

2003-2004 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

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

School Mailing Address 950 Perry Highway
(If address is P.O. Box, also include street address)

Pittsburgh Pennsylvania 15237-2199
City State Zip Code+4 (9 digits total)

Tel. (412) 318-1602 Fax (412) 318-1604

Website/URL www.nhsd.k12.pa.us E-mail obidowskie@nhsd.k12.pa.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.

Elaine M. Obidowski Date 2-5-04
(Principal's Signature)

Name of Superintendent* Mr. John D. Esaias
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North Hills School District Tel. (412) 318-1017

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.

John D. Esaias Date 2-5-04
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Timothy F. Burnett
(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.

Timothy F. Burnett Date 2/5/04
(School Board President's/Chairperson's Signature)

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 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 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|---|-------------------------|
| 7 | Elementary schools |
| | Middle schools |
| 1 | Junior high schools |
| 1 | High schools |
| | Other (Briefly explain) |
| 9 | TOTAL |

2. District Per Pupil Expenditure: \$10,394
- Average State Per Pupil Expenditure: \$8,593

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. 1 Number of years the principal has been in her/his position at this school.
- 3 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	20	18	38		7			
1	17	8	25		8			
2	20	12	32		9			
3	14	16	30		10			
4	18	15	33		11			
5	9	12	21		12			
6	20	16	36		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								215

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|--------------------------------|
| <u>96.5%</u> | White |
| <u>2%</u> | Black or African American |
| <u>.5%</u> | Hispanic or Latino |
| <u>1%</u> | Asian/Pacific Islander |
| <u>0%</u> | American Indian/Alaskan Native |
| <u>100%</u> | 100% Total |

7. Student turnover, or mobility rate, during the past year: 3%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	215
(5)	Subtotal in row (3) divided by total in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: .4%
1 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Russian

9. Students eligible for free/reduced-priced meals: 13%
27 Total Number Students Who Qualify

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

10. Students receiving special education services: 13%
29 Total Number Students Served

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

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>4</u>	Other Health Impaired
<u>0</u>	Deaf-Blindness	<u>9</u>	Specific Learning Disability
<u>1</u>	Hearing Impairment	<u>14</u>	Speech or Language Impairment
<u>1</u>	Mental Retardation	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Multiple Disabilities	<u>0</u>	Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>13</u>	<u> </u>
Special resource teachers/specialists	<u>11</u>	<u> </u>
Paraprofessionals	<u>6</u>	<u> </u>
Support staff	<u>6</u>	<u>4</u>
Total number	<u>37</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio: 1:16.5

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.41%	96.57%	96.77%	96.99%	96.99%
Daily teacher attendance	92.9%	91.3%	93%	94.3%	92.8%
Teacher turnover rate	1 (5%)	1 (5%)	0	2 (10%)	2 (10%)
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Perrysville is a small elementary school of approximately 210 students. It is one of seven unique neighborhood elementary schools in the North Hills School District. Perrysville has two full-day kindergartens and two classes each of first through fifth grades. The average class size is 16 students. The exception is our current sixth grade, which is one class of 21 students.

Our school is a full-service public school that is committed to meeting the needs of its students to maximize their potential. Perrysville provides a before-school childcare and breakfast program. We operate on a block schedule that pairs grade levels of special area classes during the same time period. This creates a collaborative planning period for grade-level teachers 3-4 days per week.

We provide a comprehensive, rigorous curriculum with integrated instruction supported by appropriate technology. Our school has a 25-work station computer lab, 3 computer workstations per classroom; and 8 workstations in the library. Our focus is the meaningful and active engagement of students through educational opportunities that connect school learning to the real world. Perrysville has a well-developed library containing over 19,000 books and media. The yearly circulation is over 16,000 titles. Access to the electronic library catalog, district-wide computer network and on-line resources is available through the district website at school or home.

Perrysville exemplifies the mission and vision of North Hills School District to engage each student in a variety of educational experiences needed to achieve maximum potential as a positive, contributing member of a diverse and changing society. This is made possible by a well-rounded and well-qualified staff. We have full-time, half-time and itinerant staff members on our teaching team. This diverse staff collaborates and communicates to provide the best teaching practices and learning experiences for our students.

