

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name Wolford Public School
(As it should appear in the official records)

School Mailing Address P.O. Box 478, 401 3rd Ave. S.W.
(If address is P.O. Box, also include street address)

Wolford North Dakota 58385-
0478
City State Zip Code+4 (9 digits total)

Tel. (701) 583-2387 Fax (701) 583-2519

Website/URL N/A E-mail larry.zavada@sendit.nodak.edu

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

(Principal's Signature) Date February 4, 2004

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

District Name Wolford School District #1 Tel. (701) 583-2387

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

(Superintendent's Signature) Date February 4, 2004

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

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

(School Board President's/Chairperson's Signature) Date February 4, 2004

*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 of 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 2003-2004 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 1998.
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: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 1 Other (Briefly explain) K-12 is in one building
- _____ 1 TOTAL
2. District Per Pupil Expenditure: \$6972.00
 Average State Per Pupil Expenditure: \$5799.81

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 4 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	1	3	4	7	2	2	4
1	2	0	2	8	6	3	9
2	1	2	3	9	0	2	2
3	0	1	1	10	7	1	8
4	3	3	6	11	4	1	5
5	2	2	4	12	6	1	7
6	2	2	4	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							59

6. Racial/ethnic composition of the students in the school: 100 % White
0 % Black or African American
0 % Hispanic or Latino
0 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

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

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

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

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: English

9. Students eligible for free/reduced-priced meals: 54 %
32 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 14 %

___8___ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 0 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 0 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 5 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 3 </u> Speech or Language Impairment
<u> 0 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 0 </u> Multiple Disabilities	<u> 0 </u> Visual Impairment Including Blindness

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> 1 </u>
Classroom teachers	<u> 10 </u>	<u> 3 </u>
Special resource teachers/specialists	<u> 0 </u>	<u> 2 </u>
Paraprofessionals	<u> 0 </u>	<u> 0 </u>
Support staff	<u> 0 </u>	<u> 5 </u>
Total number	<u> 11 </u>	<u> 11 </u>

12. Average school student-“classroom teacher” ratio: 5.24:1

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96%	96%	97%	96%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	8%	0%	0%	16%	8%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	0%	0%	0%	0%	0%

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>5</u>
Enrolled in a 4-year college or university	<u>60</u> %
Enrolled in a community college	<u>40</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	100 %

Part III. Summary

The Wolford Public School is a K-12 school district located in north central North Dakota. The Wolford community is agriculturally based with 55 percent of our students coming from homes directly reliant upon agriculture for a livelihood.

The Wolford Public School has a tradition of high academic achievement. We were recognized as a Title 1 Distinguished School in 1998-1999, 1999-2000, and 2000-2001. A key to our success is a dedicated and professionally motivated staff. Forty-five percent of our staff currently hold a master's degree. The average years employed by the teaching staff is nine.

Parental involvement and support is critical to our success. Parents are involved through PTO, Music Boosters, Dollars for Scholars, and School Improvement Committees. We consistently average over 85 percent attendance at Parent Teacher Conferences.

Community support and involvement is another critical element to our success. During the 1996-97 school year it was apparent that computers in the elementary department were inadequate in both quantity and quality. A computer fund drive was initiated and over \$18,000 was raised. In preparation for music department productions, area carpenters, painters, and handymen have volunteered hundreds of hours to complete the stage sets. When we could not locate an Industrial Arts instructor, individuals from the community volunteered to teach evening and weekend classes in electrical wiring, dry wall, small engine repair, welding, and woodworking. Community support for the Dollars for Scholars program, the smallest chapter in the state, has allowed us to give \$500 to any senior attending a post-secondary school.

Students! This is why we do all we do! Our goal is to provide our students the best academic, arts, and athletic opportunities available. In the past six years, we have had two West Point candidates, eight All-State Music honorees, and three All-State athletic performers. We have not had a student drop out of our school in over 20 years.

Educating students to their fullest potential in technology is essential. We have a student to computer ratio of 1 to 1 in the elementary and 2 to 1 in grades 7 – 12. We employ a technology coordinator for grades K – 6 and one for grades 7 – 12. An Interactive Video Network classroom provides additional opportunities for our students.

The major focus of our arts program has been musicals. In the past four years, our students have performed three Broadway Musicals: “Guys and Dolls,” “The Pirates of Penzance,” and “H.M.S. Pinafore.” These performances were done with an average enrollment of 33 in grades 7 – 12.

Providing our students opportunities in athletics poses a challenge. We have reached cooperative agreements with area schools for participation in football, baseball, basketball, volleyball, and wrestling.

The mission/vision of the Wolford Public School is to provide a quality education for all students enabling them to function academically and socially in a vocationally and technologically changing society. We strive to empower students to become proficient users of the ever-increasing technologies. We continually strive to prepare our students for post-secondary schools, the military, or to enter our nation's work force.

Part IV. Indicators of Academic Success

Wolford's Assessment in Reading and Mathematics

Students in grades 4, 8, and 12 take the North Dakota State Assessment in reading and mathematics annually. The North Dakota State Assessment's four levels of achievement, starting with the lowest level, are Novice, Partially Proficient, Proficient, and Advanced. These levels are determined by their alignment with the State's challenging achievement standards. It is the goal of instruction to raise all students to at least the proficient level, where grade-level expectations are set.

The two years of assessment results which our school and State have for this test show that 100% of our fourth graders reached the Proficient level or above in 2001-2002 on the reading test and 2002-2003 on the math test. A higher percentage of our fourth graders scored at the Proficient and Advanced levels both years in math and one year in reading as compared to the State.

Our eighth graders showed high achievement both years. They scored much larger percentages of students at the Proficient and Advanced levels than the State in reading and math. Fifty percent of our grade eight students scored at the Advanced level on the math assessment last year, compared to only 11 percent of the students in the state scoring at that level.

Sixty percent of our twelfth grade class scored at or above the Proficient level on the math assessment last year compared to 33 percent of the State. Our twelfth grade students scored higher than the State on the reading assessment in 2002-2003 but not in 2001-2002.

