

PART I - ELIGIBILITY CERTIFICATION

11SD2

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

1. Number of schools in the district: 1 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 6917

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	12	12	24
K	9	10	19		7	0	0	0
1	7	12	19		8	0	0	0
2	6	8	14		9	0	0	0
3	10	7	17		10	0	0	0
4	10	8	18		11	0	0	0
5	11	9	20		12	0	0	0
Total in Applying School:								131

6. Racial/ethnic composition of the school: 5 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
1 % 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 2009-2010 school year: 5%

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, 2009 until the end of the school year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2009	131
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 42%
 Total number of students who qualify: 55

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%
 Total number of students served: 17

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</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>0</u>
Classroom teachers	<u>7</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>2</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>19</u>	<u>4</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: 19:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	0%	0%	5%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

Avon School, located in the town of Avon, is found in west central Bon Homme County. Avon, with a population of roughly 500 people is a typical small town in South Dakota. As with many small towns in South Dakota, the school is the center of social activities for the town and brings in community business. The vision of Avon School is four fold:

1. The Avon School District will provide a clean, well-kept and functional facility that supports the needs of the curriculum and is available for appropriate community use. The Avon School District will encourage and foster a safe, caring atmosphere which values mutual respect between students and staff.
2. The Avon School District will provide a challenging and relevant curriculum, with high expectations to prepare students to succeed in a global society. Students will be unlimited by their selected post-high past, including military, workforce, technical or university options. The school district will cultivate an environment where technology is a part of the academic culture and empowering students to meet state academic standards in all content areas using traditional and innovative technologies. The School District will establish community partnerships for work-based student learning opportunities.
3. The Avon School District is committed to developing independent life-long thinkers and learners who can communicate effectively, work collaboratively, and resolve problems efficiently. Students have the right to an education of the highest quality where their learning styles are appreciated and their diversity is valued. Students will be encouraged to appreciate and value education as well as recognize their responsibility for learning. Learning is the shared responsibility of the student, family, and school district.
4. The Avon School District will ensure students are provided with highly qualified teachers. The School District will provide appropriate professional development through administrative policy and available educational agencies. The School District will provide opportunities for staff to communicate and collaborate for the benefit of the students and instruction.

Unlike many small schools, the Avon School District is growing. Fifty-three students open enrolled to the district for the 2009-10 school year. This is over 20% of the 247 student body. Classes have a 12 to 1 student-teacher ratio. Small classes work to the advantage of teachers and students. These results can be seen on the Dakota STEP tests. In reading, third and eighth grade students test at 100% proficient or advanced. In math, the fourth and eighth grades tested 100% proficient or advanced. Eighth grade students tested 71% proficient or advanced in the technology literacy survey. The ACT Composite in 2009 was 19.6. In 2009 and 2010, Avon Elementary and Junior High were named Distinguished Schools.

The school and community work together in many ways. As families bring their open enrolled children to school, they frequent local businesses, which keeps Main Street thriving. Along with academics, our school has a strong sports program, and many community members pack the stands to support the athletes. Another way the community supports the school is by local businesses donating prizes to the Student of the Month program in the Junior High and High School.

The student demographics of Avon Elementary School is largely White and Native American. We also serve Economically Disadvantaged Students and Students with Disabilities. All our classes are taught by Highly Qualified Teachers and our attendance is over 97%, which is higher than the state average.

1. Assessment Results:

Avon School students have consistently scored above the state average on the Dakota STEP assessment. The elementary and junior high/high school scores are very similar. Data for the 2009-10 test can be found at: <https://nclb.ddncampus.net/nclb/portal/portal.xml?&extractID=12> (Choose “Avon 04-1 on the left side, Choose “Avon Elementary School”)

The Dakota STEP assessment and the state of South Dakota identify four performance levels: below basic, basic, proficient, and advanced. Raw scores and scale scores are provided for each student. 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. In 2009-10, the overall elementary score for reading was 88% proficient or advanced. This is above the state score of 78%. In math the overall elementary score was 95% proficient or advanced, which again is above the 78% state score.

In reading, the elementary tested 85% proficient or advanced in 2006. In 2007 the number rose to 90%. With the change in reading standards in 2007-8, reading scores fell slightly to 86%, and then fell again in 2009 to 82%. Now that teachers have a greater understanding of the new reading standards and have attended professional development for the weak areas, the reading scores climbed back to 88% in 2010. Since Avon is a smaller school, percentages are easily impacted by one student and their performance.

