders take a general math class while 8th grade takes pre-algebra. In high school, all students are required to take Algebra and Geometry. About 75% of juniors take Algebra II and seniors can take Senior Math and College Algebra over the ITV network. Students taking college algebra receive high school and college credit for the course. With small class sizes our student to teacher ratio is low and this also allows for individualized instruction. Our document cameras and projectors are excellent for doing math problems, especially in geometry. We often use Discourse software which allows individual, self paced response to problems and questions and also allows the teacher to monitor individual progress and interact with the students.

Students in grade 7 study United States History from the beginning to present day. Also included is the study of the United States Constitution and the Declaration of Independence. 8th grade has a semester of North Dakota History and one semester of World Geography. 10th graders study all aspects of world history. In 11th grade, students learn US History from the Age of Exploration to the present day. Seniors study American Government with the major focus being on the Constitution and the make-up of Congress and how the three branches of government work. Seniors also study Economics with the major focus being on the Free Enterprise system and Market Economy. There are numerous social studies electives offered. They include: Sociology, Law and Justice, Advanced Geography, and Psychology. Teachers make notes come alive with the use of active boards and handheld computers. These are the most popular electives in our school.

All students' grades 7 – 9 are required to take Physical Education. There is an advanced PE class offered to grades 10 – 12. All High School PE classes are geared towards learning lifelong skills. Students are required to learn and take skills and written rules tests. By learning the skills and rules, they have success at the activity. This success leads to their enjoyment of the activity. They learn activities such as archery, bowling, cross country skiing, golf, badminton, pickle ball, lacrosse, and weight lifting, as well as traditional PE activities.

65% of our students in grades 7-12 (43 out of 66) are involved in at least one music class (band or choir). Band students perform in two to three concerts a year, march in our homecoming parade, compete in large and small groups contests, audition for honor bands, provide pep band at basketball games, and are required to practice 90-100 minutes per week or complete quarterly playing tests. Choir students perform in two to three concerts a year, compete in large and small groups contests, participate in honor choir, learn stretching exercises, vocalizes and music theory, and sing the National Anthem at basketball games. Some of our singers are also piano players and accompany for concerts and contests.

We have a large percentage of our students taking a foreign language. This is partly true because we are very fortunate to have our own Spanish teacher on staff. We are able to offer Spanish I – IV to our

students. Our Spanish teacher also delivers Spanish classes to students in the area schools through the Interactive Video Network.

In the Tech. Ed. Department we have started two new classes last year. They are Inventions and Innovations, and Intro to Engineering. In these classes we use a lot of different technologies to invent and look at past inventions. The intro class allows us to use problem solving techniques. We also teach Construction Systems, Individual Technical Problems, Applying Technology, Manufacturing Technology, Exploring Technology, and Communications Technology. The 20 state standards need to be met in each class.

The business & technology department focuses on providing students with the knowledge and skills necessary to function in today's business world. Classes are offered in accounting I and II, keyboarding, business communications, computer concepts, word processing, spreadsheets, data processing, desktop publishing, entrepreneurship, IT essentials, marketing, and consumer education.

Students can take numerous classes over the Interactive Video Network. We are part of a consortium which offers numerous different classes each year. This year students had Independent Living, Child Development, Art, Sports Marketing, Health Careers, Veterinary Science, Farm Management and Anatomy and Physiology available. We continue to have many students taking these classes.

2b. English:

English students in grades seven through ten study literary elements in short stories, poems, plays, and novels. Each year we teach grammar and specific composition skills, such as personal, narrative, expository, persuasive, and research paper writing. Students also study weekly vocabulary and spelling words.

American Literature and public speaking are taught in the eleventh grade. Seniors study British Literature and communication skills for the business world. Both grades continue in their study of vocabulary, spelling, and grammar. Seniors may also earn college credit by taking advanced literature and writing classes taught over interactive video network.

The English classes provide balanced instruction in all areas of literature, grammar, and composition, with emphasis in reading and vocabulary. Our small classes make it possible to know each student's strengths and weaknesses. This allows the teachers to develop lesson plans according to the needs of the students. All of our students are encouraged to read independently through the Reading Counts program. Our school's technology aids students in writing and developing creative and accurate presentations, interactive projects, and animated storyboards. Seniors are challenged to earn college credit in advanced literature and writing classes provided in partnership with a nearby college.

Three years ago, our school adopted the Reading Counts program in an effort to increase our students' independent reading. We knew better reading skills would benefit our students in all areas, so instead of making it exclusively a part of the English curriculum, we made independent reading a part of every class on Fridays. Students take tests over what they read and accumulate points toward a set goal. At the end of each semester, those who reach the goal get to be part of a school-wide skiing trip, a day at the YMCA, or some other fun activity, while those who don't make it have to stay behind and do homework. We have seen a huge increase in the amount of reading done for pleasure because of this program, with about ninety-five percent of the students reaching the goals.

This year we have begun providing a remedial reading class called Read 180 for students who score below grade level on standardized tests. It combines individualized reading, direct instruction, and computer-based skills practice, and is designed to double students' annual progress in reading. We did see improvements in the scores of those who took the course.

