

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Daren Christianson

Official School Name: Barnes County North - North Central Campus

School Mailing Address:  
10860 20 1/2 St. SE  
Rogers, ND 58479-0001

County: Barnes County    State School Code Number\*: 02-007-6118

Telephone: (701) 646-6202    Fax: (701) 646-6566

Web site/URL: http://www.barnescountynorth.k12.nd.us/index.html    E-mail:  
d.christianson@sendit.nodak.edu

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

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

Name of Superintendent\*: Mr. Doug Jacobson

District Name: Barnes County North    Tel: (701) 646-6202

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

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

Name of School Board President/Chairperson: Ms. Lori Carlson

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

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

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

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

## PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)
- |          |                                     |
|----------|-------------------------------------|
|          | 1 Elementary schools (includes K-8) |
|          | Middle/Junior high schools          |
|          | High schools                        |
| 2        | K-12 schools                        |
| <b>3</b> | <b>TOTAL</b>                        |

2. District Per Pupil Expenditure: 15410

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	5	5	10	6	7	8	15
K	9	5	14	7	8	6	14
1	7	3	10	8	9	6	15
2	4	6	10	9	2	3	5
3	3	6	9	10	4	9	13
4	0	8	8	11	2	7	9
5	5	7	12	12	7	5	12
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							156

6. Racial/ethnic composition of the school: \_\_\_\_\_ % American Indian or Alaska Native  
 \_\_\_\_\_ % Asian  
 \_\_\_\_\_ 2 % Black or African American  
 \_\_\_\_\_ % Hispanic or Latino  
 \_\_\_\_\_ % Native Hawaiian or Other Pacific Islander  
 \_\_\_\_\_ 98 % White  
 \_\_\_\_\_ % Two or more races  
 \_\_\_\_\_ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1.	143
(5)	Total transferred students in row (3) divided by total students in row (4).	0.077
(6)	Amount in row (5) multiplied by 100.	7.692

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

The North Central campus does not have any limited English proficient students.

9. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 64

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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 %

Total Number of Students Served: 19

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>2</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>28</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 9 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	95%	96%	96%	94%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	11%	6%	6%	6%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Attendance for our staff and students can vary due to illness associated with seasonal flu and other general issues. With our small numbers of teachers and students these viral type of issues can negatively effect our attendance as when one student may come to school ill and pass the illness to half of their class or to staff. Truancy is not an issue in our school.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>8</u>	
Enrolled in a 4-year college or university	<u>57</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>43</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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The North Central School was formed in 1963 and built on a 40-acre donated plot of land in a central location of the district. Because the school is not situated in any of the small towns within the district, all of the students are either bussed or drive to school. The school demographics consist of mainly low-income (over 43 percent free or reduced lunch) students living on farms or within the small towns throughout the district. Students come from a variety of family units including single parents, foster parents, grandparents, and dual parent families.

One of the strengths of the school is its highly trained and effective teaching staff, which is willing to try and use new scientifically based teaching methods. The staff has a deep commitment to excellence and has high expectations of its students. They have also made a concerted effort to evaluate the results from the assessments used by the district to drive instruction and modify instruction resulting in even higher achievement. Another strength of the school is its history of patron support for the school and whatever is in the best interest of the students. However, none of the success at the school would be possible without the strong work ethic of its students. Students continuously demonstrate intrinsic motivation and have developed personal ownership for their own education.

The school provides counseling services to 100 percent of the student population. Counseling includes social, personal, academic, and career services. Counselors are available on a daily basis which students take full advantage of. We feel that by stressing the importance of mental, emotional, and physical health, students are better prepared to perform successfully in the classroom.