For math, the scores are much steadier. In 2006 the elementary scored 90% proficient or advanced. In 2008 it fell slightly to 87%. In 2009 it fell slightly for a second year to 86%, but grew drastically in 2010 to 95% proficient or advanced. Again one or two students can greatly impact a percentage drop or climb within a small class.

Data from the South Dakota Writing Assessment required of all fifth, seventh, and tenth graders was not available because the state is using a new program and the scores have not yet been collected.

2. Using Assessment Results:

Staff at Avon School meet as a group during the fall to analyze assessment data from the previous spring. (The data is not typically available until early August.) During this meeting, standards of concern are identified for each grade level and individual students within the math and reading areas. Students who are on the edge of a performance level are identified so teachers can modify their instruction to target student needs. Title and special education staff work closely with the classroom teachers to examine data for the students served by each program.

Using the eMetric website, staff can identify group trends and analyze individual results. Data is broken down into indicator levels within state standards, and both raw and scale scores are available so teachers can identify strengths and weaknesses within math and reading areas.

Since the staff is small, they work closely as a team to analyze the data and make any changes. Staff at the non-tested grade levels understand the importance of the task since they build the foundation for a student's academic success. Teachers of non-tested content areas identify ways to support the identified standards within their own classrooms.

As teachers make the necessary modifications for improving test scores, they use programs such as DIBELS, AIMS Web, and Achievement Series to monitor student progress along with the formative and summative classroom assessments.

3. Communicating Assessment Results:

The community is provided with group results of assessments and student performance. No individual scores are shared. All groups under 10 students are kept confidential to protect student identity. Individual student reports from the Dakota STEP assessment are mailed home to the parents. This mailing occurs soon after the data is released to the school district. The student reports contain overall performance levels for each tested content area, and shows both raw and scaled scores for each standard indicator.

This eMetric report provides a clear explanation of the information, including performance levels, scale scores, and raw scores. Parents are encouraged to contact the school with any questions or comments about the report. During Parent-Teacher conferences in the fall, parents are given the opportunity to express concerns with staff face-to-face. Staff at Avon School regularly provides parents with information about other assessments and academic performances.

4. Sharing Lessons Learned:

Avon School publishes academic news and extra-curricular activities in the local weekly paper, The Avon Clarion. The regional daily newspapers, The Mitchell Daily Republic and the Yankton Press & Dakotan also publish school news. Printouts of test information are provided at the area businesses. Information about assessments such as Dakota STEP, ACT, and the South Dakota Writing Assessment along with access to student grades is also available on the school website. Families are always welcome to check their child's attendance and grades through the Parent Portal, which can also be accessed from the school website.

At Regional Administrative Meetings, local administrative meetings are held monthly to host guest speakers and to discuss relevant school issues. At these meetings, school administrators of the Avon School District often share with other administrators what our school has done to help improve the test scores of students in our district. Also, our area Educational Cooperative holds an annual in-service before the start of the school year. At this in-service, teachers are able to meet in groups according to their grade level or curriculum area to discuss teaching techniques and to share successes in their classrooms. Many times the discussion focuses on meeting the State Content Standards and improving the scores of the students in their classes.

1. Curriculum:

The mission of Avon School District is to ensure that all students successfully reach their potential. The District will provide a challenging and relevant curriculum, with high expectations to prepare students to succeed in a global society. Teachers use a variety of strategies and resources to create an effective instructional program. Teachers hold high expectations for each child and encourage independent learning. They also provide extra instruction to struggling students during the After School Program. All curricula align with South Dakota state content standards.

Reading and language arts instruction include a mixture of reading strategies including large group, small group, guided reading, and modeling. Students focus on phonics, fluency, comprehension, and vocabulary. A variety of reading materials are available to students including fiction, non-fiction, and online texts. Reading and writing assignments are intertwined throughout the curriculum. Often times, reading and writing assignments will cross into math, science, or social studies curriculum.

Math curriculum includes an understanding of number sense, data analysis, measurement, statistics, and probability. Concepts are taught through use of manipulatives, text-based instruction, and technology. Teachers use games to reinforce concepts learned. Using these strategies makes it easier for students to make visual representations of the mathematical concepts.

Science curriculum includes life science, earth and space science, physical science, and health. As with math, instruction involves hands-on experiments (manipulatives), observations, text-based instruction, and technology use. Students derive their own scientific questions, and follow the questioning process to find the answers.

