

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Bob Krietlow

Official School Name: Stickney Public High School

School Mailing Address:
Box 67
506 East Main
Stickney , SD 57375-0067

County: Aurora State School Code Number*: 01-2

Telephone: (605) 732-4221 Fax: (605) 732-4281

Web site/URL: http://www.stickney.k12.sd.us/ E-mail: bob.krietlow@k12.sd.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Bob Krietlow

District Name: Stickney Public Tel: (605) 732-4221

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Lloyd Persson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. 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: (per district designation)

| | |
|----------|-----------------------------------|
| | Elementary schools (includes K-8) |
| | Middle/Junior high schools |
| | High schools |
| 1 | K-12 schools |
| 1 | TOTAL |

2. District Per Pupil Expenditure: 9412

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. 25 Number of years the principal has been in her/his position 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 | 3 | 4 | 7 | 6 | 3 | 1 | 4 |
| K | 4 | 9 | 13 | 7 | 7 | 2 | 9 |
| 1 | 4 | 6 | 10 | 8 | 8 | 7 | 15 |
| 2 | 2 | 3 | 5 | 9 | 4 | 5 | 9 |
| 3 | 4 | 8 | 12 | 10 | 2 | 5 | 7 |
| 4 | 6 | 3 | 9 | 11 | 6 | 6 | 12 |
| 5 | 5 | 4 | 9 | 12 | 5 | 7 | 12 |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 133 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
100 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

This rate is 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. | 0 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 0 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 0 |
| (4) | Total number of students in the school as of October 1. | 127 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.000 |
| (6) | Amount in row (5) multiplied by 100. | 0.000 |

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 66

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 free and reduced-price school meals 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: 4 %

Total Number of Students Served: 5

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

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>14</u> | <u>4</u> |
| Special resource teachers/specialists | <u>1</u> | <u>0</u> |
| Paraprofessionals | <u>2</u> | <u>0</u> |
| Support staff | <u>2</u> | <u>0</u> |
| Total number | <u>20</u> | <u>5</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 9 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 97% | 97% | 98% |
| Daily teacher attendance | 99% | 98% | 99% | 99% | 98% |
| Teacher turnover rate | 7% | 0% | 0% | 7% | 0% |
| Student dropout rate | 0% | 0% | 0% | 0% | 0% |

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

| | | |
|--|------------|----------|
| Graduating class size | 10 | |
| Enrolled in a 4-year college or university | 50 | % |
| Enrolled in a community college | 0 | % |
| Enrolled in vocational training | 40 | % |
| Found employment | 0 | % |
| Military service | 10 | % |
| Other (travel, staying home, etc.) | 0 | % |
| Unknown | 0 | % |
| Total | 100 | % |

PART III - SUMMARY

Stickney Public School, located in the town of Stickney, is found in southeast Aurora County of South Dakota. Stickney, with a population under 400 people and declining, is a typical small community in South Dakota. Like most small towns, the school is the hub of social activity for the town and surrounding rural community.

It is the vision of the Stickney Public School to “aide in developing our students intellectually, socially, physically and emotionally”. The district has worked hard to provide opportunities for students in all four of those areas. Stickney High School students have demonstrated the benefits of the well-balanced education they receive.

Stickney, like most small rural school districts in South Dakota, has seen a decline in enrollment over the past few years and that decline may continue to occur in the next few years. The high school has averaged slightly more than 40 students in grades 9-12 for the past several years. In spite of its small class sizes, the district has offered a well-balanced curriculum to its high school students, such as advanced math and science courses. The Stickney district has enjoyed very little turnover in staffing over the years, which has allowed the district to build strong academic programs with solid curriculum.

Stickney is a district that refuses to be limited by its small size. The district shares boundaries with five other public school districts that share many similarities with Stickney, such as declining enrollment, small highly qualified staffs, and high student achievement on state assessments. Stickney School District has a tradition of collaboration whenever possible with the neighboring entities. Staff members have been shared with neighboring districts in difficult-to-fill areas such as music and counseling. Athletic cooperatives were formed with neighboring districts. This collaboration provides strong academic and extracurricular opportunities for the students. Stickney is an active member of the Mid Central Education Cooperative, which provides services in the areas of counseling and special education, such as speech and language services, as well as occupational or physical therapy as requested. In addition, the district is part of Region 3 Education Service Agency, which provides assistance in school improvement services, and staff development.

