Revised 3/14/06
2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) _X_ Elementary __ Middle __ High __ K-12 __Charter

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

Official School Name _Ethan School District 17-1_
(As it should appear in the official records)

School Mailing Address_____320 South 2ⁿᵈ Box 169_____
(If address is P.O. Box, also include street address)

_Ethan _____South Dakota_____57334-0169_____
       City   State   Zip Code+4 (9 digits total)

County ___Davison_____State School Code Number*__17-1_____

Telephone _(605) 227-4211_____Fax _(605) 227-4236_____

Website/URL__http://www.ethan.k12.sd.us E-mail _Terry.Mathis@k12.sd.us_____

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

_____ Date_____
(Principal's Signature)

Name of Superintendent* _Mr.Terry Mathis_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name____Ethan School District 17-1_____Tel. _(605) 227-4211_____

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

_____ Date_____
(Superintendent's Signature)

Name of School Board   Mr. Delmar Mueller
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Other)

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

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

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _1_   Elementary schools
                                             ___   Middle schools
                                             ____ Junior high schools
                                             ____ High schools
                                             _____ Other

                                             _1_   TOTAL

2. District Per Pupil Expenditure: ___6709_____

   Average State Per Pupil Expenditure: ___6724_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [   ]   Urban or large central city
   [   ]   Suburban school with characteristics typical of an urban area
   [   ]   Suburban
   [   ]   Small city or town in a rural area
   [X]   Rural

4. _6_____ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	9	15	**24**		7			
K	10	9	**19**		8			
1	7	7	**14**		9			
2	7	8	**15**		10			
3	11	9	**20**		11			
4	9	8	**17**		12			
5	9	7	**16**		**Other**			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					125

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   99_____ % White
    the students in the school: _____% Black or African American
                                     _____% Hispanic or Latino
                                     _____% Asian/Pacific Islander
                                     1_____%American Indian/Alaskan Native
                                     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: _____10_____%

    [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.	8
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	125
(5)	Total transferred students in row (3) divided by total students in row (4)	.104
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: ___0___%
                                     _____0__Total Number Limited English Proficient
    Number of languages represented: ___0___
    Specify languages:

9. Students eligible for free/reduced-priced meals: _____17__%

        Total number students who qualify: _____17__

    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: _____8%

_____8_____Total Number of Students Served

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

____Autism   ____Orthopedic Impairment
____Deafness   ____Other Health Impaired
____Deaf-Blindness   __4__Specific Learning Disability
____Emotional Disturbance   __3__Speech or Language Impairment
____Hearing Impairment   ____Traumatic Brain Injury
__1__Mental Retardation   ____Visual Impairment Including Blindness
____Multiple Disabilities

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	6	2
Special resource teachers/specialists	1	
Paraprofessionals	1	1
Support staff	2	2
Total number	11	5

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	99%	99%	97%	99%	98%
Daily teacher attendance	94%	93%	95%	93%	94%
Teacher turnover rate	28%	0%	0%	14%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

The Ethan School District is located in a town of 350 people and is a small rural community that covers approximately 105 square miles. Currently we have 125 students in our pre-K through fifth elementary school. The community of Ethan is committed to educational excellence for all students.

The belief of the Ethan Elementary School is that the best possible education is the right and privilege of every student. The responsibility of the school is to educate students within the context of community values. The curriculum should be dynamic and progressive in order to meet the changing needs of both the individual and the entire student body. We are committed to promoting students who possess the skills needed to succeed in an increasingly complex information society.

The school district recognizes the importance of striving toward achieving the following goals:

Intellectual Development:

The school will foster critical thinking skills, creativity, love of learning, positive study habits, test taking skills, time management, organizational skills, the ability to follow directions, comprehension of ideas and facts through reading, viewing, and listening and the ability to communicate ideas and facts through written language, oral language and other media.

Instructional Strategies:

The teacher will use a variety of methods based on sound learning theories, encourage students to performance consistent with their abilities, use self evaluation, and provide a classroom environment which promotes an atmosphere of respect.

Social Development:

The school will foster mutual respect between students and staff, socially acceptable behavior, a well developed set of personal values and goals, and positive peer relationships.

Emotional Development:

The school will improve the emotional health of students through the curriculum and counseling program and help students to develop a positive self-concept and a sense of self-worth.

