

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
Charter

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

Official School Name Auburn Middle School
(As it should appear in the official records)

School Mailing Address 1713 J Street
(If address is P.O. Box, also include street address.)

Auburn NE 68305-1614
City State Zip Code+4 (9 digits total)

County Nemaha State School Code Number* 64-0029

Telephone (402)274-4027 Fax (402)274-4147

Web site/URL www.auburnpublicschools.org E-mail spollard@esu4.org

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

District Name Auburn Public Schools Tel. (402)274-4830

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
President/Chairperson ~~Dr. Michael Zaruba~~
(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 _____

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 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: ___2___ Elementary schools
 ___ ___ Middle schools
 ___ ___ Junior high schools
 ___ ___ High schools
 ___1___ Other (Grades 7-12)
- ___3___ TOTAL
2. District Per Pupil Expenditure: \$7193.86
- Average State Per Pupil Expenditure: \$8468.22

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. 8 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				7			
K				8			
1				9			
2				10			
3				11			
4	37	32	69	12			
5	29	35	64	Other			
6	35	35	70				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							203

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| _____ | 96 % White |
| _____ | 2 % Black or African American |
| _____ | 1 % Hispanic or Latino |
| _____ | 1 % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 10%

[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	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	19
(4)	Total number of students in the school as of October 1	203
(5)	Total transferred students in row (3) divided by total students in row (4)	0.1
(6)	Amount in row (5) multiplied by 100	10

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

Number of languages represented: 0
Specify languages: 0

9. Students eligible for free/reduced-priced meals: 45.32%

Total number students who qualify: 92

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: 15 %
32 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> 5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 12</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 9</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 6</u> Mental Retardation	<u> </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>	<u> 0</u>
Classroom teachers	<u> 10</u>	<u> 6</u>
Special resource teachers/specialists	<u> 1</u>	<u> 5</u>
Paraprofessionals	<u> 3</u>	<u> 4</u>
Support staff	<u> 1</u>	<u> 4</u>
Total number	<u> 16</u>	<u> 19</u>

12. Average school student-classroom teacher ratio 12:1

13. Attendance and Turnover Rate

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98%	98%	98%	98%	97%
Daily teacher attendance	95%	93%	93%	93%	96%
Teacher turnover rate	20% *	7%	7%	7%	0%

* Two teachers retired at the end of the 2005-2006, causing this percentage higher than normal.

PART III - SUMMARY

Auburn Middle School (AMS) serves Grades 4-6 students in Auburn Public School in Auburn Nebraska. AMS students live in the towns of Auburn, Brownville, Howe, Julian, or Peru or the surrounding agricultural land in southeast Nebraska. Over time, AMS has provided all district children a solid educational foundation- one that allows them to move to the upper level of education and excel.

School improvement is also a way of doing business. Teachers, administrators and parents work together to continue a strong ongoing urgency to strive for excellence of achievement. At no time, are educators or community patrons willing to rest on past laurels. All believe that there is always room to improve. The district and AMS is currently completing its third school improvement cycle.

At the beginning of each school improvement cycle, the staff and a community planning committee revisit the school's mission statement and governing beliefs. These statements provide a basis for school-wide goals and decision making.

The Auburn Middle School's Mission Statement and its seven governing beliefs are the following:
We prepare our students to be productive and responsible citizens in an ever-changing world.
Our Children. . . Our Future. . .

Governing Beliefs:

1. We believe in setting high standards, providing quality education, and challenging students to work to their highest potential.
2. We believe in treating all people with dignity and respect.
3. We believe in developing positive self-esteem in all students.
4. We believe in providing each student the opportunity to learn and succeed.
5. We believe in sharing responsibility for education with the community, family, and students.
6. We believe in promoting and developing positive character traits.
7. We believe in providing a safe, caring, and positive educational environment.

In order to constantly strive to ensure the school's mission is achieved, AMS educators have developed and implemented a sound operational system based on curriculum management. The school has established clear learning target/objectives and valid assessments to guide instruction. AMS educators are fully aware that improvement efforts will not be successful unless the school is able to measure achievement. Clarity and focus has allowed AMS the ability to concentrate scarce resources on priority learning targets.

Because AMS is committed to analyzing data at an annual data retreat, these educators have been able to be flexible in meeting the students' needs. Based on the fall 2006 findings, AMS has developed school-wide a fourth grade reading intervention (strengthen direct instruction using flex grouping) and a school-wide math intervention (to strengthen computational skills with numerous opportunities throughout the school day).

