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

Type of School: (Check all that apply)   [] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Mr. Paul Pistulka

Official School Name: Elementary School at Eustis

School Mailing Address:
    504 North Ingall St
    PO Box 9
    Eustis, NE 69028-0009

County: Frontier   State School Code Number*: 32-0095

Telephone: (308) 486-3991   Fax: (308) 486-5350

Web site/URL: http://eusfarweb.esu11.org   E-mail: ppistulka@esu11.org

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

                                                            Date

(Principal's Signature)

Name of Superintendent*: Mr. Steve Sampy

District Name: Eustis-Farnam Public Schools   Tel: (308) 486-3991

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

                                                            Date

(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. John Keller

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

                                                            Date

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

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

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)

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

2. District Per Pupil Expenditure: __12515__

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [   ] Urban or large central city
   [   ] Suburban school with characteristics typical of an urban area
   [   ] Suburban
   [   ] Small city or town in a rural area
   [X] Rural

4. __1__ Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	8	7	15
K	6	2	8	7			0
1	5	6	11	8			0
2	6	10	16	9			0
3	6	8	14	10			0
4	9	8	17	11			0
5	7	10	17	12			0
			TOTAL STUDENTS IN THE APPLYING SCHOOL				98

6. Racial/ethnic composition of the school: 3 % American Indian or Alaska Native

  0 % Asian

  0 % Black or African American

  3 % Hispanic or Latino

  0 % Native Hawaiian or Other Pacific Islander

  94 % White

  0 % Two or more races

  100 % Total

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

7. Student turnover, or mobility rate, during the past year: 12   %

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	4
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1.	104
(5)	Total transferred students in row (3) divided by total students in row (4).	0.115
(6)	Amount in row (5) multiplied by 100.	11.538

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

Total number limited English proficient   0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: __58__ %

Total number students who qualify: __57__

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

10. Students receiving special education services: __26__ %

Total Number of Students Served: __25__

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

1	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	6	Specific Learning Disability
0	Emotional Disturbance	12	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
2	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	3	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	7	0
Special resource teachers/specialists	2	0
Paraprofessionals	3	0
Support staff	1	0
Total number	14	0

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 __**14**__ **:1**

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	99%	99%	98%	98%	98%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	11%	0%	11%	0%	0%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

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

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

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

PART III - SUMMARY

The mission of the Eustis-Farnam Public School in conjunction with the community is to educate all students by providing innovative educational opportunities.

There are many factors contributing to the dedication and hard work of the students and staff at Eustis-Farnam schools. The lower elementary staff has implemented a daily ninety minute reading block and incorporates the Saxon Phonics Curriculum to help strengthen the students reading skills. The elementary staff is in the process of implementing RTI (Response to Intervention) to make sure all students are working towards reading at their grade level. The upper elementary utilizes paired reading to increase fluency and comprehension. The entire elementary staff uses the Macmillan/ McGraw-Hill Treasures Reading Series so that there is continuity with the scope and sequence of skills. The Accelerated Reading Program is also incorporated in all elementary classrooms to assist with the comprehension and fluency of all students. The students also participate in the Book-It Reading Program in conjunction with Pizza Hut to reward reading efforts. Students have monthly goals they are encouraged to reach and are rewarded for achieving their monthly goals. Bi-monthly reading goals that are met are rewarded with a swimming party which is held in our school's indoor swimming pool.

The majority of the elementary classrooms have Promethean Boards that we incorporate into our daily lessons. We also have access to a portable computer lab and have weekly computer lessons. Each classroom has its own computers to use daily. Our curriculum is enhanced with additional opportunities for success. Some of these programs include elementary quiz bowl, the gifted program, DARE, Farm Safety Day for the fifth grade and Kids Health and Fitness Day for the fourth grade. We also have a Sod House Day. Sod House Day originated in 1997 with the building of a sod house by the students. Each year we have a celebration inviting presenters to educate students on various historical events and outdoor life. The communities of Eustis and Farnam are very involved in supporting this activity as well as many others.

The community has a German celebration each year called Wurst Tag and a portion of the proceeds have been given to the school to be used for new playground equipment and refurbishing the swimming pool, along with miscellaneous needs of the school. Several community groups provide items such as coats and school supplies, for students that may not have these provided for them. We recently had our first ever "Pink-Out". The school and the community pulled together to raise funds for Breast Cancer Awareness. All proceeds will be given to the local American Cancer Society.