The North Central School has been a Schoolwide Title I school since 2001. This has greatly benefited our struggling students, as there has been a greater opportunity for direct instruction within the classroom as well as providing opportunities for additional instruction before and after school hours. Through the combination of best instructional practices, more direct teaching through small groups and one-on-one instruction, and providing an extended school day, student performance has improved. Students are encouraged and recognized for working to their potentials. Literacy proficiency is a concentration of elementary and high school staff. Staff have developed indicators of essential learnings, which include individual reading goals utilizing the use of the accelerated reader program and grade level specific expectations. The teaching staff of the district has benefited through additional professional development provided in areas like differentiated instruction, 4MAT multiple intelligence instruction, and reading across the curriculum within all curriculum areas. Since becoming Title I School Wide, the school has implemented a variety of assessments in addition to the traditional CTB and ACT results. Some of them include NWEA assessments, dibels, and results from Renaissance Learning products assessments like STAR and STAR Early Literacy. These assessments provide valid and reliable data that drives the best instructional strategies in order to make students proficient and successful in their learning.

The school's mission is "to challenge every person to achieve to his/her potential in a positive, productive learning environment." Even though the school has a high percentage of students from low-income families, the students perform and test at a high level not seen in many schools as will be shown in this application. Professional development and the skillful implementation of quality teaching strategies is the cornerstone of our educational philosophy.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The website that gives the data for North Central's state assessment tests can be found on the following website: [www.dpi.state.nd.us/dpi/reports/Profile/index.shtm](http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm). Assessments are gathered from state assessments, grades, Renaissance Learning assessments, observations, checklists, rubrics, and the North West Evaluation Association testing. Results are listed from 2004-2009. Trends in grades show that students performed at a 92% proficiency rate or better from 2004-2009. Reading scores according to STAR testing shows students performed at 65<sup>th</sup> percentile or better. (2004-05: 71%, 2005-06: 67.5%, 2006-07: 67.6%, 2007-08: 79.25%, and 2008-09: 73%) It is important to note that most of the students not reading at level were on IEPs or 504s with no testing accommodation. When given the accommodations, as they are on state assessments, the scores are 20-30% higher. All primary grades spend at least 90 continuous minutes of reading instruction from previously only spending 60 minutes or less on reading. Students also are part of the Accelerated Reading program with astounding results from 2004-2009 (2004-05:84%, 2005-06: 84%, 2006-07:91.88%, 2007-08: 94%, 2008-09: 95%) showing increased reading improves reading proficiencies. One hundred percent instruction incorporates reading instruction into curriculum areas so as to teach students how to read for many purposes. One hundred percent of teachers use only scientifically-based strategies in the classroom along with differentiated instructional practices. State Assessment trends in the area of reading shows 2007-08 research processes to be at grade 3: 58%, Grade 4: 56%, grade 5: 71%, grade 6: 82%, grade 7: 63%, grade 8: 93%, and grade 11: 79%. Because many of these percentages are below 70%, teachers are working hard in this area to improve scores. The trends of engaging in the reading process have climbed from 68.2% in 2004-05 to 81.75% in 2008-09 in the reading process. In the benchmark area of writing, 100% of the teachers now use a consistent writing rubric with consistent expectations. Writing proficiencies have grown from 79% in 2004-05 to 98% in 2008-09 according to writing sample data. According to state assessment students have grown from 62.4% in 2004-05 to 79.25% overall which shows major growth.

In math, state assessments show an average in 2004-05: number and operation-86.1, geometry and spatial sense-82.7, Data analysis, statistics, and probability-81.9, measurement- 80%, Algebra, functions and patterns-74.4 to 2008-09:number and operation-85.71, geometry and spatial sense-81.4, data, analysis, statistics, probability-81.8, measurement-81.2, algebra, functions, and patterns-83.8. These show significant gains in the math area. Also, according to math tests 90% were proficient in k-6 and 83.6% were proficient in 7-12 as compared to 2008-09 94% elementary and 78% in 7-12. The reason for the lower test scores in 7-12 is due to new students being unfamiliar with our math curriculum. From all of the testing sources, it is clearly shown where students are in their proficiencies. One hundred percent of the elementary does daily mathfacts for a minimum of 10 minutes. 93.3% of the students are proficient according to math grades. There is a trend for more girls than boys taking advanced math classes. This is a trend that we would like to see evened out.

North Central has always made Adequate Yearly Progress in both K-6 and 7-12. The students show trends of improving continuously both math and reading.