Perrysville's educational services do not end at the dismissal bell. We provide an after-school Homework Club staffed by classroom teachers that assist students in developing good work and study habits. After-school tutoring is available in math. Each teacher sends out a weekly homework and activities sheet and maintains a homework hotline that parents or students can consult. Current events and activities are posted on our school's web page.

Perrysville Elementary is a keystone in the community where staff, students, families and local businesses function as a "family." Our school has tremendous community support. Local businesses provide financial support for special projects. Attendance at school programs is high. Our active Parent/Teacher Association funds a well-rounded menu of in-school activities, off-site learning and after-school activities for students. Our Student Council, elected and represented by each grade level, plans activities to enhance school spirit and to raise funds for charity. Students from all grade levels serve as reporters for the school newspaper. Perrysville Elementary is a dynamic learning community that values academics and outstanding performance.

Part IV - Indicators of Academic Success

1. The April 2003 PSSA Reading and Mathematics Assessment results for fifth-grade students at Perrysville Elementary indicate that our students are doing well in meeting the standards for academic achievement set by the state of Pennsylvania. These results show this class had a successful year developing and mastering skills in reading and mathematics. These results reflect that our curriculum and teaching methods were successful in increasing student achievement.

More than half of our students performed at the advanced level in both mathematics (61.9%) and reading (52.4%.) None of our students performed at the below basic level. One student performed at the basic level in both mathematics and reading; another student scored at the advanced level in mathematics but at the basic level in reading; and, another scored at the basic level in mathematics and the proficient level in reading. The remaining students performed at the proficient level in both mathematics (28.6%) and reading (38.1%.)

Comparing our performance levels with the statewide percentages, Perrysville students scored higher on every academic standard for mathematics and reading. Our students scored significantly higher on Mathematics Standards: 2.2 Computation and Estimation without a calculator; 2.3 Measurement and Estimation; and 2.8 Algebra and Functions; and 2.10 Trigonometry. Our students scored significantly higher on Reading Standards: 1.2 Reading Critically in all Content Areas and 1.8 Research.

Looking at the results of our students' performance on the mathematics open-ended tasks, we had significantly more students scoring in the "advanced" and "satisfactory" categories than the state average and significantly less students scored in the "partial", "minimal" and "incorrect" categories. Looking at our students' performance on the rubric for the reading open-ended tasks, we had a much larger percentage in the desirable ratings and a smaller percentage in the lower ratings compared to the statewide scores.

Perrysville students were asked on the assessment to respond to a number of questions about their use of various reading strategies to gain meaning from text. Our students consistently registered the highest number of responses in the "Almost Always" category for using these strategies. Our teaching staff consistently teaches and models the use of these strategies. The students' responses and assessment scores indicate they do use these strategies. In addition, we see our focus on integrated research, writing across the curriculum and the frequent use of rubrics to evaluate student work reflected in our positive assessment results.

Perrysville students were also asked to respond to questions about their use of a calculator. The responses indicated that most students do not rely on a calculator, even though they have been taught the use of a calculator and calculators are available for use during portions of the test. This reflects Perrysville's strong commitment to developing mental computation skills in our students. That our students scored especially high in the standard 2.2 Computation and Estimation without a calculator validates this.

These assessment results indicate we have been successful in aligning our curriculum and teaching practices to help students meet the academic standards. They also reflect that we have a class of students who work hard to do their best on the assessment.

2. At Perrysville we hold monthly team meetings for primary (K-3) and intermediate grades (4-6.) The principal, classroom teachers and support staff attend these meetings. The support staff includes a reading specialist, a learning support teacher, a librarian and gifted education specialist, an instructional support teacher, and a guidance counselor. The teams spend time analyzing assessment results. This includes local assessments, Terra Nova achievement test scores and PSSA results. We compare student performance, both individually and as a group, on these assessments and on previous assessments. There is also a discussion about the consistency of individual assessment results in comparison to the student's grades and daily performance in the classroom. The team identifies areas of weakness and brainstorms ways to improve group or individual performance. When great discrepancies exist in a student's or group's performance on various assessments, we look for factors that may have affected scores and for ways to improve performance. Through these team meetings, programs such as a writer's workshop, after-school math tutoring and a school-wide on-line math program (First in Math) have been implemented to help students improve their skills.

