

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12ND1**

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

Name of Principal: Ms. Juanita Short

Official School Name: Carrington Elementary School

School Mailing Address:    232 9th Avenue North  
  P.O. Box 48  
  Carrington, ND 58421-1244

County: Foster                            State School Code Number\*: 160618416

Telephone: (701) 652-2739    E-mail: juanita.short@sendit.nodak.edu

Fax: (701) 652-1243                    Web site/URL: www.carrington.k12.nd.us

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\*: Dr. Brian Duchscherer Ed.D.    Superintendent e-mail:  
Brian.Duchscherer@sendit.nodak.edu

District Name: Carrington Public School    District Phone: (701) 652-3136

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: Mr. Scott Fetch

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

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

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

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

# **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district   1   Elementary schools (includes K-8)  
 (per district designation):   1   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  3   Total schools in district
2. District per-pupil expenditure:  8538

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school:   18
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	5	6	11		<b>6</b>	14	24	38
K	19	17	36		<b>7</b>	0	0	0
1	22	24	46		<b>8</b>	0	0	0
2	20	13	33		<b>9</b>	0	0	0
3	14	21	35		<b>10</b>	0	0	0
4	12	19	31		<b>11</b>	0	0	0
5	24	24	48		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								278

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
0 % Asian  
1 % Black or African American  
0 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
98 % White  
0 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 4%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2010	267
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

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

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 28%

Total number of students who qualify: 72

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 39

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>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</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>3</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>19</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>2</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>1</u>
Total number	<u>32</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	98%	98%	97%	97%
High school graduation rate	%	%	%	%	%

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

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

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

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

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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School as the center of the community is what provides the foundation for Carrington Elementary strengths and accomplishments. In a small rural district in central North Dakota, the values of academic excellence, hard work, and achieving high standards are evident in test scores and student performance in classrooms. In an informal survey among fourteen similarly sized schools in North Dakota spanning the last ten years, Carrington Elementary School students went from ranking 12 of 14 in Reading, and 13 of 14 in Math in 2002, to number 1 of 14 in both Reading and Math in 2010.

The questions that guide decisions are, “What do our students need to be successful, and how do we serve them?” These questions have inspired the implementation of a breakfast program, an after school program, an after-school scholarship program, a summer school program, full day everyday Kindergarten, Response to Intervention, Professional Learning Communities, Accelerated Reader, the addition of Promethean Boards, increased access to technology, an improved library facility, improved play areas, an up to date computer lab, iPads, Gearing Up for Kindergarten, and a fresh fruit and vegetable program. We have partnered with the AmeriCorps and Experience Works programs.

Staff have been recognized statewide for their achievements. In 2011 fifth grade teacher Mrs. Janice Harildstad was named the North Dakota Gilder Lehrman History Teacher of the year. The elementary principal Mrs. Juanita Short was a recipient of a Golden Apple Award presented by the North Dakota Association of Elementary School Principals in 2012. Physical education teacher Mr. Greg Hoeckle was nominated for the North Dakota High School Coaches Hall of Fame in 2012. He has won multiple regional, district and state coach of the year honors. Elementary school counselor Mrs. Joan Copenhaver was nominated twice for North Dakota Elementary Counselor of the year. She has presented at numerous state conferences for school counselors. Mrs. Copenhaver has also received the Apple Award from the North Dakota Mental Health Association. Superintendent Brian Duchscherer was selected regional superintendent of the year and was one of four finalists for North Dakota Superintendent of the Year.

Teachers at Carrington Elementary are all highly qualified. Teachers within the elementary school have attended statewide teaching and technology conferences, state training on Response to Intervention, and special education training in the area of attention deficit disorders, non-verbal learning disabilities, and Asperger's disorder. They model lifelong learning through their commitment to professional development. Teachers attend training related to school district goals and specific to their assignments. They lead training in district-based book studies and after school professional development offerings. They are dedicated to their students and their profession. They are committed to excellence and strive to support each student to reach his or her potential. Many of the same virtues described on the “Principal’s Creed”, which was published by National Association of Elementary School Principals 2011, are attributes that describe the staff at Carrington Elementary.

Carrington Elementary School’s belief is “Empowering our Students for the Future.” We believe we are preparing our students to learn, lead, and serve others in the 21<sup>st</sup> century by providing rich experiences in school and in the community. Over the past 10 years Carrington Elementary School has added programs, improved curriculum, and improved instruction through professional development, which have all positively impacted learning. The school has made AYP for the past three years. The school district has an average of 96.8% attendance rate for the past 5 years.

The North Dakota Department of Public Instruction Title I staff commended the school for the parent involvement activities in the last monitoring report. Annual activities include a back to school ice cream social, soup supper during parent-teacher conferences, a playground fundraiser with a silent auction, classroom volunteers, parent fair, field day, and Gearing Up for Kindergarten.