The student population of Stickney High School does not include measureable numbers from any subgroups other than White and Economically Disadvantaged. Students are very fortunate to be in small classes, with teachers who are all Highly Qualified and who average over 20 years of experience. The current ratio is approximately eight students to every certified staff member. Approximately 90% of the high school students take part in some extra-curricular activity, whether it is athletics, music, or drama.

In the past five years, the students who took the ACT test consistently scored at or above the state average. Also reported in the most recent ACT report, the percentage of Stickney High School students identified as “college ready” in all four core content areas ranged from 7-15% higher than the state average. Math and reading scores (Dakota STEP) for Stickney High School students have been always been significantly above the AMO targets set by the state of South Dakota. Because of the small numbers in each grade tested, it only takes one student with poor results to bring that grade level down to unacceptable levels. However, in 2008-09 state testing, the grade 11 students at Stickney High School were 100% proficient or advanced in mathematics and 92% proficient or advanced in reading.

The most clear indicator of academic strength from this small high school is the success its students experience once they leave.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Stickney School students have consistently scored above the state average on the DakotaSTEP assessment. There are no disparities among grade levels, as the high school scores are very similar to scores in all of the other tested grade levels. Stickney High School does not have a significant student population in any subgroups except for All, White, and Economically Disadvantaged. The Students With Disabilities subgroup has remained below the minimum of 10 students for accountability.

Data for the 2008-09 test can be found at: <https://nclb.ddncampus.net/nclb/index.html>.

The state of South Dakota identifies four performance levels: Below Basic, Basic, Proficient, and Advanced. Raw scores and scale scores are provided for each student. The raw score is the number of questions correct out of the total. The scale score varies depending on the subject area and grade level tested. The Stickney High School average scale score in grade 11 reading in 2009 was 624, which was near the center of the Proficient range of 604-655 for South Dakota. In mathematics that Proficient range is 715-780, and Stickney students averaged an impressive 751.

In 2008-09, Stickney High School students in grade 11 were 100% Proficient/Advanced in mathematics and 92% Proficient/Advanced in reading. This is a very small, rural high school and percentages are easily impacted by one student. Twelve students were tested in 2008-09, so the reading data reflects only one student who scored in the basic range.

In mathematics over the past five years, Proficient/Advanced scores for grade 11 have ranged from a low of 70% (2007) to a high of 100% (2009). In 2005 and 2006, grade 11 students were 85% Proficient/Advanced. In 2008 Stickney High School had 90% Proficient/Advanced in mathematics.

In reading, both 2008 and 2009 DakotaSTEP scores were at or above 90% Proficient/Advanced for Stickney High School. In the three previous years the scores ranged from 70% to 85% Proficient/Advanced.

2. Using Assessment Results:

Staff at Stickney School meet as a group prior to the start of the school year to analyze the assessment data from the previous spring. (That data is typically not available until early August.) Standards of concern are identified for each grade level and for individual students. Students who are on the edge of a performance level are identified, so that instruction can be focused to provide maximum assistance where it is needed. Title and special education staff work closely with the classroom teachers to examine data for the students served by each program.

Trends are examined by the staff for groups, as well as individual student results. Using the eMetric website, staff can examine both group and individual results to find strengths and weaknesses in mathematics and reading. Data is broken down to the indicator level for state standards, and both raw scores and scale scores are available for every student tested.

Teachers use this data to identify areas in their own curriculum where they need to make changes. Because this staff is small, they work closely together as a team. Staff at non-tested grade levels also look at the same data, because they know that they are building the foundation for the tested grades. Teachers of

content areas other than reading and mathematics also identify ways in which they can support the identified standards of concern in their own classrooms.

3. Communicating Assessment Results:

The community is only provided with group results of assessments and students performance. All groups under 10 students are kept confidential to protect individual identities.

Individual student reports for the DakotaSTEP assessment are mailed home to all parents. This mailing takes place very soon after the data is released to the school district. These student reports contain overall performance levels for each tested content area, and also shows both the raw and scale scores for each indicator.

