

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

Official School Name Lone Dell Elementary School (As it should appear in the official records)

School Mailing Address 2500 Tomahawk Drive (If address is P.O. Box, also include street address)

Arnold, Missouri 63010-2522 City State Zip Code+4 (9 digits total)

Tel. (636 ) 282-1470 Fax (636 ) 282-1474

Website/URL http://www.fox.k12.mo.us Email Domek@fox.k12.mo.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.

(Principal's Signature) Date

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

Name of Superintendent Mr. James Chellew (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fox C-6 School District Tel. (636 ) 296-8000

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

(Superintendent's Signature) Date

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

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

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

## PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:
- |    |                     |
|----|---------------------|
| 10 | Elementary schools  |
| 0  | Middle schools      |
| 3  | Junior high schools |
| 2  | High schools        |
| 15 | TOTAL               |
| 16 |                     |

2. District Per Pupil Expenditure:         \$6,050.50
- Average State Per Pupil Expenditure:         \$ 6,991.00

**SCHOOL** (To be completed by all schools)

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

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

4.     2     Number of years the principal has been in her/his position at this school.
- 3     If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

**\* ECSE & Preschool**

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	34	37	<b>71</b>		<b>7</b>			
<b>1</b>	45	33	<b>78</b>		<b>8</b>			
<b>2</b>	44	35	<b>79</b>		<b>9</b>			
<b>3</b>	35	34	<b>69</b>		<b>10</b>			
<b>4</b>	46	39	<b>85</b>		<b>11</b>			
<b>5</b>	41	41	<b>82</b>		<b>12</b>			
<b>6</b>	44	42	86		Other	55	33	89 *
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>								<b>639</b>

6. Racial/ethnic composition of the students in the school:
- |           |                                  |
|-----------|----------------------------------|
| <u>97</u> | % White                          |
| <u>1</u>  | % Black or African American      |
| <u>1</u>  | % Hispanic or Latino             |
| <u>1</u>  | % Asian/Pacific Islander         |
| <u>0</u>  | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 3.5 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	19
(4)	Total number of students in the school as of October 1	539
(5)	Subtotal in row (3) divided by total in row (4)	.035
(6)	Amount in row (5) multiplied by 100	3.5

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

Number of languages represented: 5

Specify languages: German, Russian, Spanish, Bosnian, Arabic

9. Students eligible for free/reduced-priced meals: 26 %

145 Total Number Students Who Qualify

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

10. Students receiving special education services:  $\frac{27}{166}$  %  
 Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>23</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>39</u> Speech or Language Impairment
<u>4</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>5</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>30</u>	<u>3</u>
Special resource teachers/specialists	<u>14</u>	<u>0</u>
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff	<u>10</u>	<u>1</u>
Total number	<u>70</u>	<u>5</u>

12. Student-“classroom teacher” ratio: 15 total

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.1%	95.5%	95.8%	95.4%	94.9%
Daily teacher attendance	97.2%	96.8%	96.2%	96.9%	96.5%
Teacher turnover rate	2.0%	0.0%	7.0%	3.0%	7.0%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

### III – SUMMARY

Lone Dell Elementary (LDE), is nestled in the rolling hills of Arnold, Missouri. The original Lone Dell School, a one-room schoolhouse, served the area from the late 1800's until 1950. The patrons of the area voted to consolidate several small rural schools, forming the Consolidated No. 6 School District (currently Fox C-6 School District). The current LDE opened its doors on November 5, 1990 and is the home of approximately 647 students and 70 staff members. We serve a heterogeneous population consisting of differing races, religions, and socio-economic backgrounds. LDE has a dedicated and enthusiastic staff which is supported by caring and involved parents. Most importantly, our students are eager to learn! LDE is dedicated to providing strong academics in a warm, caring, and family-like environment.

A long tree-lined drive leads up to the entrance of the building which is surrounded by beautiful landscaping. A warm, friendly atmosphere full of character is felt as you enter the school where our "Wall of Pride" greets you. This large wall is permanently stamped with each child's handprint. The warmth and enthusiasm that permeates the hallways is obvious. Student artwork, projects, and assignments showcase the many talents of our students. Motivation and Character Education banners adorn the walls.

LDE's motto –I AM A STAR (Students Taking Actions Responsibly) is a good indication of the cooperative effort between students, parents, and staff. Our learning community believes that responsibility is fundamental to student achievement. Each student must take responsibility for learning, just as each peer must take responsibility for assisting others in the learning process. Families must take responsibility for encouraging and supporting their children in learning. LDE takes responsibility for all students' learning and modeling appropriate behavior and attitudes.