Although AMS teachers believe a major priority is to provide their students a sound understanding and application of grade appropriate reading and math tools, other non-academic learning goals are also emphasized at the school. Jim Fay's Love and Logic program provides foundational character and decision-making skills for AMS students. Furthermore, students receive instruction in vocal and instrumental music, physical education, computers, and group guidance. By providing a balanced curriculum, AMS educators strongly believe their instructional efforts "prepares their students to be responsible and productive citizens in an ever-changing world." Their students are their future! It is an endeavor that AMS educators strive to meet.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The Nebraska Board of Education adopted the Nebraska State Standards Initiative - Nebraska School-based, Teacher-led Assessment and Reporting System (STARS)- in 1999-2000 school year. It is a unique system that is not like any other state. Rather than commissioning a company to develop a statewide test, the Nebraska Board of Education charged Nebraska's teachers and administrators to develop their own assessments to measure mastery of the standards. Information regarding the Nebraska State Assessment System can be found at <http://www.nde.state.ne.us/>

In Nebraska, each school also sets cut scores to determine achievement results that are reported in four categories – Beginning, Progressing, Proficient, and Advanced. Students who scored in the Proficient or Advanced categories are classified as students meeting a particular standard. The criterion-referenced reading and math scores are sent to Nebraska Department of Education at the end of each school year.

Furthermore, the district curriculum and assessment process was evaluated three separate years based on information submitted by the school district in a portfolio format. External reviewers examined the portfolio and then attached a rating. The 4th grade assessment process scores received an exemplary rating in all three years.

The Nebraska State Writing Test also influences 4th grade teacher's decision-making when considering the strengths and weaknesses of the AMS language arts curriculum. The 4th grades respond to a statewide prompt. After the school receives a holistic score for each student's writing, a teacher begins their analysis by considering scores for the entire group and then examines the scores of students in subgroups, such as gender, socioeconomic (free and reduced lunch), and disabilities. Because AMS has a relatively small population, few subgroups have 30 or more students. Thus meaningful data rarely comes from other subgroups.

AMS teachers and district administrators have seen growth in reading, writing and mathematics scores. In the 2000-01 and 2001-02, AMS teachers were not satisfied with the initial scores. Thus they planned carefully. They began by implementing a writing delivery system in which *Six Traits Writing* was taught and provided a common language across of 4th grade sections. They also decided that students would benefit if they were re-taught and then retested when a student did not reach mastery on reading and mathematics criterion tests. All of the hard work and diligence plan paid off. The level of mastery for the 4th graders in all three areas was in the 90%+ range. Teachers and administrators all agree that purposeful instruction produces excellent results for the AMS 4th graders.

Auburn Middle School students take the district language arts assessments annually. Students are assessed on reading, speaking and listening skills. In the 2000-01 school year, 82% of the 4th grade AMS students scored at the proficient or advanced levels. However, after six years of creating interventions, and improving instruction, 95.8% AMS 4th grades scored at the proficient or advanced levels.

2. Using Assessment Results: Auburn Public Schools are committed to gather student-learning data from numerous sources and then analyze it to determine individual student achievement and to discover connections between data and school improvement. In order to complete data analysis and draw conclusions from it, Auburn teachers meet once a year for 2 full days in which data from 4th, 8th, and 11th grades are examined. An AMS team comprised of representative teachers from grades 4, 5, and 6 reflect on the meaning of the 4th grade data. Both norm-referenced and criterion-referenced results are collaboratively analyzed. After the data are scrutinized and conclusions drawn, teachers use the data in two ways. 1) School improvement goals are written. 2) Action plans based on specific grade level (i.e. Grades 4-6) interventions are developed.

3. Communicating Assessment Results: AMS educators believe that communication of results is a strong component of the school improvement process. Thus student assessment results are reported to students, parents, other teachers, and the community in numerous ways. 1) Each fall, parents learn of student learning targets during the school's "Back to School" activity, an open house, in which students and their parents meet the teachers and students find their classroom. 2) Throughout the school year, students monitor their own progress by keeping reading and math assessment books. 3) Teachers send formal progress reports at mid-quarter time and then a quarterly report card at the end of each quarter. These two reports indicate overall progress on curriculum standards. 4) Parents also meet with their students' teachers at least two times each year at Parent Teacher Conferences. 5) At the end of fourth grade, students and parents receive a "standards report card" that identifies the student's performance level as beginning, progressing, proficient or advanced. 6) A State of the Schools Report is available on the Nebraska Department of Education website. This report provides assessment data for student performance in grades 4, 8, and 11. 7) Parents receive copies of their child's achievement on norm-referenced tests that are administered every spring for students in grades 2, 3, 4, and 5.