The elementary students interact with the community throughout the school year by participating in many various activities. In the fall students take part in homecoming activities such as the community parade and a bonfire pep rally. For Halloween the kids dress up in their costumes and we walk downtown to parade through the Senior Center and other community businesses. The elementary music students provide entertainment at the Senior Center many times throughout the year.

The Eustis-Farnam School has a very active Booster Club. Many community members join together to help support various activities at our school by making money donations, helping out at school sponsored events, and showing support for the children of our district.

Our vision as the Eustis-Farnam School System is to help every child succeed academically to the best of their ability by providing them with well rounded education opportunities. Our success is evident in our Accelerated Reader points that are achieved each school year, our high scores from our researched based Aims Web testing and having very few students at the at risk level. Most students meet their proficient or advanced level of achievement on their state standard test.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The trends in the data for Eustis-Farnam Elementary school show a consistent level of success. On all levels in both math and language arts, we consistently have nearly all students at a proficient to advanced level. Although we have a small population with little diversity, you will find a large percentage of our students qualify for free and reduced lunches. In fact, over half of our students in grades k-12 qualify for free and reduced lunch status. Consistently the students in this subgroup tend to score high with nearly 100% of all free and reduced students every year test at a proficient or advanced level.

A different and significant trend in data to notice is the number of students at the advanced level seems to increase from year to year. This is true over both the two year sections of data and the five year sections of data. The only concern is the lower numbers for the sixth grade in the subject of math. Although the numbers are not low or of real concern, in regard to the other data, this class and subject seem to stand out as an area that may need improvement. It is important to mention that in a two year period, these scores have increased, however.

The data reported is that from the State of Nebraska standard testing system. The Nebraska State testing process has changed somewhat in the last few years. We have changed from reporting only 4th grade results to reporting results from all grades 3-6. The testing has changed as well. Previously, the students took a series of small tests on each standard that was deemed significant by the state, ie. a "starred" standard. The students took each of those when the teacher deemed appropriate. As of last year, students have begun taking one time test during the spring which covers all of the content students should understand. This can create some challenges for students and schools; however, it should create more consistency across the state.

The levels of achievement for the State of Nebraska's assessments are beginning, progressing, proficient, and advanced. The "level of benchmark" would be considered proficient where beginning and progressing are considered areas that create concern for us. As mentioned prior, nearly 100% of our students have achieved the proficient level, and a significant number have achieved advanced level. As was explained to me by the Nebraska Department of Education, the level of proficient indicates a student is able demonstrate the knowledge being tested to a level commensurate with their grade level. Those benchmarks are based on age appropriate data that has been collected over many years. Advanced clearly indicates that a student is accomplishing above their grade level to a certain extent. The URL for the Nebraska Department of Education is - www.nde.state.ne.us

2. **Using Assessment Results:**

As described in our mission statement, Eustis-Farnam Public Schools strive to provide the best education for our children. Eustis-Farnam utilizes MAPS Testing (Measures of Academic Progress), Aims Web (Academic Improvement Monitoring System), State Standards, NeSA (Nebraska State Accountability Reading and Math), National Educational Technology Association (NETA, National), and Pre and Post tests for Macmillan/McGraw Hill Reading Series. MAPS Testing is used twice a year to monitor students progress individually and as a class in the areas of Reading, Math and Language Usage. This test is given in the Second, Third and Sixth Grades. Aims Web testing is used to test students individually in grades kindergarten through six. Aims Web assesses students on phonetic skills and reading fluency at their grade level. State Standard testing is required in grades three, four and five. Math, reading, writing, language arts and science are the areas tested. NeSA is an online Nebraska Department of Education generated standard test, assessng the areas of reading and math. This test is given to grades three through six. The NETA test is given to grade four and measures the progress of our fourth graders as compared to other fourth graders across the nation. The Kindergarten through Sixth grade students are given a pre-test and a post-test for our Reading series. We compare the pre-test and the post-test results to determine reading growth in one school year.

