

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Wallace Weatherford

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

Official School Name Armour Elementary School

(As it should appear in the official records)

School Mailing Address Box 640, 604 3rd Street

(If address is P.O. Box, also include street address.)

Armour

City

South Dakota

State

57313-0640

Zip Code+4(9 digits total)

County Douglas

State School Code Number* 21-001

Telephone (605) 724-2698

Fax (605) 724-2977

Web site/URL http://www.armour.k12.sd.us

E-mail Wally.Weatherford@k12.sd.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Wallace Weatherford

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

District Name Armour School District 21-1

Tel. (605) 724-2153

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Joanne Farke

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 1 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 3 TOTAL
2. District Per Pupil Expenditure: _____ 9769
 Average State Per Pupil Expenditure: _____ 7114

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 14 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K	4	6	10	8			0
1	7	7	14	9			0
2	9	6	15	10			0
3	7	6	13	11			0
4	9	8	17	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							69

10. Students receiving special education services: $\frac{9}{6}$ % Total Number of Students Serve

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 Impairment
<u>0</u>	Deaf-Blindnes	<u>2</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>2</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		

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>5</u>	<u>0</u>
Special resource teachers/specialist	<u>1</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support Staff	<u>0</u>	<u>0</u>
Total number	<u>9</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{7}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	97 %	97 %	98 %	98 %
Daily teacher attendance	97 %	97 %	98 %	98 %	98 %
Teacher turnover rate	0 %	0 %	0 %	0 %	0 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Armour School District's mission statement focuses on being a partner with the community in helping students develop intellectually, emotionally, physically, and socially in a safe and orderly environment. This is evident through academic achievement, a positive learning environment, and community involvement which gradually builds as the student develops.

Armour School District 21-1 is located in the community of Armour, South Dakota. Armour is a small, vibrant community of 750 people located on Highway 281, 4 miles south of junction 281 & 44. It lies 42 miles southwest of Mitchell. It is the county seat and home to the Douglas County Hospital and Prairie Health Clinic. It is located in Congressional District 19. The district is 128 square miles and lies within Douglas and Charles Mix counties. There are two bus routes. They are 35 and 40 miles in length. There are two school sites. The elementary building contains K-4 and 5-8. The high school building consists of grades 9-12. Enrollment is 187 students. Accreditation comes from the S.D. Department of Education.

Academic achievement runs high in the Armour School District. The Armour District has been designated as a Distinguished District by the South Dakota Department of Education each of the last five years. In addition, the district was also identified as exemplary in 2005-2006 with 89% of the students proficient and advanced in reading and 89% of the students proficient and advanced in math as defined by NCLB as a result of the student's Dakota STEP scores. Students consistently rank above the state and national averages in ACT scores. Over the last 5 years the average composite score is 22.2. The sub-scores are as follows: English 21.7; Math 22.9; Reading 22.3; and Science 22.1. In addition, Armour High School has produced four merit scholars in the past ten years and 11 Opportunity Scholarship honorees in the 2006 and 2007 graduating class. Students of the past five graduating classes were surveyed and 96% stated they were prepared at an average or above average level for further study. Only 4% said they did not feel adequately prepared. 65% felt they were prepared well above average for further study compared to their peers.

A positive learning environment is created by the teachers based on student to teacher ratio, emphasizing positive characteristics, and the use of a variety of learning styles. Teachers in the Armour Elementary School are able to get to know and spend quality time with each student because it is a small school. Teachers encourage students to do their best in every activity. The teachers have been part of the community for 15 or more years which helps them to incorporate happenings within the community within their curriculum. Armour Elementary teachers promote good behavior. One example is the 100 Club program. Occasionally students are rewarded when they are caught doing something good. This positive example encourages others to act accordingly.

The school and community of Armour prepare students for responsible citizenship and for the fulfillment of life-long learning. Parents, students, and teachers are challenged to work together to pursue academic success, a positive learning environment, and community involvement to achieve high levels of learning.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The state of South Dakota uses the DakotaSTEP test as a means of assessing students in several curriculum areas with emphasis placed on both reading and math. The DakotaSTEP is a version of the Stanford 10 achievement series test. Students are scored in four achievement levels: Below Basic, Basic, Proficient, and Advanced. More information on the state assessment program is located at the following websites.

