

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Scott McFarland

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

Official School Name Mount Desert Elementary School

(As it should appear in the official records)

School Mailing Address 8 Joy Road P.O. Box 308

(If address is P.O. Box, also include street address.)

Northeast Harbor

Maine

04662-0308

City

State

Zip Code+4(9 digits total)

County Hancock

State School Code Number* 1112

Telephone (207) 276-3348

Fax (207) 276-5830

Web site/URL www.mdes.u98.k12.me.us

E-mail smcfarland@u98.k12.me.us

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

Date _____

Principal's Signature

Name of Superintendent Mr. Robert Liebow

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Union 98

Tel. (207) 288-5049

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Mia Brown

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 8 Elementary schools
 _____ Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 9 TOTAL
2. District Per Pupil Expenditure: _____ 12226
 Average State Per Pupil Expenditure: _____ 7873

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 6 Number of years the principal has been in her/his position at this school.
 _____ 0 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	16	13	29
K	14	13	27	8	9	10	19
1	7	5	12	9			0
2	7	5	12	10			0
3	6	11	17	11			0
4	4	8	12	12			0
5	6	10	16	Other			0
6	8	9	17				
TOTAL STUDENTS IN THE APPLYING SCHOOL							161

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 3 | % Black or African American |
| 2 | % Hispanic or Latino |
| 93 | % White |

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year 2 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	1
(2)	Number of students who transferred from the school after October 1 until the end of the year	3
(3)	Total of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	161
(5)	Total transferred students in row (3) divided by total students in row (4)	0.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 1 %
 2 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 24

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

10. Students receiving special education services: $\frac{14}{22}$ %
 Total Number of Students Served

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

<u>2</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>6</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>8</u>	Specific Learning Disability
<u>1</u>	Emotional Disturbance	<u>3</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>1</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>1</u>	Multiple Disabilities		

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>11</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>3</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support Staff	<u>12</u>	<u>0</u>
Total number	<u>39</u>	<u>3</u>

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

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	96 %	95 %	95 %	94 %
Daily teacher attendance	96 %	96 %	96 %	96 %	96 %
Teacher turnover rate	5 %	5 %	5 %	9 %	5 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

A Snapshot of Mount Desert Elementary School, Northeast Harbor, Maine 04660

Mount Desert Elementary School (MDES) is located in the Town of Mount Desert, one of four towns located on Mount Desert Island, a 108 square mile gem located off the coast of Maine. Home of Acadia National Park, Mount Desert year round residents rely heavily on the tourism industry for their livelihoods. In addition, boat building, fishing, cottage industries and Jackson Laboratory, a world-renowned mammalian genetics lab, are important contributors to the area's economy. The people of Mount Desert are hard-working, proud citizens who support their children and the schools that serve them. Though our students who attend MDES come from a variety of socioeconomic and cultural backgrounds, all of the families share a common belief and desire to provide the best possible education for their children.

With an enrollment of 161 students in grades K-8, MDES belongs to Union 98, comprised of 9 schools, 8 elementary and one high school with a total district enrollment of approximately 1600. Students at MDES are made up of a population that consists of 93% Caucasian, 3% African American, 2% Asian/Pacific Islander, and 2% Hispanic. 15% of our student population is considered to be in the low socioeconomic category and we have a population of 14% special education students. Funding for schools in the State of Maine is based primarily on property values. Since the Town of Mount Desert has some of the highest property values in the state, the residents of Mount Desert are responsible for raising roughly 94% of the commitment to the school's fiscal needs. The school budget is created on an annual basis and is voted on at an annual town meeting.

Our mission states: 'Mount Desert Elementary School strives to be a welcoming, nurturing school with a strong connection to the Mount Desert Island community and to the world beyond. At our school, we practice respect and responsibility, are compassionate and caring for others, value and celebrate hard work and commitment, and have the courage to challenge ourselves. Our approach to learning at Mount Desert Elementary School embraces an understanding of each student's needs, while holding all students and school personnel to rigorous academic and ethical standards.'