We use the MAPS test results to see what areas the students need more instruction in reading, language arts and math skills. It is useful to the classroom teacher to determine what their strengths and weaknesses are in these areas. We use the data from the Aims Web testing to assign independent reading levels for each student. These reading levels are used by the classroom teacher to form reading groups according to the data. The Nebraska State Standards, NESA, NETA are all tests that verify if students are performing at the state proficiency level.

3.   **Communicating Assessment Results:**

Eustis-Farnam Public Schools communicates assessment results in many ways. Within our school we have Parent-Teacher conferences. At this time we explain to the parents the test results. We explain to them the graphs that show where their child should be and the level they are performing at. We also convey how many tests will be given throughout the year and for what the different tests will be used. Test results are explained to the school board and the community by publishing it in the weekly school bulletin. Outside of the school it is published in the local newspaper. The results are also published in statewide newspapers, such as the Omaha World Herald and the Lincoln Journal Star. They are also published in the North Platte Telegraph, the Kearney Hub and the Scottsbluff Star Herald. Results are also posted on the statewide website for the Nebraska Department of Education where they publish the State of the Schools report. This website is accessible to the general public. The Eustis-Farnam Title I instructor evaluates the students in her program every two weeks. She sends home a progress report to the parents of her Title I students at the end of every quarter. All teachers at Eustis-Farnam Schools are required to post their grades online on a web based grade book which is accessible to all parents. Open communication is encouraged for the public to stay current with the schools assessment data and results.

4.   **Sharing Success:**

There are many different ways in which Eustis-Farnam Public Schools share all types of information, successes, and challenges with other schools in the surrounding areas. The majority of the sharing comes in the area of collaboration through professional development to help all schools become better. In a couple of cases, Eustis-Farnam has offered the services of our faculty members to be members of other schools external teams for school improvement. This has allowed our faculty to share the ideas and information we utilize with other schools in our area to help them to strengthen their school improvement process.

We are also a member school of the Educational Service Unit #11 in Holdrege, NE. Through the ESU, Eustis-Farnam is able to participate in many different levels of professional development for faculty, staff, and administration. Through this professional development, there is a significant amount of collaboration that occurs with other schools. In the collaboration process, we are able to share the areas in which we are doing well with other schools and we are also able to discuss our challenges with them as well. This professional development has been essential in getting the name of Eustis-Farnam Public Schools spread throughout the area.

As a member of the Fort Kearny Conference, we are able to share or academic successes with other schools through professional development and collaboration as well. The administrators, both principals and superintendents meet quarterly to discuss issues and collaborate to share what is going well and where we are struggling. The activities directors and coaches also meet annually to coordinate schedules and to improve the activities in the conference for the upcoming year.

Other than what is mentioned above, we continue to send out a weekly "Knightline" newsletter to update parents and other schools of what is occurring in our school on a weekly basis. This is a great opportunity to share the successes of our school and students. We also publish student and school successes in the local newspapers in the area.

PART V - CURRICULUM AND INSTRUCTION

1.   **Curriculum:**

Eustis-Farnam Public Schools Core curriculum includes the subjects of Reading, Language Arts, Math, Science and Social Studies. Our Reading Curriculum is the Treasures series by Macmillan/McGraw- Hill. We incorporate a ninety minute block every day that includes teaching phonetic skills which include comprehension, vocabulary, fluency, alphabetic principles, phonemic awareness and accuracy. Instruction is delivered in small and large groups. The students work independently and with a partner. We use the Macmillan/McGraw-Hill series but we also use other resources to compliment the series. We use Saxon phonics in grades kindergarten through third grade, repeated readings, and the use of novels in the upper grades. The students work on vocabulary words. The study of vocabulary words is stressed in the classrooms using various methods such as writing the words in sentences, drawing pictures of the words, acting the words out, finding synonyms and oral practice. Many of the classes use a variety of learning games to reinforce the meaning of the vocabulary words. The children that use the Saxon phonics program work on skills such as letter recognition and letter sounds, letter clusters and the correct way to code them, vowel patterns, spelling rules, rhyming words and sight words. Visual phonics is also incorporated to relate a visual cue with the auditory sound a letter makes. Children are finding much success from using the visual phonics method.

