

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12SD3**

School Type (Public Schools):     Charter     Title 1     Magnet     Choice  
(Check all that apply, if any)

Name of Principal: Mr. Daniel Dalchow

Official School Name: Groton Area Elementary School

School Mailing Address:    810 N. 1st Street  
  PO Box 410  
  Groton, SD 57445-0410

County: Brown                      State School Code Number\*: 06-6

Telephone: (605) 397-2317    E-mail: dan.dalchow@k12.sd.us

Fax: (605) 397-2344              Web site/URL: http://www.grotonarea.com

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

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

Name of Superintendent\*: Mrs. Laura Schuster    Superintendent e-mail: laura.schuster@k12.sd.us

District Name: Groton Area School District    District Phone: (605) 397-2317

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

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

Name of School Board President/Chairperson: Mrs. Doreen Nelson

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

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

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

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

# PART I - ELIGIBILITY CERTIFICATION

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12SD3

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district   1   Elementary schools (includes K-8)  
 (per district designation):   1   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  3   Total schools in district
2. District per-pupil expenditure:  4390

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school:   3
5. Number of students as of October 1, 2011 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	10	3	13		<b>6</b>	0	0	0
K	25	27	52		<b>7</b>	0	0	0
1	22	18	40		<b>8</b>	0	0	0
2	26	17	43		<b>9</b>	0	0	0
3	20	22	42		<b>10</b>	0	0	0
4	22	19	41		<b>11</b>	0	0	0
5	12	29	41		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>272</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
1 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
94 % 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 2010-2011 school year: 5%

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, 2010 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1, 2010	322
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 24%  
 Total number of students who qualify: 63

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: 13%  
 Total number of students served: 34

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

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</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>14</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>12</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>1</u>
Total number	<u>26</u>	<u>15</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: 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	97%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

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At Groton Area Elementary we work hard to foster a climate that is conducive to learning by encouraging good behavior and citizenship, good attendance, a thirst for knowledge, and high academic standards. Our teachers employ researched-based strategies and approaches to instruction to meet the needs of all children in their classroom. High expectations of ourselves, our students, and the support of our community have provided us with a solid foundation that has produced outstanding academic achievements, co-curricular involvement, and community contributions.

Students who attend Groton Area Elementary score at the top of South Dakota's annual Dakota STEP Standardized test. To be a distinguished school in South Dakota means that 85% or more of all our students, in all subgroups, are proficient or advanced in reading and math, and have done so for at least two consecutive years. We have received this award now for the past 3 years. The last two years, our school district has been one of just 5 schools to receive this honor. Groton Area Elementary sets the bar high and produces students who are ready to move on with their academic careers.

To make sure that all of our students are reaching their full potential, we provide a number of programs designed to assist the families and students of our school. A breakfast program, an academic before and after school program, and backpack program are a few of the services that help our students reach their potential. We were also one of the first schools in the state of South Dakota to fully implement Response to Intervention in conjunction with our targeted-assisted Title I program. This progress monitoring program has allowed our teachers to work collaboratively to ensure that our students are reading at grade level or are taking the necessary steps and time needed to help them attain their goal.

The dissemination of data, through our weekly progress monitoring, the annual standardized test scores we receive, and other classroom assessments utilized on a regular basis, provide our teachers with the tools necessary to guide instruction and ensure that our students are meeting the high expectations of our school and community. Since the introduction of the RtI process in our school 5 years ago, the amount of collaboration and the data-based decision making in regard to instruction has continued to increase and is one of the reasons our test scores continue to rise.

Although our school and school district is in the heart of agriculture country, our students have the ability and the necessary tools to take them wherever they choose to go. From the start of the each morning with the student led announcements and Pledge of Allegiance, to the comings and goings of students from every classroom participating in progress monitoring in the Tiger's Den, our students work hard to reach their full potential. We celebrate accomplishments small and large. From our weekly math contests, our annual reading goals, character education program, English mastery goals, and many more, we have fun and work hard together to make Groton Area Elementary a school that our community, students, and faculty are proud to call our own.

