

PART I - ELIGIBILITY CERTIFICATION

11MN1

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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 0 Elementary schools
 (per district designation) 0 Middle/Junior high schools
0 High schools
1 K-12 schools
1 Total schools in district
2. District per-pupil expenditure: 9822

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 11
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	24	16	40		6	25	18	43
K	23	23	46		7	0	0	0
1	21	19	40		8	0	0	0
2	34	26	60		9	0	0	0
3	19	14	33		10	0	0	0
4	21	21	42		11	0	0	0
5	16	29	45		12	0	0	0
Total in Applying School:								349

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % 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 2009-2010 school year: 6%

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, 2009 until the end of the school year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1, 2009	285
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 1

Specify languages:

Specific non-English languages: Spanish

9. Percent of students eligible for free/reduced-priced meals: 18%
 Total number of students who qualify: 53

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: 11%
 Total number of students served: 30

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</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>0</u>
Classroom teachers	<u>12</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>31</u>	<u>1</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: 24:1

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	97%	97%	97%	97%	97%
Daily teacher attendance	95%	97%	96%	96%	96%
Teacher turnover rate	0%	7%	20%	7%	0%
High school graduation rate	%	%	%	%	%

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

2007-2008 teacher turnover rate was due to retirement and two teachers moving to another district.

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%

The Randolph School District, working in partnership with the family and the community, is dedicated to providing a caring, disciplined, and challenging environment. This enables students to become life-long learners who value themselves, contribute to their community, and succeed in a changing world.

Randolph Elementary is a small, rural district located in the Southeastern corner of Dakota County. Randolph is primarily an agricultural community. Many parents choose to open enroll their children in Randolph Elementary because of our small class sizes, academic achievements, and our outstanding reputation. Randolph alumni maintain strong ties to the school and the community.

Randolph Elementary is fortunate to have board members who are committed to put students first. The Randolph School Board also believes in the importance of keeping up with the on-going changes to technology, so every student has the opportunity to have the latest and greatest innovations at their disposal. In times of massive cuts and school closings, we at Randolph have been able to keep our identity through sound financial planning, open enrollment, and the commitment from the community. Since building a new elementary in 2002, our enrollment has increased to the point where we found it necessary to get the community involved in a new building expansion project. After passing a bond referendum (with an overwhelming 68%), we will be breaking ground in March of 2011.

Randolph Elementary has been recognized as a 5 STAR school from 2002 to 2005, when this award was discontinued. To receive the 5 STAR award, a school must achieve high scores on the Minnesota Comprehensive Assessment tests. We have been one of the top elementary schools in the state when it comes to state test scores. Randolph Elementary achieves at such a high rate due to the fact that our teachers do an outstanding job of planning and preparing every day. They continually challenge and empower students to be the very best they can be. The Randolph Elementary faculty and staff are a very tight-knit group that provides a positive atmosphere for both students and community. Our parent participation at conferences is over 95%. This confirms that the parents are just as committed to their child's education as the school.

Randolph School is the pride of our community. Parents and community members are very supportive of the school which is apparent when we have activities such as concerts, open houses, sporting events, and conferences. Whether fundraising or asking for volunteers, there is tremendous support from the parents and community.

We have many time honored traditions within our school. Each year the school hosts "Project Northland Community Night." This event unites community based groups as well as school organizations. It is also an opportunity to mingle and have a good time outside of the classroom setting. Randolph intermediate grades (4-6) are immersed in an extensive outdoor camping experience. This three day excursion to the local Phillippo Boy Scout Camp is a 37 year tradition. Students often report this as their most memorable elementary experience. During Future Farmers of America week, students enjoy activities organized by our local chapter. These include student- led classroom visits, a petting zoo, and the annual tractor parade. The tractor parade draws participants from every generation.

The Randolph Elementary School motto is "Working together, we achieve success." Our success is a team effort; when we succeed in achieving the goals for our students, we achieve together. We hold on our shoulders the future of generations. Our task is not easy, yet we must pursue it with the greatest energy we can muster. We have only the highest expectations for each and every student. Collectively, we are a group of professionals with an incredible amount of skill and resources that can change the lives of those around us. Working together, we will empower our students to succeed in all aspects of their lives.