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

www.harcourt.com

South Dakota Department of Education assessment and cut scores

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

South Dakota Report Card

<https://sis.ddncampus.net:8081/nclb/index.html>

Armour third and fourth grade students take the DakotaSTEP which includes the Stanford Achievement Test. Armour first and second grade students have started taking the Stanford Achievement Test in 2006. Our testing data shows that our math students are scoring at 100% proficient and advanced by fifth grade. Armour Elementary School has students in several subgroups, however none of which meet the number requirement for recording those statistics.

2. **Using Assessment Results:**

Each school year the Armour School District staff members are given the current results in comparison to the last three to five years. Several members from the teaching staff have attended Data Retreat sessions which help them facilitate a discussion with the other staff members. The results of the Data Retreat are presented to the local Board of Education. The staff members are asked to save the test results and use as a reference for making improvements within their curriculum.

Two committees within the Armour School District utilize data from the state tests. The first team is the Consolidated Application for Federal Programs committee. This group organizes the data and decides on academic goals. Data is recorded with regard to the strategies and interventions that will be put into place. The second committee is one which is working on the renewal process for state accreditation.

As a result of these committees, the Armour School District has determined need in areas which include communication between parent and school, improvement in parental involvement, development of a more positive attitude of school and learning, and promoting an environment which is safe, drug free, and conducive to learning.

3. **Communicating Assessment Results:**

Armour School District utilizes a variety of sources to relay state assessment information to the community. One main avenue for distributing the information to the general public is by posting data on the school website which states overall grade level or school results. Also on the website are links to the state's assessment results. Additional distribution methods include handouts and information in the local newspaper.

Armour school district holds two Parent/Teacher conferences as a way of building communication between the teaching staff and the parents. Progress reports are also utilized, as well as the state's student information management system. Parents can view a variety of information including their child's current grade via the Internet.

The state of South Dakota has regional Educational Service Agencies (ESA) which assist schools by presenting information on how to read and understand the data provided by the state test. An Educational Service Agency representative has been available at the Armour School open house night and at the fall parent teacher conference. These professionals are able to answer questions about testing as well as services that the ESA provides.

4. **Sharing Success:**

Armour Elementary teachers attend workshops or professional development sessions on a regular basis and informally discuss curriculum strategies. Many of the elementary teachers are members of the Lewis and Clark Reading Council. Through this group they attend workshops and collaborate.

One collaborative effort hosted by the Armour School District is Prairie Reader which is held every spring. Area schools bring teams of second grade through high school students to participate in a half day event. Through the reading council, several grade level appropriate books are selected. Each school then prepares team members by reading and studying all of the books. On the day of the event students are quizzed over the concepts from any of the books. This event was developed from past sharing of academic success with the intent to continue encouraging similar activities.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Armour Elementary follows the South Dakota standards in all curriculum areas. In addition to these set standards is a core idea which emphasizes positive development of students as responsible citizens as well as life-long learners. Teachers and other instructional staff members work together to develop instructional strategies so that all students can learn effectively.

The Language Arts curriculum is a combination of reading, spelling, and language classes in all grade levels with the addition of a phonics class within the second and third grade curriculum. The teaching staff has developed their lessons using phonological awareness, phonics sounds and symbols, word structure, fluency, and comprehension skills as their means of covering the given curriculum. Writing is incorporated across the curriculum to emphasize its importance within every field of study.

Armour Elementary school kindergarten students learn to read well over 100 high frequency words. At least 6 words are taught a week. To teach the words, a combination of approaches are used including flashcards, writing the word, and using them in sentences in their journal writing. The words are sent home at the beginning of the week so the parents know what they are working on. At the end of the week, the students are tested over the words. This has greatly benefited the children in their reading and writing. They are very proud of what they have accomplished. Nearly all of the students know 100% of the words.

Mathematics standards for the state, revised in 2004, focus in five areas which include algebra, geometry, measurement, number sense, and statistics and probability. Armour uses the Harcourt Brace Math Advantage Series.

Armour third graders experience interdisciplinary activities. The study of measurements includes using maps to measure distance. They also experience hands-on activities within the math curriculum. The students buy and sell products, keeping in mind expenses and profit.

Two supplemental materials used for reinforcement are Math Facts in a Flash and Renaissance Accelerated Math. The first program is used in grades kindergarten to fourth while the second is used only in the fourth grade.