### 1. Assessment Results:

**A.** The students in grades 3-5 at Groton Area Elementary take the South Dakota State Test of Educational Progress (Dakota STEP) each spring. Students are expected to be proficient or advanced in Reading, Math and in some grades, Science based on scale scores. The scale scores will vary between grade and subject area. The state of South Dakota has established achievement levels based on AYP that schools are required to meet. The State of South Dakota requires that approximately 70% of all students be proficient or advanced in Reading and Math. Groton Area Elementary has met and exceeded those requirements in all subgroups over the last 3 years.

At Groton Area Elementary we believe that the state guideline is a minimum requirement and we always strive to get 100% of our students proficient or advanced in reading and math each year. Our Title I goal for Reading is 90% proficient or advanced and in math our goal is 94%. We have managed to attain the 100% level several times with scores predominantly into the 90th percentiles on almost all occasions. We encourage our students to do their best and to always push themselves and we continue to increase the number of students attaining top scores and in some circumstances, perfect scores, on this state-wide test.

**B.** As our scores have, for the most part, remained in the 90th percentiles over the past 5 years, we spend our in-service times and scheduled meeting times reviewing data and developing plans and setting goals to keep our incoming students at the same high levels of performance as the students before them. Teachers meet before the start of the school year to review the Dakota STEP scores of their incoming students as well as last year's students. As the cut scores are broken down by standards and specific areas, teachers are able to determine areas of concern at the curricular level as well as for specific students who did not perform well. They can make plans of action to ensure these curricular areas are emphasized more throughout the year as well as make individual plans for struggling students to re-teach areas of need. At the end of the year we also meet to discuss goals and strategies we want to pursue for the upcoming school year.

Teachers utilize the technological measurement and data storage programs of DIBELS (Dynamic Indicators of Basic Early Literature Skills) 3 times a year as well as weekly with AIMSweb. These general outcome measurement tools help us efficiently screen our students and help make the vast amounts of data collected manageable for our regular meetings to discuss academic progress. Without these tools, I believe it would be very difficult to maintain the types of regular discussions and track our student's progress as efficiently as we do now.

Along with a rigorous curriculum in our core subject areas, we look to supplement our curricular lessons whenever possible. This helps in creating real world experiences which get our students engaged and interested. We try to incorporate the core subject areas of reading and math into all areas of the curriculum. Cross-curricular lessons are common throughout all of our grades and you will see parents and members of the community coming in to share their talents with our students on a regular basis as well.

When we start to see drops in achievement, whether it be over several weeks of progress monitoring, or a drop in percentage points on our yearly standardized tests, we take it seriously and look for reasons and solutions. With the input of teachers, leadership teams, and parents we have been able to keep our scores high. Drops in performance data can be caused by a number of factors which include a weakness in a particular curriculum standard, a student lacking in a particular skill, or sometimes a student's ability not up to par and that student would rather try to blend into the background and fly under the radar. All of these issues have come up over the last five years. It is because of the diligence of our staff and the progress monitoring and ongoing data reviews we have in place, that these issues do not become long-lasting problems, and are addressed and resolved in a timely manner.

## 2. Using Assessment Results:

Collaboration and communication are key to our students' success. Weekly grade-level teacher meetings are held to discuss planning and implementation of lessons. Monthly grade-level data meetings with the classroom teachers, Title I staff, special education teachers, the reading interventionist, and the building principal meet to review the academic progress of students in all grades kindergarten through 5. A leadership team comprised of classroom teachers, special education teachers, the RtI director, school psychologist and the building principal also meet once a month to discuss trends in data and problem solve any issues that may come about as the school year progresses. Within all of these meetings, plans of actions are developed, how to schedule staff for extra interventions are discussed, assessments and alternative instructional techniques are all brought up on a regular basis to ensure that everyone is doing all they can to allow each and every student an opportunity to reach their full potential.

It is with technology that our teachers can dig deep into the vast amounts of assessment data and develop plans of actions for their students. The use of the website, E-Metric, allows our teachers to sort through the Dakota Step scores for all of their past and present students. This tool allows teachers to see trends over 1 to 7 years. This site lets the teachers break the standardized test down to individual questions and subject standards to see if there are curricular inconsistencies or what students will need extra interventions throughout the year in particular areas.