1. Assessment Results:

Assessments, whether devised in the classroom or administered by the state, should be tied to a curriculum based on state academic content standards. Assessments provide instructionally relevant information and are created to serve a purpose. They are designed to provide information on the performance of districts and schools so resources and support can be well targeted. Understanding data on student performance is an essential step in moving students toward understanding the importance of concepts and standards.

According to the Minnesota Department of Education, the Minnesota Comprehensive Assessments (MCAs) are state tests in mathematics and reading that meet the federal Elementary and Secondary Education Act (ESEA) along with the Minnesota Academic Standards. This annual test acts as the main assessment tool for our school district. The test shows whether students have mastered the standards and determines if schools and districts make Annual Yearly Progress (AYP), according to the ESEA goals. A student must attain 85% correct on the test to obtain a proficiency ranking. On a state level, we are able to compare our students' achievements to others schools. We at Randolph use assessment data to evaluate curriculum, improve teaching and learning, and reinforce skills. Though all students are affected, only students in grades three through six take these exams. Although some students may require accommodations, all participate in this assessment.

We found that overall Minnesota has seen an increase in both Math and Reading MCA scores. The overall Math percentage has increased by 2.4 this year. The average overall Math score for Minnesota students in 2010 was 66% proficiency. This past year, the overall Reading percentage had a slight increase of 0.4, bringing the average score to 72% proficient. Though state scores have increased, there is still an achievement gap throughout the state.

In 2010, Randolph Elementary School's overall Math score was 91% proficient. This is a significantly positive difference from the state average of 66%. In Reading, our students scored an overall percentage of 88. Once again, this is significantly higher than the state average of 72%.

The following information covers MCA data from the years 2006 to 2010.

The Math trends at Randolph Elementary over the past five years have shown consistently higher scores than the state average. Between 2006 and 2007, Randolph Elementary students increased their proficiency by 11%. However, the following year there was a slight decrease (8%). This encouraged us to revisit our curriculum to ensure that all state standards were being met. After this adjustment, the scores have continued to rise (2008-84%, 2009-85%, 2010-91%).

The Reading trends at Randolph Elementary over the past five years have also shown consistently higher scores than the state average. Results from 2006 showed that students were at 91% proficiency. After 2007, scores remained consistent between 87% and 89% proficiency.

As educators, we understand that there are many variables that can affect test scores. For example, we encourage students to get a good night's sleep and eat a healthy breakfast before each test. If students are tired and/or hungry, they may not perform to the best of their abilities. There is also a mindset, where students understand the importance of these exams. Students take pride in our tradition of excellence and work hard to maintain high standards. Because we are a small school, with low teacher turnover, we know each individual student and their capabilities. Knowing this, we can address each of their learning styles and special needs.

Although there isn't a significant achievement gap, we are committed to maintain student academic excellence. We hold the same high standards for all students at Randolph Elementary. We have found that high expectations produce outstanding results.

All data information can be verified on the Minnesota Department of Education website <http://education.state.mn.us/mde/index.html>.

2. Using Assessment Results:

Randolph Elementary takes the Minnesota Comprehensive Assessment (MCA) results to analyze where the students are academically for the upcoming school year. We evaluate the scores of each subgroup and decide what adjustments need to be made in the curriculum to better meet the needs of the students. This enables us to help close the achievement gap with students who are not meeting the standards. In addition to the MCA results, we use many other assessment tools such as; Curriculum Based Assessment, Renaissance Learning Programs (Star Reading and Math), Sight Word Recognition, Reading Fluency, and Response to Intervention strategies. Collectively we use these assessment tools to analyze student performance and realign our learning objectives.

Curriculum Based Assessments are done frequently in each subject area to provide information on student performance. It provides the teacher with valuable insight on how to modify the scope and sequence of the curriculum. This allows teachers to best meet the needs of all students. Renaissance Learning, which offers STAR Reading and Math, Accelerated Math, and Accelerated Reading, is a computer based test tied with Response to Intervention. Response to Intervention is a program designed to assist students who are struggling academically in the general education classroom setting. STAR assessments give instant feedback to the students as well as the teachers. STAR testing gives teachers necessary information to create individual learning goals. STAR testing is administered three to four times a year.