An illustration of community support would be the after school program called T.E.A.M. (Together Everyone Achieves More). T.E.A.M. was started in a partnership with five school districts with the benefit of a 21<sup>st</sup> Century grant. After the first few years the grant guidelines changed, and Carrington Elementary was no longer eligible to participate. The Carrington School Board recognized the value of the program and continued to support T.E.A.M. A letter sent to the members of the Carrington Chamber of Commerce, local service organizations, and individuals, resulted in collecting enough scholarship money for our disadvantaged students to participate. Over half of the participants in 2010-2011 qualified for a scholarship.

An emphasis on the arts is a tradition at Carrington Elementary, beginning with a Learning Through an Expanded Arts Program grant to write curriculum. A certified art teacher sees all students for 45 minutes a week. All students have general music for 90 minutes a week. Beginners band starts at the 5<sup>th</sup> grade. Beginners have an introductory summer program and participate in band during the school year for 40 to 80 minutes a week. Band continues in grade 6. Touring theatre groups have performed in the elementary school and summer children's theatre has been offered. Partnering with local businesses has provided the funding to support the programs.

### 1. Assessment Results:

A. The Carrington Elementary School has made Adequate Yearly Progress the past three years. Over 93% of our current elementary students are proficient or advanced in reading and over 94 % of our current elementary students are proficient or advanced in math. The school standard is for all students to be proficient or advanced on the North Dakota State Assessment.

Students in grades three through six are tested every October. All students are tested using either the standard assessment or an alternate assessment approved and provided by the state of North Dakota. The achievement categories are advanced, proficient, partially proficient, and novice in 2011. At all grade levels and in each subject area, more Carrington Elementary students scored proficient or advanced than the state average with the exception of fourth grade math which was equal to the state percentage.

B. The reading scores over the last five years have increased from a low of 71% proficient or advanced in 2007-08 to a high of 93% proficient or advanced in 2010-11. Starting in 2008 the third-grade students who were tested had the advantage of full-day kindergarten, had experienced two years of an intense phonics and spelling program (Saxon), had RTI for one year, and had used the Accelerated Reader program for two years. Teacher training focused on reading instruction and comprehension. More emphasis was placed on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Best practices, learning styles, and differentiated instruction were professional development topics, to support instruction.

Assessment and progress monitoring using Dibels was introduced at the same time as Response To Intervention (RTI) in 2006. Teachers began using data to drive RTI skills lessons. Common prep times by grade level for all RTI staff was implemented, and teachers began to have more meaningful discussions regarding the test results. As teachers gleaned information about their students, they began to share with parents student strengths and weaknesses based on standardized data. As a result parents are better informed and have a clearer understanding of their child's progress.

Math scores over the last five years have gone from a low of 85% in 2007-08 to a high of 93% proficient and advanced in 2010-11. The curriculum used for math is Saxon Math. It was implemented in 2003-04. A push to increase math instructional time in the classrooms from 45 minutes a day to 90 minutes or more was the most important change to improve instruction. Implementing a proven curriculum with fidelity is a lesson learned. The philosophy of the program insists that student correct errors before they are allowed to go on. They practice correctly the first time and relearn, review, and build on past knowledge.

Time in instruction and active learning has made the biggest impact in student achievement. At times learning disabilities teachers or Title I teachers may go into the classroom to help guide students. The team approach has helped students stay in the classroom so they can continue to be exposed to a rigorous curriculum. Attempts to keep some learning-disabled students in the classroom has helped them achieve closer to that of their peers rather than pulling them out and having them miss grade level information. They have transitioned into the next grade level more easily than if they missed that instruction. All decisions are based on individual needs of the LD student but all attempts are made to keep them in the classroom with support when possible.

There is not a 10-point gap in the achievement of sub groups, but more time practicing and more instruction is provided for those students who struggle. They are retaught or pre-taught concepts. The classroom teacher monitors a struggling student's daily work, along with Title I personnel, classroom paraprofessionals, the student performance strategist, and special education staff. They have RTI three

times a week and are progressed monitored if their skills indicate a need to do so. Students are referred to the after school program or summer school when needed. Scholarships for the after school program can be provided for those students who may not be able to attend without that benefit.

## **2. Using Assessment Results:**

Carrington Elementary School uses data from several different assessments, including common curriculum assessments, DIBELS, Star Reading and Star Math, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), North Dakota State Assessments, classroom based assessments, and Boehm tests for Kindergarten. Each classroom teacher has a binder containing the data reports. The reports track a student from Kindergarten through grade six.

Another binder contains the state assessment group reports. Those reports are studied by RTI (Response to Intervention) groups to determine individual student needs and PLC (Professional Learning Communities) groups to determine if there are any trends that may indicate a weakness in curriculum or instruction. The testing information has prompted teachers to supplement curriculum or to re-evaluate curriculum when deficiencies are identified.

The state of North Dakota is in the process of developing a computer program that would import data from all testing tools into one data storage system. Schools will soon be able to disaggregate data using many different parameters in order to better understand student performance and achievements. We are a pilot school for the North Dakota State Longitudinal Data System (NDSLEDS) (Data warehouse) program and are anxiously waiting to use this as a tool for improvement.