### 2. Using Assessment Results:

The instructional staff at the North Central School truly uses assessment data to drive instruction and curriculum. Through the study of data, teachers recognize where the gaps in instruction may occur. The district has provided several opportunities for expert instruction on how to mine data on our NWEA testing that can be broken down to specific skills that each child may be lacking. The district has invested in a testing coordinator who not only works with the administration of the test but disseminates the data into a usable format for teachers, helping identify students who are in need of more intensive instruction. Our librarian has also taken an active role in teaching the research areas that we have found our students lacking by integrating

research into library studies. Through our School Wide Title approach we require that all staff meet and collaborate monthly on a variety of topics to include assessment results and strategies to address them. Our teaching staff has taken ownership of our students test results and has made a conscious effort to address areas of need that have been identified. Our curriculum committee, consisting of teachers, administrators, parents, and board members, has taken our assessment results along with teacher input into consideration as new texts are selected for instruction.

### **3. Communicating Assessment Results:**

The North Central School communicates student performance with parents in many ways. We have a program called Power School that allows the parents to view their child's current overall grade, see the grade on all their assignments, and see any assignments that have not been completed or handed in. If the parents have any questions, they can click directly on the teacher's name in the program and send an email. The teaching staff is required to check and respond to email daily and parents are urged to call the school if they have questions for teachers. The North Central staff is also strongly encouraged to contact parents whenever they see a need. Many do so by phone or email. All parents receive a printed midterm report in the middle of each quarter and a report card at the end of each quarter in the mail that presents their child's current grades in each class. The principal goes through each midterm and highlights and comments on problem areas. The North Central School has parent/teacher conferences twice a year, once after the first quarter and once during the third quarter. Our assessment tools are explained and defined each year in our monthly newsletter that is sent to all of the post box holders in the district. Adequate Yearly Progress is reported to all of our patrons through our monthly news letter mailing. There is also a great deal of school information available to our patrons on our school website along with the fact that our principal is on the local radio a couple of times a month sharing about many of the programs that we use.

### **4. Sharing Success:**

The staff and administration from the North Central campus has allowed other school districts to come into our building to visit and view the current curriculum along with the study of how instruction is organized in our School Wide Title One formula. Recently, we have shared our k-8 Lablearner science lab and curriculum with several other schools looking for a more hands on approach to teaching science. One of our current staff members has worked in a mentorship role training other teachers in the state to implement this curriculum effectively. Staff have presented at conferences and served on many school improvement committees' for area districts. The North Central Campus teachers have acted in a mentorship role with other teachers in our district through meetings, discussions, and role modeling effective instructional strategies. We share our academic successes with our community through our monthly newsletter, the school website and through our principal's bi-monthly radio address. In the event that we were to be awarded Blue Ribbon School status we will continue to maintain our openness to other districts along with proudly displaying signage on our campus and contacting our local newspapers for articles to recognize the accomplishments of our students and teaching staff.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The North Central School has had a significant buy in from teachers, ensuring that all instruction is driven from a scientifically- based researched perspective. As new texts are ordered, the staff member requesting the materials is tasked with the responsibility of ensuring that the content of the text will align with our state standards and benchmarks. Instruction is delivered in many modalities including audio, visual and kinesthetic to be sure all of our students have the opportunity to learn in their best format. Technology is available for use in the form of ACTIVEBoards for teachers when they wish to use them. There are multiple computers in each classroom for the purpose of computer based programs used to augment instruction, along with research and word-processing activities. The North Central School is a Saxon math school, beginning in kindergarten and running through senior math. Part of the Saxon math philosophy is that students must complete and fix their assignment until 100% correct. This philosophy allows and requires individual instruction for students who do not understand any specific concept. Our philosophy on reading is basically two- fold. We believe that by the end of the third grade, students should be able to read and be ready to read to learn. We subscribe to a supplemental reading program called Accelerated Reader and require students to read a certain number of books and pass the computer generated test every quarter. We believe that continuous reading is the only way for students to continue to improve as readers. It is through intense phonics instruction, phonemic awareness, vocabulary development, fluency, guided reading and comprehension strategies that our elementary grades will be successful while reading in their functional reading level. Throughout our school there is a strong emphasis on grammar and identifying parts of speech. Teachers model these expectations and have the students complete this assignment on a weekly basis. The English department has a strong belief in the promotion of a greater vocabulary as it is part of the weekly expectation. A mixture of modern and classic literature is promoted as part of the curriculum in all of our English classes. Our science curriculum in the k-8 level is called LabLearner. This curriculum is a based on a culminating activity in the lab for each lesson. Our elementary has its own science lab and we schedule each class in the lab each week. In our high school science classes we have implemented a higher level of lab lessons as our student enter high school with a greater understanding of the scientific terms and a higher skill level in the lab. Our social studies teacher does a great job of relating the current events going on around the world into his curriculum with the use of the ACTIVEBoard and the internet. The North Central School has a 20% time art teacher who works with students in grades K-8. The high school students have access to foreign languages and many additional classes through our Heart of the Valley interactive television network. We currently have 9% of our students enrolled in Spanish. The North Central School has a full time vocal and instrumental teacher who not only works with K-12 classes, but teaches individual lessons during her work day. The physical education and health instructor teaches student PK-12 in a variety of health and physical education classes to promote fitness and overall wellness. The North Central students have a 50% time technical education teacher as well as the juniors and seniors have the option of attending the Sheyenne Valley Vocational Center for vocational classes each day. Our Title I, special education, and library services personnel work cooperatively with all of our teachers for the benefit of our students.