If students are not making sufficient gains, we will refer them to the Student Assistance Team for intervention strategies. The Student Assistance Team is a collective group of administrators, general education teachers, special education teachers, and social workers. They meet to discuss student issues and provide the general education teacher interventions and support. The goal of the team is to offer additional support to close the achievement gap. We will also enroll them in Title 1 services for further individualized support.

3. Communicating Assessment Results:

Randolph Elementary values communication among students, teachers, parents, and community members. The school realizes the importance of an open communication policy and strives to incorporate this policy so all opinions and voices are heard. They also share relevant information with parents and the community. In addition to sharing information, the school makes every effort to help others create understanding of assessment results and other pertinent information.

Assessment data is a relevant piece of information. Throughout the year, the students of Randolph Elementary are assessed in a variety of ways. Statewide assessment scores are reported at both the local and state newspapers. Scores are also addressed at the school level during teacher meetings to discuss and interpret results.

The school communicates with parents in many ways. In both the fall and spring parent-teacher conferences are held. This allows teachers to share important information and parents to ask questions. Grades and test results are also included. The school also offers informative open houses, at the beginning of the school year, as well as an annual Title I program informational meeting. A school newsletter is sent out monthly to families and community members. This newsletter supplies supporters of Randolph Elementary with information concerning upcoming events, state test scores, and the latest school news. We are in the process of making this an electronic newsletter.

Day-to-day communication is also valued. Teachers use many technology-based applications such as email, teacher websites, and the SchoolView grading system. The SchoolView grading system allows parents to monitor their child's academic success through updated grades. It also monitors student attendance and allows parents access to test scores. Each teacher has a page through the main school website; here they share upcoming events, daily lessons plans, assignments, pictures, links, enrichment supplements, and other important information from the classroom.

Communication is a critical factor in a school's success. We at Randolph feel as though assessment results and student performance are effectively communicated to ensure understanding for parents, students, and the community.

4. Sharing Lessons Learned:

Randolph Elementary is recognized throughout the region as a leader in test scores and academic achievement. A neighboring school district asked if we would be willing to show them some suggestions for improving their Minnesota Comprehensive Assessment (MCA) test scores. Veteran teachers from Randolph spent the afternoon with teachers from intermediate grades. They shared various techniques and strategies which we have found successful in preparing our students for MCA testing. Discussions included Accelerated Reading and Math programs, state provided test prep booklets, remedial math and reading programs, as well as aligning curriculum with standards.

Our elementary principal has also been contacted by many other principals in the state wondering how we maintain our high test scores. He reports that our students, parents, and staff take testing very seriously. If this is how we are evaluated as a school, we are going to do our utmost to provide the right preparation and the right environment to ensure student success. A good night's sleep, a healthy breakfast, and nutritious snacks are stressed to the students as well as parents.

Beyond sharing our lessons, strategies, and standards from grade to grade, we also work with our junior high and high school staff to ensure a smooth academic transition. This allows an open communication path between the district schools.

We also participated in a Mathematical Assessment Retreat. Schools throughout Minnesota gathered to evaluate MCA results and brainstorm ways to improve test scores. Randolph appeared to stand out amongst the schools as far as scores and lead many discussions. We had very few areas of concern, so we were able to spend our time sharing our techniques with other schools at the retreat.

Many of our teachers, through graduate programs, share successful lessons and strategies in their learning communities. Randolph Elementary is very willing to communicate its ideas with other professionals.

1. Curriculum:

Randolph Elementary curriculum and instruction addresses all core areas, which are delivered using best practice techniques. These techniques engage all students and hold them to the highest standards.

We use the Houghton Mifflin Reading curriculum which emphasizes "Literacy for a Lifetime." Each week students take part in reading skills, word work, and writing and language. Reading skills consist of phonetic awareness, reading fluency, and comprehension strategies. Word work includes spelling and vocabulary. Writing and language incorporates writing, grammar usage, mechanics, and speaking/listening/viewing. Theme-based reading units allow students to learn in a variety of ways.