The kindergarten and first grade use our Saxon phonics for a portion of our language arts program. All grades kindergarten through fifth journal on a daily basis. The first, second and third grades incorporate the grammar books out of the reading series to supplement the language arts. The fourth and fifth graders practice many different styles of writing, such as personal narratives and reports. The entire elementary participates in the Wee Deliver Program. This program teaches the children how to write a friendly letter to other students as well as properly addressing envelopes. Our Spelling curriculum consists of first through third grades use the spelling list provided by the Saxon phonics program on a weekly basis. The fourth through sixth grades use the Zaner Bloser spelling series. First through Sixth grades are tested on a weekly basis.

Our Math Curriculum consists of Saxon Math. With the Saxon Math a new skill is taught every day and there is a focus on practicing past concepts that have been previously introduced with every lesson. We also supplement with various games, flashcards and computer activities to enhance our math series.

The kindergarten through sixth grade Science Curriculum is based on the Macmillan/McGraw Hill Series. Instruction includes textbooks, lab books and assessments. Supplemental learning opportunities are derived from many places and include hands on experiments and activities. The use of Promethean Boards also enhances teaching and learning opportunities. The Nebraska State Standards are used to assess basic Science concepts in the upper grades.

The Social Studies curriculum for the elementary uses Macmillan/McGraw- Hill. The lower elementary classes implement big books and flip charts to present the material to the children. The upper grades have a text book along with a workbook that coordinates with daily lessons. They also do reports, presentations and hands on projects to enhance learning. All teachers do seasonal activities on holidays relating to various historical events. Our school has a yearly outdoor educational learning event which is called Sod House Day. The day is spent learning about various cultural and historical events as well as experiencing some outdoor ways of life. The fourth grade does a unit on Nebraska State History. Various resources are used to support the importance of the historical and governmental aspects of our state. The elementary classes take field trips to a variety of locations to support classroom learning. We have visited the Dancing Leaf Earth Lodge, The Archway, Buffalo Bills Ranch, The Union Pacific Golden Spike Tower and The Hastings Museum.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

The Eustis-Farnam Schools Reading Curriculum is composed of many different components to insure students reading success. The elementary educators use these components together to provide the best opportunity for achievements. Our Reading Curriculum is the Treasures series by Macmillan/McGraw-Hill. We incorporate a ninety minute block every day that includes teaching phonetic skills which include comprehension, vocabulary, fluency, alphabetic principles, phonemic awareness and accuracy. Instruction is delivered in small and large groups. The students work independently and with a partner. We use the Macmillan/McGraw-Hill series but we also use other resources to compliment the series. We use Saxon phonics in grades kindergarten through third grade, repeated readings, and the use of novels in the upper grades. The students work on vocabulary words. The study of vocabulary words is stressed in the classrooms using various methods such as writing the words in sentences, drawing pictures of the words, acting the words out, finding synonyms and oral practice. Many of the classes use a variety of learning games to reinforce the meaning of the vocabulary words. The children that use the Saxon phonics program work on skills such as letter recognition and letter sounds, letter clusters and the correct way to code them, vowel patterns, spelling rules, rhyming words and sight words. Visual phonics is also incorporated to relate a visual cue with the auditory sound a letter makes. Children are finding much success from using the visual phonics method. The Renaissance Learning Accelerated Reader Program is used to compliment the reading program. With this program the students are encouraged to set goals, read the stories and are tested on comprehension skills. The students are rewarded for their efforts in achieving their goals. The students also attend a weekly library class where classroom reading skills are reinforced and the students are encouraged to check out books.

3.   **Additional Curriculum Area:**

The mission of the Eustis-Farnam Public School in conjunction with the community is to educate all students by providing innovative educational opportunities. One way that we incorporate learning is through the use of technology to instruct and prepare students for the future. The lower elementary students attend a biweekly computer class taught by the computer instructor. They work on becoming familiar with the computer, basic typing skills and other learning activities. We also take Accelerated Reading Tests, Math facts in a flash, STARS, Nebraska Standard Assessments and basic research. The upper elementary incorporate those skills along with researching, emailing, keyboarding skills, power points, blogging and Excel. Technology is used by the Special Education Department and Title I program. They use the Lexia Program and Read Naturally to reinforce the students reading skills. The majority of the elementary classrooms have Promethean Boards. These are used on a daily basis in many content areas. The elementary has access to two mobile computer labs. Each elementary classroom is equipped with at least two computers, a television with a dvd player, overhead projectors and a telephone. Each teacher is required to have an up-to-date website where we post weekly lesson plans, spelling lists, daily schedules and other important contact information. The school has a website that parents can access which provides them with education links. Our Education Service Unit provides a digital media website called PowerMedia Plus that the teachers have access to, which enhances our daily lessons. All teachers are required to post their grades on the Schoolmaster Website. Parents have access to this website to stay current with their child's progress. Overall technology is an important learning tool to prepare our students for their futures. The teachers strive to stay current with the advances in technology.

