2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) __ Elementary __ Middle __ High X K-12 __Charter

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

Official School Name White Lake Independent School #1-3
(As it should appear in the official records)

School Mailing Address PO Box 246 502 E. Division
(If address is P.O. Box, also include street address)

White Lake SD 57383-0246
City State Zip Code+4 (9 digits total)

County Aurora State School Code Number* 421-430

Telephone (605) 249-2251 Fax (605) 249-2725

Website/URL www.whitelake.k12.sd.us E-mail

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

Date
(Principal's Signature)

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

District Name White Lake Independent School #1-3 Tel. (605) 249-2251

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

Date
(Superintendent's Signature)

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

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

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

1	Elementary schools
	Middle schools
1	Junior high schools
1	High schools
	Other
3	TOTAL

2. District Per Pupil Expenditure: 7280

   Average State Per Pupil Expenditure: 6415

SCHOOL (To be completed by all schools)

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

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

4. 9 Number of years the principal has been in her/his position at this school.

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**	7	7	**14**
K	5	5	**10**	**8**	4	7	**11**
1	6	4	**10**	**9**	6	8	**14**
2	6	8	**14**	**10**	4	5	**9**
3	4	4	**8**	**11**	5	8	**13**
4	5	6	**11**	**12**	5	5	**10**
5	7	8	**15**	**Other**			
6	9	5	**14**				
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				**153**

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

97 %	White
1 %	Black or African American
%	Hispanic or Latino
%	Asian/Pacific Islander
2 %	American Indian/Alaskan Native
100%	**Total**

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

7. Student turnover, or mobility rate, during the past year: 0 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	4
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	153
(5)	Total transferred students in row (3) divided by total students in row (4)	.026
(6)	Amount in row (5) multiplied by 100	2.6

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

0 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages:

9. Students eligible for free/reduced-priced meals: 45 %

Total number students who qualify: 69

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10.4 %
16 Total Number of Students Served

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

____ Autism	____ Orthopedic Impairment
1 Deafness	____ Other Health Impaired
____ Deaf-Blindness	8 Specific Learning Disability
1 Emotional Disturbance	4 Speech or Language Impairment
____ Hearing Impairment	____ Traumatic Brain Injury
____ Mental Retardation	1 Visual Impairment Including Blindness
1 Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	1
Classroom teachers	15	4
Special resource teachers/specialists		1
Paraprofessionals	2	2
Support staff		1
Total number	18	9

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 1:10

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	98%	97%	98%	97%
Daily teacher attendance	94%	94%	96%	96%	97%
Teacher turnover rate	14%	0%	0%	14%	14%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	7%	0%	0%	0%

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	12
Enrolled in a 4-year college or university	42 %
Enrolled in a community college	0 %
Enrolled in vocational training	25 %
Found employment	25 %
Military service	8 %
Other (travel, staying home, etc.)	%
Unknown	%
Total	100 %

Part III – Summary

"It is the vision of the White Lake School District #1-3, through a partnership and shared responsibility of a school community composed of administrators, teachers, students, parents and community members, to provide a school where students are given the opportunity to thrive academically, socially, emotionally, and physically. As a school community, we envision an environment of intellectual stimulation to achieve optimal student performance and to instill a true love for learning in our students. Our staff will foster classroom environments in which diverse scientifically-based learning strategies are implemented in order to meet the content standards. Staff will stay abreast of these strategies through continuous professional development. We see computers and technology as tools to develop higher level thinking skills, enhance creativity, and encourage personal expression, hence creating a population of life-long learners. We see the school community as being exposed to updated technology through curriculum integration, staff development, and various educational opportunities."

White Lake is a small, vibrant community of approximately 405 people located along Interstate 90 in south-central South Dakota. The White Lake School District is comprised of 241 square miles of both Aurora and Brule counties, with the actual school building lying in Aurora County. The elementary, junior high, high school, and administration offices are conveniently housed under one roof. We provide bussing service to our rural families, but many of our secondary students choose to drive to school as a result of their heavy involvement in after-school activities.

Academic achievement runs high in the White Lake School District. White Lake was one of the South Dakota school districts that met the requirements of the federal No Child Left Behind Act to be named as a 2003-2004 and 2004-2005 *Distinguished District* as a result of our high test scores on the DakotaSTEP test. The Elementary, the Junior High and High School have been named as *Distinguished Schools* under the same NCLB requirements for the last two years. In addition, we were recently recognized by the U.S. Department of Education as a *Title I Distinguished School*.