The student performance strategist meets with the RTI groups to review data, and the group determines which students are most in need. Students at each grade level are grouped according to need. Each group works with the strategist, Title I teacher, or classroom teachers to develop the specific skill. The RTI groups are fluid. As students master skills, they may move in and out of groups. Once the goal has been met, according to progress monitoring, a new goal is identified. RTI groups have common prep times at least once a week for the purpose of studying data and making decisions for their students.

Special Education teachers use the data to monitor the progress of their students in comparison to the general student population. Student IEP plans are written with the state grade-level standards used as student goals. Accommodations or modifications are made in the general classroom as well as a pull-out program for those who need more individualized, direct instruction. Special Education teachers also have their own assessments to identify individual student skill levels.

Title I teachers study the test results to pinpoint areas of weakness. They re-teach or pre-teach focusing on individual student needs directly related to grade level expectations. They give small group instruction with data used to drive their lessons.

Common curriculum assessments are used to determine the needs in specific classrooms or grade levels. A teacher or teachers in a grade level use the data to identify weaknesses in each classroom and in the curriculum. Curriculum may be completely revised or may be supplemented based on the data study.

School improvement goals and professional development plans are written and are a result of studying data. A professional development plan is written as a state requirement and must have data to determine need. Staff development days are planned district wide for two full days in a school year and four half-day in-services are scheduled throughout the year. Staff may also attend professional development outside of the district according to school improvement goals.

Carrington Elementary School uses the school accreditation AdvancEd School Improvement Process to develop goals and assess progress toward achieving those goals. It is an ongoing process that involves

community members, parents, teachers, administrators and board members. Progress is determined by collecting all types of data related to each of three goals. As one goal is accomplished, a new goal is introduced. The school district recently (November, 2011) had a Quality Assurance Report (QAR) visit.

The Building Level Support Team is a process by which classroom teachers present specific concerns about individual students. When discussing the student, all data is collected and reported to the team and parents. A discrepancy statement is written interventions are suggested, and an action plan is developed. Follow up meetings are scheduled to determine if the interventions have been effective.

Teacher observations and evaluations are used to improve instruction based on data collected in the classroom by an administrator. Teachers are evaluated twice a year. Teachers meet with the principal to review the observation and to review yearly goals. The Carrington Elementary School participated in a state-sponsored, peer-mentoring program for new teachers. The experienced teacher and new first-year teacher both take part in the mentoring program and are trained to reflect and self evaluate on their own teaching.

Parent-teacher conferences are held twice a year. Teachers share test results with parents at both conferences. NWEA and State assessment reports are provided to parents at those times. The annual Adequate Yearly Progress Report is published and mailed out to local constituents as soon as it is available each spring. The board of education reviews state test scores annually in a regular board meeting. Reports are provided and discussed. The school administration and school board use the data to drive their decisions throughout the school year regarding curriculum offerings, staffing needs, graduation requirements, and policies.

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

In North Dakota, administrators use an email list serve to connect with other administrators across the state. The list serve has been used to ask other administrators about policies and procedures and to get input on a variety of subjects. A recent topic explored the grade levels at which keyboarding is taught and what programs were introduced. Often we have participated in sharing information with other administrators regarding our programs for reading and math and have had discussions regarding handwriting.

The Carrington Elementary teachers have hosted teachers from other schools to see our phonics and math programs. Teachers from neighboring schools spent a day observing in the classroom and additional time visiting with our teachers about techniques, practices, and materials.

We have been leaders in our special education unit with the implementation of RTI. We have shared our experiences with several other schools in our special education unit at unit meetings that include 5-7 different school districts.

The principal and school counselor spoke to staff at another school regarding our behavior program. We did a short presentation and answered questions regarding training, materials, and practices on Control Theory and Restitution.

Many schools in North Dakota use the AdvancEd School improvement process. Some of our teachers have been trained to be members of an AdvancEd school improvement team. These teachers have gone to other school districts to review their goals and report on the strengths and weaknesses of a district. The team writes a report and presents it to the school staff.

Teachers have also presented to parents and community members at our elementary school parent nights. Some of the topics have been homework help, using the Activboard, phonics, and math activities to use at home.

The school counselor has presented at the ND Counseling Association on programs she has used, such as Child Lures, public relations activities, and middle school lessons. She has held the position of the North Dakota School Counseling Board President and has been a board member. She has also presented at the North Dakota Social Work conference, speaking on counseling techniques with elementary-age children.

The school district superintendent currently serves on the North Dakota State Board of Education and the North Dakota Career and Technical Education Board. The superintendent is also the president-elect of the North Dakota Association of School Administrators.

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

In a recent Title I review by the North Dakota Department of Public Instruction Title I office, we were commended for our parent involvement. We have held annual parent fair nights by partnering with the local Healthy Communities Committee, the senior citizens organization, and the Carrington Health Center. Booths with displays dealing with living a healthy lifestyle covering topics of healthy foods, fitness center activities, medical information, 4-H and Scouts, mental health, and even Internet safety were the focus and were visited by parents, children, and senior citizens. Visitors had the opportunity to hear speakers present on a variety of topics.