Assessment results are also communicated to the school board during a monthly meeting after the school's educators have completed their data retreat. Results are also reported in the local newspaper, *The Auburn Newspapers*, and a regional radio station, *KNCY*.

4. Sharing Success: Auburn Middle School teachers and administrator are very proud of student achievement successes and share the successes with numerous audiences. 1) Two audiences are the teachers and administrators of Auburn Public School's K-3 center, Calvert Elementary and Auburn High School, a school for grades 7-12 students. 2) AMS teachers also actively participate in a consortium of regional schools organized and hosted by Educational Service Unit #4. AMS teachers often present effective instructional strategies at consortium professional development sessions. 3) During consortium planning sessions, AMS teachers discuss strategies that have worked and those that have not with other regional teachers. 4) Two AMS teachers have served as presenters at the IRA Regional Reading Conference, Title I Conference and Nebraska State Reading Conference. 5) One teacher has published articles in reading journals about AMS successes. 6) Several teachers have been trained in Differentiated Instructional strategies at National Differentiation Institute conferences. These teachers then served as trainers for all teachers during district-wide staff development in service days.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Auburn Middle School curriculum began in earnest in the mid 1980s. However, the adoption of Nebraska content standards (i.e. language arts, mathematics, social studies, and science) in 1998 significantly impacted the school's curriculum. At that time, teachers realized the value of using the standards to guide their curriculum work. Grade level skills, called Learner Will statements, were identified for each standard in the four content areas. A brief description of the curricular areas follows:

Reading/Language Arts: AMS teachers believe skills associated with the language arts standards serve as tools across all curricular areas. Because the teachers in the primary (K-3) building focus on phonics, phonetic awareness, and fluency, the AMS teachers strive to continue building and refining reading comprehension skills. Thus the AMS school improvement action plan focuses on fluency and vocabulary building. A variety of trade books, basal series and Accelerated Reader stand as instructional resources for basic skills reading.

Writing: Nebraska Board of Education mandated one statewide test for Nebraska students in 2000. AMS teachers realized that they would need "Learner will skills" delineated to support Nebraska Writing Standards.

Mathematics: The Nebraska mathematic standards and the locally developed assessments guide teachers in providing standard-based instruction in the following mathematical areas: Numeration/Number Sense, Computation/Estimation, Measurement, Geometry, Data Analysis/Probability, and Algebraic Concepts. AMS teachers are committed to teaching students to think mathematically and strive to intertwine computational skills within mathematical problem solving.

Social Studies: The Nebraska social studies content standards emphasize history, geography, civics, economics, and government. At AMS, the curriculum emphasizes citizenship while comparing and contrasting the history and development of Nebraska, United States, and early of cultures to current issues.

Science: The AMS science curriculum was revamped after the adoption of the Nebraska content standards. Essential skills for earth science, life science, physical science, and inquiry have been delineated for the students in the grades 4-6 school. Teachers have designed science hands-on lessons, in which students use exploratory methods to discover and define scientific principles.

Art and Music: Discipline-based Art Education Curriculum serves as the foundation for the AMS visual art curriculum. Instruction incorporates art history with a multitude of media. Music education focuses on thematic units in which students are exposed to a various vocal music genres. Performance is also a part of the music curriculum.

Physical Education: In 2005, AMS teachers became parts of a Physical Education Plan (PEP) consortium grant. The grant provided a detailed K-12 wellness curriculum that emphasized nutritional and personal fitness goals and plans.

2a. Reading: Auburn Middle School's reading curriculum is based on the beliefs that all students must be taught to be quality readers. Our district wide school improvement goal is to improve reading comprehension skills across the curriculum. This goal guided educators to research and develop instructional strategies to attain this goal. To improve individual student performance on reading skills, educators decided to incorporate flex grouping strategies into their reading instruction. The principal and teachers worked collaboratively to schedule a one-hour block of uninterrupted time for reading instruction. Title I teachers and Special Education teachers provide reading instruction for students in small groups;

flex grouping. Students are grouped for instruction based on individual students needs. Teachers base the flex groupings on the results of individual students' assessment data (ITBS results, CRT results, DIBELS fluency results) teacher recommendation and learning styles.