The 2004-05 enrollment of White Lake School District #1-3 was 153 students, with four attending through open enrollment. Many students (45%) in the district come from economically disadvantaged families. The district is a Title I school with grades K-6 being served as part of a School-wide Title I program. Ten percent of the school's population receives Special Education services, with one student being placed out of district.

White Lake School employs 15 FTE certified teachers and four paraprofessionals, all of whom are considered Highly Qualified by the SD Dept. of Education. Administratively, the district employs one superintendent/principal. The district contracts with Mid-Central Educational Coop to provide physical, occupational, and speech therapy services, as well as a school psychology services on an as-needed basis. A counselor from Dakota Counseling Institute visits our school on a weekly basis to work with select children regarding mental health issues.

We take our school vision seriously, and our curriculum reflects that commitment. We recognize the importance of not only the academic parts of our school day, but we believe that supplemental (secondary) programs such as computers, physical education, writing, music, band, and guidance counseling play a crucial role in our students' education as well. We see these programs as an enhancement to an already strong curriculum, allowing for student growth in many different arenas. In our eyes, the most important part of our vision statement is the goal of inspiring life-long learning in our students.

Part IV – Indicators of Academic Success

1. Assessment Results

Student progress is evaluated formally using both state and local assessments. We continually monitor our progress toward meeting the proficiency levels established by the South Dakota Department of Education. The DakotaSTEP test is an augmented version of the Stanford 10 Abbreviated, and has been adopted by the State of South Dakota to determine levels of proficiency in the subjects of reading and mathematics for students in grades 3-8, and 11. The tests help schools and districts measure student progress toward the state's academic standards. Student results are based on four levels of achievement: Below Basic, Basic, Proficient and Advanced. Cut scores have been established and are used to determine student proficiency levels. More information regarding the South Dakota assessment program can be found at www.doe.sd.gov/administrators/index.asp.

At the Elementary level, we use the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) programs to monitor reading progress in grades K-5. This is a scientifically-based assessment which measures the emergence of pre-reading and early reading skills. The results of these assessments allow us to track progress in word attack skills, phonemic awareness, reading fluency, word use fluency, letter naming, and retelling for comprehension. In addition to DIBELS, we also administer DRA's (Diagnostic Reading Assessments) three times per year. DRA's also focus on fluency, retelling, making predictions, dictation, letter/sound recognition, word recall, and reading comprehension to paint an individual student profile.

We realize the importance of reading instruction beyond the sixth grade, so we have created reading classes for our 7th, 8th and 11th grade students. The 7th and 8th grade reading curriculum is based on the South Dakota Content Standards. The teacher monitors student progress through the use of a Reading Progress Indicator test as well as a Buckle Down diagnostic test. A skills mastery checklist based on the content standards tracks progress of individual students. The 11th grade reading class is a computer-based program published by Steck-Vaughn. Each student begins the program by completing a diagnostic test that determines the level at which they will begin the program. The teacher has the ability to monitor individual student progress through a system manager and, as a result, provide additional individualized assistance as deemed necessary.

In addition to our local reading assessments, our high school students participate in national assessments such as the PSAT, ACT, and the ASVAB career program. These tests are primarily for 11th and 12th grade students. The South Dakota Department of Education requires that we test our 9th grade students with the South Dakota Career Assessment. We analyze, compare and contrast these test scores to determine the performance levels of our students. Our students consistently perform extremely well on the ACT in particular. In the last two years, 19 of 24 students chose to take the ACT, and 11 of them achieved a 24 or higher composite score. Their scores in math and science are particularly impressive.

When dealing with math, we rely on assessments that accompany our textbooks, coupled with those created by our highly qualified teachers. Classroom activities such as "Math Meetings," working with manipulatives, learning centers, utilizing math software, graphing and tables, skills checklists and calculator computations indicate student progress on a daily basis.

White Lake Elementary uses the data from these assessments to drive instruction and improve student learning in preparation for the DakotaSTEP assessment. Additionally, by analyzing the results of the DakotaSTEP and matching our analysis with the state content standards, we have been able to make great improvements in our curriculum and great progress toward every child being proficient. On the 2004 state assessment, 89% of the students tested in grades 3-8 & 11 were considered proficient or advanced in Reading, while 93% were proficient or advanced in Math. In 2005, that same population scored 95% proficient or advanced in Reading, and 99% proficient or advanced in Math.

2. Using Assessment Results

The White Lake School uses a leadership team of 5 cadre members (Secondary Principal, Guidance Counselor, Title I Director, and 2 Classroom Teachers) to lead the school improvement efforts. These 5 staff members have attended several Data Retreat seminars to learn how to disaggregate DakotaSTEP test results and compare those results to mandated content standards. These five leadership team members then lead the entire elementary and secondary staff members in making needed curriculum changes. These team members led the staff in developing curriculum maps to show the content that is taught at each grade level ensuring there are no gaps in the curriculum. These results are also useful when determining the placement of our paraprofessionals in the classroom, allowing individualized attention where needed to meet individual student needs.

At the elementary level, local assessments such as DIBELS, DRA's, and classroom activities also provide useful data in reading and math progress. Our high school students take national assessments such as the PSAT, ACT and ASVAB career program. By reviewing the data from these assessments we are able to better serve our students, whether it is through improvements to our curriculum and instructional methods, or giving additional help to those in most need. At that time we can utilize our paraprofessionals, an extended school day, or our after school program to provide students with the additional instruction they need in order to meet our proficiency goals.

3. Communicating Assessment Results

In an ongoing effort toward parental and community involvement, the staff of the White Lake School is committed to keeping all interested individuals informed of academic progress.

The testing coordinator will share a report composed of both assessment and accountability information with the local Board of Education. The information is also conveyed to the public through the school newsletter, which every patron in the District receives, local newspaper, and a link is available on the school's webpage. Parents of students who have been tested receive both an individualized student report as well as a school-wide report card.

As stated in our vision statement, we realize that parents play a crucial role in their child's education. Therefore, we feel that communication needs to happen in two ways: we convey the information to community members, and in return we ask for their feedback and assistance. This understanding has led to positive parental involvement.

4. Sharing Success

We are part of a twelve-school Special Educational Cooperative, and a twenty-six school Educational Service Agency. These agencies provide ample opportunities for collaboration among member schools. They sponsor grade level meetings, data retreats, and other professional development programs dealing with math, reading, Title I, Special Education, and technology, just to name a few. In turn, many of our staff members have been invited to lead these events. Both elementary and secondary staff members have taken part in DDN (Digital Dakota Network) sessions both as chairpersons and participants sharing teaching strategies. Surrounding schools have visited our school to observe our teaching strategies, instructional methods, curriculum, and our school improvement strategies. The South Dakota Department of Education has also requested that our staff aid in the revision of content standards, setting cut scores, and aligning content standards to the DakotaSTEP test.

In the future, our goal is to take a leadership role when it comes to sharing our successes with area schools. We will make ourselves available to our Educational Co-op, ESA, and the SD Department of Education to facilitate grade level meetings, lead professional development workshops, and share scientifically-based research methods that we have found to be successful.

Part V – Curriculum & Instruction

1. Curriculum

The content standards that are mandated by the State of South Dakota are the foundation of our core curriculum in reading, mathematics, science, and the social sciences. When selecting textbooks series, we have made a conscious effort to ensure that the material included correlates to the state content standards. In addition, we have taken the time to properly familiarize ourselves with the series we have chosen to better create daily lesson plans. We have also worked through the curriculum mapping process to insure that the standards are being met, as well as, ensuring vertical alignment of the curriculum. Elementary teachers submit a daily plan that shows the exact time frame for each subject area. By May 1st of each academic year, our secondary staff is given their teaching assignments and schedule for the upcoming school year.

Our entire core curriculum is taught by state certified, highly qualified teachers who are assisted by 4 highly qualified paraprofessionals who rotate to the K-6 classrooms, as well as assist special needs students in grades 7-12. The White Lake Elementary school is a school wide Title I School, which enables the aides to assist all elementary students. We were recently recognized as a *Title I Distinguished School* from the United States Department of Education for our outstanding achievements in our elementary school. In addition to our Title I program, students are provided with extra support through our 21st Century After School Program. As this program is staffed by highly qualified paraprofessionals and classroom teachers, it is often treated as an extension of the regular school day, where students can complete homework assignments, get necessary tutoring, and participate in other enrichment activities. We also offer an extended school day program, where students can receive the individualized help they need in the core subject areas.