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

(This question is for elementary schools only)

North Central has a strong reading curriculum that includes all five components of reading: phonemic awareness, intensive and systematic phonics instruction, vocabulary development, comprehension instruction, and fluency instruction. Students need to master all five of the components to be effective readers. The reading process starts early as the preschool program works intensely on reading readiness skills needed to be successful readers. They are given many opportunities to become engrossed in the reading process. The primary grades use the systematic phonics program called Saxon Phonics, guided reading, whole group reading, Read Naturally(a fluency based program), and many comprehension and vocabulary development

strategies. A minimum of 90 continuous minutes is used to teach reading. During this time, students go through guided reading lessons, individual or small-group lessons, reading and writing centers, fluency centers, and learn a variety of vocabulary and comprehension strategies. Spire is a program that is used with students identified as needing intense instruction. In the upper elementary, all of these components are used at an intensified level as students are now expected to use reading for learning. Reading is taught not only during reading class, but is incorporated into all curriculum areas. Currently, teachers are involved in professional development that incorporates the teaching of reading into curriculum areas. Students learn to read for different purposes. Reading instruction includes guided reading that helps students progress at their level in order to advance in reading levels. Students are involved in literature circles where they utilize their reading skills and take ownership of their reading. Students are expected to participate in Accelerated Reading and reach their set goals each quarter. A portion of their grade rides on passing Accelerated Reader. Students are engrossed in reading activities throughout the day. For students who are not at expected reading levels, the response to intervention model is in place. Students who need additional assistance receive it in a timely manner by highly qualified staff.

### **2b. (Secondary Schools) English:**

(This question is for secondary schools only)

North Central's English curriculum is a well-rounded program that includes the research process, reading, writing, grammar, and speaking. Students are involved in literature groups covering a variety of genres and become actively involved in their reading and learning. Students who are not at level are provided books on tape or computer assistive technology that allow them to comprehend the text. Most of the students who are not at reading level in grades 7-12 are either on a 504 or an Individualized Educational Plan. Differentiated instruction is a major factor of student success. Students are provided additional instructional time through Title I services, special education, and/or the before/after school program in order to be successful and therefore want to learn. Grammar is taught in grades 7-12 and used in conjunction with daily language samples allowing students to master the mechanics of language. The students are given much practice to enhance these skills. Writing skills are included in daily writing activities along with assigned papers or projects. Teaching students to make connections with their writing is essential to their learning. They are taught the process of writing so they can independently work and achieve at proficiency levels. Vocabulary is taught through both reading and intensive vocabulary instruction. Students work in six week chunks on specific understanding of vocabulary through writing, reading and application activities. The words that are taught are to help students grow in their vocabulary knowledge in order to perform well on standardized testing and in the workforce. Students begin applying the research process in third grade, and continue through graduation with higher expectations for each grade level. Students are well-versed on the whole research process. Providing students with the opportunity to speak is also an important part of the English curriculum. Students are provided with ample opportunities to practice and enhance speaking skills that are needed for effective communication.

