

2006-2007 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [] High [] K-12 [] Charter

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

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

School Mailing Address PO Box 207 202 W. Butte
(If address is P.O. Box, also include street address.)

Blunt South Dakota 57522-0207
City State Zip Code+4 (9 digits total)

County Hughes State School Code Number 5800303

Telephone (605) 962-6297 Fax (605) 962-6390

Web site/URL www.sullybuttes.k12.sd.us E-mail Jill.Olson@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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Kevin Pickner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Agar Blunt Onida School District #58-3 Tel. (605) 258-2617

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

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.

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 2 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 Other

 4 TOTAL
2. District Per Pupil Expenditure: \$11,172.00

 Average State Per Pupil Expenditure: \$6,867.00

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. 4 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	2		2	7			
K	7	6	13	8			
1	4	2	6	9			
2	3	5	8	10			
3	5	1	6	11			
4	3	4	7	12			
5	3	5	8	Other			
6	3	3	6				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							56

6. Racial/ethnic composition of the school: 91 % White
 % Black or African American
 % Hispanic or Latino
 % Asian/Pacific Islander
9 % 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: 9 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	56
(5)	Total transferred students in row (3) divided by total students in row (4)	.09
(6)	Amount in row (5) multiplied by 100	9.00

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 18 %
Total number students who qualify: 10

10. Students receiving special education services: 29 %
16 Total Number of Students Served

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

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

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 4 </u>	<u> 4 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 1 </u>
Paraprofessionals	<u> 1 </u>	<u> 1 </u>
Support staff	<u> 2 </u>	<u> </u>
Total number	<u> 9 </u>	<u> 6 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	97%	98%	97%
Daily teacher attendance	97%	98%	96%	94%	93%
Teacher turnover rate	0%	20%	0%	0%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Blunt Elementary is a school of 56 students K-6. Located in the middle of South Dakota, this small town atmosphere appeals to most of the 300+ residents that call Blunt their home. Nestled into a valley 20 miles east of the capitol city of Pierre this quaint town has a variety of unique history. Surrounded by the Medicine Knoll Buttes and the Missouri River many Native American tribes roamed the acreage that the town now sits on. Abraham Lincoln's school teacher, Mentor Graham, resided here in the late 1800's until his death. Many famous explorers passed near the city in search of new lands and possible trade routes.

This once thriving community has many different heritages represented. Farming and ranching are the main sources of family income. This small community offers a safe and secure surrounding to raise a family. Crime rate is virtually non-existent, and people know each other by first names.

The Blunt Elementary School lives by our mission statement: *Empowering every student to succeed in a changing world.* This mission guides our decisions. This fast paced world can be overpowering if you are not ready for the challenges that lie ahead. We feel very secure in knowing that when our children leave our school we have done the best possible job of educating and preparing them for what lies ahead.

Blunt Elementary has a staff of 3 full time combination classroom teachers, one full time Special Education teacher, a full time Kindergarten/Title 1 teacher, and one full time aide and one part time classroom aide. The student to teacher ratio is 14:1, which allows extra time to meet each child's needs. Each teacher is committed to improving the curriculum. The staff recognizes the importance of attending summer classes to be on top of any new teaching methods that can be adopted into their classrooms. The Administration is committed to the staff and the students of the school and recognizes the individual needs of the students, parents, and staff.

Blunt Elementary offers a solid instructional experience, which results in high achievement scores. This is due to the hard work of the teachers, administration, students and parents who are all committed to the same long term goals for every student who passes through our doors.

Our educational philosophy is to develop knowledge and to encourage in each individual the determination to apply that knowledge to promote continuous growth towards becoming effective citizens in our society. We are proud of our school, our students, and our community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

South Dakota established the state assessment under NCLB to test student progress on content standards in both Reading and Math. The DakotaSTEP test is an augmented version of the Stanford 10 achievement series. Student results are based on four levels of achievement: Below Basic, Basic, Proficient, and Advanced. Cut scores have been established and are used to determine student's proficiency levels. The goal is to have all students performing at the proficient or advanced level by the year 2014. For more information on the state assessment program:

Harcourt Assessment, Inc. (Dakota STEP and Stanford Achievement Test, Tenth Ed.)

www.harcourt.com

SD Department of Education assessments and cut scores

<http://www.doe.sd.gov/octa/assessment/dakSTEP/index.asp>

South Dakota Report Card <https://sis.ddncampus.net:8081/nclb/index.html>

Blunt Elementary students continue to demonstrate annual yearly progress each year. As a school, the testing shows an increasing number of students who test at the proficient and advanced levels. Due to a low number of student transfers, we have a core group of students from third through sixth grade. Our testing data depicts that students are scoring at a 100% proficient and advanced level by sixth grade. Our sub-group populations, such as economically disadvantage and special need students, are showing annual yearly progress. However, our numbers are too small to make it a valid indicator and were not included in the data samples.