Social studies curriculum helps students understand cultural diversity at the local and global theaters. Teachers use Weekly Readers, Scholastic News magazine, textbook units, maps, and an internet based program to focus on South Dakota history.

2. Reading/English:

Avon Elementary Staff uses a variety of reading strategies for an effective program. The Saxon reading series aligns to state standards. Saxon phonics improves word decoding and spelling techniques. Paired reading, small group reading, choral reading, large group reading, and teacher modeling are all used to improve reading fluency, comprehension, and phonemic awareness. Basal readers provide students with a variety of literature forms, and expose them to a larger vocabulary base. Some teachers use Readers Theater pieces to encourage reading through a dramatic format. Fifth and sixth grade students read paperback novels as a class and hold discussion and activities. Each class visits the library weekly to choose individual reading books.

All elementary teachers used the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) program in 2009-10 to monitor students' progress in phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. Teachers could use the information to modify instruction and target low skills across the classroom or in small group format.

Upper elementary teachers (grades 3-6) used Achievement Series to monitor progress over specific state reading standards. Again teachers could use the data to create small group instruction for their class. Fifth and sixth grade students participate in learning centers during language arts instruction, which incorporates movement into the learning concepts. Students could attend the After School Program if they needed more instruction in reading.

Reading is the foundation to success in other classes. If students read well, research shows that they perform better than poor readers in the areas of math, science, and social studies. In order to celebrate reading success, teachers use the Book It program in which students receive a free mini pizza after reaching a reading goal.

3. Mathematics:

Mathematics instruction also uses a variety of effective strategies. Teachers use Cognitive Guided Instruction (CGI), which is student-directed learning. Students think, communicate with others, and then share different ways to solve problems. Teachers guide the lesson by asking higher order questions throughout the thinking process. CGI incorporates reading, listening, speaking, and social skills. It also helps students build respect for one another as they listen to their peers' opinions and feelings. Achievement Series is also to monitor math progress of older elementary students. This progress monitor can be used to create large or small group activities to reinforce a weak math concept.

Teachers use text-based learning, manipulatives, internet games, and classroom games to reinforce the concept that has been taught. Teachers strive to give real world examples and applications of the material that has been taught.

4. Additional Curriculum Area:

Real world applications are important to all content areas, including science and social studies. Sixth grade students create Science Fair projects which allow students to explain and apply a scientific concept. The science fair project crosses curriculum lines as students are asked to write their information and speak to onlookers and judges. Fourth grade students apply their local South Dakota History knowledge through a "Wax Museum" activity. Students choose an historical figure from the internet based program, write up a summary of why they are important to South Dakota, and then speak the information when their "button" is pushed. The event includes a costume. Other teachers include speakers for both science and social studies. Many of the topics center on world or local events, so students can experience and understand the importance of the concept.

5. Instructional Methods:

Instructors at Avon Elementary use a variety of strategies for their students. Our current student-teacher ratio is 12 to 1. This allows teachers to use small group strategies in which different students engage in various activities for their skill level and learning style. Small classes also means teachers have time to give students the extra attention they made need to learn. Special education students may spend time receiving extra assistance in the resource room as well. Teachers use a variety of technology within their classrooms including internet and Promethean board activities. Teachers can also use this technology to find resources as they differentiate in their classrooms.

6. Professional Development:

The Avon School District will ensure students are provided with highly qualified teachers. The School District will provide appropriate professional development through administrative policy and available educational agencies. The School District will provide opportunities for staff to communicate and collaborate for the benefit of the students and instruction. Each staff member will be eligible to take two days of professional leave with no salary deduction.

The Avon School District currently has what we call a Phase Money policy. With the Phase Money policy, certified teachers are able to apply for up to \$1,000 per school year for classes, workshops and clinics. Many staff members use the money available in the policy to take classes to complete a Masters Degree.

During the 2010-2012 school year, the Avon School District started the implementation process for a new Reading Series. The first step of the process was to purchase the Reading Series for the Kindergarten, First and Second grades. Before the start of the 2011-2012 school year, we will be purchasing the Reading Series for the Third through Sixth grades. In conjunction with the purchase of the Series, the District has paid for all of our Reading teachers to take a class to help implement the series and learn the latest trends for effective Reading instruction. The instructor for the class is employed with our educational cooperative. The Avon School District has paid for the materials and credit costs for the class and has provided a stipend for each teacher's non-contracted time.