Citizenship Development:

The school will promote a patriotic attitude of respect for our country, an appreciation of our American heritage, an attitude of civic responsibility, and the ability to recognize the rights of all people without discrimination.

Vocational Development:

The school will promote hands-on work experiences through the vocational and S.T.E.P. programs, a strong work ethic, and a strong knowledge of career choices.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

South Dakota has established a state assessment system to meet the requirements of the Federal No Child Left Behind Act (NCLB).   South Dakota's assessment system is based on the Dakota STEP (State Test of Educational Progress) for reading and math.   The Dakota STEP test is a criterion reference test, which means it measures a student's achievement level.   A student's results indicate whether or not a child is performing below basic, basic, proficient, or advanced in reading and math. The SD Department of Education determined the Dakota STEP scores (achievement level) based on mastery of the state standards in math and reading. The standards in these curriculum areas determine the skills being taught at each of the grade levels in reading and math. The local school districts teach to these standards. Each year the school and students are to show annual yearly progress towards mastery of the standards. An annual measurable goal has also been determined by the SD Department of Education, and it rises each year. The challenge to the student and school is to raise the student scores significantly so they not only don't fall

behind but they move into a higher achievement level. The ultimate goal is to have all students performing at proficient or advanced levels.

The State score ranges for each category are as follows for the 2005 spring test.

Tested Grade	Subtest	Below Basic	Basic	Proficient	Advanced
3	Reading	533 or Below	534 – 604	605 – 661	662 or Above
3	Math	531 or Below	532 – 589	590 – 643	644 or Above
4	Reading	533 or Below	534 – 594	595 – 647	648 or Above
4	Math	545 or Below	546 – 613	614 – 665	666 or Above
5	Reading	602 or Below	603 – 654	655 – 712	713 or Above
5	Math	607 or Below	608 – 645	646 – 698	699 or Above

The scores of our Ethan students indicate that we have shown annual yearly progress since the inception of the Dakota STEP Test. Our sub-group populations, which are defined by categories such as special needs students, ethnicity, gender, and income level, are also showing annual yearly progress. But in all cases, our student numbers are too small to make this a valid indicator.

For more information on the state assessment program: Harcourt Assessment, Inc. (Dakota Step and Stanford Achievement Test, Tenth Edition.)   www.harcourt.com
    SD Department of Education, assessments.   http://www.state.sd.us/deca/OCTA/assessment/index.asp

2.   **Using Assessment Results:**

Each year after we have received the results of the Dakota Step test given to us by the state in late March or early April, we have what we call a data retreat. At this retreat, we look at the scores of individuals, individual groups (such as grade 3 for example), and the entire student body.

When we look at each individual, of course we are looking at how well they did on the test. In the case of South Dakota students, they fall into four categories: advanced, proficient, basic and below basic. When looking at the data, we look for kids that we refer to as "bubble kids". What I am referring to when I say "bubble kids" is the fact that we look at the cut scores between each category. What we have seen is that the kids that are five points on either side of the cut score are the students that can move very easily. What we try to do is ear mark these students to make sure they move in the upward direction.   It is the goal of South Dakota to have every student be advanced or proficient in math and reading by the year 2014. It is the goal of the Ethan School District to have every student be advanced or proficient every year. We realize that this is a goal that is hard to attain, and even harder to maintain, but we continue to work at reaching this goal on a yearly basis.

When we look at individual groups or grades as the case may be, what we are looking for are holes in our curriculum. We look to see if there are areas in which the entire class does not excel. If such a area is found, then the following academic year we make sure that we are covering this area, to ensure that the void in the specific area is eliminated.

Last but not least, we look at more than one class at a time; we look at the whole student body to see if we are poor at one certain standard in every class. This helps us to determine what areas we need to have in-service for our teaching staff.

3. **Communicating Assessment Results:**

Our school district works very hard at making sure students, parents, and the community know how well we are doing in the area of education. There are really two areas when it comes to assessment of students: one, daily assessments and tests used to determine a grade for each individual student, and 2, the state assessment results.

When it comes to daily grades and assessments for students, we do many things. We have two parent-teacher conference per school year where the parents are able to come and speak with teachers. At each mid-term, we send out what we call progress reports to let the parents know how their son or daughter is doing in school, and we also have a online system, and each parent has a password given to them. They can go online on a daily basis and check to see how their son or daughter is doing. We believe a major factor in our success is that we are a small community, which helps in open communication between teachers and parents, keeping each other aware of the needs of the students.