2. Using Assessment Results:

Our school district analyzes and reflects upon our test results on an ongoing yearly process. We have teachers who attend Data Retreats and gather information from the state wide assessments. Each teacher is then given a binder with the past three years test results, both school wide and individually. As a team, the staff and principal go through the results.

The teachers meet and divide up into grade levels and each indicator is discussed. A determination is made as to whether we see a continual problem in any given area of reading or math. Our primary focus is to make sure that we do not have any gaps in our curriculums. If we see a trend from year to year of continually low scores, we look at our curriculum materials to see if they align with the indicator and make adjustments as needed.

We are in the process of renewing our NCA School Accreditation. The NCA Steering Committee organizes the data and as a staff we decide on two academic goals. We record data on the strategies and interventions that will be put in place for the goals. That data is then used to evaluate whether or not our students are improving. The NCA committee then reports the results back to us and we refocus on another indicator.

We use the STAR Math and Reading twice a year to measure student growth. This is an indicator for teachers to see if students are showing growth in the areas that are taught in both subject areas. It allows the teachers to focus on low areas before testing starts in the spring.

We have also started to do curriculum mapping. This allows us to look at the standards to make sure that all the indicators are being covered. If there are gaps then we are able to recognize and fix them before it becomes a problem. After a subject has been mapped we meet and review the maps. This gives us concrete evidence that the standards are being covered. On weekly lesson plans, teachers are required to mark the current standards that are being taught. This holds teachers accountable for the curriculum being taught in the classrooms, as well as making sure the required standards are covered.

3. Communicating Assessment Results:

We make every effort to keep our parents informed of any scholastic information. Since we are a small rural community our major lifeline to the parents is through our local newspaper. We have at our disposal the state DDN system, which is an online grade book. This allows all of the teachers to post grades immediately. The parents have access to this site, where they can monitor their child's academic success on a daily basis.

We send home a copy of the all state assessment results. The parents are informed of the state website where the entire district's assessment results are available and we publish information in the local newspaper. We have two Parent/Teacher Conferences, one in the Fall and one in the Spring. This is a vital time for parents and teachers to discuss the child's progress and make any short term adjustments, if needed. We capitalize on this opportunity to communicate important information with parents; this has proven to be effective as we continue to have 100% parent attendance at conferences. We send home mid-term progress reports each quarter.

Since we are a small town community, we believe that communication with our parents benefits all parties involved with the child's educational needs. We enjoy the benefit of having an active PTO, which supports the mission of the school. The power of parents and teachers working together towards a common goal is a major factor in our student's success.

4. Sharing Success:

Successful students come from a successful program. We feel that the greatest gift we have is each other. We meet monthly for staff meetings. At this time we are able to use the knowledge and experience of each other to make adjustments for our students. We spend this time growing professionally through the expertise and knowledge of each other.

We have the opportunity to attend workshops where we bend the ears of other teachers in the area and pick up any tips that we may try to become even more successful.

We have learned that there is no "I" in education. "We" are the reason that our children are successful. We couldn't do it alone and the most powerful thing that a student will ever observe is a group of teachers and parents sitting down together, communicating with each other, trusting each other, and counting on each other.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The core curriculum at Blunt Elementary has been patterned after the recently adopted content standards in the core areas of language arts, mathematics, social studies, and science. These content standards have been reformatted into courses of study that have been approved by the Agar-Blunt-Onida School District Board of Education.