Other annual events include an open house ice cream social for all school families at the beginning of the year. There is parent night for Title I families, families are involved in a soup dinner and fundraiser, students perform at two music concerts each year, the after-school program has had parent nights including a meal for participants, and a fairly new program called “Gearing Up for Kindergarten” is held each year. It is a 10-session program for parents and future Kindergartners preparing them for their first year in a formal educational setting.

Parents and grandparents volunteer on a regular basis in the school. Parent nights have allowed teachers to demonstrate curriculum methods and materials. Teachers have the opportunity to inform parents on grade level expectations. Each year the principal asks teachers to set a parent involvement goal. Parents are asked to come to school for a “Thanksgiving Feast” in Kindergarten. First graders have parents come to school to talk about their careers. Second graders have parents come to school to see their child lead a math meeting using the Promethean board. The third grade does a readers theater production and fifth grade does history skits for parents.

Parent education opportunities are offered each year. The most popular offerings are any technology-related class. Parents and community members have come to school in the evenings to learn ballroom dancing, and some have taken a stained-glass art class. A variety of course offerings are made each year. In the past few years we have partnered with the Healthy Communities Committee to provide adult education.

## 1. Curriculum:

Carrington Elementary School has adopted the state standards, and the approved curriculum supports those standards. All grades meet or exceed the state-required number of minutes per subject area. All required subjects are a part of the curriculum, and we have added additional course offerings. All grades have technology instruction in the computer lab at least one period a week. In addition grades 4-6 have keyboarding.

Our school has a history of valuing the arts and providing resources to support them. A highly qualified, certified art teacher meets with each class for 45 minutes a week for visual art classes. Band is offered at the 5<sup>th</sup> and 6<sup>th</sup> grade levels during the school day. Fifth graders spend several weeks in the summer taking district funded introductory lessons in band before school starts.

The curriculum in math was changed in 2003. Saxon Math was adopted and improvements in our students' scores went up by 10% in one year. Along with adopting the curriculum, each grade level was required to add more time in instruction in math. Some grade levels doubled the amount of time they spent in math instruction.

Saxon Phonics and Spelling was adopted in 2006. The phonics and spelling program was a much-needed improvement to the core curriculum. Parents commented on the program by comparing one child who didn't have the Saxon phonics to a younger sibling who did have Saxon. Their observations are that the child who had Saxon phonics had much better reading skills and was reading more fluently than the older sibling who did not have Saxon phonics and spelling. This was a real testament to the success of the program. DIBELS scores at the Kindergarten level showed students meeting some year-end benchmarks by mid-year.

The reading/language arts curriculum has been supplemented with additional language curriculum. There is a new emphasis on writing, which is a PLC goal in the 2011-12 school year. The RTI process provides supplemental small group instruction three times a week for those students with a need. Title I offers help in reading and math for those students who qualify. The after-school program provides some tutoring for up to 40 students who attend.

The health curriculum is being supplemented with a fresh fruits and vegetable grant this year. We hope to continue this program next year as well. The grant program is providing fresh fruits and vegetable snacks three days a week to all elementary students. In addition to the snack, the grant requires additional lessons in healthy eating for each classroom. We promote fresh fruits and vegetables through messages sent home and special announcements. Assembly programs have also promoted the snacks and healthy eating. Students have physical education, taught by a certified physical education teacher, for 60 minutes a week for grades K-2 and 90 minutes a week for grades 4-6. Students in grades K-3 have recess twice a day for 15 minutes and grades 4-6 have once a day recess for 15 minutes a day.

Science and social studies curricula are incorporated into the other subjects for grades K and 1. When comparing the state standards to reading and math materials, all the standards were being met. In grades 2-6 a regular textbook is used and is aligned to the state standards. Teachers integrate the ideas from science and social studies, providing students a deeper understanding of the key ideas. In grades 2-6 the Promethean Board and other websites are being used to give students more curriculum enrichment.

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

The reading curriculum is aligned to the state standards. Houghton Mifflin Reading is used as the basic text. In grades K-2 Saxon Phonics and Spelling is used. English skills are incorporated in the program, but supplemental material is also used. There is a focus on the big five of reading, phonemic awareness, phonics, vocabulary, comprehension, and fluency. A daily writing activity is used to practice editing, capitalization, and punctuation skills, but we also believe students learn to read better by writing.

Teachers use weekly assessments in reading, phonics and spelling, guide instruction to increase language art skills. Classroom based assessments checking for fluency and comprehension are given regularly and are charted or graphed to indicate rate of growth. DIBELS assessments indicate tier levels for RTI grouping and to progress monitor. Star tests given each spring are one indicator for Targeted Title I services. NWEA reading, language and math testing is done in the fall and spring for grades 3-6 and in the spring for 2<sup>nd</sup> grade. Assessments guide instruction and identify needs.

All students are exposed to the regular grade level language arts curriculum with the exception of those needing specially- designed instruction. We believe students need to have the opportunity to participate in rigorous grade level curriculum rather than allowing them to be at a disadvantage by being in a pull-out program, thereby missing valuable instruction.

Students in grades 4-6 have specific instruction in reading, English, and spelling. The strength of the curriculum is the integration of all the language arts. The best learning occurs when skills cross over and are applied in daily practice.