The use of the online data storage sites and assessment tools of DIBELS and AIMSweb allows teachers to monitor and help develop instructional plans for their students as the data from these assessments are stored online. Teachers are able to access and sort the data in quick and easy-to-read reports to determine if extra interventions are needed to ensure that their students reach their full potential.

The use of these sites not only allows us to easily track and help plan student instructional strategies, but it has also proven invaluable as a tool to show areas of need in regard to staffing. Two years ago, with data showing that we did not have the staff necessary to work with the number of students needing extra interventions, we were able to approach the school board with hard data showing that we needed to hire a part-time teacher as well as 2 additional para-professionals to help maintain the amount of instructional help necessary for our students. Another area of concern that showed up through the use of our progress monitoring was the achievement of the upper level students and the dropping of independent reading. Because of this, we were able to justify purchasing the online version of Accelerated Reader. This program allows parents to help monitor and keep track of their child's progress in independently reading books. It also allowed us to convince our school board to open up the school library during the summer to allow books to be checked out and read over the summer months.

Keeping parents informed and giving them the ability to track their child's progress from home has been invaluable in keeping students on track and working hard. The reports from DIBELS and AIMSweb help to inform parents of the progress being made of their students throughout the year. Specific progress monitoring reports from AIMSweb are sent home at midterm, end of the quarter, and discussed at conferences. Other ways we keep parents informed and encourage input of the educational process is through the use of Infinite Campus. Infinite Campus is our online grading management tool that is utilized at Groton Area. It allows parents access to their students' grades and assignments 24 hours a day. It also allows us to generate individual reports of our annual Dakota Step Scores that are mailed home within the first month of the school year. Reports of our school, district and state's academic progress are also mailed out to parents and posted in the public library for all to see. Quarterly reports are sent home to parents of all students in the 3 Tiers of RtI informing them of their academic progress.

Along with the various grading and progress reports, we have also set up a number of opportunities for parents to meet with teachers throughout the school year. A back-to school night, Title I night, monthly Sunday night elementary parent meetings, twice-a-year conferences, and various grade-level teacher/parent gatherings are held to encourage input from parents and keep them informed of their student's progress. It is this partnership, along with the ongoing use of data management and assessment tools, that we have been able to maintain the high academics at Groton Area Elementary.

### **3. Sharing Lessons Learned:**

It is readily evident that the students, parents, and community are very proud of Groton Area Elementary and the Groton Area School District. Communication between school and home and school and community is very high and this information gets spread throughout Northeast South Dakota and beyond. It can be seen and heard from conversations with people outside our school district. It can be seen by the number of hits to our school website from outside our area, and from the phone calls asking for advice or help from teachers and parents from other school districts wanting to know about programs we utilize to maintain such high student academic achievement.

As one of the first schools in South Dakota to fully implement the RtI process and now that we are into our 5th year as an RtI school, we get phone calls and inquiries from other schools in the area requesting advice on how to set up the RtI model in their school. We have had several school districts come with representatives and observe our system to help them set up their RtI program. We have been asked to speak and participate in various teacher in-services, principal conventions, state school board conventions, to talk about the RtI process and how we have implemented it at Groton Area Elementary. We continue to get phone calls and emails on a monthly basis. In our annual Title I audit conducted in February, the auditors said that Groton Area Elementary was the first school they have seen in the state that has fully implemented the RtI process in a targeted-assisted Title I school.

As a school that has junior kindergarten set up for our "not-quite-ready for kindergarten" students, we have had number of school districts inquire about this program as well. We have hosted several neighboring principals and superintendents, as well as written and talked to a few more who wish to initiate the junior kindergarten program at their school. Understanding the need to reach students at the 5 year old level to start the initial process of reading is becoming more and more apparent, and schools are trying to find ways to do this with their population of students who are of kindergarten age, but not quite ready for all-day/everyday kindergarten.

### **4. Engaging Families and Communities:**

There is no single strategy that will get families or the community to work with the school. Taking advantage of opportunities and situations, developing a welcoming atmosphere, and providing consistent and frequent communications with all involved parties will ultimately be what creates the culture that promotes cooperation, involvement, and communication with families and the community. At Groton Area Elementary, we look for opportunities at every turn to invite parents and community members into our school. It is something one constantly has to work at to be successful. People tend to stay away from schools unless invited, and the more often parents and community members are at the school, or are involved with the school in a positive way, the more comfortable they become with that environment and the more likely they will come back.