The Language Arts/English areas focus on the development of reading skills through reading instruction in the following areas: phonetic awareness, phonics, fluency, vocabulary, and text comprehension. As students mature, they begin to master the building blocks of reading and can begin to apply more sophisticated strategies in their learning. The craft of writing is taught to all students, and writing is stressed across all curriculum areas. Public speaking is taught to the fifth and sixth graders. We feel this will make our students more comfortable and confident as they begin the process of moving to junior high. All students use a Spanish program that was piloted by our school through a grant by the South Dakota Department of Education.

Our Mathematics program promotes reasoning skills to help develop problem solving strategies. An emphasis is placed on communication skills so that students develop a well rounded vocabulary of mathematical terms and concepts. The math instruction follows a spiraling approach to the introduction of various math concepts. The student's base is built upon concrete knowledge from previous lessons in prior years. The teachers have been trained in many different areas of math and are currently involved in South Dakota Math Counts and inquiry based learning strategies through the AIMS project. The content areas of math are as follows: numbers, number sense and operations, measurement, geometry and spatial sense, patterns, functions, and algebra, data analysis and probability, math processes, and problem solving. We use the Renaissance Accelerated Math program to reinforce and build upon prior math knowledge. This is our third year of Mrs. Olson's Morning Math. This program allows the students to put their math knowledge to work in order to solve a variety of math story problems.

The Science curriculum emphasizes a hands-on approach to learning. The six main areas of the science standards are earth and space, life, physical, science and technology, scientific inquiry, and scientific ways of learning. These standards address the essential knowledge and skills in science, and allow the students to solve problems creatively, think critically, work in groups, use technology effectively, and value life long learning. The Scott Foresman series has been newly adopted and is being used school wide, along with hands on science kits.

The Blunt Elementary Social Studies program is based on the following standards: history, people in societies, geography, economics, government, citizenship rights, and social skills and methods. Every mini lesson has follow-up activities that are taught to reinforce the subject matter. We feel our students have a better understanding of the world around them, after the required standards have been taught and utilized.

Music, Physical Education, Art, and Library Skills are taught K-6, while band is offered to the Fifth and Sixth grades.

2a. (Elementary Schools) Reading

Blunt Elementary uses a balanced approach to teaching the components of the Reading/Language Arts curriculum. Based on the Four Block Theory and the Guided Reading Method, the students are exposed to the best of both worlds. The Content Standards are the base of instruction. Teachers are continually updating their methodology by attending workshops. The staff has been trained in the South Dakota Reads Program, which has increased teachers' knowledge and skills in reading strategies.

The STAR Reading tests are given twice a year to chart student's growth in all areas of reading. Accelerated Reading is a component of the curriculum where students are challenged to make a pre-set goal. Blunt Elementary teaches the Five Essential Components of Literacy Instruction: phonetic awareness, fluency, vocabulary, comprehension, and writing. Writing is stressed across all curriculum areas and is a valuable component in the Reading/Language Arts areas.

Students who view learning as a life-long experience can communicate through reading, writing, listening, and speaking as a result of this process. We take great pride in the progress our students show each year.

3. Science Curriculum

Science has been an area of focus for both the Blunt Elementary School and the ABO School District. In 2005, the School Board adopted the Scott Foresman series. We felt we were lacking in some areas and went with a series which promotes hands-on activities through lab experiments.

The district has made a commitment to Science by purchasing the materials needed for the science kits. We have technology packets that allow the students to interact with each other as they explore different phases of study. The inquiry approach encourages students to develop individual strategies for problem solving as well as gaining information needed for assessments. The ABO School District has dedicated a great deal of time in coordinating their science materials as well as training their staff on the use of the material.

The teaching staff actively incorporates science in other areas of study. We all believe and practice that Science should involve exploration, not simply watching or reading. On any given day, classroom teachers can be observed encouraging students to look for creative ways to solve problems in all subject areas.

4. Instructional Methods

The staff of Blunt Elementary School realizes that students learn in a variety of ways: verbal instruction, written information, hands-on learning, student driven learning, exploration and investigation, curriculum based field trips, computer aided instruction, and many more. Teachers tailor these different methods to mirror the different learning styles of the children. This connection contributes to the success and high performance of our students.

Some methods have a science base to them, such as inquiry based learning and hands-on approaches. Students at all levels do a tremendous amount of research through the use of support personnel, technology, and participating in project driven learning. This allows students to make discoveries on their own through the various content areas.