3. The North Hills School District actively engages its constituents in an open exchange of information. Standardized test scores as well as student accomplishments are regularly shared with the community through several mediums including the district's website, community newsletter, newspaper articles, district report card, and monthly meetings between the superintendent and parents. In addition, student achievement – either individually or collectively – is highlighted at each Board legislative meeting of the North Hills School District during the public recognition portion of the meeting.

In September of each school year, the District conducts Curriculum Night. This is an informational open house event, where parents are made aware of the curriculum, state standards, and district assessments. Information is shared with parents as to the purpose and use of student assessment. A student's individual standardized test scores and progress toward mastery of state standards are discussed with parents at parent teacher conferences held during the course of the school year. Each parent receives an individual copy of his/her child's scores and progress toward the state standards. Parents are educated in the state standards and the correlation between the mastery of standards and the test reports.

Part IV. Indicators of Academic Success

4. Perrysville Elementary will share its successes with other schools throughout our district-wide educational network. While each of the North Hills School District's elementary schools is unique in size and demographics, no building is an island. We support each other in our common goal of maximizing student achievement. All schools through elementary in-service sessions, grade-level meetings and departmental meetings for reading specialists, librarians, learning support specialists, gifted education, instructional support teachers, and guidance counselors share teaching practices that have proved successful in improving student achievement. Our principal shares the strategies that we develop at the monthly team meetings with other principals at Administrative Cabinet meetings. Many of the Perrysville staff share their successes by serving on the various curriculum and local assessment committees. This type of sharing gave us the model for our Writers' Workshop, which we adapted from a similar program initiated at one of our other schools. We have shared the success of the First in Math program to help increase students' speed and accuracy in mathematical computation. Teachers serve as mentors to new teachers in our District. The District encourages and supports professional collaboration across the schools as a means for teachers to support each other by sharing professional efforts.

PART V – CURRICULUM AND INSTRUCTION

Perrysville elementary curriculum is developed by the North Hills School District as part of our Strategic Plan for student success. A team of staff members develops each subject area curriculum, which is reviewed and approved by Curriculum Council. Each curriculum is designed to help students develop and master skills based on Pennsylvania state standards and/or national standards. The creativity and flexibility of the Perrysville staff to identify and to work with individuals to provide remediation, enrichment or acceleration of planned instruction is the strength of our curriculum.

Reading and Language Arts is the foundation to which all other curricula link. Developing skills in reading, writing, speaking and listening are taught in a developmental sequence and integrated into all subject areas through authentic application.

Math encourages acquiring mathematical skills through the use of manipulatives, hands-on experiences, practical problem solving, mathematical communication and technology. Our goal is to develop capable and confident learners who exhibit a positive attitude towards mathematics and its application.

Science, Technology, Environment and Ecology revolves around scientific inquiry, Hands-on, mind-on activities are designed to teach core concepts and to develop the scientific process of discovery. Imagination and curiosity are used to investigate and to question through problem solving. In-depth investigation includes process skills, critical thinking skills and research. This process culminates in students communicating their theories, findings and conclusions.

Computer benchmarks are set of for each grade level develop competency in using computers as learning tools.

Library & Information Problem Solving is fully integrated within each subject area following guidelines set forth in [Information Power](#) and [The Pennsylvania School Library Information Specialist Tool Kit for Implementing Information Literacy in Schools](#).

Social Studies incorporates skills for geography, history, civics and economics. Teachers supplement textbooks with classroom collections of related books, videos, software, and realia. Along with traditional tests, research and presentation components such as biographies, timelines, research papers, power point presentations, and historical reenactments are also used as forms of assessment.