Students needing extra support may qualify for Title I services. Most often they receive 30 extra minutes of language arts per day. In Title I they are pre-taught or re-taught the skills lessons from the classroom using intervention materials from the regular text. If they are in tier 3, they may receive an extra 90 minutes a week of intervention in RTI.

All students in grades 1-6 participate in the Accelerated Reader program. Students are expected to read at their individual reading level and test on the books they have read. Goals are set based on their reading level, and students are required to meet their goal each grading period.

Specific instruction techniques for comprehension include building on prior knowledge and making connections from text-to-self, text-to-text, and text to the world. Vocabulary building has been stressed at all grade levels with consistent and frequent practice. Word walls, personal dictionaries, and pre-teaching or post teaching vocabulary using real life examples are a part of everyday learning. Strengthening vocabulary, exposing students to many different genre of text, and making connections are the strengths of our instruction.

Parent involvement begins the year before students start school. There are two different opportunities for parents to learn about school readiness and pre-reading skill development. A ten-session “Gearing Up for Kindergarten” program or Kindergarten Round Up gives parents an overview of things they can do to help children be better prepared for school.

## **3. Mathematics:**

Carrington Elementary School uses the Saxon Math program. The program is aligned to the state standards. After the first year it was implemented, 10% more of our students were proficient and in the 2010-11 school year 94% of our students were proficient. (In 2002 32% of our students were proficient.) Besides adding a new program we also increased the number of minutes spent teaching math. In some instances in some grades we doubled the time. Saxon math is a scientific research based approach to teaching math with over 20 years of classroom results showing it to be effective.

The program breaks down complex concepts into related increments because smaller pieces of information are easier to teach and easier to learn. Instruction is incremental and distributed across the level, practice is continual and distributed across the level, and assessment is cumulative and distributed across the level.

This means that students practice, master, and constantly review math concepts while building new skills. “This approach ensures that students truly integrate and retain math concepts rather than forget them.”

*The above comments were paraphrased or quoted from the Center for Advanced Learning website. [www.centeradvancedlearning.org](http://www.centeradvancedlearning.org)*

A class math meeting is held in each classroom K-4. This is a 30-minute class period separate from the math lesson. Students practice money, regrouping, time, weather, measurement, date, and a variety of other math skills. In some classrooms, students lead a portion of the meeting. A timed fact test is given daily to strengthen and review basic facts.

Teachers and students use the Promethean Boards for most of the math lessons. The boards add an additional visual tool. The program is interactive and uses a variety of manipulatives. Teachers are also creative and add features like movement, dance, music, chants, patterns, and rhythms to differentiate instruction.

There is a daily home component and parents are asked to check their child’s work. The front of the daily sheet is done in class as a guide for parents to check the backside. Parent support is one component that contributes to our student success.

Students who need more support may have extra time or instruction in the Title I program. Teachers and classroom paraprofessionals help to guide students to correct their errors each day in all grades. Errors are corrected before students begin new practices. Assessments are done every 5 lessons in the lower grades and every 10 lessons in the upper grades. In grades five and six we use the more rigorous text. Thus, grade five uses the 6/5 text and grade six uses the 7/6 text.

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

Social Studies is the additional curriculum area described. We have a veteran teacher and model for all staff. She was awarded the North Dakota History Teacher of the Year in 2011 by the Gilder Lehrman Institute of American History. She uses differentiated instruction in every way possible. Other teachers aspire to teach social studies using the same techniques she uses. She models for them by inviting other grade levels into her classroom to see her students' social studies projects or performances. She displays their work in local businesses and at the city library. Several times a year parents and grandparents are invited to visit the classroom.

Social studies comes alive through real-life experiences. The following are examples of recent lessons. Fifth grade students reenact the Boston Tea Party or make models of Indian mounds. Kindergarten students have a Thanksgiving feast with their parents in the classroom, and first graders learn about the world by sending “Flat Stanley or Flat Ashley” to many geographic locations. The “Flats” come back with photographs and a variety of information of the places they have visited. Fourth graders travel to the North Dakota coal gasification plant and to the Lewis and Clark Center to reinforce their study of North Dakota History. Third graders tour the local museum, learning about the history of our city. Sixth graders learn about local agriculture by touring the North Dakota State University Research Extension office and farm.

There are occasions when the classroom teachers team with the music teacher, media specialist, or the art teacher to teach a social studies concept in depth. The Social Studies subject area crosses curriculum in a

natural way. Specialist teachers welcome the opportunity to team-teach, which gives their subject more relevance as well.

Students use technology to research and create products based on a social studies concept. The products are sometimes posters or story boards and are displayed in the halls for the entire elementary school to enjoy. In these instances when students lead their own learning, guided by skilled instructors, their learning becomes personal, meaningful, and effective. When students become self-directed learners and problem solvers, they are acquiring skills associated with our mission statement "Empowered our students for the Future." Through these real-life experiences, students acquire the essential skills and knowledge set forth by the state of North Dakota and the Carrington Public School district.