Our Math curriculum also uses the Houghton Mifflin series. This program uses a systematic step-by-step approach to develop concepts and skills. The curriculum focuses on problem solving and reasoning; this provides opportunities for students to demonstrate and apply their understanding. Some of the topics include number concepts, computation, measurement, geometry, algebra, graphing, fractions, and probability among others.

The Harcourt science curriculum covers life science, earth science, and physical science. Most lessons begin with a hands-on investigation using the inquiry process. The investigations and lessons include many important science process skills. Some of these skills include observation, classification, prediction, interpretation of data, measurement, and hypothesizing. The science curriculum emphasizes life-long learning with real-life experiences.

We currently use two different social studies curriculums. Kindergarten through fifth grade use the Houghton Mifflin curriculum, as well as a variety of supplements. The areas addressed are citizenship, geography, biography, economics, history, map and globe skills, timelines, and current events. The sixth grade uses the Northern Lights (Minnesota history) curriculum, matching the Minnesota academic standards.

Our visual and performing arts program include music, choir, instrumental band, and art. These classes are taught by trained specialists. The elementary students take part in music instruction three times a week. In the music curriculum the following are addressed: theory, composers, history, rhythm, instruments, composition, and other musical aspects. An elective elementary choir is also offered. Fifth and sixth graders are encouraged to choose an instrument and join one of our many bands (instrumental, advanced, jazz, and pep). Weekly art lessons incorporate many visual and creative art forms. Students perform and share their artistic skills and musical talents throughout the year.

Randolph Elementary is one of few schools that offers daily physical education classes. With childhood obesity on the rise, our school sees the importance of daily physical activity. This rigorous physical education curriculum includes skills testing, sportsmanship, games, and overall well-being. Our school is taking strides to become a more nutritious-conscience environment. Breakfast is offered to ensure a good start to the day. A healthy midmorning snack is provided as an option to all students. Through a "Farm to School" grant, our kitchen staff is able to prepare fresh produce harvested locally. We have recently changed to having recess before lunch to encourage healthy eating so each student can finish out the day strong. Other health topics, such as senses, nutrition, body systems, healthy choices, body changes, and drugs and alcohol are addressed.

We are very fortunate to offer a foreign language program. Starting in first grade, students receive a six-week Spanish immersion experience. They learn basic phrases, vocabulary, alphabet, and numbers through games, songs, and repetition.

Teachers use explicit teaching strategies which are characterized by intensive, carefully tailored lessons, appropriate cues and prompts, instructional modeling, guided and independent practice, corrective feedback, mastery and generalization of learned skills. We use technology-based software, multiple intelligence theory, brain-based learning, and other evidence-based practices.

All content is based on chosen curriculum which is based on state academic standards. Teachers continually assess the effectiveness of our curriculum and adjust accordingly to meet the needs of all students.

2. Reading/English:

Randolph Schools' reading curriculum uses a variety of resources and strategies. We use Houghton Mifflin as our core curriculum. This curriculum includes basal readers, leveled readers, practice workbooks, and enrichment activities. Houghton Mifflin was chosen by a multi-grade curriculum committee based on national and state reading standards.

In addition to this curriculum we also implement a variety of research based programs such as; VoWac, PALS, Early Success, Soar to Success, Accelerated Reading, Guided Reading, Read Naturally, EdMark, Scholastic News, and STAR Reading. The majority of these programs are used to support and improve the reading skills of the students who are performing below grade level.

Vowel Oriented Word Attack Course (VoWac) is a phonics based supplement that provides instruction in word pronunciation and spelling strategies. Peer-Assisted Learning Strategies (PALS) fosters positive and productive peer interaction while promoting fluency through repeated reading and teacher modeling. Early Success and Soar to Success are reading interventions used with struggling readers and our Title One students. Accelerated Reading is a leveled program where the students independently or partner read books and follow up with a computerized comprehension and vocabulary quiz. We are able to set individual goals for each student. Read Naturally is a program that we use in our special education program. It is a teaching strategy that combines teacher modeling, guided reading, assessment, and progress monitoring. Ed Mark helps teach primary skills such as regular plurals, verb tense, capitalization, and punctuation. All learning styles are incorporated into an effective instructional sequence as the program promotes language development. Scholastic News is a magazine used to enrich and extend knowledge of current events. STAR Reading is a web-based assessment used to give instant feedback to the student and teacher. This measures vocabulary, comprehension, and reading level. Together, these programs enrich grade level reading, encourage high level thinkers to extend their learning, and support the struggling readers.