The report, which is printed from the eMetric website, provides a clear concise explanation of the meaning of various information, such as performance levels, scale scores, and raw scores. Parents are encouraged to contact the school with an questions or concerns about the report. Parent Teacher Conferences in early fall provide an opportunity for parents to ask questions of staff in a private face-to-face situation.

Students are encouraged to talk directly to teachers to understand their individual academic strengths and weaknesses. Personal Learning Plans are a feature of South Dakota high schools, and students are directly involved in the planning process with school staff.

Staff at Stickney School regularly provides parents with information about other assessments and academic performances for their students. The guidance counselor also works closely with students and parents to understand data from the ACT and other tests.

4. Sharing Success:

Stickney School publishes news of academic and extra-curricular activities in the local weekly paper, Stickney Argus as well as in the Mitchell Daily Republic, which is a regional newspaper. Honor Rolls are published quarterly in the local newspaper.

A "parent-friendly" statistical profile is published each fall and distributed throughout the community to parents and other district patrons. This profile provides information about Stickney School District results for assessments such as ACT, Dakota Writing Assessment, and the DakotaSTEP.

If the school is awarded Blue Ribbon School status, an open house is planned to celebrate the honor with the Stickney community and surrounding areas. Local television, radio, and newspapers will be invited to cover the celebration.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The curriculum at Stickney High School is designed to develop students to their fullest potential. Students that leave Stickney School will have had the opportunity to acquire the necessary skills that will lead to their becoming productive, responsible, contributing members of society.

Students are required to have 22 credits for graduation: Language Arts 4, Mathematics 3, Lab Science 3, Social Science 3, Personal Finance 1/2, Fine Arts 1, Health 1/2, World Language or Computer 2 and 5 electives.

As part of the language arts curriculum, students study World, American and British Literature. Speech consists of writing and delivering speeches. Vocabulary and grammar skills are also developed while writing research papers. Seniors prepare and present a senior project.

Math courses consist of Algebra I for Freshmen, Geometry for Sophomores and Algebra II for Juniors. Seniors have available advanced math classes in trigonometry, calculus, probability and statistics.

Science offerings are Physical Science to Freshmen, Biology to Sophomores, Chemistry to Juniors and Physics for Seniors.

The Social Science offerings consist of Geography for Freshmen, World History for Sophomores, American History for Juniors. Seniors take Government, Psychology, Personal Finance and Business Law.

Our foreign language offering is Spanish. All Sophomores take Spanish I as a local requirement. Spanish II is an elective offered to Juniors and Seniors.

Our Fine Arts program offers Music Appreciation, Oral Interpretation, Plays, Instrumental Music and Vocal Music. Grades 9-12 have a 64% participation rate in instrumental music. Vocal participation for grades 9-12 is 93%.

2b. **(Secondary Schools) English:**

(This question is for secondary schools only)

Stickney High School has focused its secondary English curriculum based on the idea that all students need the appropriate reading and writing skills to be productive in both post secondary education and in the work force. To this end, students are asked to read in a variety of genres. The belief that each student will gain information more easily when introduced to a variety of works is based on research stating that all students do not learn in the same manner or in the same time frame. In our classes, extra help, such as study guides and teacher created outlines help students find the important ideas and lead to more independent learning.

In the writing curriculum, students are trained in the writing process, and are introduced to both creative and technical writing. The goal here is to enable our students to write effectively not only in post secondary education, but also as successful applicants for employment. To ensure this outcome, students take part in writing speeches, narratives, persuasive essays, and research papers. Our students are also trained to write more technical pieces, like business letters, resumes, and application letters.

We believe that our training fulfills our commitment to graduate young people who have the skills needed to become productive, responsible and contributing members of society.

3. Additional Curriculum Area:

In this year of 2010 the United States Census Bureau will be compiling new data and analyzing it. It will be used to fund and aid in federal, state, and local issues. Changes in data from the last census may make for more or less funding for certain regions or states and the projects within them.

Educators in the nations' schools, and our small schools in particular, need to be aware of changes that are coming. We have to be able to correlate our curriculums so that students will have the backgrounds necessary for both current and future job opportunities. Indeed, especially in these trying financial times, getting a job and keeping a job are essential to our countries' economic progress.