Music, Art & Humanities focuses on students having the opportunity to observe, reflect and participate in the arts. Using differentiated instruction our students develop skills in appreciating and practicing artistic expression. The music and art teachers collaborate with teachers and support staff to integrate skills across the curriculum. Music and art are used to introduce, reinforce or illustrate key concepts in other subject areas. A PTA-supported program presents and displays works of art in each classroom several times each year.

Health, Safety and Physical Education uses a sequential program to promote healthy, active lives and to develop physical strength.

Bully-proofing is a school-wide program. A series of lessons for each grade level teaches the students how to recognize, refuse and report bullying. It includes a focus on the role of bystanders and their responsibility to be part of the solution.

2. Reading Program – Blue Ribbon Award Application

The district's Elementary Reading and Language Arts Committee, consisting of teachers, parents, and administrators, engaged in a two-year program selection process. In 1999 the *Land of the Letter People*—a theme-based program with a wide range of language experiences—was chosen for kindergarten. Students are taught using a systematic progression from print awareness to phonemic awareness to phonics. Scholastic *Literacy Place*—a multidisciplinary program that helps students understand the relationships among literature, grammar, usage, mechanics, spelling, phonics, the writing process, and handwriting—was chosen for grades one through six. Sadlier Phonics was selected for grades one and two to provide additional instruction in word attack skills. In subsequent years, a team of teachers also compiled a comprehensive phonics resource binder for first- and second-grade teachers.

Extensive teacher professional development was provided by the publishers' consultants. In addition, ongoing professional development and support is provided by teacher leaders.

During the past two years, a kindergarten through third grade phonemic awareness/phonics/sight word assessment program was implemented. The goal of the assessment program is to provide early identification of and remediation for students who require support as they develop literacy skills.

3. The **Library curriculum** is built around information literacy standards to support our school's mission to provide a comprehensive curriculum with integrated instruction that is supported by technology. Reaching the goal of inspiring passionate, lifelong learners begins in kindergarten when the students come to the library to enjoy the magic of stories and the power of borrowing books.

The librarian collaborates with teachers to design lessons or to provide classroom resources that extend, enhance and reinforce student learning. The development of library skills is made meaningful because it has a direct connection to the topics, authors or genre that are being discussed in class.

One of the librarian's roles is to cultivate a love for literature and independent reading. At each grade level she uses storytelling, read alouds, puppetry, booktalks, and drama to motivate students to read.

Another role of the librarian is to be an information and media specialist. Our District librarians developed a Six Step Strategy for information problem solving. Integrated library lessons pose questions relative to classroom study that require research. The librarian begins by modeling the skills needed for both these roles, but ultimately guides students to develop their own skills.

The librarian maintains a flexible schedule in order to collaborate with teachers and to meet with a whole grade, class or small groups in the library, classroom or computer lab. Our school library is also open for book circulation every morning before school and at recess. The library, with well-rounded collection of books, magazines, videos, and software, circulated 16,000 items last year to meet the learning needs of students and staff.

4. Perrysville teachers use an array of instructional methods to promote student learning. Every child is considered important when planning a lesson. Our teachers understand and appreciate the individual needs and learning styles of our students. They strive to give children a sense of empowerment, a respect for authority and a feeling of trust. The staff embraces the "It takes a village" mentality. Classroom teachers and support staff work together daily to create the best learning opportunities. Our motto, "None of us is as smart as all of us," is modeled through cooperative teaching to promote cooperative learning.

The Perrysville staff believes that variety and flexibility are essential for effective teaching. Common teaching practices at Perrysville include: modeling; scientific inquiry; cooperative learning; differentiated instruction; team teaching; creative problem solving; peer teaching; direct instruction; flexible grouping; games or technology. Teachers use curriculum compacting and integrated instruction by incorporating literature, music, drama, research and art to enhance learning.