Our school is very much a student-centered school, dedicated to the ideal of optimizing the learning for every student by providing students with rich and rewarding educational programs and utilizing the latest in effective teaching practices. We are in the business of 'growing' students academically, physically, artistically, socially and emotionally with decisions based on what is right and best for our children in the pursuit of these goals. Our small class sizes, Student Success Teams (Response to Intervention model), special education staffing, co-curricular, fine arts programs, service learning, professional development practices, outdoor adventure-based learning, counseling efforts and learning labs are examples of our dedication to a balanced approach to student learning.

Our students enter our school with a sense of anticipation and excitement, with a confidence that their teachers will work hard for them and that they will be treated fairly and respectfully. By the time they leave MDES, they feel appropriately challenged and well prepared, with the confidence to take healthy risks and face new challenges that lay ahead.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Roughly 10 years ago, the State of Maine adopted the Maine Educational Assessment (MEA) as a means to measure student progress in achieving challenging academic expectations, set forth in the Maine Learning Results. Initially this testing was focused on the achievement levels at grades 4, 8 and 11 in the areas of math, reading, writing, health, social studies, visual and performing arts, and science. In 2005-06, as a result of NCLB (No Child Left Behind) legislation, the MEA was redesigned and restructured so that students are now assessed in reading and math during grades 3 through 8. The achievement standards for the MEA includes: Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards, and Exceeds the Standards. For further information on the MEA log on to <http://www.maine.gov/education/mea/edmea.htm>

Since the MEA only offers a certain 'snapshot' of student achievement, MDES has a history of using a variety of assessments to not only gauge student achievement, but more importantly, to help inform effective instructional practices. Students participate twice a year in the NWEA (Northwest Evaluation Association) in the areas of reading, math and language usage. This is a nation wide assessment with national norms that allows teachers to follow the individual growth pattern of a student's learning. For further information about the NWEA assessment log on to <http://www.nwea.org/index.asp>

Additionally we assess reading development using DRAs (Developmental Reading Assessment), running records, SRA, SRC (Scholastic Reader Counts) and a variety of other measures.

NOTE: Due to our small size and demographics, none of our subgroups were large enough to disaggregate their scores from the rest of the students.

Since the MEA went through a major restructuring prior to the 2005-06 test year, it is not appropriate to compare the results of the pre-2005/06 year to those that follow. Regardless of the test year, our results on the MEA have been consistently in the top 5% of the state's school results, while finishing as the top school on several occasions. As a comparison, our NWEA data supports the results of the MEA, indicating that our student mean score is one to two grade levels higher than the national mean in both reading and math. All of this data supports our philosophy that reading and math are essential skills for all students and that we use appropriate curriculum, as well as effective instructional and intervention strategies.

Focusing on the state data, in 2006-07 the state average was 65% of the students either meeting or exceeding the standard in reading and an average of 57% of the students meeting or exceeding the standard in math. In comparison, 85% of MDES students met or exceeded the standard in reading and 78% did so in math. The 2005-06 test year confirms these results with the state averaging 60% in reading and 52% in math compared to 87% of MDES students in reading and 76% of our students in math that met or exceeded the standard. This is a spread of 20-25%, which is considered statistically significant. Additionally, we had some grades that achieved 100% of the students meeting or exceeding the state standards for reading and math (Reading - grade 5 and 8, Math ' grade 5).

In summary, the MEA and NWEA are two assessments that show similar results indicating high achievement and continuous growth of MDES students. This data gives us confidence that our K-8 programming is appropriate and that we are continually challenging students to reach higher levels of performance. In addition, both measures provide us with specific data that allows the school to make adjustments to the curriculum and individual student programming, such as those students who may be struggling to meet the standards and would require strategically planned interventions.

2. Using Assessment Results

Mount Desert Elementary School carefully considers local, district, and national assessment data, balanced with informal assessments and observation, in order to support the whole learning of the child. We feel responsible to our students and community to effectively use data to inform

instruction. Evaluation of results is embedded throughout the school year with a wide-range of assessments. This includes careful tracking of student progress on class assessment sheets and on Powerschool, an electronic data base system. MDES is committed to meeting the needs of individual students, and encouraging student ownership of progress through goal setting and student-led conferences.