LDE staff believes it is their responsibility to provide the most valuable learning experiences. We pride ourselves on tailoring instruction to meet the developmental levels and learning styles by providing a challenging, exciting curriculum which focuses completely on the success of all students. With 27% of our students needing some form of specialized instruction, we focus on our mission that all *children will learn, grow, and develop into successful, responsible citizens*. We are proud of the many programs we offer to assist our special education students which includes severely physically impaired, educable mentally handicapped, early childhood special education, learning disabled, and the emotionally disturbed.

Our curriculum meets or exceeds all state standards in the important core academic areas. Differentiated instruction and multiple forms of assessment, including performance tasks, challenge all students to meet high standards. The most recent data indicates that LDE is successful in this challenge and has maintained achievement test scores well above the state and national average. We are extremely proud that our subpopulations, including special education, Free and Reduced Lunch students, and students with a 504 accommodation plan, is succeeding at the same accelerated rate as the general population.

At LDE we strive to foster a climate in which parental involvement is considered an integral part of the educational process. LDE's School Improvement Team and the Parent/Teacher Association are an indispensable part of the positive climate. When visiting our school, you will find many parents and community members lending a hand as volunteers. LDE welcomes community and local groups to utilize of our exceptional facilities to promote community education.

LDE knows it takes a caring learning environment, dedicated teachers, enthusiastic parents, and a strong community to educate a child. Success for every student is our way of life at our school and truly no child is left behind. LDE invests where it counts...in the classroom with every child.

## **PART IV-INDICATORS OF ACADEMIC SUCCESS**

### **1. Describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them.**

In 1997 the Missouri Department of Elementary and Secondary Education created the Missouri Assessment Program (MAP) in response to the Federal demands for academic excellence. This comprehensive program assesses students in grades 3, 7, and 11 in Communication Arts and Science, and grades 4, 8, and 10 in Mathematics and Social Studies. An achievement level measuring student progress towards the Show-Me Standards was determined.

The levels of achievement are identified by one of five descriptors-Step 1, Progressing, Nearing Proficient, Proficient, or Advanced. *Step 1*: Students are substantially behind in terms of meeting the Show-Me Standards. They demonstrate only a minimal understanding of fundamental concepts and little or no ability to apply that knowledge. *Progressing*: Students are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors. *Nearing Proficient*: Students understand many key concepts, although their application of that knowledge is limited. *Proficient*: This is the desired achievement level for all students. Students demonstrate the knowledge and skills called for by the Show-Me Standards. *Advanced*: Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.

Lone Dell Elementary began this process the first year of distribution and has continued to address the changing needs of these assessments. Although 27% of our student population requires some form of specialized instruction, we only exclude students from the MAP test when required to by the MAP guidelines. Students that fall into the low incident category are considered exempt from the standard MAP test, however, an alternative form of assessment is required to measure their achievement as well. The MAP-Alternative is a portfolio type of assessment that is used for students that are exempt from the MAP test. This is based on each student's Individual Education Plan (IEP) goal and objectives, as well as the progress that each child is making.

For the years 1999-2002, the Communication Arts portion of the MAP indicates Lone Dell only excluded 2.4% of our student body one out of four years. All other years, every student was administered the standard test. Within the past three years, 90% of students that were required to take the MAP with an IEP, scored at or above the basic level, which is defined by students scoring in Nearing Proficient through Advanced levels. This is significantly higher than the state average of 50 %. This is reflected in pages 16-19 of this document. For the years 1998-2002 in the Mathematics portion of the MAP, Lone Dell has only excluded an average of less than 1% of our student body. This category proved to have similar results with 89% of the LDE students required to take the MAP with an IEP, scoring at or above the basic level. The state data shows only 56% of students scoring at or above the basic level. This data is reflected in pages 21-25 of this document.

The Lone Dell student population is comprised of various subgroups; socio-economic, various ethnic backgrounds, and students that have an IEP. We are very proud of our diverse approach to teaching and learning that allows all students to succeed at the same rate, showing no disparities among our subgroups: Communication Arts; Free and Reduced – 89%, Ethnicity – 90%, Mathematics; Free and Reduced – 91%, Ethnicity – 90%. In the data display table on page 20, the Communication Arts disaggregated data is reflective of our diversified instruction. On page 26, the Math data is displayed to reflect the same information.