3. Additional Curriculum Area – Writing: In 1999-2000, Auburn Public School teachers learned that all 4th, 8th, and 11th graders in public schools would be required to take a statewide writing exam. They also learned that the examination would be scored using the Six Traits Writing criteria. District administrators also believed that all district teachers would need to be part of the process if the 4th, 8th and 11th graders were to be successful. Thus district administrators provided Six Traits Writing professional development for all teachers. Two teachers were trained as trainers so that the district teachers would have local support during implementation.

After all Six Traits were taught to the AMS 4th graders, their teachers provided numerous opportunities to journal, write creative stories, respond to prompts, share and publish their written work. Teachers worked together to develop a common language and instruction for all three sections of 4th grade.

Teachers also used technology as an instructional tool to support good writing and research skills. Students also had opportunities to score their and others' written work using Six Trait rubrics.

The goal of the teachers was to encourage students to foster positive attitudes about writing. Research clearly indicates that writing is a skill that is an increasing necessity in the world of work. If this is so, then all AMS students will need writing skills to be a "responsible and productive person in an ever-changing world."

4. Instructional Methods: Auburn Middle School incorporates various instructional methods to improve student learning. Teachers have been trained in differentiated instructional techniques that are employed regularly in all classrooms. Educators have read Carol Ann Tomlinson's book, *The Differentiated Classroom, Responding to the Needs of all Learners* and applied the elements and principles to facilitate and improve student learning for all students. Teachers have had numerous trainings and in-service opportunities in *Six Traits Writing Skills*. Six traits are taught and applied in student's writings throughout grade level writing classes. Flex grouping strategies are employed as a means to meet the needs of individual learners. In fourth grade, one hour is set aside daily for students to receive explicit, systematic strategic reading instruction. Students are grouped according to their instructional needs. The Special Education teacher and Title I teacher, along with the three regular fourth grade teachers instruct students in, essentially, five reading classes. Classes are designed to meet the individual instructional needs of the students. Plans are underway to provide this same type of instruction for fifth and sixth grade learners, additionally, for math and writing instruction and in other curriculum disciplines as needed to optimize student growth. Co-teaching also occurs regularly in classrooms. Sped teachers and regular classroom teachers collaborate and work together teaching skills. Teachers have received training in Dr. Jim Fay's *Love & Logic, Nine Essential Skills for Effective Management* techniques to help motivate and develop responsible, capable successful learners. An after-school teacher-led tutoring program called ASST (After-School Study Time) is available two days a week to help struggling learners complete tasks and/or receive additional one-on-one instruction.

5. Professional Development: Professional development for educators is an essential element to on going school improvement initiatives. The District school improvement goal "All students will improve reading comprehension skills across the curriculum" has been the focus for providing professional development and in-service trainings. Educators not only attend professional development trainings, but they also have been invited to teach peers in neighboring school districts and through contacts with our local Educational Service Unit staff developers. A strong emphasis is placed on research-based best

practices for improving reading and writing instruction. Numerous teachers attend professional development opportunities during the summer to enrich their teaching. Two district teacher-leaders are committed to Literacy Leaders group, which meet regularly with teachers from other school districts to learn about best practices in literacy. These teachers provide training to the rest of the staff. Thus, ongoing collaborative professional development opportunities are a high priority for improving student achievement. Strong attitudes and beliefs are fostered by providing teachers with solid knowledge and practice in using research-based practices for instructional delivery.

PART VII - ASSESSMENT RESULTS

NEBRASKA STATE READING CRITERION-REFERENCED ASSESSMENT

Subject: READING Grades: 4th, 5th, & 6th Test: District Reading Criterion-referenced Assessments (CRA)

As part of the Nebraska Reading Standards accountability process, Auburn Middle School (AMS) Reading CRA's were reported only in Grade 4 from 2002-2005, except in 2004. In 2005-06, AMS teachers reported scores in Grades 4, 5, and 6 for the first time as part of the Nebraska Department of Education's requirements.