We use a variety of reading strategies to improve fluency, vocabulary, and comprehension. Some of these strategies are prediction, linking prior knowledge, compare and contrasting, summarizing, questioning, brainstorming, re-reading for understanding, and cross-curricular instruction.

Within all of these reading activities we have only the highest expectations for each student. We also encourage the parents to be active participants in their child's education. We supply families with resources and materials to support their children's literacy goals. Collectively, we are working to close the reading achievement gap.

3. Mathematics:

Randolph Schools' mathematics curriculum uses a variety of resources and strategies. Houghton Mifflin is our core curriculum. This curriculum includes daily guided lessons and practice workbooks, as well as using reteach and challenge activities to meet learner needs at both ends of the spectrum. Houghton Mifflin was chosen by a multi-grade curriculum committee who first researched the national and state mathematical standards.

Our curriculum organizes and integrates mathematical ideas so students see how the principles of math

build on each other. The students develop confidence and this enhances proficiency. Our curriculum builds understanding at each level. Our teachers know the mathematics studied by the students at previous levels prepares them to focus and understand what is currently being taught. Students actively build new knowledge based on prior exposure and understanding.

We use mathematical programs from Renaissance Learning to assist in our assessment of students. STAR Math assessments give instant feedback to the students as well as the teachers. STAR Math looks at numeration and computation objectives. Math Facts in a Flash is a computerized leveled math facts program. Mastery must be achieved before moving to the next level. Accelerated Math helps to provide essential math practice components to supplement our math curriculum. It not only creates math assignments tailored to each student's current level but it provides ongoing feedback on students' daily practice. It differentiates math instruction, addressing each student's individual needs.

Our school uses a variety of strategies to improve basic math concepts, computation, and problem solving skills. Some of these strategies include manipulatives, centers, life skills math, interactive technology, and cross-curricular instruction. Struggling students benefit from small group instruction as well as Title I services. Most teachers would agree that problem solving is a difficult skill; however, we strive to incorporate problem solving daily in our math curriculum as well as all curriculum areas. We continually look for ways to improve mathematic skills at every level.

4. Additional Curriculum Area:

Randolph School's Science Curriculum uses many concepts and processes. Harcourt was chosen by the district's science curriculum specialists. The committee chose this program because it uses inquiry with hands-on investigations and experiments. Our curriculum aligns with national standards for life, earth, and physical science. Exciting and informative aspects of science and technology are included in all content areas. The history and nature of science and the work of scientists is also featured.

Our curriculum is cross-curricular including reading, math, social studies, and writing skills used within many lessons. Students are asked to observe using their senses by comparing, identifying, or classifying objects or events into specific criteria. They use numbers to estimate and communicate observable data visually, orally, or in written form. Measurement skills are also part of their observations during investigations. During experiments, students are encouraged to predict, infer, draw conclusions, and hypothesize results using scientific vocabulary when recording results. Many times they are asked to identify and control variables that affect the outcome of the investigation.

Randolph School uses many supplements to reinforce essential and knowledge based science skills. Our health curriculum promotes healthy lifestyles. We have lyceums that teach the benefits of healthy eating and regular exercise. Outdoor education is an additional learning opportunity where students experience the relevance of environmental issues. Local guest speakers are invited into the classrooms as another way to show awareness of science in today's world. Future Farmers of America and 4-H add lessons that reflect science in the community. The school's greenhouse is used for theme-based units in life science, as well as using fresh produce in our school lunch nutritional program. Nature lessons are included in the three-day fifth and sixth grade campout in the spring. These students also extend the inquiry process with an annual science fair.

All of these skills prepare our students to be life-long learners. According to the National Science Education Standards, "Learning science is something students do, not something that is done to them."