### **3. Additional Curriculum Area:**

The North Central School is a Saxon math school beginning in kindergarten and running through senior math. Part of the Saxon math philosophy is that students must complete and fix their assignments until 100% correct. This philosophy allows and requires individual instruction for students who do not understand any specific concept. The teachers truly believe in the ability of the Saxon math program to help students master the skills needed in the math classroom. Our elementary teachers use a computer program called Math Facts in a Flash to help students develop mastery of their facts. Our high school instructors utilize the ACTIVBoard to assist with instruction and use a multitude of educational websites for math enrichment. The expectations of the teachers are very high and our students perform very well at our regional and state math competitions. With the newest texts from Saxon we are finding that reading for information is an area of greater need for our students and it something that we are working on. In the high school, our math instructor has enabled and empowered the students to become self-reliant and effective students in the math classroom through the

presentation of notes and reinforcement of the skills needed. The North Central school offers a before and after school program for students who need help in Math and other curricular areas.

#### **4. Instructional Methods:**

The North Central School differentiates instruction by using a variety of teaching strategies on a consistent basis. In the primary grades, we use the following strategies: guided reading, word walls/word rich environments, shared reading, phonemic awareness instruction, Saxon phonics, tracking, choral reading, paired reading, decoding strategies, 4-blocks reading, graphic organizers, 4Mat/Multiple intelligence teaching, Saxon math, read naturally, note taking, use of technology, project success writing, six traits writing, and response to intervention. The upper elementary uses many of the same strategies as the primary grades but also uses the following strategies: math facts, Sq3r strategy, summarizing, prereading/previewing, novel approach, context clues, synthesize, analyze, characterization, multiple intelligence/differentiated instruction, interpreting text, understanding, interpreting, connecting and organizing, Powerpoints, and websites. The 7-12 grade teachers expand on a variety of the previously stated strategies along with many new strategies to differentiate their instruction: graphic organizers, previewing, skimming/scanning, activating knowledge, brainstorming activities, note taking to build knowledge, KWL chart/process, text frames for guiding questions, summarizing, understanding author's point of view, study guides, note cards, read/discuss, and the most used of all, available technology. The staff at the North Central School works diligently to ensure that all students can achieve at their highest level and learn in their most effective method.

#### **5. Professional Development:**

The North Central School believes that professional development needs to be done in such a manner that ensures the time and effort put into professional development has a positive effect on the learning of students. The topics for professional development are proposed by our School Wide Title I committee and then organized by the Title One Coordinator and the principal. The North Central School believes in providing the professional development, providing a stipend to the teachers for implementation the first year and then adding the developed skill to the required instructional strategies and placing it on the evaluation form. This process has been very successful for the North Central School and has helped our staff become trained in a variety of areas. Some of the areas the teachers have been trained in are Project Success, 4Mat, research based strategies, differentiated instruction, multiple intelligence training, technology, and data mining from our assessments. Monthly professional developments focus on our school wide goals, a day of professional development is used at the beginning of the school year and two half days of professional development are scheduled during the school year. The district allows each teacher two out of the building professional development days as approved by the principal.

#### **6. School Leadership:**

Leadership is the driving force of the effectiveness of the educational system at North Central. It takes leadership to ensure that all levels of education are followed so both students and teachers feel success. North Central depends on the leadership from the principal in order to implement and follow through with programs and activities needed for student achievement. It is because of the leadership shown by the principal that North Central has grown to high levels of success. The North Central School's leadership works together for the best interest of all of the students. The schoolwide title one coordinator does a phenomenal job of working with the principal in identifying the needs of the students and staff. The North Central school administration works with the curriculum committee and the School Wide Title I committee in determining the long-term and short-term goals for the school. The principal works hard to promote a positive work environment with lofty expectations for both the students and the staff. Teachers respect the leadership of the principal and desire to do what is best for the education of students. Because the principal holds high standards for the school, the teachers also aspire to maintain high standards and expectations of their students. The school's effectiveness is superior because of the quality of the leadership that is provided.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 11 Test: California Tests of Basic Skills (State Assessment)