Teacher support and collaboration in evaluating assessment data and planning instruction occurs in many settings, including (but not limited to) grade level meetings, co-planning periods, and IEP (Individual Education Plan) team meetings. Students who do not meet the grade level standard on the MEA and do not meet expected yearly growth on the NWEA are identified each spring and considered at team meetings. These meetings serve as both student progress monitoring and as transition planning for the student's next grade.

The MDES school community is committed to finding individual solutions to each child's needs. Our Student Success Team (SST) is a collaborative group of teachers at the primary and upper grade levels who strategize and plan for students at the request of their teachers. Goals are written utilizing research based interventions. The team then reconvenes to consider student progress, changing teaching strategies or requesting further evaluation if needed. Additionally, teachers can request assistance for enrichment instruction from the SST for students who perform above grade level standards, yet are not eligible for our Gifted and Talented program.

3. Communicating Assessment Results

Effective communication among the school, students, parents and the community is a key component of our strength as a highly effective school. Each year our students participate in a variety of statewide and local assessments that are shared with students and parents on a consistent basis and in a variety of ways. Currently our school is using Power School as a means of collecting and sharing assessment information. Both parents and students are able to access grades and assessment results 24 hours a day through a web portal. Grades are also communicated to students and parents through a series of mailings, fall parent/teacher conferences, spring student-led conferences, mid -trimester progress reports and trimester report cards. Teachers also use a variety of methods to establish a system of ongoing communications with parents. Teachers provide either a weekly/bi-monthly newsletter or have created teacher websites to communicate curriculum and assignments to parents and students. Teachers are also constantly communicating via email and phone calls with parents to help inform them of their child's progress.

MDES is fortunate to have strong parent support and participation in meetings such as student conferences, IEP meetings and SST meetings. These meetings focus on student performance and offer parents an in-depth analysis of assessment and performance results through a protocol that includes data analysis and teacher input. Additionally, performance based assessments such as concerts, science fairs and art exhibits are an additional means of assessments that allows us to share student learning with parents and community members.

Our community is well informed about the performance of our school. Each year our state assessment (MEA) scores are published in the newspaper along with the scores of all the Maine schools. As a part of our annual budgetary process, school performance is also shared with the community as a part of the annual town report. Our school and district web sites also have many links that allow the community to further research school performance.

4. Sharing Success:

Our staff has a long history of sharing our excitement for new approaches to learning. Our inquiry-based science approach, individualized reading instruction, performance-based music program, farm to school lunch model, and tobacco prevention education are a few of the successful innovations that have all been shared with other schools. We communicate our successes through the following means:

Professional Development

- administrative meetings, staff meetings, common study meetings
- union, regional and state wide committees
- workshops and seminars
- regional partnership presentations (Downeast Educational Partnership)
- presentations at regional and state level conferences (NELMS New England League of Middle Schools, MPA Maine Principals Association)

Professional Support

- mentor student teachers from local colleges and universities
- mentor teachers from other schools
- willingness to consult and collaborate

Welcoming Visitors and Connecting with Community

- organize community exhibits and performances
- host school and individual visitations
- collaborate with the College of the Atlantic, Jackson Lab, Acadia National Park

Technology and Media

- teacher, school, and union web sites
- student webcasts
- email
- local news coverage and media outlets

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Mount Desert Elementary School's curriculum is built around the framework provided in the Maine Learning Results. Assessment requirements through NCLB and Learning Results legislation have focused our work in developing the curriculum. Because we need to assess specific skills and competencies at particular grade levels and clusters, the curriculum at each grade level has become more focused. The curriculum documents are not all encompassing, rather focus on the essential questions, skills and the enduring understandings for each curriculum area expected at each grade level. Our entire curriculum including the overarching questions, skills and understandings can be located at the following web site: <http://www.u98.k12.me.us/curriculum/matrix>

Reading: The curriculum is literature based. Students use the skills and strategies of the reading process to comprehend, interpret, evaluate and appreciate what they have read. Components include: read aloud, shared reading, guided reading, literature circles, independent reading and sound/word development.

Writing: In writer's workshop, students acquire the skills and strategies of the writing process. The traits of good writing are taught and literature is incorporated as a model to help students find their own voice and express their ideas.