South Dakota science standards, revised in 2005, focus on five areas which include nature of science, earth and space, life, physical, and science/technology/environment/society. Within each strand, emphasis is placed on hands-on collaborative work utilizing problem solving and critical thinking. Armour Elementary teachers use the Scott Foresman science series to incorporate lessons and activities which balance comprehension of material with practical application of content.

Social Studies standards for the state, revised in 2006, are divided into five areas which include United States History, World History, Geography, Civics, and Economics.

Music, physical education, and guidance are organized classes for the K-4 grades. Art and library skills are connected with other curriculum areas.

2a. (Elementary Schools) Reading:

Armour Elementary reading curriculum was chosen by the reading staff because it best fits what we want to teach for meeting the South Dakota educational standards. Students learn phonological awareness, phonics sounds and symbols, word structure, fluency, and comprehension skills. The Scott Foresman Reading program has incorporated proven methods of reading instruction to ensure that all children learn to read well. Since excerpts from actual stories are being utilized, students make connections with the books they are reading for leisure. Within these selections a comprehension skill is targeted.

The DIBEL Reading test is given three times a year to document student's growth in reading fluency, comprehension, retelling, and nonsense words. The focus from this test is two-fold which includes identifying which students may have reading difficulties and what is taking place in the minds of people who are learning to read.

3. Additional Curriculum Area:

Armour Elementary teachers implement a variety of hands-on activities within the science, social studies, and math curriculum which promotes exploration and critical thinking skills. These activities help students develop intellectually, emotionally, physically, and socially in a safe and orderly environment.

The science program engages students in active investigation of scientific concepts. Students are gradually introduced to knowledge, methods, skills and attitude of scientists. Scientific concepts are introduced using the investigation method. For example, when students begin a unit on magnetism they first discover what types of objects are attracted to magnets. A second exploration area is to locate the north and south poles. They conclude by determining whether or not they can block a magnetic field.

4. Instructional Methods:

The teaching staff utilizes a variety of instructional methods realizing that students learn in a variety of ways.

An example of instruction methods from Armour Elementary first and fourth grade teachers includes a multiage interdisciplinary unit on Lewis and Clark. Students from both grade levels are divided into groups representing Native American tribes. Within these groups the students are asked to perform a variety of activities including sign language, cooking, map skills, journal writing, trading with other tribes, and mural making. The students are focusing on cause and effect relationships, accomplishments of historical figures, and identify ways people, places, or things change over time. This Lewis and Clark unit ties in standards from science, language arts, spelling, and reading.

There are Title I Math and Reading classes which provide additional instruction for students needing help to become successful learners. The STAR reading or math test is used in this capacity to check progress.

5. Professional Development:

Professional development is done according to the needs of the staff. Teachers seek out workshops which would enhance their grade level. In the fall, the entire staff joins with areas schools for a professional development opportunity. Teachers and staff members present topics which challenge instructors to try a new approach.

The ESA has provided much of the school wide professional development focusing on curriculum mapping. This process guides teachers on tracking what standards are being covered. Another session offered information on the Achievement Series online resource. This source is used to check students knowledge based on math and reading standards and to prepare them for statewide testing.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 3 Test Dakota STEP

Edition/Publication Year _____ Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	100	72	88
% "Exceeding" State Standards	0	0	0	27	12
Number of students tested	13	13	10	11	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	6
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	92	100	100	81	88
% "Exceeding" State Standards	8	0	0	18	12
Number of students tested	13	13	10	11	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	6
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	89	66	94	91
% "Exceeding" State Standards	0	11	33	6	8
Number of students tested	13	9	12	15	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	7	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	58	93	91
% "Exceeding" State Standards	0	0	42	6	8
Number of students tested	13	9	12	15	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	7	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (E) Grade 3 Test SAT 10

Edition/Publication Year _____ Publisher Harcourt

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	85	97	90	77	81
Number of students tested	13	13	10	11	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	6
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 3 Test SAT 10

Edition/Publication Year _____ Publisher Harcourt

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	83	96	97	94	94
Number of students tested	13	13	10	11	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	6
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (E) Grade 4 Test SAT 10

Edition/Publication Year _____ Publisher Harcourt

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	89	84	56	81	74
Number of students tested	13	9	12	15	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	7	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 4 Test SAT 10

Edition/Publication Year _____ Publisher Harcourt

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	90	93	67	87	81
Number of students tested	13	9	12	15	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	7	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					