## **5. Instructional Methods:**

Teachers use differentiated instruction in their classroom and in each lesson everyday. All children learn differently, and teachers find unique ways of presenting lessons and for children to demonstrate mastery. In one instructional setting students may use any of the following: the interactive bulletin board, number cards in a pocket chart, a song about a concept, movement while learning a concept, paper and pencil, a chant, manipulatives, choral answers, hand held responders and think-share-pair. Teachers appeal to different learning styles in their classroom by presenting the same concept using a variety of methods to match students' learning styles.

The subgroups where data can be collected are economically disadvantaged and special education. All students are mainstreamed in classrooms for varying portions of the day. Special education staff will often shadow a student in the regular classroom to provide the least restrictive environment with support. Special needs students create the same product or project as others so they can present the lesson in their own way with modifications. For example, a student with a severe communication disability created a Power Point presentation. His special education paraprofessional helped him research his animal, add photos, text, and video enabling him to stand in front of the class and show his project. He used technology as a communication tool and was applauded by his peers.

For special education students, especially, the use of technology to communicate has opened doors that were never possible before. Having the ability to use technology in the regular classroom to communicate with peers has over come a huge barrier. We also use a computer lab and iPads in the classrooms for inclusion.

Instruction is modified for subgroups in many ways. It's not just the paperwork that is modified. The environment may be changed as well. Some students have extra time to work on a skill, have extra support in the classroom, are removed for specially designed instruction according to their needs, and teachers use voice amplification systems for hearing impaired students.

The Title I program provides supplemental instruction for reading and math. Activities with accommodations directly related to the classroom curriculum are used in Title I. Students typically have services 5 days a week for 30 minutes with a highly qualified teacher.

Some students have reduced work or use accommodations in math provided by the classroom teacher. Math accommodation sheets have many of the problems already set up. Tests can be modified as well. When needed, students may do their work in a quieter setting or in a small group. Some students work with a scribe or have a paraprofessional guide them.

Students also have RTI three to five times a week. They work on skills with a student performance strategist in a small group or individually. She progress monitors them using DIBELS or classroom based assessments.

## **6. Professional Development:**

A professional development plan is written each year. Topics include themes recommended by the AdvancEd steering committee or PLC recommendations, assessment data, current trends in education, and specific building needs. The district administrators collaborate to write and map out each year's professional development offerings. The district plans two full days and four half days of in-service per year. Regional workshops, classes, and a school-wide book study are other opportunities provided for staff.

One of the AdvancEd school improvement goals addressed positive school culture and professionalism. In-service included a day of training on professional ethics. Book studies are the follow-up to most full day in-services. At least one book study is offered each year for continuing education credit.

The district has invested many resources to train multiple staff members in the academic Response to Intervention (RTI) process. One team attended a four-day training. Additionally, the special education unit provided some partial days of training for other staff. Most recently, a second team of four teachers attended a day of RTI training. Students are identified for reading intervention and teachers use flexible grouping to address specific needs. Data is reviewed at least bi-weekly to determine priority areas. RTI has had a direct impact on student performance as evidenced by summative and formative assessments.

Professional Learning Communities (PLCs) have been another focus in our school. A team of four teachers went to an introductory two-day session on implementing this model. The team came back to the district and scheduled a training to inform the entire staff about implementing PLCs, which discuss overall student progress and achievement and plan curriculum and instructional improvements. PLCs are organized by topic or grade level groups and meet regularly. Teachers have begun using a new web-based resource to guide their PLC process called "Success at the Core." The website has video and print resources and will be used to assist in future PLC meetings.

Technology training on the use of the Promethean Boards to enhance classroom instruction began in 2008. Training has been offered to staff annually as well as to substitute teachers. In addition to developing flip charts, teachers also learned how to use the Active Vote devices a student response system. The addition of this equipment has made an impact on the motivation and engagement of each individual student. Students have shown interest and ownership in their own learning by responding and being active participants in the classroom.

Newly-acquired iPads have been placed in each classroom. Quarterly "Tech Tuesdays" are an opportunity for teachers to participate in after-school training by presenting material to their peers. All teachers have also worked with the district technology coordinator to develop classroom web pages.

There are many opportunities for staff to attend conferences including the North Dakota Education Association Conference, state reading or math conferences, and the state Title I/Special Education conference. Many staff members also attend specific subject area workshops like the AdvancEd fall conference, Power School student information, Rough Rider Health Conference and the Teaching and Technology Conference. Each building administrator in the district attends a national conference on a rotating basis. Staff are encouraged to share their knowledge with their colleagues through faculty meetings, PLCs and RTI collaboration meetings.

## **7. School Leadership:**

The leadership philosophy is one of setting high expectations for educators and students. The expectation is that all students can be successful if we, as a school, put students first. School leaders and all employees have received training on making the needs of students the first priority. This philosophy is present in all decision-making processes. The AdvancEd improvement process certainly focuses on "student first."

School staff meetings, PLCs and RTI collaborative meetings are always about making choices based on student needs. The school board and its sub-committees base decisions on what students need to be successful. This philosophy has become imbedded in all aspects of the school from bussing to textbooks, from lunches to curriculum, and from iPad apps to gym mats.

