2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary   [ ] MIddle   [ ] High   [ ] K-12
[ ] Charte   [X] Title I   [ ] Magnet   [ ] Choice

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

Official School Name   Lincoln Elementary School
(As it should appear in the official records)

School Mailing Address   201 1st Avenue SE P.O. Box 639
(If address is P.O. Box, also include street address.)

Beach   North Dakota   58621-0639
City   State   Zip Code+4(9 digits total)

County   Golden Valley   State School Code Number* 17-003-5278

Telephone (701) 872-4253   Fax   (701) 872-3805

Web site/URL www.beach.k12.nd.us   E-mail   david.e.wegner@sendit.nodak.edu

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Mr. Larry Helvik
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Beach Public School District #3   Tel. (701) 872-4161

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

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

6. 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.

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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district:

1	Elementary schools
0	Middle schools
0	Junior High Schools
1	High schools
0	Other
2	TOTAL

2. District Per Pupil Expenditure: _____11159_____

   Average State Per Pupil Expenditure: _____7610_____

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 are
   - [ ] Suburban
   - [ ] Small city or town in a rural are
   - [X] 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
Pre K			0		7			0
K	11	6	17		8			0
1	10	5	15		9			0
2	10	8	18		10			0
3	6	5	11		11			0
4	7	8	15		12			0
5	7	3	10		Other			0
6	6	12	18					
					TOTAL STUDENTS IN THE APPLYING SCHOOL			104

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
0	%	Asian or Pacific Islander
0	%	Black or African American
3	%	Hispanic or Latino
97	%	White

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 yea ___8___ %

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	3
(2)	Number of students who transferred from the school after October 1 until the end of the year	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	104
(5)	Total transferred students in row (3) divided by total students in row	0.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: ___0___ %

___0___ Total Number Limited English Proficient

Number of languages represented ___0___

Specify languages:

9. Students eligible for free/reduced-priced meals ___48___ %

Total number students who qualify: ___49___

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: 12   %

                                                12   Total Number of Students Serve

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

0	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impairment
0	Deaf-Blindnes	3	Specific Learning Disabilit
0	Emotional Disturbanc	4	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
2	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	
Classroom teachers	7	
Special resource teachers/specialist	3	
Paraprofessionals	5	
Support Staff	4	
Total number	20	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   15   **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	99 %	96 %	96 %	96 %	97 %
Daily teacher attendance	94 %	94 %	93 %	93 %	93 %
Teacher turnover rate	14 %	0 %	7 %	14 %	14 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Lincoln Elementary is a K-6 school-wide Title I school. We are part of the Beach Public School system. Our school is located in Beach, ND, on the southwestern edge of the state. The population of Beach is approximately one thousand people. We are in a rural setting with the majority of the community receiving income from the area of farming and ranching. Despite our size, the Beach community has many assets. We have a 24 hour volunteer ambulance service. A learning center which offers classes to the community. We have a county library and a pharmacy. We have a food pantry for the needy and various denominations of church groups. Basic medical services, social services, and law enforcement services are located in Beach as well.

Our school is like many others, in the fact, we have programs for kids going before, during, and after school. Here is some of what we offer before and after school.

Before school, we have staff here to work with students in the areas of speech and reading. Several older students expressed concern about being pulled out for services, so we accomidated their wish to come in prior to the school day starting. We also have students that receive services from our instructional interventionalist because of scores received from Diebels testing in grades K-3. Students receive anywhere from thirty to sixty minutes a week of one-on-one instruction in their weak areas. The time prior to school starting takes some of the pressure of gettting all services covered during the school day. Many of these students and others take advantage of breakfast offered through the food program that we provide.

After school, students have opportunities to receive extra tuitoring or instruction. We have two different after school programs available.

The first program is supported through the 21st Centry Grant money that we receive. We limit the number and type of students that can participate in this program to keep the quality and ratio of adults to students as low as possible. We first look at state assessment scores for students in grades 3-6, that didn't achieve the advanced or proficient score in October.We also look at both the Reading and Math scores for each student. These children are given the first priority to attend. We stress the importance of attending to the parents. Next we look at NWEA Map test scores for kids in grades K-6. These tests are aligned with the North Dakota state standards in the areas of Reading,. Math, and Language Arts. I personally administer these tests in the computer lab to every class over a two week period ' three times per year. My hope is that if the principal is giving the test then it must be pretty important and I hope each student will try their best on each question so we have accurate data! If any of the students score below the 50%ile in any of the areas, then they are also targeted for the after school program. Once in the program, students are assisted as necessary with school assignments. These students also utilize technological programs related to basic skills in Reading and Math.