School Year	2005-2006			2004-2005	2003-2004	2002-2003
Grades Assessed	4th	5th	6th	Grade 4	Grade 4	Grade 4
Testing Month	October - May			October - May	N/A**	October - May
SCHOOL SCORES						
Student Averages (1):					N/A**	
% At Proficient & Advanced (Meeting State Standards)	95%	100%	95%	100%		100%
% At Advanced (Exceeding State Standards)	58%	80%	72%	96%		86%
Number of students	69	64	70	64		72
Number of students tested	65	64	67	64		71
Percent of total students tested	93%	100%	99%	100%		99%
Number of students alternatively assessed*	2*	0	1	0		0
Percent of students alternatively assessed*	2%	0	1%	0		0
SUBGROUP SCORES						
1. Economically Disadvantaged (Eligible for Free or Reduced Lunch)	23	19	16	20		10
% At or Above Proficient (Meeting or Exceeding State Standards)	90%	100%	60%	94%		100%
% At Advanced (Exceeding State Standards)	60%	80%	46%	39%		60%
Number of students tested with regular assessments	22	23	16	29		23
STATE SCORES (2)						
Nebraska students Meeting or Exceeding Standards	88%			84%		78%
Auburn Middle School students who scored at Proficient or Above (Meeting or Exceeding Standards)	95%			96%		100%

*These students were alternatively assessed. Due to the nature of their disabilities, they are not working toward the same standards as their same-age peers. They participate in a modified or altered curriculum consisting of functional academics.

N/A**Nebraska did not compile state standard reading scores in 2003-04.

NEBRASKA STATE MATH CRITERION-REFERENCED ASSESSMENT

Subject: MATH Grades: 4th, 5th, 6th Test: District Math Criterion-referenced Assessments (CRA)

As part of the Nebraska Mathematics Standards accountability process, Auburn Middle School (AMS) Math CRA's were reported only in Grade 4 from 2001-2005, except 2003. In 2005-06, AMS teachers reported scores in Grades 4, 5, and 6 for the first time.

School Year	2005-2006			2004-2005	2003-2004	2002-2003	2001-2002
	Grade 4,	Grade 5	Grade 6	Grade 4	Grade 4	Grade 4	Grade 4
Testing Month	October -May			October - May	October - May	N/A**	October - May
SCHOOL SCORES						N/A**	
Student Averages (1):							
% At Proficient & Advanced (Meeting State Standards)	99%	88%	94%	100%	100%		96%
% At Advanced (Exceeding State Standards)	61%	41%	36%	63%	71%		60%
Number of students	69	64	70	64	62		52
Number of students tested	67	64	69	64	61		52
Percent of total students tested	98%	100%	98%	100%	98%		100%
Number of students alternatively assessed*	2*	0	1*	0	1		0
Percent of students alternatively assessed*	1%	0	1%	0%	2%		0%
SUBGROUP SCORES							
1. Economically Disadvantaged (Eligible for Free or Reduced Lunch)	22	23	16	20	22	N/A**	23
% At or Above Proficient	100%	86%	88%	90%	100%		91%
% At Advanced	52%	41%	53%	65%	38%		35%
Number of students tested with regular assessment	20	23	16	20	21		23
STATE SCORES (2)						N/A**	
Nebraska students Meeting or Exceeding Standards	90%			87%	84%		78%
Auburn Middle School Students Meeting or Exceeding Standards	92%			92%	90%		92%

*These students were alternatively assessed. Due to the nature of their disabilities, they are not working toward the same standards as their same-age peers. They participate in a modified or altered curriculum consisting of functional academics.

N/A**Nebraska did not compile state standard math scores in 2002-03.

NORM-REFERENCED ASSESSMENT RESULTS For Reading

Subject: **READING** Grades: 4th, 5th, 6th Test: Iowa Test of Basic Skills (ITBS)

Edition/Publication Year **2000**

Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

Students in Grades 4 and 5 take norm-referenced assessments (Iowa Tests of Basic Skills) annually. Sixth graders are not assessed. Nebraska accreditation rules require one grade at each level to be tested. However, AMS exceeds this requirement by testing at two (2) grade levels – Grades 4 & 5.

School Year	2005-2006		2004-2005		2003-2004		2002-2003		2001-2002	
	4th	5th								
Grades Assessed										
Testing month	April	April								
SCHOOL SCORES (1)										
% At Proficient and Advanced (At 50 %-tile or above)	77%	76%	73%	72%	81%	76%	76%	79%	81%	67%
% At Advanced (At 75 %-tile or above)	38%	48%	46%	44%	45%	39%		42%		46%
Number of students tested	65	67	64	63	62	78	72	54	52	60
Percent of total students tested	97%	100%	100%	99%	98%	100%	100%	100%	100%	100%
Number of students alternatively assessed *	2	0	0	1	1	0	0	1	0	0
Percent of students alternatively assessed	3%	0%	0%	1%	2%	0%	0%	1%	0%	0
SUBGROUP SCORES										
1. Economically Disadvantaged (Eligible for Free & Reduced Lunch)	22	23	20	17	22	30		22		19
% At Proficient and Advanced	89%	47%	68%	65%	77%	66%		76		53
% At Advanced	21%	26%	25%	41%	36%	30%		40		37
Number of SES students tested**	19	23	13	17	22	30		22		19