The leadership structure of the district consists of a five-member board of education, a superintendent, a K-6 principal and a 7-12 principal. The role of the elementary principal is that of instructional leader for the elementary school. She is responsible for all activities related to the elementary school and is accountable directly to the superintendent.

The process of school improvement drives decision making in the district. The first AdvancEd goal achieved was to write the mission statement, "Empowering our Students for the Future." Since it was adopted in 2010 it has been the beacon leading all decision-making involving policies, procedures and programs.

The second AdvancEd goal was professionalism. Training for all staff on professional ethics and creating a positive school culture was a direct result of the goal. Surveys taken by all stakeholders indicated an improved school climate.

Though financial resources for student services in Title I have been reduced for our school, the integrity of the program has remained intact in Carrington. The board of education has decided to continue to support the services even though the program is no longer self-sustaining. The after-school program was once supported by a 21<sup>st</sup> century grant. Those funds are no longer available to Carrington, but the board decided to continue to find resources to support the program. These are just examples of how students continue to be supported and exemplifies the commitment of the school and district to provide services that are needed for our students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 3 Test: North Dakota State Assessment  
Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Advanced & Proficient	93	95	97	90	93
Advanced	17	24	39	21	21
Number of students tested	30	41	33	38	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	0	1	0
Percent of students alternatively assessed	3	7	0	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced & Proficient	82	90		82	
Advanced	9	16		6	
Number of students tested	11	19	8	17	
<b>2. African American Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested	1				
<b>3. Hispanic or Latino Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested	8	7	3	5	
<b>5. English Language Learner Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested					
<b>6. Native American</b>					
Advanced & Proficient					
Advanced					
Number of students tested	1	1			
<b>NOTES:</b>					
The state of North Dakota does not indicate proficiency for subgroups with lower than 10 students. The state of North Dakota did not breakout any subgroups for grade 3 for 2006-2007 or the Carrington elementary had less than 10 students in the subgroup.					

12ND1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: North Dakota State Assessment

Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Advanced & Proficient	97	95	95	66	88
Advanced	20	30	52	11	10
Number of students tested	30	41	33	38	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	1	1	0
Percent of students alternatively assessed	7	7	3	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced & Proficient	91	90	0	59	
Advanced	9	16	0	0	
Number of students tested	11	19	8	17	
<b>2. African American Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested	1				
<b>3. Hispanic or Latino Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested	8	7	3	5	
<b>5. English Language Learner Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested					
<b>6. Native American</b>					
Advanced & Proficient					
Advanced					
Number of students tested	1	1			
<b>NOTES:</b>					
The state of North Dakota does not indicate proficiency for subgroups with lower than 10 students The state of North Dakota did not breakout any subgroups for grade 3 for 2006-2007 or the Carrington elementary had less than 10 students in the category.					

12ND1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 4 Test: North Dakota State Assessment  
Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Advanced & Proficient	89	95	90	84	85
Advanced	19	43	24	28	19
Number of students tested	43	31	38	43	52
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	3	3	1	0	1
Percent of students alternatively assessed	7	10	3	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced & Proficient	80	0	92	0	77
Advanced	7	0	23	0	24
Number of students tested	15	7	13	9	17
<b>2. African American Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested			1	1	
<b>4. Special Education Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested	7	4	6	5	
<b>5. English Language Learner Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested			1		
<b>6. Native American</b>					
Advanced & Proficient					
Advanced					
Number of students tested	1	1			
<b>NOTES:</b>					
The state of North Dakota does not indicate proficiency for subgroups with lower than 10 students The state of North Dakota did not breakout any subgroups for grade 4 for 2006-2007 or the Carrington elementary had less than 10 students in the category.					

12ND1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: North Dakota State Assessment

Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Advanced & Proficient	88	93	90	84	85
Advanced	26	37	24	23	15
Number of students tested	43	31	38	43	52
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	3	2	2	0	0
Percent of students alternatively assessed	7	7	5	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced & Proficient	87	0	77	0	71
Advanced	13	0	15	0	18
Number of students tested	15	7	13	9	17
<b>2. African American Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested			1	1	
<b>4. Special Education Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested	7	4	6	5	
<b>5. English Language Learner Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested			1		
<b>6. Native American</b>					
Advanced & Proficient					
Advanced					
Number of students tested	1				
<b>NOTES:</b>					
The state of North Dakota does not indicate proficiency for subgroups with lower than 10 students. The state of North Dakota did not breakout any subgroups for grade 4 for 2006-2007 or the Carrington elementary had less than 10 students in the category.					