There are a host of events, organizations, and regular opportunities that we plan on to help with our promotion of cooperation and communication with parents and community. Here is a list of some of them:

- "Welcome back to school" picnic and school tours for parents and students
- Transition tours for ...
- Incoming kindergarteners and parents
- Outgoing 5th graders and parents
- Monthly parent meetings for anyone at the elementary level and the high school level
- Fall Title I Supper and Activity night for students and parents
- Elementary Principal membership in the local chapter of Kiwanis

- Elementary Principal partnership with local Chamber of Commerce
- Groton Area Elementary's relationship with the local day cares and inviting them to attend events at school that are age-appropriate
- Groton Area Elementary's relationship with the nursing homes in the district and the visiting and performing for the residents by students
- Family nights at school
- Movies
- Gym activities
- Inflatables
- Carnival
- Various tournaments and contests (basketball, dodgeball, volleyball, etc.)
- Donuts for Dads and Muffins for Moms gatherings
- Veteran's Day Breakfast for Veterans and afternoon Veteran's Day ceremony
- Character Counts assembly and awards day
- Dakota STEP assembly and awards day

The list goes on.

The important thing to remember when trying to promote family and community involvement in the school is that we need to promote the positive things that happen and invite everyone to celebrate with us. With a welcoming atmosphere, and a culture that promotes academics, it becomes that much easier for parents to stay apprised of what their children are doing at school. It also becomes that much easier to fundraise for items that make the school that much easier to operate. This past February, the 1st grade teachers, with the help of parents and the community raised \$2500 to purchase stability ball chairs for their classrooms, and did it in less than 3 hours. Parents and the community will help and cooperate if they feel they are a part of the school, instead of outsiders looking in.

## 1. Curriculum:

The curriculum and instruction at Groton Area Elementary is driven by assessment. Our teachers know and understand where they need to be at any time throughout the year in their curricular areas. We spend time each year reviewing these curriculum maps to ensure that they are achievable and we have the resources necessary to meet our goals. Our formative assessments determine the path our teachers take in developing and differentiating instruction. Our summative assessments ensure and reinforce that are formative assessments and planning have allowed our students to reach their target.

Along the path of instruction, we try to instill in our students knowledge, reasoning, and a positive attitude. Higher order thinking skills are implanted into all areas of the curriculum. We want our students to be creative, have the ability to think and solve problems, and leave our school with the tools necessary to take them wherever they want to go.

To make sure our students are ready and capable to take on the challenges of our curriculum, we have a number of programs in place to make sure this happens. We have a before and after school program that allows students to get a good breakfast or a snack after school. It allows students a safe and supervised area to work on homework, read, be with friends, or have a place to stay when parents are at work. We provide backpacks of food for students in need to take home on the weekends, ensuring that they return on Monday fed and ready to go. We have a student council and peer helper group trained in conflict resolution, as well as a strong Character Counts program that provides for a safe school atmosphere. If a he or she basic needs are not met, students will not be ready to take on the challenges of a rigorous curriculum.

Our reading curriculum has a basal as the foundation of our reading program, keeping in mind the big 5 (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Our teachers are always mindful of these areas and it is where the RtI process comes into play. We supplement our program through a number of different curricula and software programs depending on the student and the differentiated instructional goals set forth by the classroom teacher and grade level data teams.

Our math curriculum has remained the same for quite some time as we have seen excellent results. We accommodate our math learners by taking multiple approaches. Our traditional math series offers sequential math practice and problem solving. We combine this with a more hands-on curriculum that provides the students with the why and how, and encourages multiple ways of taking on a problem. This ensures that our students are well-rounded and not afraid to take on the challenges posed by mathematical thinking, and they know there is usually more than one way to solve a problem.

Our science and social studies curricula are based on the South Dakota's content standards and built on a scaffolding process. Higher order thinking skills and interactive and engaging activities provide for a well-rounded curriculum. Teachers are always supplementing with additional real life and relevant content, and cross-curricular lessons are common.