In the Stickney School system, all levels of math curriculums are correlated to the calculations and analysis needed for careers such as laboratory work, medical applications and business and industry computations. We also use computers, calculators, interactive white boards and numerous hands-on materials to further enhance the ability to compete for career and home applications. Graph-making, geometric shape conformation, and function analysis and sketching are all accomplished on today's current technology. Analyzing data to make predictions becomes a tool for looking to the future.

All instructors need to relate their subject matter, whether it be math, science, technology or industrial arts, so that our young people are prepared for the world of work and can be as successful as possible in our society. They will need to be the people who are ready to solve today's problems and those of the future. These are the people who will soon be filling jobs that are not even around yet. Hopefully we can teach from a curriculum that is flexible enough to produce our best workforce yet!

4. Instructional Methods:

Instructors at Stickney School use a variety of methods to instruct their students.

Because our numbers are small, we have a good teacher to student ratio. This allows for one-on-one instruction. It also allows for extra help as may be needed. We are able to keep track of students to make sure that they stay on track and do not fall through the cracks.

Teachers use a wide variety of instruction techniques to insure that they are meeting the students' needs. Teachers make use of television, computers and Promethean Boards in presenting lessons to students. Traditional methods of lecture and discussion are used to achieve class participation. Teachers differentiate lessons to meet the needs of students working both above or below grade level. Hands on instruction with real-life applications are standard in the classroom. Technology is integrated frequently to address the learning preferences of today's students.

We have data retreats where we can assess our individual students' needs and progress. These allow us to better focus on areas of need.

5. Professional Development:

Stickney School District believes in quality professional development for staff. A team of administrators and teachers, with assistance from Mid Central Education Cooperative and Region 3 Educational Service Agency, collaborate to develop a staff development plan that aligns with and supports the district's goals for academic

achievement. Staff development activities will provide opportunities for teachers to engage in training in the implementation of teaching strategies based on the most current research.

Teachers are encouraged to take advantage of workshops and conferences sponsored by the South Dakota Department of Education, Region 3 Education Service Agency and Mid Central Education Cooperative. On-site professional development activities are held each year, with staff from the ESA or Mid Central Education Cooperative facilitating. Whenever possible, staff is compensated for days spent doing professional development. On an annual basis, teachers have had the opportunity to participate in the state and regional workshops and conferences, such as: DIAL Laptop Institute, DIAL Literacy Symposium, state Reading Conference, state Math and Science Teachers Conference, state Social Studies Conference and the TIE Conference.

Stickney teachers have attended the 2007, 2008 and 2009 DIAL Laptop Institutes, and the DIAL Reading Symposiums.

Staff annually participate in curriculum mapping and data retreats which help them to determine the areas in which students may need extra work or instruction. This also shows the students strengths.

6. School Leadership:

Being a small, rural high school, the administration of Stickney School consists of one individual filling the role of both superintendent and 7-12 principal. The elementary principal is 40% time.

The principal provides leadership in the areas of staff development and curriculum development. Staff assist the principal with the developing of curriculum. They work with this on a daily basis so their input is greatly appreciated by the administration when it comes to assessing the current curriculum or making changes.

Because of our small size, the principal has the opportunity to interact with staff and students daily.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Dakota STEP

Edition/Publication Year: edition 1/ 2005

Publisher: Harcourt/Pearson

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 90 | 70 | 75 | 85 |
| % Advanced | 8 | 40 | 0 | 15 | 46 |
| Number of students tested | 12 | 10 | 10 | 13 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading
Edition/Publication Year: edition 1/2005

Grade: 11 Test: Dakota STEP
Publisher: Harcourt/Pearson

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 92 | 90 | 70 | 85 | 77 |
| % Advanced | 17 | 0 | 10 | 0 | 15 |
| Number of students tested | 12 | 10 | 10 | 13 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Mathematics
Edition/Publication Year: edition 1/2004

Grade: 3 Test: Dakota STEP
Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 88 | 100 | 100 | 100 | 100 |
| % Advanced | 13 | 33 | 67 | 44 | 67 |
| Number of students tested | 8 | 9 | 3 | 9 | 15 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading
Edition/Publication Year: 1/2004

Grade: 3 Test: Dakota STEP
Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 88 | 100 | 100 | 89 | 100 |
| % Advanced | 38 | 22 | 67 | 11 | 27 |
| Number of students tested | 8 | 9 | 3 | 9 | 15 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Mathematics
Edition/Publication Year: 1/2004