As far as state assessment results, we publish the results in our local paper, all parents are sent a copy of their son's or daughter's results, and each parent is given the website so they can look at how our school did compared to all the other schools in the state of South Dakota.

4. **Sharing Success:**

Success is all about sharing; first and foremost we share between each other on our staff. This way we are able to find out what works for one student, which may not work for another. As for sharing with other school districts, the newspaper is our main source of sharing our success with other school districts. Another great way, which we have found very useful, is just round table discussion with other teachers from different districts in the area. We also have Educational Service Agencies in our state, and they are very good at sharing our success stories with other districts in order to help them improve. They are also a great resource that we use to maintain the success we have had and continue improving in all areas of our academic curriculum.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Our school's curriculum is centered on the core subjects of reading and math. In reading, students in all the grades are focused on guided reading, with phonemic skills being emphasized in grades K through 2. The students are enthusiastic about reading as they engage in literary circles, buzz sessions, and self-selection reading time in order to build comprehension and vocabulary skills. Reading Counts has given grades 1-5 an opportunity to read extensively at home and on their own, taking quizzes to check comprehension, and reaching individualized goals. Students also work collaboratively in centers that focus on reading skills, writing, and independent research. These heterogeneous groups of 2-4 students teaches students to work together, are flexible, and increasing students' learning because, students are taking charge of their own learning.

Math is a core subject aggressively taught, with each grade building on the other. Students are encouraged to be able to solve problems found in real life situations. Using a variety of manipulatives and real life problems, children are taught the number system, math facts, place values, and how to set up equations. They collaborate with each other to work the problems and are challenged to be able to explain the results. The knowledge of math strategies for solving problems gives students responsibility for their own learning while building a strong mathematical base. We want our students to be able to solve problems by understanding, and taking the next step in their thinking that will enable them to transfer their knowledge to solving more complex problems.

Science is a subject where students explore the physical world, discovering and applying knowledge gained to forming hypotheses and conclusions in a logical manner. After certain concepts are understood, the teacher often becomes the facilitator and guide, providing an environment where students can study, experiment, and work on projects, thus discovering and solving problems together.

Social studies is adapted to each grade level as students develop the idea of community, starting at home and reaching outward. It is a subject that seeks to help children value the contributions of others to their own lives through reading the biographies and stories, writing and researching, and performing authentic tasks such as interviewing community members about the Dirty Thirties or taking pictures of the community and its businesses, to develop an understanding and appreciation for one's town, city, country and world.

Music is a very important component of our curriculum – enriching the other subjects. It seeks to involve our students in expressing their joy of learning through movement and valuing the creative contributions of others. Some studies have shown that music and the development of rhythm helps to improve reading skills, so music is an integral part of our curriculum.

Art is a self-expressive subject that involves the very heart of who a student is and is another way of expression. Here students are challenged to "see it a new way", be bold, and think outside the box.

Our foreign language is Spanish. The students are taught vocabulary by lying down and drawing themselves and labeling their features and clothing. Greetings, conversation, questions, and salutations all begin the process of communicating. Students find joy in "talking" to the teacher and each other, knowing there are others out there that really speak this language.

We are proud of our elementary school and its curriculum. We believe in high standards and take seriously the ways to make sure our students achieve them. We hope to develop a passion for learning among our students, helping them be self-regulated, set their own goals, and be responsible learners. We want them to be able to transfer their knowledge to solving problems, and be able to work with others in a changing world. We are setting the stage for them to be life-long learners with strong values.

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

In the Ethan Elementary, we use the Scott Forsman Reading series and the state standards to ensure we are teaching our students the skills they need to become great readers. We have chosen this series because we feel it helps guide us in teaching the fundamental skills needed to have our students become excellent readers. The most important skills in reading are phonemic awareness, phonics, fluency, vocabulary, and text comprehension. All of these skills are incorporated into our curriculum and supported by the Scott Forsman Reading series. We have an experienced and highly trained staff that also incorporates Dibels testing as well as DRA testing which helps level our young readers and target our readers that may need a little extra help. By leveling our young readers, we can have them reading books at their own comfort level, which helps build confidence and improve fluency. With improved confidence and fluency, students improve in their comprehension, which gives reading more meaning. As we all know as educators, if we can give kids meaning in what they are learning, they become more self-motivated and teach themselves. Also by giving these tests we can determine if certain students need to be tested for Special Education or put into Title I for extra help. Both our Special Education and Title I departments do an excellent job of helping students individually as well as giving our teaching staff helpful hints on how to teach certain students.

Spelling, grammar, and writing are also incorporated into the reading curriculum; this also helps students develop meaning and purpose. We also use a program that is called Reading Counts. This program tests students after they read a book by giving them a quiz to test their comprehension. We set goals for students to meet, and after meeting such goals, we have rewards that they can win, which helps motivate students to read outside of class. As we all know, practice is very important when it comes to becoming a good reader.

Along with everything we do above, our teachers have silent reading, reading groups, guided reading, literature circles, and, of course, read to the students orally themselves. These strategies have

helped our elementary school become 100% advanced and proficient on our state testing, but more importantly have helped our students become better readers, which will give them the joy of reading for the rest of their lives.

3. **Mathematics, Science, Art, Etc.:**

Math is one of the major core curriculum subjects taught in the elementary school. Because we believe in a dynamic and progressive curriculum, math is taught and portrayed in that manner, always with a vision of the future. Problem solving starts at the kindergarten level, seeking to help a child visualize and understand the steps and operations involved in solving a problem. The number system is vital for being able to manipulate numbers to show percentages, money concepts, comparisons, etc. In order to be successful students in middle school and beyond, our elementary students are given a solid numerical foundation on which to build. They begin to learn in the early grades to analyze problems, and determine solutions through numerical means and strategies. Using charts, patterns, tables, working backwards, looking for patterns, making organized lists and estimating. They become adept at figuring out how to solve problems while developing a strong "math sense". They are taught the need to learn, to make the connections to money, time, probability, and measurement that tie into the real world of health, history, science, sports, social studies, and more. We want to prepare them for the changing and competitive society in which they live, so that success will be a continual part of their school experience. Because we are sending them out into a complex informational society, we believe our math program must provide them with a strong mathematical and logical base, while also helping them to acquire those higher level thinking skills necessary to accommodate what is ahead. Our elementary grades provide opportunities in each class to learn and practice good math strategies, cement the number facts to memory for easy manipulation in problem solving problems, also providing time to analyze how to solve problems, and creating steps to follow to get a correct solution. We use both reading and writing skills to formulate the steps in problem solving, while logically learning to calculate and arrive at sensible answers. We want to keep the vision broad and futuristic, but at basic and practical level, which is built on a solid foundation.

4. **Instructional Methods:**

The Ethan Elementary uses many instructional methods. Examples would be learning centers, guided reading groups, small group activities, hands-on approaches such as making words, games, and file folder activities as well as math manipulatives which would include flashcards and white board activities. We also use oral and written assessments and motivational incentives. As mentioned before we use leveled books and incorporate Reading Counts. Another method, is the use of computers in the classroom. Students love it, and they become independent learners that work at their own pace.

5. **Professional Development:**

In many ways our size has great advantages, but in the area of staff development it can be a disadvantage. In bigger schools, there are three or four third grade teachers and they are able to discuss things among themselves, which helps develop new teaching strategies. In a district as small as ours, we only have one teacher for each grade so our teachers don't have the advantage of discussing certain educational strategies and methods with another teacher at their same grade level. For this reason professional development is very important at our district. In saying that it also is very difficult to have professional development for such a small group of teachers, and make it meaningful for all of them. What we have done and continue to do is to have teacher in-services a minimum of twice a year. We also send teachers to workshops individually throughout the year. This is determined by discussions among staff and administration based on what all staff feel they themselves and we as a whole need to continue to

improve on. We also depend heavily on our Educational Service Agency, which is a branch of the state education department that offers us assistance in any area of education that we may ask for, whether it be helping us write a grant, to professional development ideas to help improve our staff. They will come directly to our school district or have something set up for us at their site which is located approximately fifty five miles from our school. Also we do data retreats each year and bases on what we find from looking at that data, we determine the areas in education that we need to improve on and gear our professional development around those data findings.

Subject__Reading____ Grade___3rd___ Test_____Dakota Step_____

Edition/Publication Year_____Harcourt_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March		
SCHOOL SCORES*					
% Advanced and proficient(at or above state standard)	100%	94%	100%		
% Basic or below basic(below state standard)	0	6%	0%		
Number of students tested	18	16	13		
Percent of students tested in grades 3-5	38%	41%	28%		
Percent of students above state standard	29%	29%	35%		
Number of students alternatively assessed	1	2	0		
% of students alternatively assessed in 3rd grade	6%	12%	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2._____(specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

Subject__Math____ Grade___3rd___ Test_____Dakota Step_____

Edition/Publication Year_____Harcourt_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March		
SCHOOL SCORES*					
% Advanced and proficient(at or above state standard)	100%	94%	92%		
% Basic or below basic(below state standard)	0	6%	8%		
Number of students tested	18	16	13		
Percent of students tested in grades 3-5	38%	41%	28%		
Percent of students above state standard	48%	49%	47%		
Number of students alternatively assessed	1	2	0		
% of students alternatively assessed in 3rd grade	6%	12%	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2._____(specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

Subject__Reading____ Grade___4th___ Test_____Dakota Step_____

Edition/Publication Year_____Harcourt_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March		
SCHOOL SCORES*					
% Advanced and proficient(at or above state standard)	100%	92%	86%		
% Basic or below basic(below state standard)	0	8%	14%		
Number of students tested	16	12	14		
Percent of students tested in grades 3-5	33%	31%	30%		
Percent of students above state standard	29%	27%	19%		
Number of students alternatively assessed	2	0	0		
% of students alternatively assessed in 4th grade	12%	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2._____(specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

Subject__Math____ Grade___4th___ Test_____Dakota Step_____

Edition/Publication Year_____Harcourt_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March		
SCHOOL SCORES*					
% Advanced and proficient(at or above state standard)	100%	100%	100%		
% Basic or below basic(below state standard)	0	0%	0%		
Number of students tested	16	12	14		
Percent of students tested in grades 3-5	33%	31%	30%		
Percent of students above state standard	46%	55%	55%		
Number of students alternatively assessed	2	0	0		
% of students alternatively assessed in 4th grade	12%	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2._____(specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

Subject__Reading____ Grade___5th___ Test_____Dakota Step_____

Edition/Publication Year_____Harcourt_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March		
SCHOOL SCORES*					
% Advanced and proficient(at or above state standard)	100%	91%	74%		
% Basic or below basic(below state standard)	0	9%	26%		
Number of students tested	14	11	19		
Percent of students tested in grades 3-5	29%	28%	41%		
Percent of students above state standard	29%	26%	9%		
Number of students alternatively assessed	0	0	0		
% of students alternatively assessed in 5th grade	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2._____(specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

Subject__Math____ Grade___5th___ Test_____Dakota Step_____

Edition/Publication Year_____Harcourt_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March		
SCHOOL SCORES*					
% Advanced and proficient(at or above state standard)	100%	91%	74%		
% Basic or below basic(below state standard)	0	9%	26%		
Number of students tested	14	11	19		
Percent of students tested in grades 3-5	29%	28%	41%		
Percent of students above state standard	46%	46%	29%		
Number of students alternatively assessed	0	0	0		
% of students alternatively assessed in 5th grade	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2._____(specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

*Change the sample table categories to use the state assessment system's categories and terminology.

Provide information in a table similar to the one above for all tests in reading (language arts or English) and mathematics. Complete a separate table for reading (language arts or English) and mathematics at each grade. Explain any alternative assessments. See the sample table on page 4.

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state, for example, 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for all levels. **Note that the reported percentage of students scoring above the basic cutpoint should be cumulative** and include students scoring at or above the "meets state standard" level. For example, 91% are "at or above meets state standards" and 42% are "at exceeds state standards."

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present at least three years of comparable data to show decreasing disparity among subgroups. Some subgroup examples are: (a) Socioeconomic Status [e.g., eligible for free and reduced-priced meals, not eligible for free and reduced-priced meals]; (b) Ethnicity [e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native]; (c) Students with Disabilities.

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

[*Sample 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_____ Grade_____ Test_____

Edition/Publication Year_____ Publisher_____

Scores are reported here as (check one): NCEs_____ Scaled scores _____ Percentiles_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					

SUBGROUP SCORES					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					