The arts in the Groton Area School District have always been encouraged. Our music program provides for multiple performing opportunities in both band and vocal. Our co-curricular Destination Imagination program has produced state winners for 17 consecutive years in a row. The acting bug is also satisfied through children's theater performances.

Our physical education and health programs strive to keep the mind and body strong. We emphasize healthy eating and exercise and provide a curriculum that teaches students sports and activities for life-

long health. Our taming the snack monster program provides for healthy snacks of fruits and vegetables during the day and we continually talk about the importance of exercising the mind and body.

Technology is an all-encompassing aspect to learning at Groton Area Elementary. It is completely integrated into all aspects of the curriculum. Whether it be the computer lab, laptop lab, the Smartboard in the classroom, responders, or the various software and online programs utilized, technology is a vital part of every students day.

## **2. Reading/English:**

McGraw Hill was adopted as our core reading program for reading instruction for this past 6 year curriculum cycle. Our school feels confident that this basal program will provide the scope and sequence required for a smooth scaffolded reading program in kindergarten through grade 5. We know that all children do not learn from a basal reader and we use a number of supplemental curricula and support materials to ensure that our students can reach their full potential. We have incorporated the RtI (response to intervention) model of progress monitoring and intervention planning to ensure that all of our students learn to read and progress to the stage of reading to learn. The RtI process we adopted screens students three times a year with DIBELS and progress monitored weekly with AIMSweb. Data are used to place the students in tiers: I (intensive), II (strategic) and III (benchmark).

The model of waiting for students to fail is not our way of thinking. Our strategies and approaches to teaching reading are based on up-to-date data for individual students and allows us to differentiate our lessons. Every lesson we teach is scientifically based. We use SRA for our intensive students. SRA is a scripted curriculum and breaks down phonics to a more palatable level. Repetition is the key to success in SRA. The lessons for our strategic students are scientifically based as well. We use SuccessMaker and Read Naturally software. Many of our groups learn from Florida Materials. The strategies help students become more fluent readers by teaching and re-teaching the Big 5 components which are phonemic awareness, phonics, vocabulary, fluency and comprehension. We chose the RtI approach because it is a safety net for all readers. We can progress monitor students on a weekly basis and watch for potential trouble spots. We have had great success with RtI in the past 5 years. Our scores are going up in many areas and our students engage in book talks and author discussions.

We use Accelerated Reader Enterprise throughout our building. Many teachers put their email addresses in the Home Connect section so they get alerts when tests are taken. This practice creates accountability for the students, which in turn provides the student with a reason to increase fluency and comprehension. A watchful eye is an important part of student accountability.

Our students acquire foundational skills through a minimum of 90 minutes of reading practice each day. In addition, identified students get another 30 minutes of instruction through the RtI process. A tier III child could receive another 30 minutes above the original amount. Success is the only option and we will do whatever it takes to provide the atmosphere for learning.

Our school is so dedicated to the RtI process that last year when our 6th graders moved to the middle school we created the Tiger's Den. This is the place we do interventions and progress monitoring. The Den is a place to take small groups of students for instruction with no distractions.

## **3. Mathematics:**

Our math program has been a strong point for quite some time. We have set the goal of 94% proficient or advanced on our annual state standardized test, the Dakota STEP, for the past several years. It is a lofty goal, but typically we have met it or are within a few percentage points of this goal each year.

To attain our goal, our teachers provide systematic and explicit mathematics instruction. In the primary grades, we also develop our strong number sense through CRA (concrete-representational-abstract)

techniques. This combination of direct instruction, sequencing, and scaffolding along with the exploration of manipulatives through CRA techniques enables our students to become efficient problem solvers who place high in mathematics competitions against much larger schools in our area.

The unique combination of approaches gives our students the opportunity to develop math skills quickly. We begin with traditional and nontraditional instruction. Our math book provides the standard approach to a math scope and sequence. We combine tradition with Math Expressions. Children learn early that there are many ways to solve problems. No answer is incorrect if it can be justified. A child who feels comfortable in an environment open to reasoning learns math skills. Other materials that we use to promote learning are online tools like IXL and Math Facts in a Flash. This software provides accountability for the child and allows the child to follow his/her successes. Anytime a child can graph their progress over time creates intrinsic values. Groton uses these strategies to our advantage in our math curriculum.