Mathematics: The key components of our math curriculum include: numbers and number sense, computation, data analysis/statistics, probability, geometry, measurement, patterns/relations/functions, algebra concepts, discrete math, mathematical reasoning and communication. Each of these strands is covered in each grade along a continuum of acquisition of skills.

Science: The curriculum encompasses the subject matter of life, physical, earth and space science. In addition, essential skills such as inquiry and problem solving, scientific reasoning and communication are embedded into the curriculum. In the primary grades students are exposed to hands-on science kits, in the middle school, students work in lab situations including the schools outside living laboratory.

Social Studies: Students are actively engaged in inquiry, research, debate, and in-depth learning. The goal is for students to be contributing participants in a democratic society. The strands covered for each region of the world studied include: Civics/Government, History, Geography, and Economics.

Visual Art: The art curriculum is experiential in nature. The focus is for students to create as a means of expressing ideas and feelings. Students gain an understanding of the cultural contributions of artists and regions of the world. Their study leads to recognizing exemplary works, while exploring creative expression and cultural heritage, through reflection, problem solving, analyzing, synthesizing and evaluating.

Foreign Language (offered K-8): Students communicate both in the oral and written domain of a second language. Emphasis is placed on dialogue and fluency. Students study language and culture in an integrated fashion. In the end, students are able to use grammar, vocabulary and content skills to communicate successfully in a global society.

2a. (Elementary Schools) Reading:

Our goal for reading instruction at MDES is to develop life-long, independent readers who read for information and enjoyment. To achieve this goal, we provide students with a balanced, literature-based reading program. We chose this type of approach because it looks at the whole reader and all aspects of the reading process. Our reading instruction is delivered on a continuum that builds from year to year. Individual reading skills and needs are monitored closely to ensure student progress, thereby allowing us to intervene quickly and effectively.

During reading workshop in the primary grades, we teach strategic problem-solving skills

during guided reading using texts at students' instructional levels. Alongside our literature-based instruction, we use the Phonics Lessons by Pinnell and Fountas and the Handwriting Without Tears curriculums. Both of these programs greatly enhance the introduction and mastery of basic letter, phonemic awareness, and phonics skills necessary to the reading process.

We continue our balanced reading instruction in the intermediate grades. As students become proficient readers, we focus on building their personal interests and passion for reading by providing reading choice and time to read in the classroom. We teach higher level reading skills and elements of literature through mini-lessons, read alouds, and small group discussions. This programming continues through the middle grades with an emphasis on integration into other content areas.

By using multiple reading assessments to inform instruction, we are able to meet the varied needs of our student population, from those who have learning disabilities to our most gifted readers. We have successfully used many targeted reading interventions such as: Reading Recovery, Great Leaps, Lexia, SRA Skills Programs, and GT (Gifted and Talented) consultations.

3. Additional Curriculum Area:

The arts play an important role in students' lives at Mount Desert Elementary School. They are an integral part of our school's mission to help our students become lifelong learners and contributing members of their communities. The arts play an important role in our island's culture and this is reflected in our school's curriculum. Throughout the year, and intensively during our school's annual Arts Week, artists, musicians, dancers, poets and storytellers mentor our students and enrich and deepen their learning. Traditional craftspeople, such as boat-builders, chefs, weavers and quilters, also work with our students, both in our school and in the community, providing them with rich hands-on experiences. We also host many school-wide assemblies and events that use the arts to teach us. Students recently learned about history, current events and community activism from a visiting artist who shared his portrait paintings of inspiring Americans.

The arts are integrated with all the subject areas in our school. Students create puppets, write songs, stage plays and paint murals to demonstrate their learning. Students build models, design exhibits, paint posters and solve creative challenges using a variety of art materials and tools. Students learn about other cultures and diversity in the world when they are mentored by African dancers and drummers, Tuvan Throat Singers and Native American storytellers. We teach music to all our students, because we believe this enriches their lives and gives them new means of expression. We also know that learning to read music and count rhythms reinforces and builds skills in math and reading. Technology is also a strong and consistent means of learning in our school and is often integrated with the arts through webcasts, filmmaking, music composition and digital photography.

The arts allow our students to demonstrate their learning and share their successes in a variety of ways- through performances, art exhibits, community art projects and portfolio presentations. MDES is filled with the art of students, from early morning jazz to the colorful, expressive paintings on the walls, and fosters a lively and nurturing climate that supports student learning and involvement in our school.

4. Instructional Methods:

MDES strives to meet the needs of all students through a variety of teaching models. Teachers are committed to continuous self reflection and are eager to strengthen their instructional practices through professional development such as Harvard's Institute on Universal Designs and Columbia's Teachers College, to name a few. These experiences have led to the use of a wide range of effective instructional methods across the curriculum. Whole class instruction is balanced with small group or independent lessons tailored to individual learner needs. General inquiry by students is supported. Whenever possible, a 'hands on' approach is used. We honor the multiple intelligences of our students and strive to differentiate our instruction to meet their individual needs.

Mount Desert Elementary School values and supports collaboration. Our classroom teachers, support staff and specialists work as a team to evaluate existing strategies and make adjustments necessary for student success. Our best work is done while problem solving together. This collaboration allows us to meet the individual needs of students more effectively. We use our staff and facility creatively and flexibly to support individual students.

Technology supports different modes of instruction for both students and staff for grades K-8. Students in grades 4 through 8 have personal laptops provided by the school, which are used for accessing assignments, word processing, research, and sharing information in a variety of ways. Staff members also have laptops that allow for more effective collaboration with students and parents and allow for instant access to student assessment and personal data. Our school also has a computer lab that allows classes to utilize Fastt Math, Lexia, MasterKey, and other computer based instructional programs.

Our staff is committed to teaching concepts through authentic learning experiences when possible. A strong service learning program combined with experiences such as Arts Week, participation in Acadia National Park and Jackson Laboratory programs, and our Floating/ Frozen Classrooms are but a few examples of this commitment.

5. Professional Development:

MDES supports and fosters the continuous growth of its teachers and support staff in order to meet the needs of all students. Our teacher contract has 9 additional days beyond regular student days to work on professional development needs that are both locally and regionally planned. Each year our school union conducts a comprehensive survey to ensure that all professional development opportunities are aligned with the professional needs of its staff. Priority is given to our yearly goals as articulated through our educational frameworks and priorities, various state and national initiatives and the current needs of our curriculum cycle at the time. Each professional development opportunity is followed with feedback from its participants and made available on-line. Ultimately the goal of our professional development is to provide our students with highly qualified teachers who will:

- 1) Utilize the curriculum to design rigorous, comprehensive, quality lessons that connect students to the educational frameworks of the essential questions, knowledge and understandings.
- 2) Implement current, effective researched based teaching strategies that will meet the needs of all students.

Professional development is strongly supported financially at our school. We budget locally over \$20,000 per year for our staff development and there are a number of private endowments and federal grants available that provide our teachers with the necessary funding. This money is used for coursework, regional, state and national conferences, guest speakers, mentors, locally supported college courses, common studies and instructional grants. Additionally, professional development occurs through a common study approach, in which teachers come together district wide by grade level or content level to review curriculum, instruction and student needs. Teachers also meet in school grade cluster on a regular basis to address these same areas. Additionally, we have a monthly staff forum that is used for a variety of professional development opportunities. This year we have devoted our time with two book studies, 'The Minds of Boys' and 'The Reading Zone'. Both of these studies have enabled us to better understand the needs of boys and those of reluctant readers.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 4 Test Maine Educational Assessment