Our school's scores on these reading and math assessments showed a definite increase from the first year to last year at the twelfth grade level and eighth grade level but not at the fourth grade level.

The President's Award for Educational Excellence is sponsored by the U. S. Department of Education in partnership with the National Association of Elementary School Principals and the National Association of Secondary School Principals. This award was developed to help principals recognize and honor those students in grades four through twelve who have achieved high academic goals by their hard work and dedication to learning. Students must meet both of the following criteria in order to be eligible for this award: (1) A grade point average of at least a 3.5 (A-) on a 4.0 scale and (2) achievement in the 85th percentile or higher in math or reading on a standardized achievement test.

In the past five years, approximately forty percent of our students in grades 4 through 12 received the President's Award for Educational Excellence.

The standardized test our school has used for the past several years for grades 1-12 is the CTBS/TerraNova. When you look at the NCE (Normal Curve Equivalent) scores, a score of 50 is average. Looking at the last six years of test results for our students in grades 1-11 and the last two years for grade 12 students, we show an average NCE score in reading of 64.4 for all grades. The six-year average NCE in math for all grades is 65.9.

Wolford's Use of Assessment Data

Assessment data is used in the placement of students in our Title 1 program. Our Title 1 teacher looks at assessment results for each student in the school and individual student profiles are completed. Each student's reading, math, and language arts total percentile scores are noted. Students who score below the 40th percentile in any of these areas on their most recent standardized achievement tests are offered Title 1 services.

We also use assessment data to understand and improve student and school performance during the State School Improvement Process (SSIP). Report card grades, ACT scores, and standardized achievement tests scores are analyzed and charted. In the second phases of the SSIP program, we compared scores from different data and decided that our students weren't performing as well in the science program as they were in other programs. Our school decided to improve its science program by revamping the curriculum. New textbooks were purchased. A significant upgrade in science lab equipment was completed with a special emphasis on technology.

Last year we purchased the STAR reading and STAR math computer adaptive tests. Students in grades one through six, as well as special needs students in higher grades, take these tests at least twice a year. We monitor students' performance on these tests and evaluate growth. These test results are also used in the development of Individual Education Plans for students with disabilities.

Wolford's Communication about Student Performance

Our school assesses student performance every Tuesday by having teachers in grades 7 through 12 complete deficiency reports for any student who currently has a "D" or "F" in any subject area. The teachers inform the parents of the cause(s) for the lower grade and of ways in which the student can improve in that subject. K – 12 Progress Reports are written midway through each grading quarter. These are mailed to the parents and can also be read by the students.

Parents, students, and the community are made aware of student performance by the publishing of the honor roll each grading period. They see that a high percentage of our students are honor students.

Students are recognized for their high academic achievements at our annual Awards Banquet.

The school guidance counselor explains the results of the standardized tests annually to grades 5 through 12 students. Parents receive a copy of these test results, along with a letter of explanation. We have parent/teacher conferences twice a year. These conferences normally have an attendance rate of over 85 percent. The community has read of our student's academic successes in the local newspapers and through school newsletters. Articles have been written about our high test scores as well as individual student academic successes.

Annual adequate yearly progress reports done by the North Dakota Department of Public Instruction are copied and mailed to parents along with a letter of explanation.

The guidance counselor interprets test data for all achievement, aptitude, and career interest tests and inventories done by grades 5 through 12 students. Students are encouraged to look closely at all test data. Parents are encouraged to look through the students' career portfolios. PTO meetings have included reports by teachers and administration, which help to explain assessment results.

Wolford's Sharing of its Successes with Other Schools

We are very proud of our No Child Left Behind Blue Ribbon Schools nomination. We have selected four ways in which we will share our successes with other schools.

First: Our reading efforts/successes will be shared with the State Title 1 office for dissemination throughout the state. We will focus on Star Reader, Remediation Plus, and Reading Month. In a typical Reading Month, our 25-30 elementary students will read about 300 books and earn about 500 Accelerated Reader points.

Second: We would be very willing to share our success story at State Education Improvement Conferences. We would emphasize our reading programs, but also highlight our innovative business program in Marketing and Entrepreneurship.

Third: Much of our sharing will be done at regional and state meetings. Marketing and Entrepreneurship will be shared at the State Future Business Leaders of America meetings as well as in our East Rolette County Perkins Consortium. The counselor will share at regional and state meetings. The elementary principal will also share at meetings at this level. We will encourage individual teachers to share our success stories at education conferences at the state and regional level.

Fourth: We will be developing our own web site next year. We are planning to use this extensively to share with all other schools in the state.

Part V. Curriculum and Instruction

Wolford's Curriculum

Wolford's curriculum, aligned to the North Dakota and National Standards in each discipline, is a continuous process guided by the State School Improvement Process. A combination of interdisciplinary content, learning styles, and assessment, it guides students from investigations and application of knowledge to proficient problem solving.

The Art curriculum includes instruction in techniques of drawing, etching, painting, and linear studies and introduces students to art history, creative interpretation, color theory, and a study of the Masters. Every student in grades K – 12 studies art.

Students are offered a variety of classes to learn “for” and “about” business. Students pursuing a career in business must be prepared “for” post-secondary offerings, and all students must learn “about” the day-to-day aspects of business in their personal lives. Classes offered include: Keyboarding, Word Processing, Spreadsheet, Database, Introduction to Business, Accounting I-III, Entrepreneurship, and Business Technology and Procedures.

Students in English classes write, do Daily Oral Language, vocabulary, spelling, compete in writing and speech, produce the school newspaper, read the Classics, and learn to use a variety of research methods. They analyze genres of literature and employ the Sentence, Paragraph, and Theme Writing Strategies that require 90 percent proficiency.

The North Dakota Division of Independent Study offers Spanish via Interactive Video Network, and Japanese is an online course from the University of Missouri.

Math students in grades 1-9 and grade 11 study Saxon Math. This provides continuity needed for a progressive program. The grade 10 program is dedicated to geometry, and the seniors study advanced mathematics dealing with complex geometric and trigonometric concepts and solving, graphing, and analyzing polynomial equations.

These National Standards for Music Education are included in our program: singing, performing on instruments, improvising, composing, arranging, reading, notating, listening, and analyzing music. These standards are met through the use of the Music Ace computer program and Orff instruments in grades K – 8 and band, choir, and musical theater for grades 7 – 12.

The core teaching of the Physical Education program is to prepare students for lifelong health and fitness.

Some students also take Health online through the North Dakota Division of Independent Study.

All students take Life, Earth, and Physical Science, and Biology. More than half the students elect Chemistry, Physics, and Ecology. The courses are inquiry-based, technology-enhanced, and geared toward problem solving and applications of the principles of genetics, evolution, organisms, and their environment, the diversity of life, the changing surface of the earth, properties of physical and chemical changes, and energy transfers.

The Social Studies curriculum uses technology and interactive strategies to guide students through the geographic formations of the earth, history, government, citizenship, current events, and their role in making the world better.

Technology Education focuses on student ingenuity and creativity to solve every day problems. Students create new and better products and design computer-generated plans using equipment found in sophisticated wood, mechanics, and metal shops.

Elementary School: Reading Curriculum

The reading curriculum of the Wolford Public School embraces the findings of the National Reading Panel, NAEP, and Best Practices. The five areas selected by the NRP's research and our school are: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension.

Phonemic awareness receives a major emphasis in grades K – 2. This is accomplished through the use of the Spalding Phonics program, and reinforced through our Houghton Mifflin basal. The phonics component of our reading program is also based on Spalding Phonics and our basal. This component receives significant emphasis at the K-3 level and remediation at grades 4 – 6. Fluency instruction is vitally important because it provides a bridge between word recognition and comprehension. We practice this through use of the Read Naturally computerized reading program. The Read Naturally program also informs parents and teachers of their child's reading progress and makes recommendations that align with the Accelerated Reader computerized reading program. Vocabulary instruction and text comprehension instruction are intricately woven together. At the K-2 level, a holistic approach involving all curriculum areas is utilized. Our reading program at the 3-6 is novel based. Teachers of these grades have over 100 sets of novels at their disposal. The novel approach has been chosen and much preferred by us because it is FUN for students and teachers, many of the novels have other curriculum connections, this approach provides much more practice (we typically read 2 – 3 times the amount of material used by basal followers), and the amount of vocabulary instruction is greatly enhanced.

The Accelerated Reader reading program is a major component of text comprehension. Our K-6 library has over 3,500 books aligned with this program. Students read books at their reading level and then take a computerized comprehension test.

Another key component of our reading program is early and frequent assessment. Students in grades 1 – 6 take a test based on Spalding Phonics every 9 weeks. Our Title 1 Coordinator has trained all elementary teachers to administer and interpret the Star Reader assessments. Star Reader is a diagnostic prescriptive assessment providing information to parents and teachers. These assessments are used extensively when we plan Individualized Reading Programs for our Special Needs Students. Another Reading practice undertaken by us is participation in a pilot program called, Remediation Plus, which specifically targets severely learning disabled readers.

Secondary School: English Curriculum

The English curriculum is standards-based and encompasses research, reading, writing, speaking, listening, using multi-media resources, and understanding the principles of language. Students write papers using the library's texts, periodicals, vertical files, and the Internet, apply techniques of interviews, and use visual media: television, movies, and documentaries. They create their own video poems, develop PowerPoint presentations about novels, participate in the Pride of North Dakota Essay program, the Veteran's History Project, Readers' Digest Word Power Challenge, North Dakota Geographical Alliance Challenge, and the Celebrate North Dakotans project.

Every student reads and tests on twelve novels each year using the Accelerated Reader (AR) program. Students strive to raise their reading levels and measure achievement by the AR tests, standardized norm-referenced tests (CTB/Terra Nova), and the North Dakota State Assessment Tests. Students learn to analyze literature using the elements of each genre and Literature Circles that involve them as discussion leaders, plot summarizers, language specialists, character analysts, passage selectors, and connectors. They use performance assessments to portray specific characters or events in their reading, relate the material to historical, social, political, and cultural events, portray poetry in a drama, and produce their own newspapers about a Shakespearean play.

All students participate in a speech meet and help write and produce a quarterly newspaper. Students progress from free writing to organizational techniques using the Sentence Writing, Paragraph Writing, and Theme Writing Strategies (SWS, PWS, TWS) that require 90 percent proficiency before advancing. Daily Oral Language reinforces students' application of the principles of language and helps them become lifelong proofreaders of their own and others' writing.

Curriculum Area of Wolford's Choosing: Business

We believe that our Business curriculum aligns directly with the mission statement, "Our mission is to provide a quality education for all students, enabling them to be prepared to function academically and socially in a vocationally and technologically changing society."

Our business education program is based on National and State Business Education standards, student needs, as well as those that are dictated to us by the community and business leaders. Our students need to be productive consumers, workers, and citizens. Our purpose is to provide this training to students in the most efficient and conducive manner to enable an easy transition to occur from school to work. As our society constantly changes, so must our curriculum to meet the technological and practical needs used in business and society today. Our program is offered to students of all ages, ability levels, and learning styles. It is articulated to ensure continuous achievement of defined outcomes for each course. These outcomes are integrated throughout curriculum at Wolford to complement total course content for our students.

We place great emphasis on utilizing current copyright date materials. Our computer equipment and software is upgraded as necessary to keep abreast of societal needs and changes which affect our program so directly. Instructors are given ample in-school professional development time as well as professional leave for conferences and classes.

We are proud that Wolford is the smallest school in the state with an active Future Business Leaders of America chapter. Chapters from around the state join together for state conferences and leadership events to enhance what they have learned in the classroom. FBLA stresses leadership development as well as the social interactions that are integral to any successful program. It brings education and business together in a positive working relationship to provide learning experiences about the American free

enterprise system, developing leadership skills, making business contacts, and meeting new friends at state, regional, and national leadership conferences.

Not only are we the smallest school in North Dakota with an FBLA chapter, we also are the smallest school to offer an Entrepreneurship course. This course, designed to stimulate interest in business ownership, prepares those students with vocational motivation for real-world opportunities.

Instructional Methods to Improve Student Learning

Wolford's school staff members work as a team to help students achieve their potential. Our curriculum is aligned with state and national standards for each discipline, and each student is provided with individualized attention. The teaching staff embraces the Mastery Teaching philosophy that every child can learn. This positive approach to teaching and learning is characterized by careful lesson design and involvement of the students in their own learning. The curriculum embraces the school's mission of providing quality education for all students to develop their intellectual, physical, social, and emotional intelligences to function in a vocationally and technologically changing society.

All students at Wolford are mainstreamed. Students who have learning difficulties receive one-on-one instruction from their teachers, the Title 1 instructor, and/or the Learning Disabilities specialist. Being expected to learn the same content material that their classmates learn, challenges them. They may, however, be allowed to use techniques such as word banks on their tests. Because the classes at Wolford are small, students with learning difficulties are quickly identified and referred for help. Students who read below grade level receive individualized instruction through the Title 1 and Learning Disabilities programs. The instructors use a variety of strategies including the Read Naturally program, Spalding Phonics: The Writing Road to Reading, SQRRR, identifying words in context, and applying study methods such as taking notes, classifying and organizing information, outlining, paraphrasing, summarizing, and memorizing. Visual, tactile, and auditory techniques are used to accommodate individual learning styles.

Wolford's Professional Development Program

We currently are involved in a three-pronged approach to professional development: standards, technology training, and early assessment.

During the past two summers we have written our standards for English/Language Arts and Science. We have aligned our standards with those of the state and national levels and have exceeded them when possible. We are in the process of writing our new technology plan and this will be aligned with North Dakota's Content Standards for Technology Literacy.

Technology training is currently taking center stage in the area of professional development. We have contracted with EduTech Educational Technology Services for teacher technology training for 2004, 2005, and 2006. Our training for 2004-05 will be in the areas of Web Design, K-12 Online Research, Kidspiration, and Multimedia. Future selections will be based on student/teacher needs. Our goal is to have all teachers reach the Transformation Stage of the Professional Competency Continuum according to the Milken Exchange on Education Technology. The impact on improving student achievement will be: Better Teachers, Better Schools!

Our early assessment professional development currently involves two curriculum areas: reading and math. We use the Star Math and Star Reader computerized programs to help us plan for curriculum changes, individual student needs, and remediation, and enhancement. All elementary teachers have been trained on these programs.

VI. Private School Addendum (Not Applicable to Our School)

VII. Assessment Results

Wolford Grade 4, 8, and 12 North Dakota State Assessment

Following are descriptions of the various performance levels which can be attained by the students. The performance level attained by the students indicates that the student(s) can perform the majority of what is described for that level and even more of what is described for the levels below.

One hundred percent of our students in grades 4, 8, and 12 tested at or above the Partially Proficient level on the 2002-2003 reading assessment, while 92 percent of the State scored at that level in grade 4 reading, 89 percent in grade 8 reading, and 80 percent in grade 12 reading.

Fifty percent of our fourth graders scored at the Advanced level in reading and mathematics in March 2003, compared to 22 percent of the 4th graders in the State on the reading test and 20 percent of the State's 4th graders on the mathematics test.

Our 8th graders scored significantly higher than the state average on the reading test both years. Fifty percent of our students scored at the Advanced level both years, compared to 16 percent of the State both years. Our 8th graders also scored significantly higher than the state on the math tests both years.

Wolford's 12th grade students improved their reading levels according to the state assessment from 2001-2002 to 2002-2003, while continuing to score higher than State percentages. Our 12th grade students improved in their math levels of proficiency also and scored higher than the State averages in 2002-2003.

Grade 4 Performance Levels: Reading

Advanced: Students interpret the main idea, identify the narrator, analyze events, and sequence sentences in complex texts; determine and interpret the meaning of complex texts; evaluate a variety of clues and analyze figurative language; use specific details to make inferences and prior knowledge to make connections and to explain story content; use deductive reasoning and context clue analysis to draw accurate conclusions from complex details; use context clues to determine the meaning of unknown words.

Proficient: Students identify specific details and determine the main idea in complex texts; sequence events of simple texts and make predictions; recall story sequence with details and demonstrate knowledge of cause and effect; interpret characters' emotions and identify the purpose of a simple story; interpret the language of poetry and identify two or more details in a poem; examine a variety of clues to clarify understanding; use context clues to determine the meaning of words.

Partially Proficient: Students make an inference from a simple text; recall simple story sequence; draw conclusions about characters.

Novice: Students determine the main idea of a simple text; identify specific characters and their traits and a detail in a poem; connect personal experience to a simple text; use supporting details to connect a simple text and pictures.

Grade 4 Performance Levels: Mathematics

Advanced: Students identify number sentence; subtract dollars, cents; use estimation; divide whole

numbers; use computation, place value, properties of odd, even numbers; compare strategies; explain and order fractions; explain number meaning; relate multiplication and division; use a grid; manipulate variables; interpret data and draw conclusions; find probability, use conversions; use grid with distance, time; find perimeter; use money; measure, compare lengths; solve for unknown variables; extend complex patterns; identify pattern rule.

Proficient: Students name place values; use fractions, identify number sentence, operation; locate whole numbers, decimals on number line; add, multiply whole numbers, fractions; identify fractional part; estimate weight; combine two-and three-dimensional shapes; identify parallel lines, lines of symmetry, organize, display, interpret data; draw conclusions; predict, explain outcomes; find length, width with ruler, add, multiply money; determine elapsed time, use map scale; find area of irregular shapes; identify, use rules; extend patterns.

Partially Proficient: Students add money; identify operations; use strategy; estimate length, name place values; represent simple fractions, identify relevant information; identify, compare two-and three-dimensional shapes; solve for unknown variables.

Novice: Students compare numbers on a graph; identify geometric shapes, interpret, display data from a bar graph; identify appropriate measurement tools.

Grade 8 Performance Levels: Reading

Advanced: Students identify story elements, interpret context clues, and explain abstract ideas in complex texts; transfer information from one format to another; read critically, making inferences about characters and main ideas, analyzing information to draw conclusions, and interpreting point of view, style, and tone; scan and re-read for clarification; distinguish between different types of literature, rationalize the effects of persuasive techniques, and determine the meaning of cultural slang.

Proficient: Students interpret multiple context clues to determine word meaning; analyze texts to determine main idea and scan to locate specific information; follow detailed directions and identify appropriate resources; read critically to determine setting and to draw conclusions; analyze character development; make predictions and draw conclusions based on characters' thoughts and actions; distinguish main idea from specific details; interpret simile, metaphor, and slang in different types of texts.

Partially Proficient: Students sort events in chronological order; use context clues to determine word meaning; follow directions; draw conclusions based on evidence in the text; scan to locate information; use plot to understand characters' actions.

Novice: Students use context clues to determine word meaning in simple texts; identify the narrator, read for detail, and identify persuasive techniques in simple texts.

Grade 8 Performance Levels: Mathematics

Advanced: Students represent division as fractions; use methods to estimate, solve problems; convert decimal numbers; estimate square roots; use double-bar graph; multiply mixed numbers; use scientific notation; subtract integers; compare, use area, perimeter; create similar triangles, line graphs; find ordered pairs; find mean from line graph; draw conclusions from chart; interpret Venn diagrams; identify units; determine scale; use least common multiples, decimals; identify expression; describe patterns; use logic, proportion; solve equations.

Proficient: Students use percents; simplify fractions; show numbers in multiple forms; add mixed numbers; apply estimation strategies, order of operations; solve multi-step problems; analyze two-and three-dimensional figures; identify angle types, use symmetry to find perimeter; use probability; interpret double-bar, line graphs; use, determine scale; find mean; determine sample method; use scale to create drawing, find distances; analyze, extend patterns; use data to solve problems; solve equation; make prediction; create expressions; write equations.

Partially Proficient: Students subtract, multiply with decimals; regroup with subtraction; multiply two-digit numbers; use circle graphs; write title, labels on graph; find interval for bar graph; find distance with scale; use logic.

Novice: Students analyze parts of three-dimensional figures; identify appropriate units.

Grade 12 Performance Levels: Reading

Advanced: Students identify details, differentiate fact and opinion, and analyze comparisons in complex texts; apply reasoning to discern probabilities, analyze sophisticated usage of vocabulary, and interpret symbols within a cultural context; evaluate the significance of historical and cultural aspects of text, integrate prior knowledge with complex texts, and support an analysis of author's intent; analyze creative use of figurative language and distinguish among various types of figurative language.

Proficient: Students cross-reference information for reliability, analyze information, and apply vocabulary from a complex text; construct meaning, compare details to make an inference, make inferences concerning literary characters, and define traits in a variety of texts; identify examples of cultural and historical aspects of texts, explain and determine author's intent, and infer the main idea in a variety of genres; interpret language in a variety of texts.

Partially Proficient: Students use context clues to determine meaning, apply vocabulary from a text, and use organizational strategies to aid in the understanding of a text; identify a dominant trait of a main character, identify a main idea, and summarize the primary sequence of events in a text; detect basic cultural and historical aspects in a text; identify the author's purpose and a literary character's intent; determine contextual meanings in a complex text and interpret simple figurative language.

Novice: Students identify setting, main ideas, and both stated and supporting detail in a simple text; use context clues, recognize the sequence of events, and determine cultural meaning in a simple text.

Grade 12 Performance Levels: Mathematics

Advanced: Students create mathematical expressions; identify Pythagorean triples; apply properties of parallel lines, two-and three-dimensional figures; compare areas, volumes; explain similar triangles; determine trigonometric ratios; determine all possible outcomes of probability experiment; interpret, calculate mean, median, mode, range; convert information from bar graph to circle graph; apply formula to determine area, surface area of complex figures; solve formulas, systems of equations, compare complex equation to graph; find equation of lines.

Proficient: Students estimate, compute fractions, percents, proportions; solve rate problems; simplify expression with exponents, square roots order of operations; find intersection of sets, midpoints, mean; apply geometric properties; compute area; use properties of prisms; apply Pythagorean Theorem, compare similar, congruent figures; find probability outcomes; estimate perimeter; create graph labels, scales; model unknowns; identify, represent patterns, equations; multiply binomials.

Partially Proficient: Students compare sizes, using estimation, computation; convert information from bar graph to circle graph; apply counting strategies; estimate values from graph; use protractor to make angle; plot data; modeling with equation.

Novice: Students calculate rate to solve problems; interpret graphs; predict outcomes; identify correct sample method; convert data from bar graph to percents; convert, estimate volume measurement; substitute value in equation.

North Dakota State Assessment (CAT/TerraNova)
 Grade 4 Reading Wolford Public School
 1997 CTB/McGraw-Hill

Only two years of data are shown, as the ND State Assessment was first given in the 2001-2002 school year.

The ND State Assessment has four levels of achievement: Advanced, Proficient, Partially Proficient, and Novice. The ND State Assessment reports students' performance in terms of the State's challenging achievement standards.

It is the goal of instruction to raise all students to at least the proficient level, where grade-level expectations are set. Ideally, instruction will result in advanced proficiency where superior performance is demonstrated.

	2002-2003	2001-2002
Testing Month	March	March
SCHOOL SCORES		
%At or above Novice	100%	100%
%At or Above Partially Proficient	100%	100%
%At or Above Proficient	50%	100%
%At Advanced	50%	20%
Number of students tested	4	5
Percent of total students tested	100%	100%
Number of students excluded	0	0
Percent of students excluded	0%	0%
SUBGROUP SCORES		
1. Title 1		
%At or Above Novice	100%	
%At or Above Partially Proficient	100%	
%At or Above Proficient	0%	
%At Advanced	0%	
Number of students tested	2	0
2. Free or Reduced Meals		
%At or Above Novice	100%	100%
%At or Above Partially Proficient	100%	100%
%At or Above Proficient	33%	100%
%At Advanced	33%	25%
Number of students tested	3	4
STATE SCORES		
%At or Above Novice	99%	100%
%At or Above Partially Proficient	92%	92%
%At or Above Proficient	74%	74%
%At Advanced	22%	21%

North Dakota State Assessment (CAT/TerraNova)
Grade 4 Math Wolford Public School
1997 CTB/McGraw-Hill

Only two years of data are shown, as the ND State Assessment was first given in the 2001-2002 school year.

The ND State Assessment has four levels of achievement: Advanced, Proficient, Partially Proficient, and Novice. The ND State Assessment reports students' performance in terms of the State's challenging achievement standards.

It is the goal of instruction to raise all students to at least the proficient level, where grade-level expectations are set. Ideally, instruction will result in advanced proficiency where superior performance is demonstrated.

	2002-2003	2001-2002
Testing Month	March	March
SCHOOL SCORES		
%At or above Novice	100%	100%
%At or Above Partially Proficient	100%	100%
%At or Above Proficient	100%	80%
%At Advanced	50%	20%
Number of students tested	4	5
Percent of total students tested	100%	100%
Number of students excluded	0	0
Percent of students excluded	0%	0%
SUBGROUP SCORES		
1. Title 1		
%At or Above Novice	100%	
%At or Above Partially Proficient	100%	
%At or Above Proficient	100%	
%At Advanced	0%	
Number of students tested	2	0
2. Free or Reduced Meals		
%At or Above Novice	100%	100%
%At or Above Partially Proficient	100%	100%
%At or Above Proficient	100%	75%
%At Advanced	33%	25%
Number of students tested	3	4
STATE SCORES		
%At or Above Novice	100%	100%
%At or Above Partially Proficient	87%	86%
%At or Above Proficient	58%	57%
%At Advanced	20%	19%

North Dakota State Assessment (CAT/TerraNova)
Grade 8 Reading Wolford Public School
1997 CTB/McGraw-Hill

Only two years of data are shown, as the ND State Assessment was first given in the 2001-2002 school year.

The ND State Assessment has four levels of achievement: Advanced, Proficient, Partially Proficient, and Novice. The ND State Assessment reports students' performance in terms of the State's challenging achievement standards.

It is the goal of instruction to raise all students to at least the proficient level, where grade-level expectations are set. Ideally, instruction will result in advanced proficiency where superior performance is demonstrated.

	2002-2003	2001-2002
Testing Month	March	March
SCHOOL SCORES		
%At or above Novice	100%	100%
%At or Above Partially Proficient	100%	100%
%At or Above Proficient	100%	75%
%At Advanced	50%	50%
Number of students tested	2	8
Percent of total students tested	100%	100%
Number of students excluded	0	0
Percent of students excluded	0%	0%
SUBGROUP SCORES		
1. Title I		
%At or Above Novice		100%
%At or Above Partially Proficient		100%
%At or Above Proficient		0%
%At Advanced		0%
Number of students tested	0	2
2. Free or Reduced Meals		
%At or Above Novice	100%	100%
%At or Above Partially Proficient	100%	100%
%At or Above Proficient	100%	50%
%At Advanced	100%	50%
Number of students tested	1	2
STATE SCORES		
%At or Above Novice	100%	99%
%At or Above Partially Proficient	89%	86%
%At or Above Proficient	69%	66%
%At Advanced	16%	16%

North Dakota State Assessment (CAT/TerraNova)
Grade 8 Math Wolford Public School
1997 CTB/McGraw-Hill

Only two years of data are shown, as the ND State Assessment was first given in the 2001-2002 school year.

The ND State Assessment has four levels of achievement: Advanced, Proficient, Partially Proficient, and Novice. The ND State Assessment reports students' performance in terms of the State's challenging achievement standards.

It is the goal of instruction to raise all students to at least the proficient level, where grade-level expectations are set. Ideally, instruction will result in advanced proficiency where superior performance is demonstrated.

	2002-2003	2001-2002
Testing Month	March	March
SCHOOL SCORES		
%At or above Novice	100%	100%
%At or Above Partially Proficient	100%	100%
%At or Above Proficient	100%	75%
%At Advanced	50%	25%
Number of students tested	2	8
Percent of total students tested	100%	100%
Number of students excluded	0	0
Percent of students excluded	0%	0%
SUBGROUP SCORES		
1. Title 1		
%At or Above Novice		100%
%At or Above Partially Proficient		100%
%At or Above Proficient		0%
%At Advanced		0%
Number of students tested	0	2
2. Free or Reduced Meals		
%At or Above Novice	100%	100%
%At or Above Partially Proficient	100%	100%
%At or Above Proficient	100%	50%
%At Advanced	0%	0%
Number of students tested	1	2
STATE SCORES		
%At or Above Novice	100%	99%
%At or Above Partially Proficient	89%	87%
%At or Above Proficient	44%	42%
%At Advanced	11%	10%

North Dakota State Assessment (CAT/TerraNova)
 Grade 12 Reading Wolford Public School
 1997 CTB/McGraw-Hill

Only two years of data are shown, as the ND State Assessment was first given in the 2001-2002 school year.

The ND State Assessment has four levels of achievement: Advanced, Proficient, Partially Proficient, and Novice. The ND State Assessment reports students' performance in terms of the State's challenging achievement standards.

It is the goal of instruction to raise all students to at least the proficient level, where grade-level expectations are set. Ideally, instruction will result in advanced proficiency where superior performance is demonstrated.

	2002-2003	2001-2002
Testing Month	March	March
SCHOOL SCORES		
%At or above Novice	100%	100%
%At or Above Partially Proficient	100%	100%
%At or Above Proficient	80%	25%
%At Advanced	20%	25%
Number of students tested	5	4
Percent of total students tested	100%	100%
Number of students excluded	0	0
Percent of students excluded	0%	0%
SUBGROUP SCORES		
1. Title I		
%At or Above Novice		
%At or Above Partially Proficient		
%At or Above Proficient		
%At Advanced		
Number of students tested	0	0
2. Free or Reduced Meals		
%At or Above Novice	100%	100%
%At or Above Partially Proficient	100%	100%
%At or Above Proficient	50%	0%
%At Advanced	0%	0%
Number of students tested	2	2
STATE SCORES		
%At or Above Novice	98%	97%
%At or Above Partially Proficient	80%	76%
%At or Above Proficient	53%	50%
%At Advanced	18%	19%

North Dakota State Assessment (CAT/TerraNova)
 Grade 12 Math Wolford Public School
 1997 CTB/McGraw-Hill

Only two years of data are shown, as the ND State Assessment was first given in the 2001-2002 school year.

The ND State Assessment has four levels of achievement: Advanced, Proficient, Partially Proficient, and Novice. The ND State Assessment reports students' performance in terms of the State's challenging achievement standards.

It is the goal of instruction to raise all students to at least the proficient level, where grade-level expectations are set. Ideally, instruction will result in advanced proficiency where superior performance is demonstrated.

	2002-2003	2001-2002
Testing Month	March	March
SCHOOL SCORES		
%At or above Novice	100%	100%
%At or Above Partially Proficient	80%	100%
%At or Above Proficient	60%	25%
%At Advanced	20%	0%
Number of students tested	5	4
Percent of total students tested	100%	100%
Number of students excluded	0	0
Percent of students excluded	0%	0%
SUBGROUP SCORES		
1. Title I		
%At or Above Novice		
%At or Above Partially Proficient		
%At or Above Proficient		
%At Advanced		
Number of students tested	0	0
2. Free or Reduced Meals		
%At or Above Novice	100%	100%
%At or Above Partially Proficient	50%	100%
%At or Above Proficient	0%	0%
%At Advanced	0%	0%
Number of students tested	2	2
STATE SCORES		
%At or Above Novice	99%	99%
%At or Above Partially Proficient	75%	74%
%At or Above Proficient	33%	33%
%At Advanced	14%	13%

CTBS/Terra Nova
Wolford Public School

The norm-referenced CTBS/Terra Nova standardized test, mandated by the state of North Dakota, is used in our school. We test not only the mandated grades of 4, 8, and 12, but we also test grades 1 through 3, 5 through 7, and 9 through 11 every year.

The following tables represent composite NCE scores for grades 1-11 for the years 1998-2003. Grade 12 was included in the testing beginning in the year 2002. We are unable to show scaled scores as you must have at least ten students in a grade for CTB to compute these scores. We always have less than ten students per grade.

We test 100% of our students every year. We have never excluded anyone or any group.

With NCE (Normal Curve Equivalent) scores, a score of 50 is average. Of the 380 test scores shown on the following pages for grades 1 – 12 for our school, only 23 scores for the past six years are below average. Ninety-four percent of all scores shown are above the national average for the past six years.

In the last three years, four scores out of 184 total scores were below the 50th NCE. That means that only 2 percent of all the scores for the last three years were below average, while 98 percent of all scores shown for grades 1-12 in the last three years were above the national average.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 1

Test: TerraNova Multiple Assessments

Norms Date: 1996

Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: always less than 10

Number of students who took the test: always equal to the number of students in the grade in which the test was administered

Groups Excluded from testing: none

Scores reported here as: NCEs

	March 2003	March 2002	March 2001	March 2000	March 1999	March 1998
Reading	58.8	73.7	56.3	45.7	36.3	49.5
Language	71.3	75.7	60.5	57.3	47.0	48.0
Math	63.8	72.3	50.5	60.0	39.3	42.8
Science	45.8	70.3	36.3	40.3	40.8	44.5
Social Studies	45.0	74.0	48.9	39.0	41.8	50.0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 2

Test: TerraNova Multiple Assessments

Norms Date: 1996

Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: always less than 10

Number of students who took the test: always equal to the number of students in the grade in which the test was administered

Groups Excluded from testing: none

Scores reported here as: NCEs

	March 2003	March 2002	March 2001	March 2000	March 1999	March 1998
Reading	79.0	57.7	57.0	56.2	50.7	62.2
Language	75.0	62.4	50.8	57.8	49.3	62.7
Math	58.0	53.3	51.4	59.2	57.0	66.3
Science	72.0	51.7	50.2	56.8	40.3	60.7
Social Studies	85.0	59.3	53.0	62.6	54.3	65.0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 3

Test: TerraNova Multiple Assessments

Norms Date: 1996

Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: always less than 10

Number of students who took the test: always equal to the number of students in the grade in which the test was administered

Groups Excluded from testing: none

Scores reported here as: NCEs

	March 2003	March 2002	March 2001	March 2000	March 1999	March 1998
Reading	61.7	58.3	52.4	49.3	55.5	72.0
Language	61.2	60.3	58.2	51.3	52.5	64.5
Math	56.0	67.5	66.4	59.5	59.5	73.0
Science	55.2	60.3	53.4	45.8	62.8	69.5
Social Studies	53.5	67.5	54.0	57.5	50.3	68.0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 4

Test: TerraNova Multiple Assessments

Norms Date: 1996
2000 (March 2003 Test)

Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: always less than 10

Number of students who took the test: always equal to the number of students in the grade in which the test was administered

Groups Excluded from testing: none

Scores reported here as: NCEs

	March 2003	March 2002	March 2001	March 2000	March 1999	March 1998
Reading	67.5	64.2	56.0	68.3	72.5	75.7
Language	64.3	58.6	59.8	61.4	65.0	72.3
Math	71.8	64.8	59.0	62.4	66.0	80.7
Science	67.8	62.4	55.2	58.7	65.5	85.3
Social Studies	71.5	72.0	59.6	57.0	79.5	69.0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 5

Test: TerraNova Complete Battery

Norms Date: 1996

Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: always less than 10

Number of students who took the test: always equal to the number of students in the grade in which the test was administered

Groups Excluded from testing: none

Scores reported here as: NCEs

	March 2003	March 2002	March 2001	March 2000	March 1999	March 1998
Reading	59.3	63.3	71.4	67.5	76.6	65.8
Language	59.0	52.5	62.0	67.5	75.2	54.0
Math	63.3	66.3	65.0	73.0	73.0	64.4
Science	58.5	60.8	64.9	65.0	86.6	61.2
Social Studies	58.0	60.0	63.1	61.0	79.2	59.8
Spelling	63.8	64.8	63.1	73.5	71.8	50.6

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 6

Test: TerraNova Complete Battery

Norms Date: 1996

Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: always less than 10

Number of students who took the test: always equal to the number of students in the grade in which the test was administered

Groups Excluded from testing: none

Scores reported here as: NCEs

	March 2003	March 2002	March 2001	March 2000	March 1999	March 1998
Reading	59.8	66.0	73.7	77.7	60.0	69.6
Language	55.8	58.9	68.7	60.5	53.0	63.8
Math	66.0	67.6	73.0	74.2	61.2	64.6
Science	62.5	63.9	68.3	75.8	51.0	64.6
Social Studies	52.5	63.5	68.7	77.5	67.2	64.4
Spelling	57.8	64.3	62.7	59.0	57.4	57.0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 7

Test: TerraNova Complete Battery

Norms Date: 1996

Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: always less than 10

Number of students who took the test: always equal to the number of students in the grade in which the test was administered

Groups Excluded from testing: none

Scores reported here as: NCEs

	March 2003	March 2002	March 2001	March 2000	March 1999	March 1998
Reading	66.5	67.0	74.6	53.3	68.0	57.3
Language	65.0	73.3	72.4	58.0	63.5	60.0
Math	72.9	84.7	72.3	67.3	65.3	55.5
Science	59.8	68.0	74.1	52.0	68.3	64.0
Social Studies	60.1	72.7	73.6	54.7	68.5	54.5
Spelling	71.4	77.7	58.1	63.7	66.8	58.3

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 8

Test: TerraNova Multiple Assessments
Terra Nova Complete Battery (1998-2001)

Norms Date: 1996
2000 (March 2003 Test)

Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: always less than 10

Number of students who took the test: always equal to the number of students in the grade in which the test was administered

Groups Excluded from testing: none

Scores reported here as: NCEs

	March 2003	March 2002	March 2001	March 2000	March 1999	March 1998
Reading	90.5	70.3	56.5	73.2	58.0	71.0
Language	83.0	65.5	53.0	70.2	67.2	73.5
Math	79.0	71.1	56.3	66.6	63.6	67.5
Science	71.0	72.8	50.3	69.0	57.0	64.5
Social Studies	72.5	67.8	53.8	70.4	56.8	61.8
Spelling	Not Tested	Not Tested	59.0	62.8	47.6	59.5

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 9

Test: TerraNova Complete Battery

Norms Date: 1996

Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: always less than 10

Number of students who took the test: always equal to the number of students in the grade in which the test was administered

Groups Excluded from testing: none

Scores reported here as: NCEs

	March 2003	March 2002	March 2001	March 2000	March 1999	March 1998
Reading	76.8	58.8	78.0	56.8	66.8	66.0
Language	72.1	66.4	79.5	61.6	78.0	69.3
Math	80.3	65.0	75.3	70.4	77.8	82.8
Science	74.4	55.8	74.8	65.8	70.8	71.5
Social Studies	69.8	54.4	72.3	58.0	64.0	75.0
Spelling	76.8	79.6	55.0	49.2	70.3	61.3

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 10

Test: TerraNova Complete Battery

Norms Date: 1996

Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: always less than 10

Number of students who took the test: always equal to the number of students in the grade in which the test was administered

Groups Excluded from testing: none

Scores reported here as: NCEs

	March 2003	March 2002	March 2001	March 2000	March 1999	March 1998
Reading	60.2	75.1	57.5	70.3	72.8	63.9
Language	63.6	74.0	67.3	71.3	77.3	69.0
Math	58.2	66.0	66.8	65.7	81.0	60.4
Science	71.2	78.3	71.2	72.7	82.0	65.1
Social Studies	60.8	70.1	54.8	59.7	77.5	60.4
Spelling	71.4	67.7	47.5	61.0	64.3	74.7

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 11

Test: TerraNova Complete Battery

Norms Date: 1996

Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: always less than 10

Number of students who took the test: always equal to the number of students in the grade in which the test was administered

Groups Excluded from testing: none

Scores reported here as: NCEs

	March 2003	March 2002	March 2001	March 2000	March 1999	March 1998
Reading	75.7	63.0	64.7	64.5	66.6	55.8
Language	75.9	64.0	68.7	80.0	67.6	54.4
Math	79.4	67.5	66.0	75.5	66.0	59.0
Science	76.3	70.8	53.0	72.8	65.9	53.0
Social Studies	69.0	60.0	55.7	63.8	59.9	56.4
Spelling	54.7	64.0	66.3	53.0	72.4	49.2

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 12

Test: TerraNova Complete Battery

Norms Date: 1996 (2nd Edition—October 2002)
2000 (March 2002 Test)

Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: always less than 10

Number of students who took the test: always equal to the number of students in the grade in which the test was administered

Groups Excluded from testing: none

Scores reported here as: NCEs

	October 2002	March 2002
Reading	65.6	63.0
Language	68.0	68.3
Math	65.0	62.3
Science	59.6	64.8
Social Studies	58.4	52.8
Spelling	Not Tested	Not Tested