Struggling students are identified through teacher referrals, progress monitoring through pre and post tests, and the Dakota STEP standardized scores. We have instructors who go into the classroom to help individual students who are struggling and provide intervention services to help them in their areas of need. After school help is also provided on a daily basis for anyone wishing to stay.

#### **4. Additional Curriculum Area:**

A large portion of a child's life is spent at school. It is important that this time be spent in an environment that is conducive to learning. It is important that this environment be a nurturing, caring place where one feels safe. It is also important that we grow academically, but also that we foster the social and emotional health of our students as well. It is in this area that we have improved significantly over the last few years.

In the development of a child, there come times when they will make poor choices. How one deals with the child when that situation arises will dictate how scenarios will play out in the future. At Groton Area Elementary we approach these situations as a teaching and learning opportunity. When a child makes a poor choice, there are repercussions for their actions, but also a discussion and a sit down meeting to discuss alternative methods that may have been more appropriate. Shedding light on how others perceive their actions, discussions on empathy, and expectations for the future have helped our discipline referrals decline by over 30% over the last 3 years.

Incorporating and emphasizing our Character Counts program, training students in conflict resolution, and creating peer helper groups, have all played a part in creating a safe environment for our students. Being fair and consistent, having clear expectations for our students, and involving the parents in each and every discipline referral all have played a part in our decline of referrals. Students are proud of their school, they respect the school, teachers and fellow students, and it has helped in promoting a positive atmosphere. With a positive and safe atmosphere, students are ready and prepared to meet the rigorous demands of our curriculum.

#### **5. Instructional Methods:**

Our school provides multiple opportunities for differentiated instruction. The RtI experience for reading is one of the ways. We use data meetings to look at reading levels and growth. At the data meeting we make decisions about what the best path would be for each child. Then we use all of our resources including people, software and scientifically based strategies to do what is best for each reader.

An example of differentiated instruction for our students would be our ability through reading software to find their reading level with a DRA and then start them on a self paced series of RAZ reader stories online. Each child earns stars for stories read and then can spend them in their rocket room. Another way we differentiate is with SuccessMaker software. The program levels the child as they respond to find the

appropriate reading level. SuccessMaker offers all skills in the Big 5 areas. The children are rewarded for good work and missed questions are given again until answered correctly.

SRA has been an ongoing success for our lowest readers. We see some of our greatest successes with our SRA students. Placement tests are given to the student. When the appropriate level is reached we know where to begin instruction. Some students can take the “fast track” and others not but with SRA they get the need repetitions in a direct instruction setting.

DIBELS and AIMSweb have made the biggest impact on our reading students. Although they are not instructional materials by nature, for the first time we are able to monitor our effectiveness of instruction. We modify our instruction monthly or more frequently, if needed, to accommodate the rate of learning for each student. We use computers to gather the data, store it online and access the data when needed.

Our Smartboards and laptops are another way we can deliver information or have our students practice specific skills in our small groups. We access sites for drill and practice which are engaging for students. Using technology makes learning painless while our students can achieve goals they have set for themselves.

We have a small ELL population in our school. These children are under the RtI umbrella but need more time for instruction with an adult who can explain ideas and concepts. Our school provides a person who can spend time with them each day to go over assignments and explain misunderstanding that arise with our language.

## **6. Professional Development:**

We believe that to be our best, we need to continue to improve and train in the latest techniques and professional practices. Each year the administration and staff discuss the needs of the students and staff. What areas need to be addressed and what improvements must be made for the upcoming school year. With this information in hand, the process of staff development is planned out.

Each year there are some constants that take place that we take care of year in and year out during our professional development and in-service time. The curriculum will be reviewed and updated, the standardized test scores will be reviewed and broken down by standards. Plans of actions will be implemented for particular students who did not score well on the standardized test, and a list will be made by teachers of students who need to be monitored, as these students performed at the minimal level to be proficient, but could struggle as the year progresses. Along with the constants, professional development opportunities are researched and planned out for the 4-5 days of professional development and in-service time are teachers attend throughout the school year.