5. Instructional Methods:

It has become increasingly difficult to accommodate the diverse student population and the wide range of academic skills in general education classrooms. Randolph school is able to meet these challenges by hiring highly qualified, trained teachers who provide thorough, systematic instruction. We are able to meet the needs of our students by using instructional methods that are evidence-based practices.

One instructional method we use to remediate learning problems and extend thinking is the use of differentiated instruction. The first thing teachers consider when deciding how to differentiate instruction in the classroom is to align the students' unique needs and abilities and then determine the learning outcomes they want to accomplish. Our teachers are proficient at adapting their curriculum to meet each student's needs.

Randolph uses assessments such as the MCAs, curricular based assessments, STAR Reading and Math to identify the levels at which the students are performing. After assessing student performance we use the results to understand our students' abilities, interests, and needs. This information is used to make decisions about curriculum content, methods, learning goals, and objectives. For example, students take a STAR Math assessment 3 times a year. After taking the assessment students are placed in a math library that individualizes math objectives and are based on the students current skill level. Students work independently to complete these objectives and do not move forward until a mastery level has been achieved. STAR Reading is similar in that students take a test to determine their independent reading levels. Students select books to read in that range. Students are given individualized reading and comprehension goals that need to be met on a quarterly basis.

Another way instruction is modified to promote student learning and achievement is through instructional delivery methods. Teachers use a variety of instructional delivery methods such as auditory, visual, and kinesthetic approaches. An example of this is the use of repeated reading strategies. Students not only read a story independently, they listen to it as they follow along in the book and they partner read. After completing these activities students then discuss and write a summary of the story. By using all of these approaches with reading activities, student are better able to comprehend reading material and become more fluent readers.

Our goal as educators is to give each student the necessary strategies and skills that they can use to improve and enhance their academic success.

6. Professional Development:

Randolph teachers are continuously involved in professional development. During designated professional development times, we meet within various learning communities. Faculty members are assigned to a specific curricular area. Here we review state and national standards, discuss changes, and clarify goals and expectations. We also meet within our grade levels to review standards, plan curriculum, and discuss best practices. We also participate in additional committees such as calendar, technology, wellness, safety, and staff recognition. Mentors are assigned to new staff to assist in their professional development.

By participating in these committees, we gain new knowledge to bring back to the classroom. We stay current with the standards, find new techniques, and communicate with our peers. The students benefit from these because we are networking with others, staying up to date with the changes in education, and exploring the best educational processes.

We believe being a team is one of the most powerful thing we can do to ensure our students' success. Throughout the school year, we participate in team building activities. These activities have ranged from wellness challenges, team building retreats, and energizers. They bring us together, allowing us to get to know each other's strengths and weaknesses. We are now more aware of our co-workers' needs, enabling us to work as a team. We take this a step further and implement these activities into our classrooms. Building a team within our classrooms reduces disruptions, bullying, and allows more time for academics.

Besides the professional development done within our school, we are encouraged to attend workshops, trainings, visit other classrooms/schools and further our education through obtaining additional credits, degrees, or licensures. Teachers are encouraged to present and share their newfound knowledge with co-workers during staff development days. We often use TIES and Southeast Service Cooperative for

technology trainings. We have mentored other schools in the area on our successful teaching techniques to meet our Annual Yearly Progress.

These activities support student learning and are aligned with academic standards. Our students benefit from our continual learning and professional development.

7. School Leadership:

The leadership philosophy for our school is more democratic than authoritative within our staff. Staff members have a voice and their ideas and opinions are valued and taken into consideration on many school matters. Matt Rutledge, our principal, takes his role as a leader seriously. He is aware of each of the teachers' strengths and tries to utilize those strengths to benefit our whole school community. He is also very sensitive of teachers' needs and areas that require additional support. There is a mutual respect within our building that is obvious to anyone who comes into our school and feels the camaraderie between faculty, staff, and administration.