(1) The State of Nebraska has designated students who score at 50 -74 National Percentiles (NPR) as

being Proficient. Those students who score at the 75 %tile or above are designated as being Advanced. The Proficient level designates that students have “Met State Standards.” The Advanced level indicates that students have “Exceeded State Standards.”

*These students were alternatively assessed. Due to the nature of their disabilities, they are not working toward the same standards as their same-age peers. They participate in a modified or altered curriculum consisting of functional academics.

NA* Disaggregated data are not available for the year.

NORM-REFERENCED ASSESSMENT RESULTS For Mathematics

Subject MATHEMATICS Grade: Grades 4th, 5th, 6th Test: Iowa Test of Basic Skills (ITBS)

Edition/Publication Year: 2000 Publisher: Riverside Publishing

Scores are reported here as (check one): NCEs Scaled scores Percentiles

Students in Grades 4 and 5 take norm-referenced assessments (Iowa Tests of Basic Skills) annually. Sixth graders are not assessed. Nebraska accreditation rules require one grade at each level to be tested. However, AMS exceeds this requirement by testing at two (2) grade levels – Grades 4 & 5.

School Year	2005-2006		2004-2005		2003-2004		2002-2003		2001-2002	
	4th	5th								
Grades Assessed										
Testing month	April	April								
SCHOOL SCORES (1)										
% At or Above Proficient (At 50 %-tile or above)	63%	60%	59%	61%	58%	54%	67%	58%		51%
% At Advanced (At 75 %-tile or above)	21%	22%	31%	22%	34%	34%	31%	31%		25
Number of students tested	65	65	64	63	62	78	61	54		60
Percent of total students tested	97%	100%	100%	100%	98%	100%	100%	100%		100%
Number of students alternatively assessed *	2	0	0	1	1	0		0		0
Percent of students alternatively assessed	3%	0%	0%	1%	2%	0%		0%		0%
SUBGROUP SCORES										
1. Economically Disadvantaged (Eligible for Free & Reduced Lunch)	22	23	20	17	22	30		22		19
% At Proficient or Above	57%	47%	41%	40%	58%	49%		36%		36%
% At Advanced	5%	8%	16%	17%	31%	23%		9%		31%
Number of SES students tested**	19	23	12	17	22	30		22		19

(1) The State of Nebraska has designated students who score at 50 -74 National Percentiles (NPR) as being Proficient. Those students who score at 75 %tile or above as being Advanced. The Proficient

level designates that students have “Met State Standards.” The Advanced level indicates that students have “Exceeded State Standards.”

*These students were alternatively assessed. Due to the nature of their disabilities, they are not working toward the same standards as their same-age peers. They participate in a modified or altered curriculum consisting of functional academics.

** 2 students who moved & and 1 alternatively assessed student participated in the AMS Free & Reduced Lunch program. These students were not assessed.

NA* Disaggregated data are not available for the year.

NEBRASKA STATE WRITING ASSESSMENT

Subject: Writing Grade: 4 Test: Nebraska State Writing Assessments

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	February	February	February		February
SCHOOL SCORES				NA**	
Number of students	65	64	63		68
Number of students tested	65	64	63		68
Percent of total students tested	97%	100%	93%		100%
Number of students alternatively assessed*	2	0	3		0
Percent of students alternatively assessed*	3%	0%	7%		0%
Student Averages (1):					
% At or Above Proficient	75%	75%	95%		96%
SUBGROUP SCORES					
Eligible for Free or Reduced Lunch	18	20	22		23
Number of students tested with regular assessment	16	20	21		23
Number of students tested with alternate assessment*	0	0	3		0
Student Averages (1):					
% At or Above Proficient	80%	65%	67%		91%
STATE SCORES (2)				N/A**	
Nebraska students Meeting or Exceeding Standards	82%	82%	85%		78%
Auburn Middle School 4 th Graders Meeting or Exceeding Standards	92%	77%	65%		71%

NA** - In 2002-03, Nebraska 4th graders did not participate in the state-wide writing test.