Perrysville teachers refer often to Art Costa's strategies for developing intelligent behaviors, i.e. active listening, questioning, being precise, etc. An important instructional method developed in reading, but used across the curriculum, is cognitive and critical thinking. Modeled after Rodger Farr's "Think Alouds," this strategy has improved students' comprehension in reading. Our sixth grade uses a unique math program called Cognitive Math. It is a visual math curriculum based on conceptual understanding. The sixth grade teacher worked with a research department at Carnegie Mellon University to develop this program.

Teachers remind students that we are lifelong learners with a focus on the power of a positive attitude. Perhaps the most important instructional method we use is conveying an enthusiasm for teaching and a love of learning.

5. The Staff Development North Hills School District has identified professional standards for classroom instruction in the areas of teacher behavior, classroom dynamics, curriculum and classroom environment. To assist professional staff members in meeting these standards, the District has developed a system of differentiated professional development and supervision. Key components of this model include collaboration, inquiry and continuous improvements.

All professional staff members engage in a minimum of 90 minutes of continuing professional development each week. Non-tenured teachers work in a *Prescribed* Professional Development group under the direction of the building principal. Tenured staff members have three options for continuing professional development; (1) *Self-Directed*—an individual plan developed by the staff member and approved by the building principal; (2) *Collaborative*—a cooperative plan developed by a small group of professional staff members and approved by the building principal and; (3) *District Guided*—a plan developed and directed by the building principal. All plans developed must be aligned with the goals of the District's strategic plan and must provide a method for gathering and producing evidence of improved student achievement. Samples of individual teacher plans explore assessment, differentiated instruction, and curriculum and standards. Teachers develop resource materials and reference materials to assist them in improving instruction.

PART VII - ASSESSMENT RESULTS

State Criterion-Reference Test

Grade 5

Test PSSA

Edition/publication year 2003 Publisher DRC (Data Recognition Corporation)

Number of students in the grade in which the test was administered 21

Number of students who took the test 21

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

PSSA-State Criterion – Referenced Test

Table for Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES	1493	1380	1379	1396	
% At or Above Basic	100	91	89	90	
% At or Above Proficient	90	66	72	80	
% At Advanced	52	30	26	44	
Number of students tested	21	33	35	39	
Percent of total students tested	100	100	100	100	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
SUBGROUP SCORES					
1. SPECIAL EDUCATION					
% At or Above Basic	100	33	50	0	
% At or Above Proficient	100	0	33	0	
% At Advanced	67	0	33	0	
Number of students tested	3	3	6	2	
2. ECONOMICALLY DISADVANTAGED					
% At or Above Basic	100	NA	50	NA	
% At or Above Proficient	100	NA	50	NA	
% At Advanced	67	NA	0	NA	
Number of students tested	3	NA	2	NA	
STATE SCORES					
% At or Above Basic	78	79	77	NA	
State Mean Score	NA	1320	1310	1310	
% At or Above Proficient	58	57	56	NA	
State Mean Score	NA	NA	NA	NA	
% At Advanced	27	18	20	NA	
State Mean Score	NA	NA	NA	NA	

Table for Mathematics Test

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES	1576	1322	1443	1449	
% At or Above Basic	100	85	100	97	
% At or Above Proficient	90	64	80	84	
% At Advanced	62	9	46	69	
Number of students tested	21	33	35	39	
Percent of total students tested	100	100	100	100	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
SUBGROUP SCORES					
1. SPECIAL EDUCATION					
% At or Above Basic	100	0	100	50	
% At or Above Proficient	67	0	100	50	
% At Advanced	0	0	33	50	
Number of students tested	3	3	6	2	
2. ECONOMICALLY DISADVANTAGED					
% At or Above Basic	100	NA	100	NA	
% At or Above Proficient	100	NA	50	NA	
% At Advanced	33	NA	50	NA	
Number of students tested	3	NA	2	NA	
STATE SCORES					
% At or Above Basic	79	77	79	NA	
State Mean Score	NA	1320	1310	1300	
% At or Above Proficient	57	56	54	X	
State Mean Score	NA	NA	NA	NA	
% At Advanced	28	26	23	X	
State Mean Score	NA	NA	NA	NA	