The second after school program is geared for our upper elementary students in grades 4-6. Two days of the week students, parents, or teachers can sign up for a structured study time after school. We have several staff members that help the students. Several years ago we began peer tuitoring in this program as well that include students from the high school and Lincoln Elementary. Along with the after school programs we offer an after school snack to the students.

We believe that these programs help to achieve our mission statement which says we will provide an environment conducive to teaching and learning to increase student achievement in language, math, technology, and reading.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 **Assessment Results:**

The school's assessment results in Reading and Mathematics comes to us from the State of North Dakota, the Department of Public Instruction, in the form of a report entitled, 'Annual Adequate Yearly Progress Report'. The report is a single page with scores for Reading on the left side and Math scores on the right. As you begin at the top of the document they list the 2007 State Intermediate Goals for the 4th, 8th and 11th Grades. The percentage for the 4th graders on the 2006-2007 report was 73.8%. Below this box are the school's scores.

The main box of the report begins with the overall Composite Score in Reading. The first column reminds you what the Achievement Goal is for the categories that are listed. The actual score that we received was 85.94%. This means that 85.94% of the students that took the State Assessment Test in October reached the minimum cut score established by the state for the level of Proficiency. The last column shows the percent of students from Lincoln Elementary School that participated in the Reading test. The minimum participation percent of students that must be reached is 95%. We had 100% of our students take the Reading test.

Next, the Composite Score is broken down into Subgroups. The subgroups include Economically Disadvantaged, which includes students that qualify for free and reduced meal benefits, Ethnicity, Students with Disabilities, and Students with Limited English Proficiency. We have scores listed in thee of the four subgroups and only one of the Ethnic subgroups (White).

Economically Disadvantaged students scored 79.49%. Again, this means that 79.49% of all the Economically Disadvantaged students that took the test in our school scored above the minimum cut score. 100% of all the Economically Disadvantaged students in our building took the test.

Under the Ethnicity subgroup heading, our 'White' students earned a score of 88.52%. Again, this means that 88.52% of all the 'White' students that took the test in our school scored above the minimum cut score. 100% of all the 'White' students in our building took the test.

The final score on our Progress Report is the Students with Disabilities. 54.17% of these children scored above the established cut score. 100% of our Disability Students took the test. The small letter 'i' to the right of the box indicates, 'Insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data. This means that we haven't had enough students take the test over the past three years to count as sufficient data.

The next box of the report is the School Secondary Indicator. This is based on the attendance level for the school year. The state requires a goal of 93%. Our percentage was >=95%.

The final box of the report is Adequate Yearly Progress Category. Ours states 'Met Adequate Yearly Progress'.

Now we will look at the Math side of the report. At the top the 2007 State Intermediate Goals are listed for Math. The 4th grade goal is 59.3%.

The Composite Score for Math at Lincoln Elementary School was 87.5% and 100% of our students took the Math test.

In the subgroup category, our Economically Disadvantaged students have a score of 82.05% and 100% of our students took the test. Under Ethnicity, our 'White' students scored 88.52% with 100% taking the test.

Our Students with Disabilities scored 50% with 100% taking the test. Again, you will notice the 'i' to the right of the box that indicates we didn't have enough students take the test for accurate data.

The data for North Dakota is set up into four categories. Student scores above the cut score are placed in either the level of Proficient, or Advanced. Scores that are below the cut score fall into either Partially Proficient or Novice. The Department of Public Instruction's website is http://www.dpi.state.nd.us .

2. **Using Assessment Results:**

A program that we are utilizing is NWEA (Northwest Evaluation Association) testing. These standardized-type tests give classroom teachers a look at each individual student in the areas of math, language arts, and reading in grades Kindergarten through 12. All students, including educationally disadvantaged students will be taking the tests and over time, we are able to chart the progress of each individual child within the school.