Our administration ensures staff leadership by not only including faculty on all committees in our school, but more importantly encouraging an "Open Door" policy with all staff members. The administrative staff has proven their faith in the teacher's expertise by adding programs when additional curriculum was needed. For example, a group of teachers met and discovered there was a need for a respect program that every teacher could implement to help students struggling with friendship and bullying. Mr. Rutledge sent two teachers to a neighboring school to observe their practices. He also approved the purchase of a program called "Steps to Respect", that the committee had researched. Another example is how administration sought out our advice and opinions on the construction of the new school addition.

Randolph Elementary has very little teacher turnover. We feel this stability helps improve the students' academic achievement from year to year. Our students not only meet, but exceed standards.

Our strong school leadership plays an important role in creating a team where teachers feel valued and respected. This respect is also shown in student-teacher relationships creating a positive classroom environment. Students have a good relationship with the building principal, knowing not only is he there to support and listen, but also discipline when necessary. Because our leadership philosophy is one of mutual respect and teamwork, we are able as a staff to effectively meet our students' needs.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Minnesota Comprehensive Assessment II
Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Minnesota Comprehensive Assessment II	100	98	94	97	100
Minnesota Comprehensive Assessment II	74	70	76	74	83
Number of students tested	38	46	38	35	35
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					
Minnesota Comprehensive Assessment II		100			
Minnesota Comprehensive Assessment II		75			
Number of students tested		12			
2. African American Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
3. Hispanic or Latino Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
4. Special Education Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
5. English Language Learner Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
6. White					
Minnesota Comprehensive Assessment II	100	98	97	97	100
Minnesota Comprehensive Assessment II	74	70	78	75	84
Number of students tested	35	43	36	32	32
NOTES:					

11MN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Minnesota Comprehensive Assessment II
 Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Minnesota Comprehensive Assessment II	95	96	100	86	100
Minnesota Comprehensive Assessment II	84	72	82	69	86
Number of students tested	38	46	38	35	35
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					
Minnesota Comprehensive Assessment II		92			
Minnesota Comprehensive Assessment II		75			
Number of students tested		12			
2. African American Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
3. Hispanic or Latino Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
4. Special Education Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
5. English Language Learner Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
6. White					
Minnesota Comprehensive Assessment II	95	96	100	85	99
Minnesota Comprehensive Assessment II	83	70	83	72	86
Number of students tested	35	43	36	32	32
NOTES:					

11MN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Minnesota Comprehensive Assessment II
Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Minnesota Comprehensive Assessment II	93	82	84	95	82
Minnesota Comprehensive Assessment II	67	37	35	45	32
Number of students tested	46	38	37	38	28
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					
Minnesota Comprehensive Assessment II	91				
Minnesota Comprehensive Assessment II	73				
Number of students tested	11				
2. African American Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
3. Hispanic or Latino Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
4. Special Education Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
5. English Language Learner Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
6. White					
Minnesota Comprehensive Assessment II	93	83	88	95	82
Minnesota Comprehensive Assessment II	66	39	37	41	32
Number of students tested	44	36	35	36	28
NOTES:					

11MN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Minnesota Comprehensive Assessment II
 Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Minnesota Comprehensive Assessment II	92	82	84	93	86
Minnesota Comprehensive Assessment II	57	61	41	53	43
Number of students tested	46	38	37	38	28
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					
Minnesota Comprehensive Assessment II	91				
Minnesota Comprehensive Assessment II	55				
Number of students tested	11				
2. African American Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
3. Hispanic or Latino Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
4. Special Education Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
5. English Language Learner Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
6. White					
Minnesota Comprehensive Assessment II	92	81	83	92	86
Minnesota Comprehensive Assessment II	55	61	43	53	43
Number of students tested	44	36	35	36	28
NOTES:					

11MN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Minnesota Comprehensive Assessment II
 Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Minnesota Comprehensive Assessment II	85	76	88	82	80
Minnesota Comprehensive Assessment II	40	38	40	41	34
Number of students tested	40	40	40	29	35
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					
Minnesota Comprehensive Assessment II	80				
Minnesota Comprehensive Assessment II	20				
Number of students tested	15				
2. African American Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
3. Hispanic or Latino Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
4. Special Education Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
5. English Language Learner Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
6. White					
Minnesota Comprehensive Assessment II	86	73	89	82	87
Minnesota Comprehensive Assessment II	39	39	42	41	39
Number of students tested	38	38	38	29	31
NOTES:					