4.   **Instructional Methods:**

The Eustis-Farnam Public School teachers strive to provide the best education for their students by differentiating instruction for their students as much as possible. Our Macmillan/McGraw-Hill reading series provides an option of three different reading levels. These levels are approaching grade level, on grade level, and beyond grade level. The Reading instruction on level option is primarily used in all elementary classrooms with use of the approaching and beyond grade level materials being supplemented to meet the needs of some children. The upper elementary classes use novels as a way to provide additional differentiated opportunities. Within the classroom the instructors use large and small groups to present the material. Paired Reading is used to increase fluency. Eustis-Farnam Schools is in the process of implementing Response to

Intervention (RTI) to meet the needs of struggling learners. There are many resources available to meet the needs of qualifying individuals. These resources include Special Education, Title I, Speech and Language and the Gifted program. The Elementary Special Education Program has a teacher that is available to work with students individually or in the classroom setting. While inclusion is preferred the students are also seen on an individual basis as needed. Our Special Education program is used across the entire curriculum. The primary focus of the Title I program is on reading and math. The students who qualify for the Title I program are seen individually on a daily basis. Reading and math skills are reinforced on a one to one and small group setting. Our Educational Service Unit provides a Speech and Language Therapist that is available at our school two days a week. This Speech pathologist works on language and articulation needs of our students. The Gifted Program is provided for the upper elementary students who qualify. The Gifted Coordinator is provided by the Education Service Unit and comes to our school once a month. He works with the students on abstract problem solving skills.

5.   **Professional Development:**

The Eustis-Farnam elementary faculty continues to gain knowledge of current effective teaching methods. The Board of Education requires the teachers to obtain a certain amount of professional growth points over any given amount of time. These growth points can be obtained through college classes, workshops, in-services, conferences and conventions, university or college teaching, supervising a student teacher, summer school teaching, adult education teaching, presenting to professional peers, approved research and publication, educational travel, membership in professional organizations, school visitations and being a member of an external visitation team. The teachers work cooperatively with the Educational Service Unit to keep up-to-date on standards and curriculum alignments. Representatives from the Educational Service Unit come to our school to provide us with updated Nebraska curriculum information. The Education Service Unit also hosts several workshops and conferences throughout the year for curriculum updates as well as new effective teaching strategies. The elementary teachers have attended several conferences and training workshops over the years such as The Nebraska Literacy Conference for kindergarten through third grade teachers, Reading First Training, Dibels Training, and the Implementation of the Treasures Reading Series which provides a guideline for Response to Intervention. Others have attended a college course on the training for Response to Intervention. The administration invites various presenters to our school to educate the faculty and students pertaining to education and everyday school life. We have active School Improvement Committees which work very hard to insure academic success in our school. The committees work independently, but we also meet collectively every two months to share progress and discuss new ideas.

The mission of the Eustis-Farnam Public School in conjunction with the community is to educate all students by providing innovative educational opportunities.   As a staff we strive to uphold this vision.

6.   **School Leadership:**

The leadership structure at Eustis-Farnam Public Schools is based on the principal/superintendent model. The principal is in charge of the educational leadership for grades K-12, and the superintendent is in charge of the management and finances of the facility and personnel. The leadership model present at this time helps to promote growth and improvement among the students and faculty.

The principal functions as the leader of the school improvement process. He works with the faculty to help understand how the implementation of Response to Intervention will occur in grades K-2. He also functions and the person who checks the fidelity of the RtI process for K-2 and for consistencey in grades 3-6 who are participating in paired reading partners.   The principal is also the assessment coordinator for the district. This gives him firsthand knowledge of, and access to, the data to determine the progress of students in the district. As the assessment coordinator, the principal tries to give emphasis to the students of the importance of assessments and the importance of doing their very best.