**2. Show in one-half page (apprx. 200 words) how the school uses assessment data to understand and improve student and school performance.**

Assessment is ongoing at Lone Dell Elementary. This is the process of determining whether goals are being achieved and expectations met. Assessment is viewed as a process and is used to determine what a student needs to learn, whether they have learned it, and what to do if they haven't. It involves setting standards, identifying levels of performance above and below those standards, selecting ways to deal with below-standard performance, monitoring progress, and reviewing accomplishments. Disaggregating the data for all subpopulations provides valuable feedback to assure all students are succeeding with no disparities.

At LDE, grade and building level meetings are held on a continual basis to chart achievement and assessment results. When weaknesses occur, attention is given to the curriculum being taught as well as the instructional strategies being used. On an individual basis, students work on performance activities in their classrooms. Using rubrics, teachers evaluate the results. When the data is analyzed, it is used to identify strengths and weaknesses of student understanding. Goals are formulated and initiated. We build on our strengths and devise a plan of action to conquer the weaknesses based on the Missouri Show-Me Standards.

No matter what is being examined, assessment must be ongoing. Student achievement is always on the agenda at our monthly grade level meetings. Strategies are shared and professional development activities are planned to address assessment. For example, when the MAP was adopted there was a need for our students to become more proficient writers. The professional development committee began scheduling in-service training to align our teaching strategies in the areas of reading and writing. Most recently, we have begun assessing our students quarterly in both Mathematics and Communication Arts. This has provided an opportunity to continually modify instructional strategies and programs throughout the year. Assessment feedback to parents, students and teachers has created a strong sense of accountability for teaching and learning at Lone Dell Elementary.

**3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

Communication plays a vital role at Lone Dell Elementary in our ongoing commitment to academic success. Annual district and building report cards which includes assessment results are given out each year at our open house night. Individual teachers inform students and parents of classroom goals and the Lone Dell Elementary Student/Parent Handbook is distributed. Teachers and staff at LDE ensure that students and parents receive and interpret assessment procedures and results. Communication is given in the form of weekly and mid-quarter progress reports, quarterly report cards, informal and formal assessment data, telephone calls, e-mail, and newsletters. Each fall and spring parent/teacher conference nights are held. In addition, the principal writes a yearly letter explaining the assessment process.

The curriculum and learner objectives are furnished yearly to all families. Students and parents are frequently provided information regarding student progress in meeting identified standards. Both long and short-term personal goals are identified in the fall, by the students to improve achievement throughout the year. An annual District Report Card and individual School Report Cards are sent to community members to inform them of the progress being made. These results are also published in local and district newspapers to inform all area citizens.

Standardized testing results from the Terra Nova and Missouri Assessment Program assessments are sent home with an explanation of the results. Opportunities are given to parents to discuss the interpretation of the results with teachers and staff. The principal, teachers, and staff of LDE keep an open line of communication throughout the year with the community to make certain students will perform to the highest standard of learning. In addition, LDE's principal gives a report to the Fox C-6 School Board of

Education each October. She communicates the building's accomplishments, assessment data, and goals for the current school year. During this time, the data is explained to the community in extensive detail. In addition, the first PTA meeting of each year is designated to share this same data and allow for any questions that may arise concerning the curriculum, testing process, or results.

**4. Describe in one-half page how the school will share its successes with other schools.**

The staff at Lone Dell is always willing and excited to share successes as well as challenges with their peers. Our strategy for success is defined as; high student achievement, narrowing the gap of all subpopulations, high student attendance, involved parents and community members, and addressing at-risk student needs. We have hosted many professional study groups with teachers from outside our district as well as those from within, and will continue to do so. We find that when sharing what works for us we also gain a great deal of insight as to what to try next.

A majority of our staff belongs to several professional organizations thus; a very strong network exists. Networking and sharing what we have found to be successful would be a very practical use of those organizations. A No Child Left Behind-Blue Ribbon Ceremony for parents, students, staff, and community members will be held to recognize and celebrate our success. We will also be hosting a professional open house for teachers throughout our district, county, region, and state to share best practices. A committee of staff will be available to speak at a variety of functions such as district meetings, local service organization meetings, and other school districts as requested. We hope to develop a school portfolio that would include our district assessment plan and specific strategies to address high student achievement, narrowing the gap for all subpopulations, student attendance, parental and community involvement, and how we address the needs of at-risk students. Placing our school portfolio, as well as this Blue Ribbon Application, on our school website will provide the opportunity for those around the world to access this information. This would also be available upon request to those who are unable to access it through the Internet. Press releases for local and regional media will be provided to communicate our achievement.