Over the last 5 years we have had our entire staff trained in implementing the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) which are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. We have been trained in the utilization of the AIMSweb progress monitoring assessment tool. All of our teachers have been trained in the Advanced Applications of Reading and our primary teachers have been trained in LETRS (Language Essentials for Teaching Reading and Spelling)

Along with our strong emphasis on reading instruction training, we have emphasized the incorporation of technology into our everyday teaching. To do this, we have provided numerous opportunities in web based instruction, Smartboard lesson development, and advanced training in the use of Word and other frequently used software programs.

All of these development plans are meant to provide our staff with the skills necessary to enhance their teaching abilities and provide our students with skilled professionals who are using the latest research-

based techniques that have been proven to work. When a need arises, or an opportunity presents itself for a staff member to obtain training that does not fall into our scheduled in-service time, we try to maximize this opportunity by having the attendee come back to present what they have learned to the rest of the faculty. This has worked well to stretch our limited amount of funds and helped provide our staff with as many professional development opportunities as possible.

## **7. School Leadership:**

The philosophy of school leadership at Groton Area Elementary is that of servant leadership. The principal is there to serve the needs of the staff and students. The principal serves the role of facilitator and coach. If a staff member is lacking in an area of instructional practice, it is the role of the principal to make sure that the staff member receives the proper training to improve in that particular area. If a student is making poor choices or is having difficulty with other students or teachers, it is the principal who develops a plan for that student so that the student can move forward and learn in a safe and productive environment.

As a servant leader, it is the job of the principal to provide the staff with the programs necessary to teach the students of the school. With input from staff and leadership teams, the principal will guide these professionals through the process of making informed choices in curriculum, professional development, and other school related programs. Our curriculum review team recently completed a comprehensive review of reading curriculums, finally making a decision on McGraw Hill as the program we will use for the next 7 years. The principal did not make the choice of McGraw Hill but brought together the team of educators, guided them through the process of review and elimination, and after a thorough, in-depth look at the curriculum and comparing it to our state standards, the group made an informed decision.

As a servant leader, the principal is the facilitator of data team meetings. These meetings power the decision-making process and help guide instruction. The principal does not make the decisions, but is part of the process of reviewing, discussing, planning and scheduling that is needed to ensure that the students in each class are presented with the best possible instruction based on their individual needs.

Our leadership teams also help to serve the needs of our students and staff. Meeting on a monthly basis, they discuss unaddressed needs and ways to improve or meet those needs. They meet to discuss deficiencies and trends and whether we need to make a correction in how we are approaching instruction, or if there is a need for additional staffing. They meet to determine the direction and the speed of which certain departments are teaching and reviewing to ensure that our goals are met and meet and reach all of our targets set forth in the beginning of the year.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Dakota STEP

Edition/Publication Year: 2006-2011 Publisher: Harcourt/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	100	92	88	98	93
Advanced	23	26	17	30	30
Number of students tested	44	38	48	46	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	1	1
Percent of students alternatively assessed	0	2	2	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	100				
Advanced	13				
Number of students tested	15	6	7	9	5
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	3	1	2		1
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	8	5	8	4	8
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
The Dakota STEP-Alternate is the alternate test that is a functional assessment.					

12SD3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Dakota STEP

Edition/Publication Year: 2007 Publisher: Harcourt/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	96	95	98	94	91
Advanced	48	50	25	26	30
Number of students tested	44	38	48	46	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	1	1
Percent of students alternatively assessed	0	2	2	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	93		90		
Advanced	40		30		
Number of students tested	15	6	10	9	5
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	3	1			1
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	8	5	3	4	8
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					51
<b>NOTES:</b>					
The Reading test changed to reflect the new Reading Content Standards being tested in 2007. The Dakota STEP-Alternate is the alternate test that is a functional assessment					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Dakota STEP

Edition/Publication Year: 2006-2011 Publisher: Harcourt/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	94	83	96	96	96
Advanced	36	17	30	21	28
Number of students tested	36	53	46	52	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	1
Percent of students alternatively assessed	2	2	2	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced		87	90		
Advanced		20	10		
Number of students tested	6	15	10	7	9
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	1	2		1	
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	3	9	3	4	6
<b>5. English Language Learner Students</b>					
Proficient/Advanced				96	
Advanced				22	
Number of students tested				51	
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
The Dakota STEP-Alternate is the alternate test that is a functional assessment.					

12SD3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Dakota STEP

Edition/Publication Year: 2006-2011 Publisher: Harcourt/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	94	79	94	94	96
Advanced	39	28	41	39	30
Number of students tested	36	53	46	52	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	2	2	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced		73	90		
Advanced		13	30		
Number of students tested	6	15	10	7	9
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	1	2		1	
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	3	9	3	4	6
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
The Reading test changed to reflect the new Reading Content Standards being tested in 2007. The Dakota STEP-Alternate is the alternate test that is a functional assessment.					

12SD3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Dakota STEP

Edition/Publication Year: 2006-2011 Publisher: Harcourt/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	87	89	93	86	87
Advanced	23	35	28	16	22
Number of students tested	53	49	54	49	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	1	1
Percent of students alternatively assessed	2	2	0	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	75	70		75	80
Advanced	8	20		8	0
Number of students tested	12	10	7	12	10
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	2		1		
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	8	4	5	4	9
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
The Dakota STEP-Alternate is the alternate test that is a functional assessment.					

12SD3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Dakota STEP

Edition/Publication Year: 2006-2011 Publisher: Harcourt/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	91	86	96	88	87
Advanced	28	41	33	27	27
Number of students tested	53	49	54	49	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	1	1
Percent of students alternatively assessed	2	2	0	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	83	80		92	
Advanced	0	20		0	
Number of students tested	12	10	7	12	9
<b>2. African American Students</b>					
Proficient/Advanced	100		0		
Advanced	0		0		
Number of students tested	2		1		
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	8	4	5	4	9
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
The Reading test changed to reflect the new Reading Content Standards being tested in 2007. The Dakota STEP-Alternate is the alternate test that is a functional assessment.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Dakota STEP

Edition/Publication Year: 2006-2011 Publisher: Harcourt/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	92	96	83	93	100
Advanced	39	24	17	21	37
Number of students tested	52	54	53	44	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	1	1
Percent of students alternatively assessed	4	0	0	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	100	80	85	90	100
Advanced	18	0	0	22	0
Number of students tested	11	10	13	10	10
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested		1			
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	4	4	6	6	5
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
The Dakota STEP-Alternate is the alternative test that is a functional assessment.					

12SD3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Dakota STEP

Edition/Publication Year: 2006-2011 Publisher: Harcourt/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	89	89	89	89	98
Advanced	31	26	28	34	52
Number of students tested	52	54	53	44	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	1	1
Percent of students alternatively assessed	4	0	0	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	82	70	85	90	100
Advanced	18	0	31	10	0
Number of students tested	11	10	13	10	10
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested		1			
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	4	4	6	6	5
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
The Reading test changed to reflect the new Reading Content Standards being tested in 2007. The Dakot STEP-Alternate is the alternate test that is a functional assessment.					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient/Advanced	92	89	89	93	94
Advanced	30	25	22	21	29
Number of students tested	185	194	201	191	197
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	2	3	4
Percent of students alternatively assessed	2	1	1	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	93	83	81	84	91
Advanced	13	12	8	10	8
Number of students tested	44	41	37	38	34
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	6	4	3	1	1
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient/Advanced	82	81	72	83	85
Advanced	17	14	13	5	10
Number of students tested	23	22	22	18	28
<b>5. English Language Learner Students</b>					
Proficient/Advanced	0	0	0	96	0
Advanced	0	0	0	22	0
Number of students tested	0	0	0	51	0
<b>6.</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12SD3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient/Advanced	92	86	94	91	93
Advanced	35	35	31	31	35
Number of students tested	185	194	201	191	196
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	2	3	3
Percent of students alternatively assessed	2	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	88	75	87	92	91
Advanced	20	12	27	5	6
Number of students tested	44	41	40	38	33
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	6	4	1	1	1
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient/Advanced	74	77	64	83	82
Advanced	17	13	0	22	7
Number of students tested	23	22	17	18	28
<b>5. English Language Learner Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	
<b>NOTES:</b>					

12SD3