Within the Math area, many effective instructional methods are implemented. The spiraling approach to introducing and reinforcing concepts strengthens the learning process with the students. The project based activities and the problem solving aspect of math are accentuated. Teachers incorporate the inquiry based problem solving approach to help students apply math to real life experiences. There is extensive use of manipulatives to make math concepts even more concrete for students.

Many teachers use pre-testing as a common instructional method. This allows teachers to identify skills with particular students who need extra attention or intervention. Pre-teaching concepts for students who are likely to need additional exposure is an instructional method used by the Special Education teacher and aide. Title I allows for one on one tutoring, small group instruction, and classroom help for reteaching students who need additional support to be successful in the classroom setting.

5. Professional Development

Professional Development is an ongoing part of the professional growth of the teachers at Blunt Elementary. In this ever changing, fast paced world that we live in, curriculum can and will change. We are involved in the NCA accreditation process that requires us to meet as a group, work individually, and track goals. This committee is composed of teachers and administration. Everyone has input into the process.

We respect and accept the input of every staff member. No idea can be too small or unworthy of discussion. We meet as a staff once a month and during this time we discuss academic issues that we feel are red flags. We are always reading and researching new ways to teach our curriculum.

At the beginning of the school year, we meet for two days and cover all types of areas. We are CPR certified as well as knowledgeable in using the defibrillator that is in all of our school buildings. We have grade level discussions to share how teachers incorporate language arts curriculums into other areas, such as math, science, and social studies.

We have a wellness committee that is actively involved in keeping our staff and students updated on health issues and ways of keeping a sound mind and body. We have a group of teachers who are currently looking at adopting a new math curriculum. We have teachers who belong to the reading council and other professional organizations.

This list does not include the many summer school classes that are taken to make themselves better educators. Our first and utmost priority is the success of each and every one of our students.

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 3rd Test Dakota STEP

Edition/Publication Year Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% Advanced and Proficient (at or above state standard)	100%	88%	90%	88%	
% Basic or below basic (below state standard)	0%	13%	10%	13%	
Number of students tested	7	8	10	8	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed in 3 rd grade	0%	0%	0%	0%	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 3rd Test Dakota STEP

Edition/Publication Year Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% Advanced and Proficient (at or above state standard)	100%	88%	90%	88%	
% Basic or below basic (below state standard)	0%	13%	10%	13%	
Number of students tested	7	8	10	8	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed in 3 rd grade	0%	0%	0%	0%	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading Grade 4th Test Dakota STEP

Edition/Publication Year Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% Advanced and Proficient (at or above state standard)	100%	100%	100%	100%	
% Basic or below basic (below state standard)	0%	0%	0%	0%	
Number of students tested	9	8	8	5	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed in 4 th grade	0%	0%	0%	0%	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 4th Test Dakota STEP

Edition/Publication Year Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% Advanced and Proficient (at or above state standard)	100%	88%	75%	100%	
% Basic or below basic (below state standard)	0%	13%	25%	0%	
Number of students tested	9	8	8	5	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed in 4 th grade	0%	0%	0%	0%	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading Grade 5th Test Dakota STEP

Edition/Publication Year Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% Advanced and Proficient (at or above state standard)	100%	100%	100%	80%	
% Basic or below basic (below state standard)	0%	0%	0%	20%	
Number of students tested	6	7	4	5	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed in 5 th grade	0%	0%	0%	0%	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 5th Test Dakota STEP

Edition/Publication Year Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% Advanced and Proficient (at or above state standard)	83%	100%	75%	100%	
% Basic or below basic (below state standard)	17%	0%	25%	0%	
Number of students tested	6	7	4	5	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed in 5 th grade	0%	0%	0%	0%	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading Grade 6th Test Dakota STEP

Edition/Publication Year Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% Advanced and Proficient (at or above state standard)	100%	100%	100%	100%	
% Basic or below basic (below state standard)	0%	0%	0%	0%	
Number of students tested	9	4	5	13	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed in 6 th grade	0%	0%	0%	0%	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 6th Test Dakota STEP

Edition/Publication Year Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% Advanced and Proficient (at or above state standard)	100%	100%	100%	46%	
% Basic or below basic (below state standard)	0%	0%	0%	54%	
Number of students tested	9	4	5	13	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed in 6 th grade	0%	0%	0%	0%	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					