Our students, staff, and district look forward the opportunity to become a school recognized by the No Child Left Behind-Blue Ribbon recognition program. We believe we have a strong understanding of the comprehensive process that must be in place for success to happen for every student and look forward to sharing that process with all.



## **PART V-CURRICULUM AND INSTRUCTION**

- 1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high and high schools), and show how all students are engaged with significant content, based on high standards.**

Lone Dell Elementary staff members are equipping each student with the means to learn because learning is a lifelong process. Once a student possesses the means to learn, all else is within reach. It is our responsibility to provide only the most valuable learning experiences to our students. To do so, requires a challenging, exciting, research based curriculum-one focused completely on individual student success.

A balanced approach to reading/language arts instruction includes experiences with reading, writing, listening, and speaking. Reading/language arts instruction begins early in life. Providing a good language foundation is crucial to creating interest in literature. LDE supports this interest through basic instruction as well as enrichment opportunities.

LDE provides a rigorous, high-quality mathematics curriculum that students will need to function effectively in the twenty-first century. Curricula are aligned with the Missouri Show-Me Standards and recommendations from the National Council of Mathematics Teachers. The goal at LDE is for our students to become effective problem solvers equipped with critical thinking skills. LDE students learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.

Developing the scientific process skills of observing, classifying, comparing, measuring, predicting, communicating, analyzing, interpreting, and inferring are the basics of LDE's science program. The curriculum encourages the students to actively engage in the scientific process. They revel in exploration and experimentation. Textbooks, manipulative kits, demonstration videos, and overheads are teaching tools utilized to cover the concepts.

Daily lessons in social studies emphasize geography, culture, and history. LDE teachers bring to life the knowledge, skills, and democratic values that students need to participate successfully in a diverse society. At LDE we feel that it is our job to prepare our students to be responsible and productive citizens in our nation's modern economy. The core disciplines of our social studies program are history, geography, government, and economics. All students develop the necessary life skills such as map reading, graph manipulation, and data organizing to deal with the world of information.

The fine arts encourage experimentation, nurture creativity, and develop powers of discrimination and evaluation of an aesthetic sensitivity to life's experiences. The fine arts curriculum includes production/performance, criticism/analysis, aesthetics, and history involving all three of the learning domains – cognitive, psychomotor, and affective.

The combination of technologies integrated between the library and the classroom, provide many opportunities for teachers and students, including Internet access. The computers allow for drill and practice of mastery skills, researching skills, problem solving, creative writing, and publishing. Teachers are able to use the technological resources to integrate curriculum and student projects.

Our curriculum clearly defines three main ideas, the learner objectives, the activities to meet those objectives, and the assessment to address those objectives. By aligning our curriculum with the Missouri Show-Me Standards we are assured that high levels of learning is taking place with all students.

**2. Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

**Reading**

Lone Dell Elementary places a high emphasis on reading. Our belief is that reading is essential and our top priority. Reading is a significant part of our daily routine. Our goal, like that of all reading instruction, is to develop lifelong learners who love to read. Reading is crucial to everything we do as active members of society. Reading is a skill, and like every skill, it requires practice. Our program is based on the fundamental principle that practice improves reading. It combines the power of computer technology, Accelerated Reader (AR), with a set of sound teaching strategies in a new and effective way. AR enables us to give our students large amounts of reading practice, and helps us to monitor and guide that practice. The result is continuous growth of students’ reading skills and, ultimately, the development of a community of active, fully functioning, and highly motivated readers. Since reading improves with practice, students must be given ample opportunities for silent, independent reading. Research indicates that children who read extensively usually become strong readers and acquire a considerable amount of cultural information. A common result of being a strong reader and being culturally literate is academic success in other subject areas, especially science and social studies.

For children to become successful readers, extensive experiences with language and literature must be provided. Some of the experiences LDE offers include the Accelerated Reading Program, Guest Reader Program, Oasis Tutoring Program, reading buddies, book fairs, book exchanges, Recreational Reading, DEAR (Drop Everything And Read), daily oral reading, various reading incentives, and the Title I program. We believe that reading is so important to the success of our children that recreational reading is monitored and recorded on the quarterly report cards. The principal keeps yearly data as to the number of books read by all students. The most current data reports that **89,420** books were read for enjoyment throughout the 2001-2002 school year. With No Child Left Behind, our mission – *children will learn, grow, and develop into successful, responsible citizens* – has taken on a new meaning. At LDE, literary success for every student is not a hope; it is a must.

**3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.**

**Mathematics**

Mathematical competence opens doors to productive futures. Lone Dell Elementary provides a rigorous, high-quality mathematics curriculum that students will need to function effectively in the twenty-first century. With LDE’s mission in mind, *children will learn, grow, and develop into successful, responsible citizens*; curricula are aligned with the Missouri Show-Me Standards and recommendations from the National Council of Mathematics Teachers. The goal at LDE is for our students to become effective problem solvers equipped with critical thinking skills. LDE students learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.

We believe mathematics is an integrated field of study. Students use reasoning to make sense of what they learn, by seeing how it all fits together. Students talk, listen, and write about what they are learning. Students communicate through daily math journals their understanding of concepts taught. Teachers can then help bridge students’ current understandings with potential learning. Students are encouraged to work in teams to problem solve and support one another. This promotes active, student-centered learning and enables them to see the viewpoint and methods of others.

LDE strives for equity with high expectations and support for all students. Students who are having difficulties benefit from such resources as after school tutoring, peer mentoring, individualized student improvement plans, and math clubs. Both their classroom teachers and special education staff support students with special learning needs. LDE provides for acceleration and differentiation by using such programs as Step-By-Step Math, Special Math (both are individualized, progressive programs), High

Scope, and Math In The Mind's Eye. Students with exceptional talent are provided enrichment programs or additional resources to keep them challenged and engaged.

The mathematics curriculum is enriched by a wide variety of activities including manipulatives, journals, computers, calculators, thematic units, visual aids, and real-life situations. Utilizing all of these techniques ensures all types of learning styles are addressed.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

Lone Dell Elementary staff believes it is our responsibility to utilize differentiated instructional methods to provide a high quality education for all students. The diverse needs of LDE's population require that skills be taught using varied and engaged strategies. The broad goals for student learning and development are achieved by focusing on the basic skills to form the foundation of our curriculum. As a result, the staff embraces a variety of learning approaches to encompass students of all abilities including cooperative learning, performance assessments, writing and reading across the curriculum, interdisciplinary teaching, and active participation. With this, the continuity of care is evident throughout the school day.

Learning styles are considered and modifications are made when necessary. To ensure that all students are actively engaged in learning, LDE utilizes nine categories of research based instructional strategies that improve student achievement: identify similarities and differences, summarize and note taking, recognize efforts, assign valuable homework, use graphic organizers and models, cooperative learning groups, set objectives and providing feedback, promote inquiry based learning opportunities, and provide clues and advanced organizers.

The 166 students who are challenged by the conventional curricula are given opportunities to have success with content through modifications. All students at LDE are given equal opportunity to experience success. Teachers focus on individual needs and adjust the curriculum to fit a student's ability. Remediation and study groups are available for students who need extra assistance in developing to the best of their ability. Teachers provide before and after school tutoring as well. There are after school clubs that focus on students' academic and physical well-being. Providing the modifications, when needed, along with the daily mainstreaming, has proven successful for the special education students, which is reflected in all curricular areas of the Missouri Assessment Program data.

**5. Describe in one-half page the school's professional development program and its impact on improving student achievement.**

As with the culture for student learning, the emphasis on professional development is embedded in the norms and values of Lone Dell Elementary. Our professional development plan has emphasized teaching strategies that promote active student engagement in the learning process. A massive infusion of technology has placed computers in every classroom and has given every student network access to complete classroom projects, demonstrations, and exhibitions throughout all curricular areas.

The district Professional Development Committee (PDC) has developed an overall professional development plan. Our building then determines how to adapt the guidelines to meet the individual needs of our building. The district PDC team earmarks money for each building to be used for individual building workshops. Money is also allocated to cover registration and other expenses for workshops, seminars, and professional association meetings held outside our district. There is also tuition reimbursement for college courses successfully completed as teachers pursue advanced degrees. At LDE, 77% of the teachers currently hold advanced degrees.

Our district and building professional development committees plan monthly presentations of interest as indicated by a staff survey. Each building is responsible to provide on-site workshops with other

buildings in the district. This year our district is implementing four professional development days with early dismissal for students. The agenda in our building will include Missouri Assessment Program (MAP) training as well as technology in-service opportunities. The staff will use these days, along with monthly grade level meetings, as additional opportunities to analyze assessment data and modify curriculum.

To ensure that our staff is sufficiently prepared for successful implementation of the Missouri Assessment Program, our building is actively involved with the MAP “trainer of trainers” model. Our building trainer goes to district training sessions taught by the Senior Leader, and then shares her expertise and experience with our building. At LDE, professional development consists of more than one-shot workshops. It enables teachers to energize and engage in meaningful work with their colleagues to strengthen their knowledge and skills for the complex challenges of teaching in the twenty-first century.

## 2001-2002 MISSOURI ASSESSMENT PROGRAM-STATE CRITERION-REFERENCED TESTS

The Data Display Table for **Communication Arts** is illustrated on page 20.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 3 Test: Missouri Assessment Program (MAP)

Edition/publication year: 2002 Publisher: Missouri Department of Elementary and Secondary Education.

What groups were excluded from testing? Why, and how were they assessed?

Based on the Missouri Assessment Program guidelines, students considered low incident are exempted from taking the test. These students are assessed through their individual portfolios that are comprised of goals and objectives from their IEP(MAP-A).

Number excluded: 0 Percent excluded: 0

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 1) basic, 2) proficient, 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

### **Missouri Assessment Description for the NCLB Blue Ribbon Application March 2003**

The state assessment system referred to as the MAP (Missouri Assessment Program) currently assesses students in communication arts in grades 03, 07, 11 and mathematics in grade 04, 08 and 10. An achievement level measuring student progress toward the Show-Me Standards, is determined. Levels of achievement are identified by one of five descriptors—Step 1, Progressing, Nearing Proficient, Proficient, or Advanced.

#### **General Descriptions**

*Step 1:* Students are substantially behind in terms of meeting the Show-Me Standards. They demonstrate only a minimal understanding of fundamental concepts and little or no ability to apply that knowledge.

*Progressing:* Students are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors.

*Nearing Proficient:* Students understand many key concepts, although their application of that knowledge is limited.

*Proficient:* This is the desired achievement level for all students. Students demonstrate the knowledge and skills called for by the Show-Me Standards.

*Advanced:* Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.

## 2000-2001 MISSOURI ASSESSMENT PROGRAM-STATE CRITERION-REFERENCED TESTS

The Data Display Table for **Communication Arts** is illustrated on page 20.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 3 Test: Missouri Assessment Program (MAP)

Edition/publication year: 2001 Publisher: Missouri Department of Elementary and Secondary Education

What groups were excluded from testing? Why, and how were they assessed?

Based on the Missouri Assessment Program guidelines, students considered low incident are exempted from taking the test. These students are assessed through their individual portfolios that are comprised of goals and objectives from their IEP (MAP-A).

Number excluded: 0 Percent excluded: 0

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 1) basic, 2) proficient, 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

### **Missouri Assessment Description for the NCLB Blue Ribbon Application March 2003**

The state assessment system referred to as the MAP (Missouri Assessment Program) currently assesses students in communication arts in grades 03, 07, 11 and mathematics in grade 04, 08 and 10. An achievement level measuring student progress toward the Show-Me Standards, is determined. Levels of achievement are identified by one of five descriptors—Step 1, Progressing, Nearing Proficient, Proficient, or Advanced.

#### **General Descriptions**

*Step 1:* Students are substantially behind in terms of meeting the Show-Me Standards. They demonstrate only a minimal understanding of fundamental concepts and little or no ability to apply that knowledge.

*Progressing:* Students are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors.

*Nearing Proficient:* Students understand many key concepts, although their application of that knowledge is limited.

*Proficient:* This is the desired achievement level for all students. Students demonstrate the knowledge and skills called for by the Show-Me Standards.

*Advanced:* Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.

## 1999-2000 MISSOURI ASSESSMENT PROGRAM-STATE CRITERION-REFERENCED TESTS

The Data Display Table for **Communication Arts** is illustrated on page 20.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 3

Test: Missouri Assessment Program (MAP)

Edition/publication year: 2000

Publisher: Missouri Department of Elementary and Secondary Education

What groups were excluded from testing? Why, and how were they assessed?

Based on the Missouri Assessment Program guidelines, students considered low incident are exempted from taking the test. These students are assessed through their individual portfolios that are comprised of goals and objectives from their IEP (MAP-A).

Number excluded: 2

Percent excluded: 2.4%

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 1) basic, 2) proficient, 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

### **Missouri Assessment Description for the NCLB Blue Ribbon Application March 2003**

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#### **General Descriptions**

*Step 1:* Students are substantially behind in terms of meeting the Show-Me Standards. They demonstrate only a minimal understanding of fundamental concepts and little or no ability to apply that knowledge.

*Progressing:* Students are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors.

*Nearing Proficient:* Students understand many key concepts, although their application of that knowledge is limited.

*Proficient:* This is the desired achievement level for all students. Students demonstrate the knowledge and skills called for by the Show-Me Standards.

*Advanced:* Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.

## 1998-1999 MISSOURI ASSESSMENT PROGRAM-STATE CRITERION-REFERENCED TESTS

The Data Display Table for **Communication Arts** is illustrated on page 20.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 3

Test: Missouri Assessment Program (MAP)

Edition/publication year: 1999

Publisher: Missouri Department of Elementary and Secondary Education

What groups were excluded from testing? Why, and how were they assessed?

Based on the Missouri Assessment Program guidelines, students considered low incident are exempted from taking the test. These students are assessed through their individual portfolios that are comprised of goals and objectives from their IEP (MAP-A).

Number excluded: 0

Percent excluded: 0

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 1) basic, 2) proficient, 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

### **Missouri Assessment Description for the NCLB Blue Ribbon Application March 2003**

The state assessment system referred to as the MAP (Missouri Assessment Program) currently assesses students in communication arts in grades 03, 07, 11 and mathematics in grade 04, 08 and 10. An achievement level measuring student progress toward the Show-Me Standards, is determined. Levels of achievement are identified by one of five descriptors—Step 1, Progressing, Nearing Proficient, Proficient, or Advanced.

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*Proficient:* This is the desired achievement level for all students. Students demonstrate the knowledge and skills called for by the Show-Me Standards.

*Advanced:* Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.



**Missouri Assessment Program  
Communication Arts-Grade 3**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	73	69	73	73	n/a
At or Above Proficient	49	44	40	37	n/a
At Advanced	0	3	2	3	n/a
Number of students tested	82	72	81	80	n/a
Percent of total students tested	100	100	97.6	100	n/a
Number of students excluded	0	0	2	0	n/a
Percent of students excluded	0	0	2.4	0	n/a
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch</b>					
At or Above Basic	13	10	11	14	n/a
At or Above Proficient	10	3	4	8	n/a
At Advanced	0	0	0	0	n/a
<b>2. Ethnicity</b>					
At or Above Basic	14	15	23	1	n/a
At or Above Proficient	9	9	13	1	n/a
At Advanced	0	1	0	0	n/a
<b>3. IEP Students</b>					
At or Above Basic	12	13	4	7	n/a
At or Above Proficient	10	8	2	0	n/a
At Advanced	0	1	0	0	n/a
<b>STATE SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	50148	50343	48705	47004	n/a
State Mean Score	73.7	71.3	69.9	68	
At or Above Proficient	24062	22284	22103	19917	n/a
State Mean Score	35.3	31.5	31.7	28.8	
At Advanced	1215	717	1126	851	n/a
State Mean Score	1.7	1	1.6	1.2	

## **2001-2002 MISSOURI ASSESSMENT PROGRAM-STATE CRITERION-REFERENCED TESTS**

The Data Display Table for **Mathematics** is illustrated on page 26.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 4 Test: Missouri Assessment Program (MAP)

Edition/publication year: 2002 Publisher: Missouri Department of Elementary and Secondary Education

What groups were excluded from testing? Why, and how were they assessed?

Based on the Missouri Assessment Program guidelines, students considered low incident are exempted from taking the test. These students are assessed through their individual portfolios that are comprised of goals and objectives from their IEP (MAP-A).

Number excluded: 0 Percent excluded: 0

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 1) basic, 2) proficient, 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

### **Missouri Assessment Description for the NCLB Blue Ribbon Application March 2003**

The state assessment system referred to as the MAP (Missouri Assessment Program) currently assesses students in communication arts in grades 03, 07, 11 and mathematics in grade 04, 08 and 10. An achievement level measuring student progress toward the Show-Me Standards, is determined. Levels of achievement are identified by one of five descriptors—Step 1, Progressing, Nearing Proficient, Proficient, or Advanced.

#### **General Descriptions**

*Step 1:* Students are substantially behind in terms of meeting the Show-Me Standards. They demonstrate only a minimal understanding of fundamental concepts and little or no ability to apply that knowledge.

*Progressing:* Students are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors.

*Nearing Proficient:* Students understand many key concepts, although their application of that knowledge is limited.

*Proficient:* This is the desired achievement level for all students. Students demonstrate the knowledge and skills called for by the Show-Me Standards.

*Advanced:* Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.

## **2000-2001 MISSOURI ASSESSMENT PROGRAM-STATE CRITERION-REFERENCED TESTS**

The Data Display Table for **Mathematics** is illustrated on page 26.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 4 Test: Missouri Assessment Program (MAP)

Edition/publication year: 2001 Publisher: Missouri Department of Elementary and Secondary Education

What groups were excluded from testing? Why, and how were they assessed?

Based on the Missouri Assessment Program guidelines, students considered low incident are exempted from taking the test. These students are assessed through their individual portfolios that are comprised of goals and objectives from their IEP (MAP-A).

Number excluded: 0 Percent excluded: 0

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 1) basic, 2) proficient, 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

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The Data Display Table for **Mathematics** is illustrated on page 26.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 4 Test: Missouri Assessment Program (MAP)

Edition/publication year: 2000 Publisher: Missouri Department of Elementary and Secondary Education

What groups were excluded from testing? Why, and how were they assessed?

Based on the Missouri Assessment Program guidelines, students considered low incident are exempted from taking the test. These students are assessed through their individual portfolios that are comprised of goals and objectives from their IEP (MAP-A).

Number excluded: 1 Percent excluded: 1.2%

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 1) basic, 2) proficient, 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 4 Test: Missouri Assessment Program (MAP)

Edition/publication year: 1999 Publisher: Missouri Department of Elementary and Secondary Education

What groups were excluded from testing? Why, and how were they assessed?

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Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

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*Advanced:* Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.

## **1997-1998 MISSOURI ASSESSMENT PROGRAM-STATE CRITERION-REFERENCED TESTS**

The Data Display Table for **Mathematics** is illustrated on page 26.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 4 Test: Missouri Assessment Program (MAP)

Edition/publication year: 1998 Publisher: Missouri Department of Elementary and Secondary Education

What groups were excluded from testing? Why, and how were they assessed?

Based on the Missouri Assessment Program guidelines, students considered low incident are exempted from taking the test. These students are assessed through their individual portfolios that are comprised of goals and objectives from their IEP (MAP-A).

Number excluded: 1 Percent excluded: 1.4%

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 1) basic, 2) proficient, 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

### **Missouri Assessment Description for the NCLB Blue Ribbon Application March 2003**

The state assessment system referred to as the MAP (Missouri Assessment Program) currently assesses students in communication arts in grades 03, 07, 11 and mathematics in grade 04, 08 and 10. An achievement level measuring student progress toward the Show-Me Standards, is determined. Levels of achievement are identified by one of five descriptors—Step 1, Progressing, Nearing Proficient, Proficient, or Advanced.

#### **General Descriptions**

*Step 1:* Students are substantially behind in terms of meeting the Show-Me Standards. They demonstrate only a minimal understanding of fundamental concepts and little or no ability to apply that knowledge.

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*Nearing Proficient:* Students understand many key concepts, although their application of that knowledge is limited.

*Proficient:* This is the desired achievement level for all students. Students demonstrate the knowledge and skills called for by the Show-Me Standards.

*Advanced:* Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.

**Missouri Assessment Program  
Math-Grade 4**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	74	74	75	70	53
At or Above Proficient	52	55	38	32	25
At Advanced	12	25	8	8	7
Number of students tested	77	75	84	80	68
Percent of total students tested	100	100	98.8	98.8	98.6
Number of students excluded	0	0	1	1	1
Percent of students excluded	0	0	1.2	1.2	1.4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch</b>					
At or Above Basic	14	8	18	15	14
At or Above Proficient	9	3	10	8	5
At Advanced	2	0	1	2	0
<b>2. Ethnicity</b>					
At or Above Basic	7	1	20	19	2
At or Above Proficient	4	1	25	7	2
At Advanced	0	0	1	0	0
<b>3. IEP Students</b>					
At or Above Basic	14	12	8	5	6
At or Above Proficient	10	9	2	2	3
At Advanced	1	1	1	0	1
<b>STATE SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	56196	56309	54041	53301	48946
State Mean Score	78.8	79.5	77.6	77.9	74.8
At or Above Proficient	26778	26654	25540	24140	20794
State Mean Score	37.5	37.6	36.7	35.2	31.8
At Advanced	5489	5828	5585	4359	3438
State Mean Score	7.7	8.2	8	6.3	5.2