Finally, the principal has a goal of creating a fun and exciting environment for students, faculty, and staff. The goal is to keep positive reinforcement in the classroom with all students. Likewise, the **discipline process,**

although rather strict, is intended to uphold the dignity of the student and all involved. The purpose of this mentality is to create an environment where students understand their relationships and building on those relationships can be as important in achieving success, as is doing well on an assessment. Our goal is to create positive and understanding learning environment for students.

The superintendent is more intended to uphold the personnel and procedural policies of the school district. He manages the finances for the district and works first hand in the hiring and termination of employees. The role of the superintendent is to recruit and maintain the best staff members possible to help our students improve in their level of achievement, and to maintain financial stability for the district.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: NE State Assessment

Edition/Publication Year: NA   Publisher: NA

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	79	100	0	0	0
Number of students tested	19	14	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	64	100	0	0	0
Number of students tested	11	10	0	0	0
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	79	100	0	0	0
Number of students tested	19	13	0	0	0

Notes:

Statewide data for Grade 3 has only been collected for the last two years.

Subject: Reading Grade: 3 Test: NE State Assessment
Edition/Publication Year: NA Publisher: NA

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	84	64	0	0	0
Number of students tested	19	14	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	73	60	0	0	0
Number of students tested	11	10	0	0	0
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			0	0	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	84	69	0	0	0
Number of students tested	19	13	0	0	0

Notes:
Statewide data for Grade 3 has only been collected for the last two years.

Subject: Mathematics Grade: 4 Test: NE State Assessment

Edition/Publication Year: NA Publisher: NA

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	99	99	99
% Advanced	100	56	0	0	0
Number of students tested	16	16	16	12	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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100				
% Advanced	100		0	0	0
Number of students tested	10		0	0	0
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	100	57	0	0	0
Number of students tested	14	14	0	0	0

Notes:

Subject: Reading   Grade: 4   Test: NE State Assessment

Edition/Publication Year: NA   Publisher: NA

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	97	98	98
% Advanced	81	69	0	0	0
Number of students tested	16	16	16	12	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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100		0	0	0
% Advanced	70		0	0	0
Number of students tested	10		0	0	0
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced			0	0	0
% Advanced			0	0	0
Number of students tested			0	0	0
4. Special Education Students					
% Proficient plus % Advanced			0	0	0
% Advanced			0	0	0
Number of students tested			0	0	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	93	71	0	0	0
Number of students tested	14	14	0	0	0

Notes:

Subject: Mathematics   Grade: 5   Test: NE State Assessment

Edition/Publication Year: NA   Publisher: NA

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	73	65	0	0	0
Number of students tested	15	17	0	0	0
Percent of total students tested	100	95	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0				
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	71	60	0	0	0
Number of students tested	14	15	0	0	0

Notes:

Statewide data for Grade 5 has only been collected for the last two years.

Subject: Reading   Grade: 5   Test: NE State Assessment
Edition/Publication Year: NA   Publisher: NA

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	27	41	0	0	0
Number of students tested	15	17	0	0	0
Percent of total students tested	100	95	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			0	0	0
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0				
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	29	40	0	0	0
Number of students tested	14	15	0	0	0

Notes:
Statewide data for Grade 5 has only been collected for the last two years.

Subject: Mathematics　　　　　　　　Grade: 6　　　Test: NE State Assessment
Edition/Publication Year: NA　　　　Publisher: NA

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	95	93	0	0	0
% Advanced	74	53	0	0	0
Number of students tested	19	15	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				0	0
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	94	93	0	0	0
% Advanced	71	53	0	0	0
Number of students tested	17	15	0	0	0

Notes:
Statewide data for Grade 6 has only been collected for the last two years.

Subject: Reading   Grade: 6   Test: NE State Assessment

Edition/Publication Year: NE   Publisher: NE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	95	80	0	0	0
Number of students tested	19	15	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			0	0	0
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			0	0	0
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			0	0	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	94	80	0	0	0
Number of students tested	17	15	0	0	0

Notes:

Statewide data for Grade 6 has only been collected for the last two years.