

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12

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

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

School Mailing Address 201 East Hawley
(If address is P.O. Box, also include street address.)

Herington Kansas 67449-2430

City State Zip Code+4 (9 digits total)

County Dickinson State School Code Number* 7888

Telephone (785) 258-3234 Fax (785) 258-2915

Web site/URL http://www.heringtonschools.org/ E-mail demont@teen.k12.ks.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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Scott M. Carter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name USD 487 Tel. (785) 258-2263

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.

(Superintendent's Signature) Date _____

Name of School Board Mr. David Powell
President/Chairperson _____
(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.

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

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

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 2006-2007 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 2001 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.

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

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 0 Other
- 3 TOTAL
2. District Per Pupil Expenditure: \$9,632
- Average State Per Pupil Expenditure: \$9,624

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 6 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
PreK	10	7	17	7	0	0	0
K	21	21	42	8	0	0	0
1	18	14	32	9	0	0	0
2	14	19	33	10	0	0	0
3	17	15	32	11	0	0	0
4	18	14	32	12	0	0	0
5	23	14	37	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							225

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| 94 | % White |
| 2 | % Black or African American |
| 3 | % Hispanic or Latino |
| 0 | % Asian/Pacific Islander |
| 1 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 20%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	18
(3)	Total of all transferred students [sum of rows (1) and (2)]	45
(4)	Total number of students in the school as of October 1	225
(5)	Total transferred students in row (3) divided by total students in row (4)	.20
(6)	Amount in row (5) multiplied by 100	20

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 49%

Total number students who qualify: 110

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 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: 12 %
27 Total Number of Students Served

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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 18</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 6</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 1</u> Mental Retardation	<u> 1</u> Visual Impairment Including Blindness
<u> </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>	_____
Classroom teachers	<u> 14</u>	_____
Special resource teachers/specialists	<u> 1</u>	<u> 1</u>
Paraprofessionals	<u> 4</u>	_____
Support staff	<u> 4</u>	_____
Total number	<u> 24</u>	<u> 1</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 16:1

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. Also explain a high teacher turnover rate.

Teacher turnover rate is due to having a large number of teachers reaching retirement age.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	95%	94%	94%	94%
Daily teacher attendance	93%	93%	92%	93%	93%
Teacher turnover rate	21%	14%	7%	0%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Herington Elementary School is the only neighborhood, public elementary schools in Herington USD 487. The building was constructed in 1952 and enrollment has held at approximately 220 students over the past five years. Herington is a north central Kansas community with a population of 2500. The community has a strong economic base with Union Pacific; however, close to half of the students at Herington Elementary School consistently qualify for the free and reduced lunch program. Herington Elementary School is located in the southeast quadrant of the community.

Herington Elementary School is a multiage school that organizes student instruction around three developmental levels: Early Primary (full day kindergarten and first grade), Primary (second and third grades), and Intermediate (fourth and fifth grades). The school has fourteen general education classrooms with an average size of 16 students. Two title reading and math specialists support general education reading and math instruction. Herington Elementary School's educational programming is also supported with services of a school counselor, library media specialist, physical education and music teachers. Herington Elementary School's special education students are supported by one and a half teachers, one speech language pathologist, and an itinerant gifted teacher. Services of a school nurse, school psychologist, physical therapist, and occupational therapist, are shared with schools in the Salina Special Education Cooperative.

The quality that most distinguishes Herington Elementary School is the commitment and dedication of staff members who value each and every student in the building. This care for children permeates the school culture. The Herington mission statement says it best. *The Mission is to: Engage children and youth, families, faculty, staff and community in creating positive, safe, nurturing, learning environments and experiences, which support all of our students to become responsible citizens and life long learners, successful in today's world. Our primary mission is with our children and youth, but we must all be students.*

PRIORITIES

- 1. Retain and maintain quality educators who have high student expectations, and consistently evaluate their effectiveness for individual students.*
- 2. Make sure all students can read and demonstrate appropriate math skills by the end of third grade.*
- 3. Manage resources to provide state-of-the-art technology to enhance and assist learning and prepare students to integrate technology in ways that promote life-long success.*
- 4. Maintain high individual student achievement.*
- 5. Develop community and school partnerships by sharing resources to create innovative opportunities for learning and teaching.*
- 6. Build family, faculty, staff, and student partnerships, which support learning.*

Another important quality of the school is the commitment to implementing the latest in brain based researched teaching techniques. Most of the teachers have spent at least one week receiving world class training on how the brain works relating to teaching and learning. Teachers analyze student progress as measured by district academic benchmarks and note instructional changes needed to best support student learning. Herington Elementary School has created a strong learning community sustained by a friendly, accepting climate to all. Parent involvement begins with individual goal setting conferences in the fall with educational and social activities continuing throughout the school year. Family-oriented activities such as the school carnival, music programs, book fairs, and reading nights are popular and well attended. The

foundation of family involvement is a strong parent teacher organization and school site council. The school community understands the focus, work, and commitment needed to provide a quality educational experience for Herington children. It is understood that the road ahead is long and challenging, but the daily efforts are paying off in a big way: achievement is increasing and the achievement gap is decreasing at Herington Elementary School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The State of Kansas administers State Assessments in reading, math, writing, social studies, and science, prepared by the Center for Educational Testing and Evaluation at the University of Kansas. These assessments are based on the State Standards. These may be found on the Kansas State Department of Education webpage, www.ksde.org. The Kansas Reading & Mathematics Assessments are administered annually to all 3rd - 8th graders, as well as in high school. All students in each grade level being tested are required to take the test. Assessments are part of the Quality Performance Accreditation process in which each school's progress is measured before individual schools earn their accreditation in Kansas.

From 2001-05, Kansas used Unsatisfactory, At or Above Basic, At or Above Proficient, At or Above Advanced, and Exemplary as the names for its five performance level categories. In 2006 these names were changed respectively to Academic Warning, Approaches Standard, Meets Standard, Exceeds Standard and Exemplary. To meet Kansas Standards students are expected to be at "Meets Standard" or above in math and reading. Last year in the spring of 2006, all third, fourth, and fifth grade students took both a reading and a mathematics assessment. All students who attend Herington Elementary during the specified testing window participate in the assessments each spring. We take pride in the fact that 100 percent of our students are tested each year. Herington Elementary takes all state assessments in the computerized format. The benefit of immediate feedback is very positive for our students. Herington Elementary has made remarkable improvement in assessment scores over the past three years. In 2003, only 66 percent of our students scored in the top three categories on the reading assessment while 34 percent scored in the bottom two categories. In 2006, 85 percent scored in the top three categories. In 2003, only 78 percent of our students scored in the top three categories on the mathematics assessment while 22 percent scored in the bottom two categories. In 2006, 97 percent of our students scored in the top three categories.

Herington Elementary students were awarded the building-wide Standard of Excellence in both subject areas and made AYP as expected by NCLB. In order to qualify for the Standard of Excellence designation, twenty-five percent of our students must score in the exemplary category, sixty percent must score at advanced and above, eighty percent must score at proficient or above, and ninety-five percent must score at basic and above.

2. Using Assessment Results: Herington Elementary uses state and local assessment data to guide, change and impact instruction. Upon looking at the data, decisions are made on three levels – student, curricular, and school or district level.

At the student level, formative local assessment data and summative state assessment data is used by teachers to design individual instruction for students and to make needed adjustments in instruction for students, provide additional assistance through reading intervention during the day, provide computer assisted instruction, and provide an intensive six week summer school experience.

At the curricular level, formative and summative local and state assessment data is used to determine what areas of the Herington Elementary curriculum and instruction need modification. When students demonstrate lower than desired performance, while standards and benchmarks remain constant, the curriculum and instruction modifications are discussed and adjusted. At the school/district level, if local and state assessment data indicates poor performance, staff development is designed to support staff in understanding the issues and strengthening the teaching of the curricular standards. Student performance is also analyzed and discussed at district grade level meetings, resulting in changes in instruction.

3. Communicating Assessment Results: Herington Elementary communicates student performance in

many ways throughout the school year to various school stakeholders. At the student level, teachers hold individual conferences with parents at least twice a year to discuss test scores, schoolwork, and formal reading inventories. Conferences are held in the evening allowing working parents to attend more easily. Herington Elementary typically achieves a 97% attendance rate at these conferences. In addition to conferences, progress reports are distributed quarterly. Informal conferences, home visits, classroom newsletters, and phone calls are conducted throughout the school year as needed. Another avenue of communicating student performance is the Student Improvement Team process. This process consists of analyzing a child's progress, brainstorming alternative instructional interventions, and looking for additional ways to support the child's learning. All parents also receive Measures of Academic Progress (MAP) results; third, fourth, and fifth grade state assessment results; and second through fifth grade scores on the Standardized Test for Assessment of Reading (S.T.A.R.). Kansas publishes a Building Report Card detailing state assessment results. Building-wide performance is shared with the local Board of Education and also with the state required site council group made up of parents, teachers, and business/community members.

Goal achievement is celebrated on an individual basis, as well as school wide through announcements, Accelerated Reading parties, and celebration banners. Methods of school-home communications vary among individual teachers and include agenda books, good work notes, positive phone calls, daily homework folders, and e-mails. Herington Elementary consistently strives to communicate progress to all students and parents.

4. Sharing Success: Herington Elementary celebrates its success along with the rest of USD 487 at the beginning of the year's opening in-service. This unified celebratory atmosphere sets the stage for improved communication between the schools and openness to celebrate the success of all students. Elementary teachers also meet monthly in grade level and faculty meetings. Instructional strategies are shared developing a common vision and plan for success across the district. Herington Elementary also shares its success with other schools during leadership meetings. During these meetings, USD 487 principals meet twice monthly to gain information but also to share ideas about learning and often discuss progress. Meetings are also held monthly with the district curriculum committee to evaluate success. Again, information and effective instructional strategies are discussed in order to improve what is happening at each building.

Herington Elementary also receives phone calls from other schools in the state of Kansas needing information regarding what we are doing to achieve high levels of success. Often times, Herington Elementary receives visitors from other schools around the state. Our school is very willing to open our doors to show what we are doing to positively impact student achievement. Information regarding how we have had high levels of achievement is shared at the state level and local level through coop and in-service meeting attended by staff.

We recognize that success breeds success. We are not an island unto ourselves, but rather our school and district is a learning community whereby we support one another, learn from one another, celebrate together, and share our successes.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The curriculum is comprehensive, focusing on the whole child. The core subjects of reading, language arts, mathematics, science, and social studies are the focus of the school day. Other subjects such as music, physical education, and guidance lessons play an integral role in the total curriculum experience for Herington students. Kansas State Benchmarks and Standards serve as the core curriculum in each subject area. The state standards are the focus of instructional planning and presentation.

Herington utilizes a balanced literacy approach to reading and language arts. This approach stresses the following main principals of reading – phonemic awareness, phonics, vocabulary, fluency, and text comprehension. In addition, the Fast Forward Computerized Reading software program supports students who are reading below grade level or in the lowest 20% of each grade level and is used with all students who show a need for intervention. Herington’s Star Reading and Accelerated Reading programs support the importance of reading at all grade levels. An intensive six week summer school program is provided for students at Herington who have the greatest deficiencies. Writing is taught through a writing workshop format utilizing the six traits of organization, ideas and content, fluency, word choice, voice, and conventions. The school library media specialist supports the language arts curriculum and instruction through classroom library/technology classes.

Herington utilizes a hands-on approach in teaching mathematics. The school uses the Saxon Math program to give structure to the math standards taught in the classroom. Students are expected to master the concepts of math, apply those concepts and finally make those concepts and facts automatic in their application. The staff also uses Otter Creek to teach rote math facts and develop mastery of the state standards.

Science is a discovery, hands on curriculum, based on the state standards. The state standards are developed utilizing an active, hands-on, inquiry methodology.

Social studies incorporate state standards and the big curricular areas of civics/government, economics, geography, and history into instructional thematic units. The thematic units emphasize civics, history and cultural awareness.

Herington’s physical education program is based on the Physical Dimension program, developed in Kansas, which emphasizes dimensions of wellness for all of students. The program highlights lifetime skills related to wellness versus competitive sports. Students receive instruction on a daily basis.

Art is a comprehensive overview of art education, including elements and principals of art, art heritage, and aesthetic development. Elementary students receive art instruction in the classroom from their regular teacher.

Music curriculum is based upon the nine national standards of music education. Students receive music instruction every day.

The school guidance program consists of three major components: whole group classroom lessons, small discussion groups based upon specific topics such as divorce, death, etc. and individual counseling sessions designed to meet individual student emotional and social needs.

2. Reading : Herington utilizes a balanced literacy approach to reading and language arts. This approach stresses the following main principals of reading – phonemic awareness, phonics, vocabulary, fluency, and text comprehension. In addition, the Fast Forward Computerized Reading software program, supports

students who are reading below grade level or in the lowest 20% of each grade level and is used with all students who show a need for intervention. Herington's Star Reading and Accelerated Reading programs support the importance of reading at all grade levels. An intensive six-week summer school program is provided for students at Herington who have the greatest deficiencies. Writing is taught through a writing workshop format utilizing the six traits of organization, ideas and content, fluency, word choice, voice, and conventions. The school library media specialist supports the language arts curriculum and instruction through classroom library/technology classes.

Animated Alphabet is used to teach the phonemic awareness and phonics components of the balanced literacy program in kindergarten. The Saxon Phonics program is a program focusing upon letter-sound relationships, phonological and phonemic awareness. The program is used with students in grades Kindergarten through Third grade. Herington's Title 1 reading programs support students who are reading below grade level based on state assessments and Dynamic Indicators of Basic Early Literacy Skills (DIBLES) scores. They participate in these programs in addition to reading instruction in the classroom.

3. Additional Curriculum Areas: In addition to reading, Herington Elementary School also has an intense focus on the teaching and learning of mathematics. Our teachers instruct students in a manner which creates a productive learning environment and best helps our students develop to their full intellectual potential.

The strategies utilized are research-based and are implemented in order to ensure a greater opportunity for success. Cooperative learning strategies are utilized during the instructional process. Students learn to work together. Social skills are also developed as well as curricular objectives. By learning to work together, objectives which are aligned to the state and National Council of Teachers of Mathematics standards are more readily learned. This comprehensive school reform model continuously engages students in the process of direct instruction, teamwork, and individual work.

Teaching children problem-solving skills has also been instrumental in developing their abilities to process at higher levels. Students are engaged daily in the problem solving process. Strategies are taught and students learn how to utilize a variety of manipulatives to help solve problems. Problem solving and mathematics instruction takes place daily. In many instances teachers utilize other shorter periods of time throughout the day to work on computation and additional problem solving skills.

Students also work on mathematical skills outside of the normal time period in which teachers utilize computer software to review, and more importantly, accelerate students. Otter Creek math is used to help develop math facts. Teachers use the data collected from this program to chart progress, set goals with students, and determine further interventions needed for students. Possible interventions might include small groups for tutoring based on specific skills, identification of students for the after school program, or simply the identification of skills needed for further emphasis. In all intervention, strong attention is given to targeted indicators and desired outcomes.

4. Instructional Methods: Herington teachers use a wide array of instructional teaching methods to insure that students learn to their highest potential. Effective strategies include thoughtful, reflective planning throughout the entire learning process; before teaching, during teaching, and after teaching. Before teaching, staff must be aware of district curriculum and long range planning. Integrating the content areas promotes advanced learning and real life applications. Herington educators also know their students, utilizing existing assessment data to help guide and differentiate instruction. They also apply effective lesson design, (setting the stage for learning, linking new learning to previous learning, guided practice, checking for understanding, and independent practice with feedback). During teaching, educators continually monitor initial learning in order to adjust lesson delivery. Including cyclic practice for long term memory and teaching "how to learn" strategies increase student achievement. During teaching, Herington staff

also use cooperative learning structures, hands on learning models, active participation, flexible grouping, student conferencing, direct instruction, and higher level questioning techniques. A skilled educator applies these strategies across the content areas. After teaching, effective instructional strategies include classifying learning, learning logs, reciprocal teaching, and timely feedback of independent student work. Herington staff use a variety of assessment techniques, matched to the learning objective (MAPP, DIBLES, State Assessments, Accelerated Reader, Star Reading, and Otter Creek Math) to assess student growth. Based on student's growth, other opportunities may be provided through extended summer and after school learning. Above all, teacher strategies should increase student retention of information and promote opportunities for student self evaluation. Most teachers have received world-class training in brain research to help design instruction that will be effective.

5. Professional Development: Herington's staff development has two main areas of focus. The first focus is on brain research and instructional strategies necessary for quality instruction. In addition to this type of training, staff development is focused on using technology to increase student learning. Both the district budget and school site budget support these two efforts. The district supports balanced literacy, mathematics, Intel Teaching Thinking, brain based learning, and other curricular areas with ongoing staff development. Professional learning opportunities held within the district include workshops on curriculum issues, incorporating technology as a means to increase student learning. Herington also has a close working relationship with Educational Services and Staff Development Association of Central Kansas (ESSDACK) and Smoky Hill Educational Service Center which provides quality professional learning opportunities for staff. Twice a year, cadres of Herington teachers are sent to the California to participate in Eric Jensen's Brain Learning conference. Teachers also participate in staff meetings focused on instructional strategies and their implementation. A structured mentoring program is offered for beginning teachers. Our school and district strongly believe that staff development is a long-term commitment to the development of each teacher. Change does not occur with a one-day workshop. Change occurs over time, by learning new strategies, practicing those strategies and receiving feedback with coaching. Our focus on world class training of staff to use the latest brain research and technology has resulted in a dramatic increase in our student's scores and engagement in the learning process. During the four years that we have implemented this staff development we have gone from not scoring at the standard of excellence to scoring at the standard of excellence in reading and math, with scores increasing each of the last four years.

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 5 Test Kansas State Reading Assessment

SCHOOL NAME: HERINGTON ELEMENTARY					
Testing month	2006 March	2005 March	2004 March	2003 March	2002 March
% At or Above Meets Std. (Proficient 2002-2005)	94	85	72	66	83
% At or Above Exceeds Std. (Advanced 2002-2005)	67	61	49	37	53
% Exemplary (Exemplary 2002-2005)	41	30	13	15	18
Number of students tested	50	33	40	41	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	0	1
Percent of students alternatively assessed	2	0	3	0	3
1. WHITE					
School					
% At or Above Meets Std. (Proficient 2002-2005)	100	86	70	62	84
% At or Above Exceeds Std. (Advanced 2002-2005)	68	66	51	38	51
% Exemplary (Exemplary 2002-2005)	19	33	11	15	19
Number of students tested	45	30	37	34	32
2. ECONOMICALLY DISADVANTAGED					
School					
% At or Above Meets Std. (Proficient 2002-2005)	96	74	64	66	80
% At or Above Exceeds Std. (Advanced 2002-2005)	69	44	20	33	40
% Exemplary (Exemplary 2002-2005)	39	13	6	0	5
Number of students tested	24	15	17	15	18

Subject Reading Grade 4 Test Kansas State Reading Assessment

SCHOOL NAME: HERINGTON ELEMENTARY					
Testing month	2006 March	2005 March	2004 March	2003 March	2002 March
% At or Above Meets Std. (Proficient 2002-2005)	98				
% At or Above Exceeds Std. (Advanced 2002-2005)	72				
% Exemplary (Exemplary 2002-2005)	31				
Number of students tested	36				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
WHITE					
School					
% At or Above Meets Std. (Proficient 2002-2005)	97				
% At or Above Exceeds Std. (Advanced 2002-2005)	69				
% Exemplary (Exemplary 2002-2005)	29				
Number of students tested	33				
ECONOMICALLY DISADVANTAGED					
School					

% At or Above Meets Std. (Proficient 2002-2005)	92				
% At or Above Exceeds Std. (Advanced 2002-2005)	77				
% Exemplary (Exemplary 2002-2005)	15				
Number of students tested	12				

Subject Reading Grade 3 Test Kansas State Reading Assessment

SCHOOL NAME: HERINGTON ELEMENTARY					
Testing month	2006 March	2005 March	2004 March	2003 March	2002 March
% At or Above Meets Std. (Proficient 2002-2005)	100				
% At or Above Exceeds Std. (Advanced 2002-2005)	69				
% Exemplary (Exemplary 2002-2005)	20				
Number of students tested	32				
Percent of total students tested	100				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	3				
WHITE					
School					
% At or Above Meets Std. (Proficient 2002-2005)	100				
% At or Above Exceeds Std. (Advanced 2002-2005)	68				
% Exemplary (Exemplary 2002-2005)	19				
Number of students tested	29				
ECONOMICALLY DISADVANTAGED					
School					
% At or Above Meets Std. (Proficient 2002-2005)	100				
% At or Above Exceeds Std. (Advanced 2002-2005)	59				
% Exemplary (Exemplary 2002-2005)	12				
Number of students tested	16				

***Note:** Assessment comparisons to prior years are not valid

Explanation: Although state assessments have been administered for a number of years, comparisons between this year's results and prior years do not produce reliable conclusions and would not be valid. This year Kansas students were given new assessment tests, developed from new State Board of Education approved curricular standards. This will make 2006 the beginning of a new baseline for assessment data and the start of different assessment trends. For the past 3 years, the percentage of students in each performance category included only those students who were enrolled by September 20th. In an effort to make the assessment results consistent with the No Child Left Behind Act, and federal Department of Education's guidelines, we include "all students in the grades tested ... not just those students enrolled for a full academic year."

PART VII – ASSESSMENT RESULTS

Subject Math Grade 4 Test Kansas State Math Assessment

SCHOOL NAME: HERINGTON ELEMENTARY						
ALL STUDENTS	Testing month	2006 March	2005 March	2004 March	2003 March	2002 March
% At or Above Meets Std. (Proficient 2002-2005)		100	98	84	77	70
% At or Above Exceeds Std. (Advanced 2002-2005)		74	96	51	52	51
% Exemplary (Exemplary 2002-2005)		20	42	39	22	14
Number of students tested		36	45	39	36	37
Percent of total students tested		100	100	100	100	100
Number of students alternatively assessed		0	0	1	0	1
Percent of students alternatively assessed		0	0	3	0	3
WHITE						
School						
% At or Above Meets Std. (Proficient 2001-2005)		100	97	97	94	89
% At or Above Exceeds Std. (Advanced 2001-2005)		74	95	56	56	49
% Exemplary (Exemplary 2001-2005)		14	41	44	24	14
Number of students tested		33	39	34	34	36
ECONOMICALLY DISADVANTAGED						
School						
% At or Above Meets Std. (Proficient 2001-2005)		100	100	79	72	69
% At or Above Exceeds Std. (Advanced 2001-2005)		69	95	36	42	31
% Exemplary (Exemplary 2001-2005)		0	43	21	12	6
Number of students tested		12	21	14	17	16

Subject Math Grade 3 Test Kansas State Math Assessment

SCHOOL NAME: HERINGTON ELEMENTARY						
ALL STUDENTS	Testing month	2006 March	2005 March	2004 March	2003 March	2002 March
% At or Above Meets Std. (Proficient 2002-2005)		95				
% At or Above Exceeds Std. (Advanced 2002-2005)		55				
% Exemplary (Exemplary 2002-2005)		26				
Number of students tested		32				
Percent of total students tested		100				
Number of students alternatively assessed		1				
Percent of students alternatively assessed		3				
WHITE						
School						
% At or Above Meets Std. (Proficient 2001-2005)		94				
% At or Above Exceeds Std. (Advanced 2001-2005)		52				
% Exemplary (Exemplary 2001-2005)		19				
Number of students tested		29				
ECONOMICALLY DISADVANTAGED						
School						
% At or Above Meets Std. (Proficient 2001-2005)		94				

% At or Above Exceeds Std. (Advanced 2001-2005)	47				
% Exemplary (Exemplary 2001-2005)	18				
Number of students tested	16				

Subject Math Grade 5 Test Kansas State Math Assessment

SCHOOL NAME: HERINGTON ELEMENTARY						
ALL STUDENTS	Testing month	2006	2005	2004	2003	2002
		March	March	March	March	March
% At or Above Meets Std. (Proficient 2002-2005)		96				
% At or Above Exceeds Std. (Advanced 2002-2005)		72				
% Exemplary (Exemplary 2002-2005)		25				
Number of students tested		50				
Percent of total students tested		100				
Number of students alternatively assessed		2				
Percent of students alternatively assessed		4				
WHITE						
School						
% At or Above Meets Std. (Proficient 2001-2005)		93				
% At or Above Exceeds Std. (Advanced 2001-2005)		66				
% Exemplary (Exemplary 2001-2005)		41				
Number of students tested		45				
ECONOMICALLY DISADVANTAGED						
School						
% At or Above Meets Std. (Proficient 2001-2005)		97				
% At or Above Exceeds Std. (Advanced 2001-2005)		69				
% Exemplary (Exemplary 2001-2005)		38				
Number of students tested		24				

***Note: Assessment comparisons to prior years are not valid**

Explanation: Although state assessments have been administered for a number of years, comparisons between this year's results and prior years do not produce reliable conclusions and would not be valid. This year Kansas students were given new assessment tests, developed from new State Board of Education approved curricular standards. This will make 2006 the beginning of a new baseline for assessment data and the start of different assessment trends. For the past 3 years, the percentage of students in each performance category included only those students who were enrolled by September 20th. In an effort to make the assessment results consistent with the No Child Left Behind Act, and federal Department of Education's guidelines, we include "all students in the grades tested ... not just those students enrolled for a full academic year."