11MN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Minnesota Comprehensive Assessment II
 Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Minnesota Comprehensive Assessment II	93	88	85	80	98
Minnesota Comprehensive Assessment II	42	43	35	31	46
Number of students tested	41	40	40	29	35
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					
Minnesota Comprehensive Assessment II	94				
Minnesota Comprehensive Assessment II	33				
Number of students tested	15				
2. African American Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
3. Hispanic or Latino Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
4. Special Education Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
5. English Language Learner Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
6. White					
Minnesota Comprehensive Assessment II	95	87	90	80	97
Minnesota Comprehensive Assessment II	41	45	37	31	52
Number of students tested	39	38	38	29	31
NOTES:					

11MN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Minnesota Comprehensive Assessment II
Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Minnesota Comprehensive Assessment II	85	83	69	92	65
24	24	27	17	46	25
Number of students tested	41	41	35	48	40
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					
Minnesota Comprehensive Assessment II					
24					
Number of students tested					
2. African American Students					
Minnesota Comprehensive Assessment II					
24					
Number of students tested					
3. Hispanic or Latino Students					
Minnesota Comprehensive Assessment II					
24					
Number of students tested					
4. Special Education Students					
Minnesota Comprehensive Assessment II					
24					
Number of students tested					
5. English Language Learner Students					
Minnesota Comprehensive Assessment II					
24					
Number of students tested					
6. White					
Minnesota Comprehensive Assessment II	88	83	73	93	77
24	25	28	18	50	26
Number of students tested	40	39	34	44	39
NOTES:					

11MN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Minnesota Comprehensive Assessment II
 Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Minnesota Comprehensive Assessment II	74	88	72	78	80
Minnesota Comprehensive Assessment II	44	51	26	40	35
Number of students tested	41	41	35	48	40
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					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
2. African American Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
3. Hispanic or Latino Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
4. Special Education Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
5. English Language Learner Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
6. White					
Minnesota Comprehensive Assessment II	75	87	71	82	80
Minnesota Comprehensive Assessment II	45	51	24	43	36
Number of students tested	40	39	34	44	39
NOTES:					

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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					
Minnesota Comprehensive Assessment II	91	85	84	92	81
Minnesota Comprehensive Assessment II	52	44	43	52	44
Number of students tested	165	165	150	150	138
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					
Minnesota Comprehensive Assessment II	87	88	67	90	59
Minnesota Comprehensive Assessment II	87	88	67	90	59
Number of students tested	38	32	18	21	17
2. African American Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
3. Hispanic or Latino Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
4. Special Education Students					
Minnesota Comprehensive Assessment II	93	70	60	78	78
Minnesota Comprehensive Assessment II	93	70	60	78	78
Number of students tested	15	20	20	18	18
5. English Language Learner Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
6. White					
Minnesota Comprehensive Assessment II	92	85	87	92	83
Minnesota Comprehensive Assessment II	92	85	87	92	83
Number of students tested	157	156	143	141	130
NOTES: I realize that some of the Randolph Elementary Sub-Group data submitted are less than 10.					

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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					
Minnesota Comprehensive Assessment II	88	88	87	83	91
Minnesota Comprehensive Assessment II	56	57	46	48	52
Number of students tested	166	165	150	150	138
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					
Minnesota Comprehensive Assessment II	89	86	89	90	71
Minnesota Comprehensive Assessment II	89	86	89	90	71
Number of students tested	38	32	18	21	17
2. African American Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
3. Hispanic or Latino Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
4. Special Education Students					
Minnesota Comprehensive Assessment II	80	90	85	78	94
Minnesota Comprehensive Assessment II	80	90	85	78	94
Number of students tested	15	20	20	18	18
5. English Language Learner Students					
Minnesota Comprehensive Assessment II					
Minnesota Comprehensive Assessment II					
Number of students tested					
6. White					
Minnesota Comprehensive Assessment II	89	88	86	84	90
Minnesota Comprehensive Assessment II	89	88	86	84	90
Number of students tested	158	156	143	141	130
NOTES: I realize that some of the Randolph Elementary Sub-Group data submitted are less than 10.					

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