Other subjects taught at the Elementary level are physical education, fine arts, writing, and computers. The majority of these classes are ½ hour in length and are taught outside of the regular classroom 2 times per week by highly qualified teachers. We strongly believe that there is a definite correlation between music and learning; and that physical education and wellness correlate with learning readiness.

Our secondary students are required to choose one of three Graduation Pathways: Standard, Advanced or Distinguished. The majority of our high school students choose the Advanced or Distinguished Pathway. The most rigorous of the Pathways is the Distinguished plan, which correlates to our state's Regent Scholar/South Dakota Opportunity Scholarship program. To meet the requirements of this program, students must complete higher level coursework in high school with no grade lower than a "C" and maintain a 3.0 GPA. They must also achieve a 24 composite score on the ACT. In the last two years 11 of 24 students met these requirements.

The entire K-12 academic staff has implemented the researched–based "6+1 Writing Traits" and "Writing to Win" as tools to enhance student writing. Fall results of the Stanford Writing Test show that 92% of our current 5th grade and 85% of our 9th grade students scored Proficient or Advanced in the areas of grammar & usage, ideas & development, and organization & unity. We realize that research has shown the direct correlation between reading ability and writing ability, so we will continue to expand on these programs to enhance both skills.

As a staff, we firmly believe in the educational objectives of Bloom's Taxonomy and building higher level skills within our students. To reinforce this idea, we have posted twelve power words in each classroom: analyze, compare, contrast, summarize, evaluate, trace, infer, formulate, describe, support, explain, predict. Our teachers make a conscious effort to use these words during everyday instruction so that the students are familiar with them and their applications.

2. Reading

The White Lake Elementary teaching staff has put reading at the forefront of their teaching and their lesson plans across the curriculum reflect that initiative. Elementary teachers have been trained to use the principles of Guided Reading. During Guided Reading, teachers work with students at their instructional level to guide them in using the context, visual, and structural cues within stories to generate meaning. By using instructional level texts that gradually increase in difficulty, students apply strategies in context and in turn, feel successful. The staff has endorsed this mode of teaching reading, and the results have proven to be very impressive. In addition to the Guided Reading material, each classroom uses a basal reader which was chosen because its scope and sequence best matched the South Dakota Content Standards. Reader's theatre is another segment of our curriculum, which offers continued practice with fluency, sight word recognition, and reading comprehension. Assessments such as DIBELS and DRA's are useful tools to indicate to teachers which skills need attention and which students need additional support. This has enabled teachers to adjust the curriculum to meet the needs of their classroom accordingly.

The teachers in the upper elementary and junior high have found Literature Circles to be a useful instructional tool to promote independent reading, the discussion of literature, and to improve reading fluency and comprehension. Classroom teachers use a number of genres of literature to both encourage a lifelong love of reading, as well as, expose students to cultural diverse text. When looking at Dakota STEP scores, it is evident that these reading classes are of benefit to our students. The results of the spring 2005 testing show that 100% of 8th grade students were considered Proficient or Advanced. The 7th graders showed similar success with 86% scoring Proficient or Advanced. The curriculum for our 11th grade reading class is the Learning 100 computer-based program from Steck-Vaughn. The program focuses on vocabulary building, reading fluency, reading speed, and responding to literature. As a staff we realize that teaching reading is every teacher's responsibility; therefore, the secondary teachers make a conscious effort to integrate reading and reading strategies into their content areas.

White Lake was recently awarded a $50,000 Library Literacy Grant, so 100's of books are being purchased at many different reading levels. Reader's theatre is another segment of our curriculum, which offers continued practice with fluency, sight word recognition, and reading comprehension. Assessments such as DIBELS and DRA's are useful tools to indicate to teachers which skills need attention and which students need additional support. This has enabled teachers to adjust the curriculum to meet the needs of their classroom accordingly. This combination of curriculum has worked well for the students as indicated by their proficient reading scores as indicated by the DakotaSTEP. The White Lake teachers are consistently partaking in professional development opportunities that deal with reading to ensure continued success.

3. Mathematics

In addition to the time spent on building reading skills, the White Lake School has also focused strongly on mathematics. Students work toward proficiency through skillfully planned instruction and carefully chosen curriculum. Building strong critical thinking and problem solving skills within the students is of utmost importance. In grades K-2, a textbook that matches the State's Content Standards is used, accompanied by supplemental math–centered activities to build a strong math foundation. In grades 3-8, the bulk of the curriculum is centered on the Saxon Math series. This series, too, was chosen because it directly correlates to the SD Content Standards. It offers hands-on activities, such as working with manipulatives and math learning centers. The curriculum offers repeated practice toward the mastery of math skills. When students are having difficulty performing at grade level, they are offered additional support through Title I paraprofessionals, or the Extended School Day and After School Programs offered at the school. Skills such as number sense, measurement, estimation, probability, geometry, algebra, and reading tables and graphs are all addressed.

We are fortunate enough to have an 18-year veteran teacher responsible for our high school math instruction. He is astute to the South Dakota Content Standards and has chosen a curriculum that best corresponds to those standards. We are proud to boast of a strong math program, and as indicated earlier, math is a strong subject area for a great number of our secondary students in particular. Last spring's DakotaSTEP scores indicate that

100% of 11th graders were considered Advanced. Also, students who have taken the ACT assessment have been especially successful in the math subtest. Those students have shown continued success in math at the post-secondary level as well.

Since math, as is reading, a lifelong skill, it is a priority for teachers to make math relevant to everyday life situations. Whenever possible, math skills are integrated into other content areas when appropriate and relevant.

4. Instructional Methods

Classroom teachers use a variety of teaching methods within their classrooms to meet the needs and learning styles of the students in the White Lake School. While each teacher has their distinct teaching style, strategies such as class lecture, small group work, Reader's Theatre, math buddies, computer work, lab work, etc. are all a vital part of the student's learning process. All of the K-12 staff are considered "Highly Qualified" by the SD Department of Education, making them astute to the needs of each student.

White Lake was practicing the principles of No Child Left Behind before they became mandated. Working cooperatively with parents to ensure that each child is proficient has been a long time practice. White Lake Elementary was recently chosen as a *Title I Distinguished School* and received this prestigious award at the 2006 National Title I Conference.

White Lake Staff members are dedicated to finding the best learning style of each student, and they are persistent in seeing that each child meets their full learning potential. The primary mode of instruction is teacher-directed instruction coupled with small group work. This allows the teachers and aides to move about the room, giving assistance as needed. Additional after school instruction is also utilized. Teachers strive to make this additional support a learning opportunity rather than a punishment. In fact, those students who partake in after school tutoring often flourish with the one to one attention. These multiple instructional strategies appear to serve our students well as their high level of reading and math proficiency indicates.

5. Professional Development

"Effective school change begins with staff development that is designed and delivered by well trained stake holders." This is the philosophy of our school administration, and we adhere to those guidelines. Consequently, our data analysis workshops, curriculum mapping workshops, content standards review, Title I reviews, 6+1 Writing Traits workshops, and Writing to Win workshops are all led by a cadre of highly qualified White Lake teachers. In addition, training for Guided Reading, using DIBELS assessments, TTL (Technology for Teaching and Learning), and DTL (Distance Learning for Technology and Learning) have been completed through college-level coursework. The White Lake Staff regularly attends night, weekend, and summer workshops presented by our Education Service Agency as well.

Professional development at the White Lake School focuses on areas of need that are identified through teacher concerns, achievement data, and the school improvement plan. Knowing that 95% of all professional development never gets to the classroom unless the stakeholders choose it, these areas of need are prioritized and research-based strategies are selected to address those needs.

STATE CRITERION-REFERENCED TESTS

Subject: Reading
Grade: 3
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%		
% At or Above Proficient	100%		
% At Advanced	27%		
Number of students tested	12		
Percent of total students tested	100%		
Number of students alternatively assessed	0		
Percent of students alternatively assessed	0		
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%		
% At or Above Proficient	100%		
% At Advanced	33%		
Number of students tested	3		

STATE CRITERION-REFERENCED TESTS

Subject: Reading
Grade: 4
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%	100%	
% At or Above Proficient	100%	91%	
% At Advanced	64%	64%	
Number of students tested	11	11	
Percent of total students tested	100%	100%	
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed	0	0	
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%	100%	
% At or Above Proficient	57%	86%	
% At Advanced	43%	43%	
Number of students tested	7	7	

STATE CRITERION-REFERENCED TESTS

Subject: Reading
Grade: 5
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	94%	100%
% At Advanced	47%	53%	53%
Number of students tested	15	15	15
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	83%	100%
% At Advanced	33%	50%	50%
Number of students tested	6	6	6

STATE CRITERION-REFERENCED TESTS

Subject: Reading
Grade: 6
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	93%	86%	93%
% At Advanced	50%	50%	57%
Number of students tested	14	14	14
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	86%	71%	100%
% At Advanced	43%	57%	57%
Number of students tested	7	7	7

STATE CRITERION-REFERENCED TESTS

Subject: Reading
Grade: 7
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%	100%	93%
% At or Above Proficient	93%	93%	57%
% At Advanced	36%	50%	0%
Number of students tested	14	14	14
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	86%	100%	83%
% At Advanced	28%	80%	0%
Number of students tested	7	6	6

STATE CRITERION-REFERENCED TESTS

Subject: Reading
Grade: 8
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	72%	72%
% At Advanced	81%	18%	27%
Number of students tested	11	11	11
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	67%	67%
% At Advanced	83%	50%	33%
Number of students tested	6	6	6

STATE CRITERION-REFERENCED TESTS

Subject: Reading
Grade: 11
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%		
% At or Above Proficient	85%		
% At Advanced	30%		
Number of students tested	13		
Percent of total students tested	100%		
Number of students alternatively assessed	0		
Percent of students alternatively assessed	0		
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%		
% At or Above Proficient	80%		
% At Advanced	40%		
Number of students tested	5		

STATE CRITERION-REFERENCED TESTS

Subject: Math
Grade: 3
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%		
% At or Above Proficient	100%		
% At Advanced	50%		
Number of students tested	8		
Percent of total students tested	8		
Number of students alternatively assessed	0		
Percent of students alternatively assessed	0		
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%		
% At or Above Proficient	100%		
% At Advanced	50%		
Number of students tested	4		

STATE CRITERION-REFERENCED TESTS

Subject: Math
Grade: 4
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%	100%	
% At or Above Proficient	100%	100%	
% At Advanced	81%	63%	
Number of students tested	11	11	
Percent of total students tested	100%	100%	
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed	0	0	
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%	100%	
% At or Above Proficient	86%	71%	
% At Advanced	71%	43%	
Number of students tested	7	7	

STATE CRITERION-REFERENCED TESTS

Subject: Math
Grade: 5
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	93%	100%
% At Advanced	80%	73%	53%
Number of students tested	15	15	15
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	83%	100%
% At Advanced	83%	67%	50%
Number of students tested	6	6	6

STATE CRITERION-REFERENCED TESTS

Subject: Math
Grade: 6
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	93%	100%
% At Advanced	57%	36%	57%
Number of students tested	14	14	14
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	86%	100%
% At Advanced	43%	29%	57%
Number of students tested	7	7	7

Subject: Math
Grade: 7
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	93%	86%
% At Advanced	28%	22%	7%
Number of students tested	14	14	14
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	100%	100%
% At Advanced	42%	33%	0%
Number of students tested	7	6	6

Subject: Math
Grade: 8
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	82%	82%	82%
% At Advanced	45%	45%	9%
Number of students tested	11	11	11
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	67%	67%	67%
% At Advanced	33%	33%	16%
Number of students tested	6	6	6

Subject: Math
Grade: 11
Test: DakotaSTEP
Edition/Publication Year: 2003
Publisher: Harcourt

	2004-2005	2003-2004	2002-2003
Testing month: April			
SCHOOL SCORES			
% At or Above Basic	100%		
% At or Above Proficient	100%		
% At Advanced	85%		
Number of students tested	13		
Percent of total students tested	100%		
Number of students alternatively assessed	0		
Percent of students alternatively assessed	0		
SUBGROUP SCORES			
Economically Disadvantaged			
% At or Above Basic	100%		
% At or Above Proficient	100%		
% At Advanced	100%		
Number of students tested	5		