After a student receives a score in each area, we are able to suggest skills for each individual student to work on to improve their scores. Individual and classroom scores are available to the teachers in a report format. We get a District Summary Report that breaks down each of the three areas being tested into approximately six sub groups. Each sub group has the class average score known as a RIT score. We then take the lowest of the six areas and offer weekly homework assignments based on the level of performance for parents to work with their children at home. Each time we test, hopefully, a new area of weakness will emerge or else the same lower area will increase. For the most part, that is the trend that we see with our scores!

We test students at three different times during the year 1) the end of September 2) end of January 3) end of April, to check for growth within the academic school year and regression over the summer months. This will allow us to adjust academic goals in the three areas on an individual classroom basis as necessary.

We utilize this data s part of our school improvement information. It only makes sense to the teachers that they get multiple snapshots of their classes during the year to set new goals for them to achieve.

3. **Communicating Assessment Results:**

We have several ways that we share student performance, including assessment data, to parents, students, and the community. After we receive the information on state assessments from the McGraw Hill Company, we share the results with the students in school so they have an idea how they did and a little understanding of what the report tells us and their parents. Later during the school year we also have a Title I parent night in which we offer to desegregate the report to parents as well. At this time we also take a look at the state AYP report for both of our school buildings and the district report for AYP. If necessary, we pull information from the Department of Public Instruction website to help with questions or call the following day to answer questions we can't handle.

When we first began taking NWEA test on the computer, we used to also cover any questions parents had on NWEA test results as well. We have been utilizing this program for several years and the questions abut their reports have been limited. We take the NWEA test three times per year and hand out two sets of information during parent teacher conferences (which we do twice during the year as well). The third set of data is sent home with students and parents inquire back to school if they have any questions for us. This data is sent home in the form of a graph showing all previous tests and the most current so parents and staff are able to glance to see student, school, and national norm data. Even a lower functioning student has the potential to show growth on their graphs!

Other data from the school comes in the form of report cards and progress reports. Our goal is to keep parents as informed as possible.

4. **Sharing Success:**

We don't share our successes with other schools in many ways. Depending on your perspective, AYP scores are sometimes shared in local and regional newspapers (often times for comparisons) which can be good or bad depending on how your students fared on the tests that given day. The information from the tests is also listed on the Department of Public Instruction web site.

I can see how it would be easier to share and compare data in larger districts that have multiple settings at the same grade level. The closest similar type elementary schools to us are 25, 40 and 45 miles away. There isn't any convenience in trying to get together for meetings that require this much mileage to be traveled. This may just be a good excuse!

We do see times when schools collaborate in our region, for example, when a school is looking at new programs. Many times principals and teachers check with colleagues in the region to see if they are already utilizing the same programs and we try to visit the district to watch and see the program in progress. If you have limited funds, you can't try every new program on the market.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The school's curriculum is dictated by the state standards established by the North Dakota Department of Public Instruction. These standards are what drive the content of instruction in each classroom. No matter what material might be presented in any given chapter of the textbook, the standards dictate how much time is given to a chapter being utilized, depending on how many of the state standards are addressed within that chapter. We, as a staff, feel that the North Dakota standards are vigorous, high standards that challenge the youth of North Dakota. If you go to the North Dakota Department Of Public Instruction's web site, http://www.dpi.state.nd.us/index.shtm ,you will find all the standards listed.

In Language Arts, there are 5 main standards. They include: 1) Research Process 2) Reading Process 3) Writing Process 4) Speaking Process and 5) Principles of Language.

In Math, there are 5 main standards. They include: 1) Number and Operation 2) Geometry and Spatial Sense 3) Data Analysis, Statistics, Problem Solving 4) Measurement and 5) Algebra, Functions, and Patterns.
Science has 8 main standards. They include: 1) Unifying Concepts 2) Science Inquiry 3) Physical Science 4) Life Science 5) Earth and Space Science 6) Science Technology 7) Science and Other Areas and 8) History and Nature of Science.

Social Studies has 9 main standards. They include: 1) Nature of History 2) Political Institutions 3) Economic Systems 4) Social Studies Resources 5) role of a Citizen 6) Geography 7) Culture 8) Sociology and Psychology and 9) Sovereignty.

In Music there are 9 main standards. They include: 1) Singing 2) Instructional Achievement 3) Improvisation 4) Composition 5) Reading Music 6) Listening 7) evaluating Music 8) Music and other Disciplines and 9) Music History and Culture.

The Visual Arts have 6 main standards. They include: 1) Media Techniques and Processes 2) Structure and Function 3) Subject Matter, Themes, Symbols and Ideas in Visual Arts 4) Visual Art, History and Culture 5) Merits of Visual Art and 6) Connections.

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

Our school just purchased the Scott Foresman Reading Street Series this past summer. This wasn't the easiest decision for us to decide upon because we checked with the majority of our regional schools in the southwest corner of the state, along with colleagues from around the state. Many schools are doing many different programs 'with success. This taught us that there is more to teaching any subject then just having a good series. The real success comes from the teachers in the rooms doing what has to be done for students to have success.

The new series helps us to stress the importance of phonics and sight words in the lower elementary grades. The stories are interesting and provide the students with phonetic practice of the skills introduced along with visual and auditory practice. The progress of the students is monitored with weekly checks and also unit tests. We are able to work with the students individually when needed and give them the support of their peers in cooperative learning, small group instruction, or partner reading. We are fortunate to have access to a wide variety of technology which helps make learning relevant and fun for the students. It's always fun to see students enjoying themselves when they don't necessarily realize they are learning something! Our reading series utilizes.....

We also supplement our reading series with the use of Diebels testing in the primary grades of Kindergarten through third grade. Our instructional interventionist works with reading naturally. The students practice fluency to achieve better accuracy, appropriate pace, rate, expression, and intonation. The students also practice reading silently. We check for comprehension by utilizing the AR (Accelerated Reader) program.
Our school uses a basal reading program. It offers oral reading stories both fiction and non-fiction for the students to increase their fluency, vocabulary, and comprehension. A basal gives reading skills which enhance the student's ability to learn new vocabulary. The skills help students to decode and break words into syllables. The individual workbooks give the students independent work and a way of measuring what

each student has gleaned from each group reading presentations. The basal teaches students strategies of writing summaries, webbing, and using the KWL strategy to enhance their learning. Our school has used this approach for several years and we have found it to be a most effective way of teaching reading and a most enjoyable way.

3. **Additional Curriculum Area:**

Language is a curriculum area that relates to essential skills and knowledge. In our classrooms at Lincoln Elementary School, we use an oral language program. It not only teaches our students to speak grammatically correct, but it teaches them to write as well, so they are using correct grammar and syntax in both areas. They learn parts of speech, proper nouns, capitalization, ending marks, contractions, quotation marks, commas, colons, and semi-colons. These skills are taught as part of the overall Reading program and as necessary, supplemented on an individual basis if we find through test data (for example the NWEA Map Test results) that the class is low in a specific area of language. Language can also be supplemented through the use of technology in utilizing specific programs related to language. The Academy of Reading program also incorporates language skills that students must advance through at their own levels and abilities.

4. **Instructional Methods:**

At Lincoln Elementary School, we expose the students to a variety of instructional methods. At times material is presented as whole group instruction. At other times, it comes in small groups and of course individually as necessary. Some times we have groups of similar abilities together and at times groups that reach across multiple ability levels.

Material is presented auditorilly and visually. Students may have material read to them from instructors and at other times from peers. Books are sometimes read to the students through the use of CD's or tape recorders. Visually, we use textbooks and workbooks. Sometimes we are using the large marker board at the front of the classroom and at other times, the hand held boards where students can work individually at their desks or on the floor easier with peers or small groups.

We are able to use a wide variety of technology such as computers and smart boards. We have access to computer programs to use individualized programs such as Reading Essentials and Academy of Reading and Math which incorporates a tool for both visual and auditory presentation.

We model for students and show them the correct way to solve a problem or write a sentence. We have shared reading in the classroom which gets them involved with peers. We have the students re-read so they can reinforce their comprehension. We have hands on projects to help the students remember important facts which we are trying to help them remember. We use strategies such as the Slant strategy which helps students to correctly sit up and listen to the teacher as the instructor presents the material.

5. **Professional Development:**

After surveying the staff, the three general areas requested for professional development were technology, state standards, and curriculum mapping. The staff also requested periodic book studies, offering local courses and workshops when possible with follow-up sessions, and support to collaborate to analyze student work for the purpose of raising the levels of achievement.

Thanks to technology grants, secured by our technology coordinator, we have been able to offer sessions such as 'Techie Tuesdays', in which the staff comes together on Tuesday after school to review programs that the district currently owns. We also use the time for in-service opportunities when we purchase new equipment such as smart boards (we have one in every classroom including special education thanks to the grant!), scanners, digital cameras, new laptop computers, etc. The grant also allows for in service opportunities prior to the school year beginning and during the school year in the evenings and on weekends. The nice part of the grant money is that teachers can be compensated financially for their extra time that they are putting in to better themselves, which in turn betters the students!

Related to technology is the computer program ATLAS which we utilize for curriculum mapping. Each teacher maps their curriculum which allows us to compare what we are teaching to the state standards. We can look for loopholes in our teachings to see if we are teaching too much of some area or maybe completely skipping key areas. This helps to eliminate gaps in our students' education. We are able to

compensate our staff for this time as well by utilizing Title I money.

The elementary staff is currently having a book study on a book related to reading. This is optional to attend and some teachers and staff are participating and earning a college credit. The interesting part is that there is nearly 100% involvement of classroom teaching staff. They don't always agree with what the author has to say, but there is dialogue taking place about reading and teachers are taking the information back to their classrooms to try different strategies with their students.

PART VII - ASSESSMENT RESULTS

Subject   Reading (LA)   Grade   6   Test   North Dakota State Assessment

Edition/Publication Year   1997   Publisher   CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus Advanced	95	78	68		
% "Exceeding" State Standards					
% Advanced	30	11	11		
Number of students tested	20	18	19		
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					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus Profecient	90	60	50		
% "Exceeding" State Standards					
Advanced	20	10	8		
Number of students tested	10	10	12		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 6   Test North Dakota State Assessment

Edition/Publication Year 1997   Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus Profecient	95	78	42		
% "Exceeding" State Standards					
Advanced	50	17	0		
Number of students tested	20	18	19		
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					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced plus Profecient	90	80	75		
% "Exceeding" State Standards					
Advanced	40	20	8		
Number of students tested	10	10	12		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 5   Test North Dakota State Assessment

Edition/Publication Year 1997   Publisher   CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Advanced plus Profecient	68	81	76		
% "Exceeding" State Standards Advanced	14	29	19		
Number of students tested	22	21	21		
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					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Advanced plus Profecient	55	60	64		
% "Exceeding" State Standards Advanced	0	10	9		
Number of students tested	11	10	11		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test North Dakota State Assessment

Edition/Publication Year 1997   Publisher   CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Advanced plus Profecient	80	81	81		
% "Exceeding" State Standards Advanced	20	24	5		
Number of students tested	20	21	21		
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					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Advanced plus Profecient	64	80	73		
% "Exceeding" State Standards Advanced	0	20	0		
Number of students tested	11	10	11		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 4   Test North Dakota State Assessment

Edition/Publication Year 1997   Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	February	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Advanced plus Profecient	88	74	60	67	
% "Exceeding" State Standards Advanced	38	21	12	14	
Number of students tested	8	19	25	21	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard			50		
% "Exceeding" State Standards			8		
Number of students tested			12		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test North Dakota State Assessment

Edition/Publication Year 1997   Publisher   CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	February	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced plus Profecient	88	79	76	48	
% "Exceeding" State Standards					
Advanced	50	5	20	5	
Number of students tested	8	19	25	21	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard			75		
% "Exceeding" State Standards			8		
Number of students tested			12		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 3   Test North Dakota State Assessment

Edition/Publication Year 1997   Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Advanced plus Profecient	88	88	84		
% "Exceeding" State Standards Advanced	19	38	5		
Number of students tested	16	8	19		
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					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test North Dakota State Assessment

Edition/Publication Year 1997   Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Advanced plus Profecient	88	100	84		
% "Exceeding" State Standards Advanced	13	38	16		
Number of students tested	16	8	19		
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					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					