3. Science:

In the seventh through twelfth grade science curriculum, the students study the natural sciences by conceptual, research, critical thinking, and laboratory means. Each class is designed to develop a variety of student skills such as comprehension of material, performance of laboratory techniques, and application of the scientific method.

The seventh and tenth grades study the science of life aided with dissections and case studies. The eighth grade studies earth science learning geological formations and processes. Physical sciences, including physics and chemistry, and their real life applications are taught in the ninth, eleventh, and twelfth grades.

The science classroom is constantly moving forward with new, innovative resources to facilitate the learning of the children. Our recent purchase of science probes, which connect with the students' handheld computers, literally expands the science classroom right into the backyards of the students. Students are able to take the probes home, which range from measuring pH levels to heart rates, and collect experimental data in places once thought to be untouchable. With the wide variety of types, these probes are used in all areas of science for many different experiments. The college laboratory preparation our students receive due to this manner of teaching is unrivaled.

Last year was the first year we began participation in the national program Science Olympiad. Nearly seventy-five percent of the science students join in on the preparations and competition. This program fully aids and supplements the information taught in the classroom by developing students' aesthetic and application skills. Through dozens of events, students are asked to compete against neighboring schools as a team competition. Some events call for the design and performance of a project, while others are based on conceptual knowledge in one area of science, such as entomology.

Our students are able to apply the conceptual knowledge they learn in the classroom by participating in an annual science fair. Students plan, design, and develop their own projects following the scientific method. All of the projects the students do are then presented to our patrons for all to see. Approximately thirty -five percent of the science students participate in the science fair program.

4. Instructional Methods:

Teachers at Kulm High School use a variety of methods to present material to students. No matter what method is used, engagement of all students is the key. With the use of handheld computers, teachers are able to ensure all students understand the material. Discourse software allows teachers to quickly check every student's understanding. If you have never seen Discourse in action, I highly recommend you take a look at it! Today's students love handheld devices, from cell phones that do just about everything, to MP3 players. Handheld computers are a natural fit for students. They seem to enjoy learning when using the handhelds.

Since we have a low student to teacher ratio, teachers are able to use differentiated instruction. Teachers present material differently depending on the needs of the student. They are also able to give struggling students one-to-one attention. Teachers use a tremendous amount of hands-on activities, many of which are cross- curricular. We believe students retain information better if they can relate it to numerous classes they are taking. John Dewey would have loved to been part of our school. Students truly learn by doing!

We also try to take at least one large, school wide field trip. Teachers plan lessons in advance to prepare students for the trip. We have done some trips with other schools, and it is fun to watch our students feverishly writing down facts while other school's students are standing around. That is when I know our teachers are doing their jobs. It is pointless to take such trips if it isn't directly tied into all curriculums.

Our teachers have very high standards and expect a lot from all students. Looking at our test scores, one can plainly see these high expectations have paid off.

5. Professional Development:

We feel one of the biggest factors in our success is the technology we use. Without a question, the secret to the success of our technology has been our professional development. Our professional development plan is not done spontaneously. We plan very carefully what types of professional development we do for the teachers. Three years ago we took all the teachers in the district to a regional reading conference. This really set the stage to get the high school teachers realizing we all need to teach reading skills.

We implemented the technology in phases. We taught the teachers how to use a particular piece of software, gave them some time to build lesson plans with the technology, and then had them implement it. Teachers get paid stipends on professional development days. At times we pay them to use what they learned in the classroom. The principal would observe each teacher's class the day they implemented the new technology. About one month after the original session, we bring all teachers back together for a few hours. This gives them a chance to demonstrate the ways they have used the material. It also gives them a chance to ask questions pertaining to the subject. We usually come together three to four times before moving on to a new professional development topic. This approach has really worked well for us. So often teachers leave training all excited about what they learned, but if there is no follow up, 90% of the time the material is never used.

We also use the train-the-trainer approach. We will send the technology coordinator, principal or teachers to training. They then come back and teach the rest of the staff. This also has been successful for us. We are very fortunate to have a technology coordinator who is very willing to do professional development for the staff.

Our professional development has truly been a key to our success. The district superintendent and school board have been very willing to provide money for professional development. Our teachers are very willing to learn and implement new techniques. Teachers help each other by sharing ideas and techniques. Our staff is so willing to help each other be successful, and that has produced great results.

PART VII - ASSESSMENT RESULTS

ND State Assessment Data

Year	05-06	04-05	03-04	02-03	01-02
Testing Month	October	October	October	October	October
% of students tested.	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
% of student alternatively assessed	0	0	0	0	0
SCHOOL SCORES					
% Meeting Plus exceeding state standards in Reading	87	73	57	68	58
% Meeting Plus exceeding state standards in Math	78	53	52	44	35
SUB GROUP SCORES					
Economically Disadvantaged					
% Meeting Plus exceeding state standards in Reading	92	60	60	73	No data
% Meeting Plus exceeding state standards in Math	67	50	27	27	No data