7. School Leadership:

Being a smaller rural school, the administration of Avon School fills many roles. The elementary principal is also the superintendent. The secondary principal teaches PE/health classes. Administration involves staff in the areas of professional development and curriculum development. Staff can openly and honestly share their thoughts and opinions during monthly staff meetings or weekly email updates. Because of their many duties, administration interacts with students and staff on a daily basis to keep in touch with their needs.

The administration of the Avon School has encouraged the School Board to reimburse and pay teachers for furthering their education and attending Workshop's to improve teaching in their classrooms. With the purchase of a new Reading Series, the board agreed to pay the teachers class expenses and paid them for their time outside the contract year.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Dakota STEP

Edition/Publication Year: 2005-2008/2009 to present Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	93	70	81	93	89
Advanced	7	25	0	36	21
Number of students tested	17	20	21	14	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	6	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	91				
Advanced	0				
Number of students tested	10				
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	92	70	80	92	89
Advanced	8	25	0	42	21
Number of students tested	14	20	20	12	20
NOTES:					

11SD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Dakota STEP

Edition/Publication Year: 2005-2008/2009 to present Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	100	85	95	93	84
Advanced	20	35	14	29	5
Number of students tested	17	20	21	14	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	6	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100				
Advanced	18				
Number of students tested	10				
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	100	85	95	92	84
Advanced	15	35	15	33	5
Number of students tested	14	20	20	12	20
NOTES: The Reading test changed to reflect the new Reading Content Standards being tested in 2007. The Dakota STEP - Alternate is the alternate assessment that is a functional assessment.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Dakota STEP

Edition/Publication Year: 2005-2008/2009-present Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	100	89	100	95	83
Advanced	43	26	54	16	25
Number of students tested	21	20	13	20	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	100	89	100	95	83
Advanced	43	28	58	16	25
Number of students tested	21	18	12	20	12
NOTES:					

11SD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Dakota STEP

Edition/Publication Year: 2005-2008/2009-Present Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	86	79	100	95	100
Advanced	48	42	54	16	33
Number of students tested	21	20	13	20	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	86	86	100	95	100
Advanced	48	44	58	16	33
Number of students tested	21	18	12	20	12
NOTES: The Reading test changed to reflect the new Reading Content Standards being tested in 2007.					

11SD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Dakota STEP

Edition/Publication Year: 2005-2008/2009-present Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	95	92	90	83	100
Advanced	18	33	25	33	25
Number of students tested	24	13	20	14	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					100
Advanced					20
Number of students tested					10
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	95	91	90	83	100
Advanced	20	36	25	33	25
Number of students tested	21	11	20	12	16
NOTES:					

11SD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Dakota STEP

Edition/Publication Year: 2005-2008/2009-present Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	82	92	95	83	75
Advanced	23	50	25	42	19
Number of students tested	24	13	20	14	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					60
Advanced					10
Number of students tested					10
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	85	91	95	83	75
Advanced	25	55	25	42	19
Number of students tested	21	11	20	12	16
NOTES: The Reading test changed to reflect the new Reading Content Standards being tested in 2007.					

11SD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Dakota STEP

Edition/Publication Year: 2006-2008/2009-present Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	88	95	80	88	88
Advanced	38	10	27	31	20
Number of students tested	16	20	16	16	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	93	95	77	88	88
Advanced	40	90	31	31	20
Number of students tested	14	20	14	16	25
NOTES:					

11SD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Dakota STEP

Edition/Publication Year: 2005-2008/2009-present Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	88	75	93	88	84
Advanced	31	10	33	31	32
Number of students tested	16	20	16	16	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	87	75	92	88	84
Advanced	33	10	38	31	32
Number of students tested	14	20	14	16	25
NOTES: The Reading test changed to reflect the new Reading Content Standards being tested in 2007.					

11SD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	95	86	87	90	90
Advanced	27	23	23	28	22
Number of students tested	78	73	70	64	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	94	89	92	85	85
Advanced	13	44	16	23	15
Number of students tested	29	30	20	19	22
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	96	86	86	90	90
Advanced	29	23	25	29	22
Number of students tested	70	69	66	60	73
NOTES:					

11SD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	88	82	96	90	85
Advanced	31	32	30	33	22
Number of students tested	78	73	70	64	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	90	83	88	85	76
Advanced	29	22	16	19	9
Number of students tested	29	30	20	19	22
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	88	83	95	90	85
Advanced	32	33	32	34	22
Number of students tested	70	69	66	60	73
NOTES: The Reading test changed to reflect the new Reading Content Standards being tested in 2007.					

11SD2