12ND1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 5 Test: North Dakota State Assessment  
Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Advanced & Proficient	95	95	91	80	88
Advanced	51	27	33	15	27
Number of students tested	34	37	42	55	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	2	0
Percent of students alternatively assessed	0	3	0	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced & Proficient	0	95	0	69	77
Advanced	0	15	0	21	24
Number of students tested	8	13	9	19	17
<b>2. African American Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested				1	
<b>3. Hispanic or Latino Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested		1	1		
<b>4. Special Education Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested	5	4	6	7	
<b>5. English Language Learner Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested		2			
<b>6. Native American</b>					
Advanced & Proficient					
Advanced					
Number of students tested				1	
<b>NOTES:</b>					
The state of North Dakota does not indicate proficiency for subgroups with lower than 10 students. The state of North Dakota did not breakout any subgroups for grade 5 for 2006-2007 or the Carrington elementary had less than 10 students in the category.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: North Dakota State Assessment

Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Advanced & Proficient	94	84	81	66	73
Advanced	12	8	5	11	6
Number of students tested	34	37	42	55	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	2	1	0
Percent of students alternatively assessed	6	5	5	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced & Proficient	0	84	0	58	53
Advanced	0	0	0	5	0
Number of students tested	8	13	9	19	17
<b>2. African American Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested				1	
<b>3. Hispanic or Latino Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested		1	1		
<b>4. Special Education Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested	5	4	6	7	
<b>5. English Language Learner Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested		2			
<b>6. Native American</b>					
Advanced & Proficient					
Advanced					
Number of students tested				1	
<b>NOTES:</b>					
The state of North Dakota does not indicate proficiency for subgroups with lower than 10 students. The state of North Dakota did not breakout any subgroups for grade 5 for 2006-2007 or the Carrington elementary had less than 10 students in the category.					

12ND1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 6 Test: North Dakota State Assessment  
Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Advanced & Proficient	95	88	91	91	85
Advanced	27	49	33	24	39
Number of students tested	37	41	54	33	54
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	2	0	3	0	3
Percent of students alternatively assessed	5	0	6	0	6
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced & Proficient	91	0	94	81	79
Advanced	0	0	23	6	26
Number of students tested	11	9	17	16	19
<b>2. African American Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested			2		
<b>3. Hispanic or Latino Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested	1	1			
<b>4. Special Education Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested	6	4	8	4	
<b>5. English Language Learner Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested					
<b>6. Native American</b>					
Advanced & Proficient					
Advanced					
Number of students tested			1		
<b>NOTES:</b>					
The state of North Dakota does not indicate proficiency for subgroups with lower than 10 students. The state of North Dakota did not breakout any subgroups for grade 6 for 2006-2007 or the Carrington elementary had less than 10 students in the category.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: North Dakota State Assessment

Edition/Publication Year: 2010 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Advanced & Proficient	92	83	82	73	82
Advanced	19	29	11	6	19
Number of students tested	37	42	54	33	54
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	3	2	4	0	1
Percent of students alternatively assessed	8	5	7	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced & Proficient	82	0	71	57	84
Advanced	9	0	6	0	16
Number of students tested	11	9	17	16	19
<b>2. African American Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested			2		
<b>3. Hispanic or Latino Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested	1	1			
<b>4. Special Education Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested	6	4	8		
<b>5. English Language Learner Students</b>					
Advanced & Proficient					
Advanced					
Number of students tested				2	
<b>6. Native American</b>					
Advanced & Proficient					
Advanced					
Number of students tested			1		
<b>NOTES:</b>					
The state of North Dakota does not indicate proficiency for subgroups with lower than 10 students. The state of North Dakota did not breakout any subgroups for grade 6 for 2006-2007 or the Carrington elementary had less than 10 students in the category.					

12ND1

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Advanced & Proficient	92	93	91	85	87
Advanced	28	35	32	21	26
Number of students tested	144	150	167	169	181
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	6	7	4	3	4
Percent of students alternatively assessed	3	5	2	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced & Proficient	68	61	59	65	77
Advanced	4	10	14	9	24
Number of students tested	45	48	47	61	53
<b>2. African American Students</b>					
Advanced & Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	0	2	1	0
<b>3. Hispanic or Latino Students</b>					
Advanced & Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	2	2	1	0
<b>4. Special Education Students</b>					
Advanced & Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	26	19	23	21	0
<b>5. English Language Learner Students</b>					
Advanced & Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	2	1	0	0
<b>6. Native American</b>					
Advanced & Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	2	2	1	1	0
<b>NOTES:</b>					
<p>The state of North Dakota does not indicate proficiency for subgroups with lower than 10 students. The state of North Dakota did not breakout any subgroups for grade 3 for 2006-2007 or the Carrington elementary had less than 10 students in the subgroup.</p>					

12ND1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Advanced & Proficient	92	88	86	71	82
Advanced	19	25	20	13	13
Number of students tested	144	151	167	169	181
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	10	9	9	2	1
Percent of students alternatively assessed	7	6	5	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced & Proficient	71	58	46	49	69
Advanced	8	6	6	1	11
Number of students tested	45	48	47	61	53
<b>2. African American Students</b>					
Advanced & Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	0	2	1	0
<b>3. Hispanic or Latino Students</b>					
Advanced & Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	2	2	1	0
<b>4. Special Education Students</b>					
Advanced & Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	26	19	23	17	0
<b>5. English Language Learner Students</b>					
Advanced & Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	2	1	2	0
<b>6. Native American</b>					
Advanced & Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	2	1	1	1	0
<b>NOTES:</b>					
The state of North Dakota does not indicate proficiency for subgroups with lower than 10 students The state of North Dakota did not breakout any subgroups for grade 3 for 2006-2007 or the Carrington elementary had less than 10 students in the category.					

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