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	73	58	61	50	76
% Advanced	9	29	15	0	38
Number of students tested	11	8	13	12	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	100	100	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	50	71	60	80
% Advanced	50	25	28	0	20
Number of students tested	2	4	7	5	5
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 11 Test: California Tests of Basic Skills (State Assessment)

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	82	63	54	50	46
% Advanced	0	25	8	0	15
Number of students tested	11	8	13	12	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	100	100	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	75	71	80	80
% Advanced	0	25	14	0	20
Number of students tested	2	4	7	5	5
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0			0	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics                      Grade: 3 Test: California Tests of Basic Skills (State Assessment)  
Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100	93	85
% Advanced	0	33	23	43	8
Number of students tested	8	12	13	14	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	100	84	100
% Advanced	100	50	37	16	50
Number of students tested	3	2	8	6	6
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: California Tests of Basic Skills (State Assessment)

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	86	100	100	86	92
% Advanced	86	42	23	29	38
Number of students tested	8	12	13	14	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	100	84	100
% Advanced	33	50	12	16	50
Number of students tested	3	2	8	6	6
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

We have used two different editions over this testing period.

Subject: Mathematics                      Grade: 4 Test: California Tests of Basic Skills (State Assessment)  
Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	86	78	75
% Advanced	50	17	29	21	25
Number of students tested	10	12	11	10	4
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	100	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	50	100	100
% Advanced	50	20	0	33	0
Number of students tested	2	10	6	6	2
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: California Tests of Basic Skills (State Assessment)

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	80	83	85	86	50
% Advanced	0	33	14	36	0
Number of students tested	10	12	11	10	4
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	100	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	90	84	100	50
% Advanced	0	20	0	67	0
Number of students tested	2	10	6	6	2
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics                      Grade: 5 Test: California Tests of Basic Skills (State Assessment)  
Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	85	84	85	100
% Advanced	50	21	38	14	43
Number of students tested	13	14	13	7	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	100	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	89	83	100	100	100
% Advanced	33	16	50	0	67
Number of students tested	9	5	6	2	3
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: California Tests of Basic Skills (State Assessment)

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	50	77	71	100
% Advanced	8	14	8	0	29
Number of students tested	13	14	13	7	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	100	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	78	50	100	50	100
% Advanced	11	0	16	0	0
Number of students tested	9	6	6	2	3
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics                      Grade: 6 Test: California Tests of Basic Skills (State Assessment)  
Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	78	93	75
% Advanced	47	50	22	60	25
Number of students tested	15	12	9	15	8
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	17	67	0	67	67
Number of students tested	6	6	2	3	3
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 6 Test: California Tests of Basic Skills (State Assessment)

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	80	83	67	100	100
% Advanced	0	25	11	27	13
Number of students tested	15	12	9	15	8
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	67	100	50	100	100
% Advanced	0	33	0	0	33
Number of students tested	6	6	2	3	3
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics                      Grade: 7 Test: California Tests of Basic Skills (State Assessment)  
Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	91	66	100	90	100
% Advanced	54	22	85	30	25
Number of students tested	13	6	13	10	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	100
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	50	0	100	33	50
Number of students tested	6	2	3	3	2
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 7 Test: California Tests of Basic Skills (State Assessment)

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	67	100	90	83
% Advanced	27	0	31	30	8
Number of students tested	13	6	13	10	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	100
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	50	100	67	100
% Advanced	33	0	0	33	50
Number of students tested	6	2	3	3	2
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics                      Grade: 8 Test: California Tests of Basic Skills (State Assessment)  
Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	80	77	85
% Advanced	29	67	30	8	14
Number of students tested	7	12	10	13	7
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	100	100	80
% Advanced	0	67	67	0	20
Number of students tested	5	3	3	2	5
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 8 Test: California Tests of Basic Skills (State Assessment)

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	72	100	100	93	85
% Advanced	0	25	0	8	14
Number of students tested	7	12	10	13	7
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	100	100	60
% Advanced	0	0	0	50	20
Number of students tested	2	3	3	2	5
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: