2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

REVISED: March 22, 2005

Cover Sheet

Type of School: x Elementary __ Middle __ High __ K-12

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

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

School Mailing Address Box 299 555 Main Street
(If address is P.O. Box, also include street address)

Corsica South Dakota 57328-0299
City State Zip Code+4 (9 digits total)

County Douglas School Code Number* NCES 4616230-148

Telephone (605) 946-5684 Fax (605) 946-5607

Website/URL http://www.corsica.k12.sd E-mail june.holbeck@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. Vern DeGeest
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Corsica 21-2 Tel. (605) 946-5475

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
President/Chairperson Mr. Don Oakland
(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.

_____ 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 of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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
   __1__ Middle schools
   _____ Junior high schools
   __1___High schools
   _____ Other

   __3___ TOTAL

2. District Per Pupil Expenditure: _$7,043_____

   Average State Per Pupil Expenditure: _$6,415_____

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. ___16__ 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	7	2	9		**7**			
K	4	4	8		**8**			
1	5	2	7		**9**			
2	11	6	17		**10**			
3	2	6	8		**11**			
4	7	7	14		**12**			
5	8	4	12		**Other**			
6								
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						75

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

6. Racial/ethnic composition of the students in the school:

___100 % White
_____% Black or African American
_____% Hispanic or Latino
_____% Asian/Pacific Islander
_____% 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: _____5__%

(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.	3
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1 (same as in #5 above)	75
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: ___0___%
___0___Total Number Limited English Proficient

Number of languages represented: ____1___
Specify languages:

9. Students eligible for free/reduced-priced meals: ____42__%

Total number students who qualify: ____31__

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: _____16_%
_____12_Total Number of Students Served

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

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	__4_Specific Learning Disability
____Hearing Impairment	__7_Speech or Language Impairment
____Mental Retardation	__1_Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

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	____5__	__1_____
Special resource teachers/specialists	____1__	__2____
Paraprofessionals	_____	__1_____
Support staff	_____	__1_____
Total number	____6__	__6_____

12. Average school student-"classroom teacher" ratio: __13 to 6_____

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95 %	98 %	94 %	94 %	96 %
Daily teacher attendance	99 %	97 %	99 %	99 %	99 %
Teacher turnover rate	0 %	0 %	0 %	0 %	0 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Narrative/Vision:

Corsica Elementary School is located in an agricultural community in south central South Dakota. The school has been dealing with declining enrollment and staff reduction for the past several years. Most students come from the family farms or come from families who work in agricultural related jobs. There also is a fully accredited private school and a non-accredited private school in our school district.

The sixty-nine students in grades K-5 have their own classroom teacher for the core curriculum areas of reading and math. Classes are integrated in the afternoon when there is one less teacher on staff. During that time the grades are combined or students have subject specific teachers. Preschool is held two days a week for students who will be entering kindergarten the next year. These students are integrated into the kindergarten classroom with assistance from support personnel. A three year old preschool is held one each week after school through a 21st Century grant. The 21st Century Grant also funds the Corsica After School Program that is staffed by elementary teachers. We attribute the success of the after school program to highly qualified teachers reinforcing the academics that were taught during the regular school day.

A classroom teacher teaches physical education during the block schedule. A certified music teacher provides vocal music twice each week to the classes. Our fifth grade students are involved in the band program. A part time special education teacher and aide assist special needs children. We also have 1.5 Title I teachers. A half time special programs teacher delivers services to children who are in need of assistance but do not qualify for special education or Title I. The emphasis that has been placed on the instruction of these children has allowed us to be more successful in meeting the goals of our state testing.

The vision of our school encompasses all aspects of the student's welfare. We are not only concerned about their intellectual development, but are interested in their social and physical well-being. We believe that our students should strive for excellence. Children are served best when the student, school, parents and community work together.

Student success in our elementary school will continue to be the result of the vision that we see for our students. The collaboration that occurs at our weekly staff meetings allows us to address the individual needs of each student and implement 'best practices' that have a researched-based foundation. The strong commitment of our school and community toward education allows us to develop the programs that best fit the needs of our students.

With the support of the Corsica Board of Education, our school has been developing a strong curriculum for our students. When No Child Left Behind and state standards were adopted, teachers were able to easily align the district curriculum to the standards.

Our student success is a collaborative effort of our entire school staff. We strive to create an environment where all students can meet their potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment results:

Student progress is monitored formally both by state and local assessment on a continual basis. Our progress toward meeting state standards continues to improve as we assess our students and make modifications to increase student's success in the areas of reading and mathematics.

Our two methods of formal testing are the Dakota STEP and the Stanford 10. The Dakota STEP is augmented into the Stanford 10 in reading and mathematics. We are required by the state to give both of these tests to the third through fifth grade. The Corsica School District has chosen to give the Stanford 10 to the second grade also with the belief that it provides a better picture of how well our curriculum aligns with the state's standards at all grade levels and it also prepares the students for the testing that comes in later grades.

The Dakota STEP is based on four levels of achievement. Students will be ranked below basic, basic, proficient, and advanced. These levels are determined as the students meet a given percentage of correct answers at each grade level. These percentages are set by the Department of Education to bring the schools into compliance with the No Child Left Behind guidelines to have all students proficient and advanced by 2014.

Seventy-eight percent of our students were proficient and advanced in reading in 2003 while one hundred percent of the students were in the proficient and advanced category in 2004. The school had similar results for the two year period in mathematics. Ninety-five percent of the students were proficient and advanced in 2003 while 100 percent of the students were proficient and advanced in 2004. These numbers reflected our Title I and special education children also. The second grade data showed Corsica second graders at a national percentile of seventy in reading and seventy-seven in mathematics.

Our district assessment monitors our curriculum on a regular basis. We use CBM (Curriculum Based Measurement) to monitor our curriculum in the areas of math and reading. Probes are administered in the fall, winter and spring. The reading probe includes three reading passages and a word list. Both types of tests are taken from our basal reading book. These tests measure fluency and word attack skills. The math probe is a five-minute test that contains a variety of math problems similar to those taught in our mathematics classes. We track the results of each student and compare them to our district norms.

We are presently using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) testing program. These tests offer a combination of phonemic awareness tests, word attack tests, and reading fluency tests with retelling. Our students are tested monthly to monitor progress. This test differs from CBM probes in that this material is taken from unfamiliar text. It also offers a measure of word study and phonemic skills and comprehension.

For online information about our state test data please go to the following site: https://sis.ddncampus.net:8081/nclb/index.html. This will take you to the site. Go to the 2004 data and then you will go to the Corsica 21-2 site.

Using assessment to improve student performance:

Our school analyzed and reflected upon the school's assessment data through the use of a Data Retreat. We collected data from the Dakota STEP test scores, attendance, and special needs groups. We determined areas of need and also ascertained our strengths to indicate our curricular needs.

This information was useful as we developed curriculum maps. These maps determined the content that is taught in each grade and is aligned with the state standards at each level. We aligned across grade levels to be sure that there were no gaps. Indications on whether our school had any areas of omission could explain the weaknesses found at the data retreat.

The information from the data retreat is also used to analyze the strengths and weaknesses of individual students or a particular class of students. Weaknesses are addressed in the classroom. If a student requires extra help the information is used to help write IEPs (Individualized Education Plans) and PEPs (Personal Education Plans) to address the individual needs of students.

Title V allows us to create an innovative program that addresses the needs of borderline students. Those students that are not in special programs but need additional help are candidates for this program. These students get one on one attention in the areas of reading and mathematics so that they will become more proficient.

Our school also uses DIBELS to analyze fluency and retelling abilities. Monthly testing determines the type of instructional needs of each student . Lessons in word study, comprehension, and fluency are designed based on test data.

Communication of student performance:

The K-5 elementary staff has made a commitment to keep the lines of communication open among teachers, parents, administrators and the community. A parent meeting was held in the spring of 2004 that assisted the parents in interpreting the Dakota STEP results in relation to their child. Grade level teachers took the opportunity to share with each parent our content standards in the area of language arts. Being able to personally explain our curriculum standards was effective as parents had an opportunity to discuss their concerns.

An open house at the beginning of the school year was held to explain our curriculum mapping in the area of language arts to our parents. Our staff had been involved in curriculum mapping during the summer. The K-5 staff agreed that if parents were not able to attend the Dakota STEP meeting, we would explain the information at parent teacher conferences. Relating the results of the Dakota STEP and how it aligns with our contents standards has allowed our parents to more easily understand our curriculum goals.

Another valuable tool is our monthly newsletter. It is a positive and personal way to inform parents and children of upcoming events/activities and recognizes the accomplishments of individual students and classes.

Sharing with other schools:

In conjunction with the Mid-Central Cooperative (composed of 12 rural schools who meet curricular and special needs of participating schools), we have hosted numerous workshops on standards and curriculum mapping for our area schools. As a follow-up to these meetings, teachers from other area schools call us as a resource for curriculum needs.

We have shared ideas over the DDN (Digital Dakota Network) both as a grade chairpersons and participants. Most recently we have hosted a data retreat with Mid-Central Coop Schools that assisted teachers and support staff in interpretation of the Dakota STEP results.

All of our teachers have been trained in Guided Reading/ S.D. READS and have hosted meetings of the reading cohort. We shared ideas about the 'Reading and Writing Workshops' as well as strategies to improve reading comprehension.

Our staff continues to strive for excellence in all areas of our curriculum. Four members of our staff are actively pursuing their master's degree in the area of reading.

Our school district will continue to collaborate with others if we win the Blue Ribbon School Award. Our future goal is to share our successes by taking a leadership role in the summer in-service for ESA-3 schools (approximately 30 schools). We will volunteer to be facilitators at the grade level meetings and will share scientifically based researched methods that we have found to be successful in our district. All participants will also be encouraged to share with their individual grade levels ideas that they feel allow their schools to be successful.

We have previously mapped our reading curriculum and it is currently being used as a model to guide other schools as they work in ESA-3 schools. Our plans are to continue this leadership role as we finish mathematics this spring and begin science. The mapping guides will be shared with area schools. During the 2005-06 school term our district will study our science curriculum and purchase materials to assist our teachers in teaching the curriculum. We will be working with two area schools on the process and will assist them in developing a strong curriculum to meet the SD Content Standards.

As in the past, we will continue to work collaboratively with others. If other opportunities would be made available, our teaching staff will work with others either in the leadership role or as a team member in working toward better learning opportunities for students.

PART V – CURRICULUM AND INSTRUCTION

Corsica Elementary Curriculum:

Language Arts:
Our language arts curriculum is based on thinking, listening, speaking, reading, writing, and word study skills. High quality children's literature is used as the focus for our language arts program. The students are involved in language mechanics, which gives them the skills to write appropriate sentences and paragraphs. Writing, listening and oral language skills are promoted so that the students can conceive, develop, organize, and present ideas as a means of communication. Critical thinking skills are developed, applied, and used when comprehending and interpreting written text. Provisions are made for the formal teaching of writing as a process, which includes pre-writing, drafting, revising, and editing. The language arts program teaches an appreciation of recreational reading that is a necessary life skill and is conducted in such a manner that it modifies and enriches the special needs of each individual child.

Social Studies:
Our social studies curriculum helps students develop the knowledge and skills of history, geography, civics, and economics that allows them to place the people, ideas, and events that have shaped our nation into proper perspective. Understanding the basic values, principles, and operations of American constitutional democracy is an essential part of the social studies curriculum. Being informed, the students recognize their duties as a responsible citizen. Skills in debate, discussion, and writing are enhanced providing a framework for the continuing education of social studies.

Science:
The scientific learning environment of our school allows the students to become actively engaged learners. The constantly changing and increasingly complex technological world in which we live requires our students to assume responsibility for their own learning by asking questions and seeking answers. Real-world possibilities are presented that require them to use primary data sources along with manipulative, interactive, and physical materials to arrive at appropriate conclusions. Students are expected to use information to classify, predict, and create while using a scientific mind that is inquisitive with a desire to understand the workings of science and their relationships to other disciplines.

Mathematics:
The students are actively involved in doing meaningful mathematics through a variety of challenging and attainable tasks. A problem solving approach is used to create a deeper understanding of mathematics. Included in this program is the use of manipulatives, concrete materials, representatives, and real-life applications that provide a greater understanding of mathematical thinking. The students are building a strong "thinking and doing" foundation, requiring implementation of mathematical understanding in three ways: numerically, geometrically, and algebraically. Opportunities are provided that encourage the students to engage in mathematical discussion and dialogue promoting comprehension of the material being presented.

Arts:
The fine arts program allows students to express their creativity both verbally and nonverbally to communicate their ideas and feelings. The focus of our art education consists of the concepts of line, shape, form, texture, color, light, space, design, and composition. Rhythm and coordination serve as a guide to the movement skills that our presented in our curriculum. Instrumental and vocal music allows students to develop confidence and self-discipline as they perform for diverse audiences. Drama experiences allow our students to show expression in a variety of ways. These aspects all help make our fine arts program well rounded. Students in all grade levels have access to a balanced, comprehensive, and sequential program taught by highly qualified teachers. Through participation and classroom experiences, students can develop an appreciation for the arts.

Corsica Elementary Reading Curriculum:

The Corsica School District utilizes a basal reading series in kindergarten through grade 5. Before selecting this reading series, careful attention was given to meeting the South Dakota Reading Content Standards. The systematic scope and sequence is a vital foundation of our successful reading program. This integrated language arts program allows for sequential skill development and continuity through spelling, grammar and writing. This basal reading series contains a mixture of fiction and nonfiction, a variety of genres and most importantly, quality literature. The leveled readers that correspond with each story provide additional reading

practice with selection vocabulary. These short texts meet the needs for easy, independent and challenging reading material. Phonological awareness, effective phonics instruction, comprehension, vocabulary, study skills, spelling, listening, speaking, and guided reading are components of our reading instruction.

Students of the Corsica School District are involved in Readers Workshop. Teachers have been trained in assessing students' reading levels. The staff realizes the importance of teaching our students at their instructional level while also providing reading materials at their independent level. Adding to our supply of leveled books is an on-going task.

Our students are also involved in Writers Workshop. Students are taught to pre-write, draft, revise, edit and publish their work with emphasis on the 6 + 1 Writing Traits which include ideas and content, organization, voice, word choice, sentence fluency and conventions.

Several teachers also implement supplemental activities such as Making Words, Word Walls, Readers Theater, Word Sorts, Rhyming, Animated Alphabet, Graphic Organizers, and Guess the Covered Word activities. Reading instruction occurs across all curriculum areas.

In summary, the basal series provides the backbone of the reading instruction in our school district. However, many additional components make our eclectic approach effective to meeting the needs of all of our students.

Mathematics and its relationship to essential skills:

Mathematics is a skill that is essential for success in every day life. Our mathematics curriculum promotes conceptual, computational, and problem solving proficiency. Children develop a process approach to problem solving as they learn and use strategies in many different contexts. This approach is the basic structure for success in mathematics as well as in any core curriculum class. We developed an essential life skills list for kindergarten through grade 5. Its main categories include money, time, number sense, fractions and mathematical reasoning. These life skills are based on our content standards. This list is a comprehensive overview that helps us identify the basic math concepts that children must master.

Our teachers recognize the potential of every student and build on those students' strengths to improve their skills in the math content area. The students need to develop good number sense that allows them to know how numbers compare with each other, are used to describe the real world, and change with different operations. This mathematical reasoning permeates all aspects of our instruction. Children need to learn how and when to use paper-and-pencil, mental math, estimation, calculators, and algorithms. We use a variety of concrete materials and pictorial models to aid in the understanding of mathematical instruction. Our school has met the challenge by having highly qualified teachers at every level of instruction. Our students are prepared to question, react to, and elaborate on statements made by others and to explain and justify their own thinking.

Instructional methods:

The teaching staff, administration, Board of Education, and parents have worked diligently to accommodate the learning styles of all students in our educational environment. Classroom teachers use various modalities of instruction in the classrooms. If modifications are needed with a student, an individualized instruction is used and a variety of options are available for that child such as Title I, Special Education, and the Title V Innovative Program.

Title I is a supplementary service that provides extra instruction to the students in reading and mathematics. Children are selected based on educational need in accordance to the South Dakota Standards. The Special Education Department aids students in attaining the goals in their IEP (Individual Education Plan). Our Title V Innovative Program has been a great success in aiding students with specific skills in language arts and mathematics. These programs help the average student to reach and maintain a higher level of proficiency. The instructor targets the improvement in student achievement through the use of whole group, small group, and individual instruction. This ensures student achievement so that these individuals are not left behind. All instructors are dedicated to providing a positive learning environment that ensures the success of each individual student.

Professional development:

.

The professional development of Corsica's certified staff has occurred at several in-service workshop events and classes. Standard-based professional development has been going on for the past several years to connect the school's curriculum with state and national requirements. After matching Corsica's curriculum to the state standards, areas of need were met with workshops in reading strategies and 6+1 Writing Traits. Classes for training in Guided Reading or South Dakota READS have been taken by all kindergarten through fifth grade and Title I teachers.

The same staff members have had training in TTL (Technology for Teaching and Learning). The on-going curriculum mapping is providing a way of checking for gaps in teaching from grade level to grade level. Curriculum mapping has led to improved student scores by defining specific goals. The mathematics scores are excellent. By regularly attending classes that are offered through the ESA-3 (regional state delivery area) in various subjects, the staff has become very knowledgeable with the latest research-based strategies used in teaching. Stronger skills are being developed in reading, spelling, phonics and vocabulary to help the students achieve their academic potential.

Please note that the South Dakota Criterion Test, The Dakota STEP has only been in existence for two years.

STATE CRITERION REFERENCED TEST

Subject: Reading Grade: 3 Test: South Dakota STEP
Edition: 2003 Publisher: Harcourt Assessment Company
Scores are reported as percentiles

Testing year	March 2004	March 2003
School Scores		
at or above basic		100 %
at or above proficient		93 %
at advanced		8 %
Number of students tested	8	13
Subgroups		
White		
at or above basic		100 %
at or above proficient		93 %
at advanced		8 %
State Score		
at or above basic	99 %	99 %
at or above proficient	78 %	73 %
at advanced	23 %	20 %

The third grade did not have enough children in the 3rd grade classroom in 2004 to meet the state criteria.

STATE CRITERION REFERENCED TEST

Subject: Reading Grade: 4 Test: Dakota STEP
Edition:2003 Publisher: Harcourt Assessment Company
Scores are reported as percentiles

Testing year	March 2004	March 2003
School Scores		
at or above basic	100 %	100 %
at or above proficient	100 %	100 %
at advanced	64 %	77 %
Number of students tested	15	13
Subgroups		
White		
at or above basic	100 %	100 %
at or above proficient	100 %	100 %
at advanced	69 %	77 %
State Score		
at or above basic	99 %	99 %
at or above proficient	87 %	85 %
at advanced	49 %	46 %

STATE CRITERION REFERENCED TEST

Subject: Reading Grade: 5 Test: Dakota STEP
Edition: 2003 Publisher: Harcourt Assessment Company
Scores are reported as percentiles

Testing year	March 2004	March 2003
School Scores		
at or above basic	100 %	100 %
at or above proficient	100 %	43 %
at advanced	58 %	7 %
Number of students tested	12	14
Subgroups		
White		
at or above basic	100 %	100 %
at or above proficient	100 %	43 %
at advanced	58 %	7 %
State Score		
at or above basic	99 %	90 %
at or above proficient	77 %	51 %
at advanced	29 %	3%

STATE CRITERION REFERENCED TEST

Subject: Reading Grades: 3-5 Test: Dakota STEP
Edition: 2003 Publisher: Harcourt Assessment Company
Scores are reported as percentiles

Testing year	March 2004	March 2003
School Scores		
at or above basic	100 %	100 %
at or above proficient	100 %	78 %
at advanced	65 %	30 %
Number of students tested	35	40
Subgroups		
White		
at or above basic	100 %	100 %
at or above proficient	100 %	78 %
at advanced	67 %	30 %
State Score		
at or above basic	99 %	96 %
at or above proficient	76 %	65 %
at advanced	24 %	14 %

STATE CRITERION REFERENCED TEST

Subject: Mathematics Grade: 3 Test: Dakota STEP
Edition: 2003 Publisher: Harcourt Assessment Company
Scores are reported as percentiles

Testing year	March 2004	March 2003
School Scores		
at or above basic		100 %
at or above proficient		92 %
at advanced		23 %
Number of students tested	8	13
Subgroups		
White		
at or above basic		100 %
at or above proficient		92 %
at advanced		23 %
State Score		
at or above basic	99 %	99 %
at or above proficient	74 %	65 %
at advanced	19 %	13 %

The third grade did not have enough children in the 3rd grade classroom in 2004 to meet the state criteria.

STATE CRITERION REFERENCED TEST

Subject: Mathematics Grade: 4 Test: Dakota STEP
Edition: 2003 Publisher: Harcourt Assessment Company
Scores are reported as percentiles

Testing year	March 2004	March 2003
School Scores		
at or above basic	100 %	100 %
at or above proficient	100 %	93 %
at advanced	57 %	62 %
Number of students tested	15	13
Subgroups		
White		
at or above basic	100 %	100 %
at or above proficient	100 %	93 %
at advanced	62 %	62 %
State Score		
at or above basic	99 %	99 %
at or above proficient	78 %	73 %
at advanced	26 %	20 %

STATE CRITERION REFERENCED TEST

Subject: Mathematics Grade: 5 Test: Dakota STEP
Edition: 2003 Publisher: Harcourt Assessment Company
Scores are reported as percentiles

Testing year	March 2004	March 2003
School Scores		
at or above basic	100 %	100 %
at or above proficient	100 %	100 %
at advanced	83 %	36 %
Number of students tested	12	14
Subgroups		
White		
at or above basic	100 %	100 %
at or above proficient	100 %	100 %
at advanced	83 %	36 %
State Score		
at or above basic	99 %	93 %
at or above proficient	74 %	59 %
at advanced	26 %	9 %

STATE CRITERION REFERENCED TEST

Subject: Mathematics Grade: 3-5 Test: Dakota STEP
Edition: 2003 Publisher: Harcourt Assessment Company
Scores are reported as percentiles

Testing year	March 2004	March 2003
School Scores		
at or above basic	100 %	100 %
at or above proficient	100 %	95 %
at advanced	68 %	40 %
Number of students tested	35	40
Subgroups		
White		
at or above basic	100 %	100 %
at or above proficient	100 %	95 %
at advanced	70 %	40 %
State Score		
at or above basic	99 %	96 %
at or above proficient	81 %	70 %
at advanced	34 %	23 %

NATIONAL NORM REFERENCED TEST

Subject: Reading Grade:3 Test: Stanford 10
Edition: 2003 Publisher: Harcourt Assessment Company
Scores are reported as state percentiles

Testing year	**March 2004**	**March 2003**	**March 2002**
School Scores			
Total Score	61	54	56
Number students tested	8	13	16
Percent Tested	100 %	100 %	100 %
Number alternatively tested	0	0	0
Percent alternatively tested	0	0	0
Subgroups			
White			
Percent tested	100 %	100 %	100 %
Special Education			
Percent tested	100 %	100 %	100 %

NATIONAL NORM REFERENCED TEST

Subject: Reading Grade: 4 Test: Stanford 10
Edition: 2003 Publisher: Harcourt Assessment Company
Scores are reported as state percentiles

Testing year	**March 2004**	**March 2003**	**March 2002**
School Scores			
Total Score	63	60	74
Number students tested	15	13	14
Percent Tested	100 %	100 %	100 %
Number alternatively tested	0	0	0
Percent alternatively tested	0	0	0
Subgroups			
White			
Percent tested	100 %	100 %	100 %
Special Education			
Percent tested	100 %	100 %	100 %

NATIONAL NORM REFERENCED TEST

Subject: Reading Grade: 5 Test: Stanford 10
Edition: 2003 Publisher: Harcourt Assessment Company
Scores are reported as state percentiles

Testing year	**March 2004**	**March 2003**	**March 2002**
School Scores			
Total Score	61	59	60
Number students tested	12	14	14
Percent Tested	100 %	100 %	100 %
Number alternatively tested	0	0	0
Percent alternatively tested	0	0	0
Subgroups			
White			
Percent tested	100 %	100 %	100 %
Special Education			
Percent tested	100 %	100 %	100 %

NATIONAL NORM REFERENCED TEST

Subject: Mathematics Grade: 3 Test: Stanford 10
Edition: 2003 Publisher: Harcourt Assessment Company
Scores are reported as state percentiles

Testing year	**March 2004**	**March 2003**	**March 2002**
School Scores			
Total Score	67	55	68
Number students tested	8	13	16
Percent Tested	100 %	100 %	100 %
Number alternatively tested	0	0	0
Percent alternatively tested	0	0	0
Subgroups			
White			
Percent tested	100 %	100 %	100 %
Special Education			
Percent tested	100 %	100 %	100 %

NATIONAL NORM REFERENCED TEST

Subject: Mathematics Grade: 4 Test: Stanford 10
Edition: 2003 Publisher: Harcourt Assessment Company
Scores are reported as state percentiles

Testing year	**March 2004**	**March 2003**	**March 2002**
School Scores			
Total Score	70	66	82
Number students tested	15	13	14
Percent Tested	100 %	100 %	100 %
Number alternatively tested	0	0	0
Percent alternatively tested	0	0	0
Subgroups			
White			
Percent tested	100 %	100 %	100 %
Special Education			
Percent tested	100 %	100 %	100 %

NATIONAL NORM REFERENCED TEST

Subject: Mathematics Grade: 5 Test: Stanford 10
Edition: 2003 Publisher: Harcourt Assessment Company
Scores are reported as state percentiles

Testing year	**March 2004**	**March 2003**	**March 2002**
School Scores			
Total Score	68	64	78
Number students tested	12	14	14
Percent Tested	100 %	100 %	100 %
Number alternatively tested	0	0	0
Percent alternatively tested	0	0	0
Subgroups			
White			
Percent tested	100 %	100 %	100 %
Special Education			
Percent tested	100 %	100 %	100 %

Note: Corsica Elementary does not have statistics on special education and socioeconomic groups because of our small class sizes. Our student population is almost 100% white.