Edition/Publication Year 1997 Edition (pr Publisher Measured Progress

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Meeting plus% Exceeding	82	93	69	60	63
% "Exceeding" State Standards					
%Exceeding	9	13	0	0	0
Number of students tested	11	15	30	15	16
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
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Meeting plus %Exceeding	100	89			
% "Exceeding" State Standards					
%Exceeding	8	15			
Number of students tested	13	27			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Meeting plus %Exceeding	86	78			
% "Exceeding" State Standards					
% Exceeding	18	17			
Number of students tested	28	18			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Meeting plus % Exceeding	87	83			
% "Exceeding" State Standards					
% Exceeding	31	33			
Number of students tested	16	18			
Percent of total students tested	94	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Meeting plus % Exceeding	100	94	87	54	82
% "Exceeding" State Standards					
% Exceeding	29	35	9	0	13
Number of students tested	17	17	23	29	34
Percent of total students tested	94	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	3	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Meeting plus % Exceeding	75	75			
% "Exceeding" State Standards					
%Exceeding	8	17			
Number of students tested	12	12			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Meeting plus %Exceeding	83	80	59	33	19
% "Exceeding" State Standards					
% Exceeding	27	7	7	0	0
Number of students tested	11	15	30	15	16
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
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Meeting plus % Exceeding	100	89			
% "Exceeding" State Standards					
%Exceeding	8	15			
Number of students tested	13	27			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Meeting plus% Exceeding	62	72			
% "Exceeding" State Standards					
%Exceeding	31	22			
Number of students tested	16	18			
Percent of total students tested	94	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Meeting plus %Exceeding	77	76	74	41	54
% "Exceeding" State Standards					
%Exceeding	53	41	22	0	9
Number of students tested	17	17	23	29	34
Percent of total students tested	94	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	3	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Meeting plus % Exceeding	75	83			
% "Exceeding" State Standards					
% Exceeding	0	0			
Number of students tested	12	12			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Meeting plus %Exceeding	68	61			
% "Exceeding" State Standards					
%Exceeding	29	0			
Number of students tested	28	18			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Meeting plus %Exceeding	68	61			
% "Exceeding" State Standards					
%Exceeding	29	0			
Number of students tested	28	18			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

**FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (E) Grade 3 Test NWEA

Edition/Publication Year _____ Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September			
SCHOOL SCORES*					
Total Score	195	194			
Number of students tested	12	13			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	190	190			
NATIONAL STANDARD DEVIATIO	8	8			

Subject Reading (E) Grade 4 Test NWEA

Edition/Publication Year _____ Publisher Northwest Evaluation Assosiation

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
Total Score	207	205	200		
Number of students tested	12	9	26		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	199	199	199		
NATIONAL STANDARD DEVIATIO	7	7	7		

Subject Reading (E) Grade 5 Test NWEA

Edition/Publication Year _____ Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
Total Score	217	211	207		
Number of students tested	14	26	16		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	206	206	206		
NATIONAL STANDARD DEVIATIO	7	7	7		

Subject Reading (E) Grade 6 Test NWEA

Edition/Publication Year _____ Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
Total Score	219	215	216		
Number of students tested	26	18	16		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	211	211	211		
NATIONAL STANDARD DEVIATIO	7	7	7		

Subject Reading (E) Grade 7 Test NWEA

Edition/Publication Year _____ Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
Total Score	221	221	220		
Number of students tested	17	15	16		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	215	215	215		
NATIONAL STANDARD DEVIATIO	7	7	7		

Subject Reading (E) Grade 8 Test NWEA

Edition/Publication Year _____ Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
Total Score	230	226	229		
Number of students tested	19	16	21		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	218	218			
NATIONAL STANDARD DEVIATIO	7	7			

Subject Math Grade 3 Test NWEA

Edition/Publication Year _____ Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
Total Score	195	194	197		
Number of students tested	12	13	11		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	192	192	192		
NATIONAL STANDARD DEVIATIO	7	7	7		

Subject Math Grade 4 Test NWEA

Edition/Publication Year _____ Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
Total Score	207	207	202		
Number of students tested	13	12	26		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	203	203	203		
NATIONAL STANDARD DEVIATIO	7	7	7		

Subject Math Grade 5 Test NWEA

Edition/Publication Year _____ Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
Total Score	217	215	208		
Number of students tested	14	27	16		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	211	211	211		
NATIONAL STANDARD DEVIATIO	7	7	7		

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
Total Score	223	219	226		
Number of students tested	26	18	16		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	217	217	217		
NATIONAL STANDARD DEVIATIO	7	7	7		

Subject Math Grade 7 Test NWEA

Edition/Publication Year _____ Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
Total Score	230	236	229		
Number of students tested	17	15	15		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	223	223	223		
NATIONAL STANDARD DEVIATIO	7	7	7		

Subject Math Grade 8 Test NWEA

Edition/Publication Year _____ Publisher Northwest Evaluation Association

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
Total Score	243	239	245		
Number of students tested	19	15	22		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	229	229	229		
NATIONAL STANDARD DEVIATIO	8	8	8		