Grade: 4 Test: Dakota STEP
Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 90 | 100 | 100 | 100 | 100 |
| % Advanced | 20 | 75 | 25 | 47 | 60 |
| Number of students tested | 10 | 4 | 8 | 15 | 10 |
| Percent of total students tested | 91 | 100 | 100 | 100 | 91 |
| Number of students alternatively assessed | 1 | | | | 1 |
| Percent of students alternatively assessed | 9 | | | | 9 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading
Edition/Publication Year: 1/2004

Grade: 4 Test: Dakota Step
Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 100 | 100 | 100 |
| % Advanced | 20 | 25 | 50 | 60 | 70 |
| Number of students tested | 10 | 4 | 8 | 15 | 10 |
| Percent of total students tested | 91 | 100 | 100 | 100 | 91 |
| Number of students alternatively assessed | 1 | | | | 1 |
| Percent of students alternatively assessed | 9 | | | | 9 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Mathematics
Edition/Publication Year: 1/2004

Grade: 5 Test: Dakota STEP
Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 89 | 93 | 90 | 100 |
| % Advanced | 100 | 33 | 27 | 30 | 71 |
| Number of students tested | 3 | 9 | 15 | 10 | 7 |
| Percent of total students tested | 100 | 100 | 100 | 91 | 100 |
| Number of students alternatively assessed | | | | 1 | |
| Percent of students alternatively assessed | | | | 91 | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading
Edition/Publication Year: 1/2004

Grade: 5 Test: Dakota STEP
Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 93 | 100 | 100 |
| % Advanced | 67 | 22 | 53 | 30 | 71 |
| Number of students tested | 3 | 9 | 15 | 10 | 7 |
| Percent of total students tested | 100 | 100 | 100 | 91 | 100 |
| Number of students alternatively assessed | | | | 1 | |
| Percent of students alternatively assessed | | | | 91 | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Mathematics
Edition/Publication Year: 1/2004

Grade: 6 Test: Dakota STEP
Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 93 | 100 | 100 | 85 |
| % Advanced | 25 | 27 | 33 | 25 | 39 |
| Number of students tested | 8 | 15 | 9 | 8 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading
Edition/Publication Year: 1/2004

Grade: 6 Test: Dakota STEP
Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 89 | 100 | 77 |
| % Advanced | 38 | 27 | 22 | 63 | 31 |
| Number of students tested | 8 | 15 | 9 | 8 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Mathematics
Edition/Publication Year: 1/2004

Grade: 7 Test: Dakota STEP
Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 93 | 80 | 86 | 92 | 85 |
| % Advanced | 14 | 30 | 29 | 25 | 8 |
| Number of students tested | 14 | 10 | 7 | 12 | 13 |
| Percent of total students tested | 100 | 91 | 100 | 100 | 100 |
| Number of students alternatively assessed | | 1 | | | |
| Percent of students alternatively assessed | | 9 | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading
Edition/Publication Year: 1/2004

Grade: 7 Test: Dakota STEP
Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 93 | 100 | 86 | 83 | 85 |
| % Advanced | 36 | 40 | 43 | 42 | 23 |
| Number of students tested | 14 | 10 | 7 | 12 | 13 |
| Percent of total students tested | 100 | 91 | 100 | 100 | 100 |
| Number of students alternatively assessed | | 1 | | | |
| Percent of students alternatively assessed | | 9 | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Mathematics
Edition/Publication Year: 1/2004

Grade: 8 Test: Dakota STEP
Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 75 | 86 | 100 |
| % Advanced | 20 | 14 | 25 | 7 | 44 |
| Number of students tested | 10 | 7 | 12 | 14 | 9 |
| Percent of total students tested | 91 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | | | | |
| Percent of students alternatively assessed | 9 | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading
Edition/Publication Year: 1/2004

Grade: 8 Test: Dakota STEP
Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 70 | 100 | 83 | 93 | 100 |
| % Advanced | 40 | 14 | 17 | 14 | 22 |
| Number of students tested | 10 | 7 | 12 | 14 | 9 |
| Percent of total students tested | 91 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | | | | |
| Percent of students alternatively assessed | 9 | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes: