

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Joan Reznicek, Ed.D.

Official School Name: Red Cloud Elementary School

School Mailing Address:
334 N. Cherry
Red Cloud, NE 68970-2246

County: Webster State School Code Number*: 91-000-2

Telephone: (402) 746-3413 Fax: (402) 740-3690

Web site/URL: http://www.redcloud.k12.ne.us E-mail: jreznice@esu9.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*: Ms. Joan Reznicek

District Name: Red Cloud Community Schools Tel: (402) 746-3413

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. Mike Danehey

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)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 2008-2009 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 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
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:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 2 | TOTAL |

2. District Per Pupil Expenditure: 11249

Average State Per Pupil Expenditure: 9023

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. 3 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	15	15	30	7	7	10	17
K	6	6	12	8	14	5	19
1	8	5	13	9	5	10	15
2	2	10	12	10	9	9	18
3	9	7	16	11	11	6	17
4	8	9	17	12	9	13	22
5	8	10	18	Other			0
6	14	6	20				
TOTAL STUDENTS IN THE APPLYING SCHOOL							246

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
4 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
91 % White
 % 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: 2 %

This rate is 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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1.	246
(5)	Total transferred students in row (3) divided by total students in row (4).	0.024
(6)	Amount in row (5) multiplied by 100.	2.439

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: 56 %

Total number students who qualify: 138

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: 24 %

Total Number of Students Served: 59

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>18</u> Developmentally Delayed

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>1</u>
Classroom teachers	<u>20</u>	<u>1</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>34</u>	<u>2</u>

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 12 :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%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	95%	95%	95%
Daily teacher attendance	86%	85%	86%	81%	88%
Teacher turnover rate	4%	12%	12%	8%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The reasons for the Daily Teacher Attendance to be in the 81% to 88% over the five year period have been surgeries, parent illness, maternity leave, paternity leave, and general illness. No teacher has violated sick leave in any way.

Red Cloud Community Schools has had NO students drop out in the 5 year period. We have a 100% graduation rate.

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	20	
Enrolled in a 4-year college or university	30	%
Enrolled in a community college	25	%
Enrolled in vocational training	5	%
Found employment	25	%
Military service	5	%
Other (travel, staying home, etc.)	10	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Red Cloud Community Schools is located in Webster County approximately 40 miles south of Hastings, Nebraska in south central Nebraska. Red Cloud Community Schools is classified as a Class D-1 school according to the Nebraska Schools Activities Association with a PK-12 enrollment of 246 for the 2008-2009 school year. The elementary school employs nine full-time teachers and the secondary school employs sixteen teachers which includes classroom teachers and special resource teachers. Six of the total amount of teachers are shared between the elementary and secondary buildings. There is one full-time administrator with one half-time administrator. The school also employs seven para-professionals along with three support staff.

Red Cloud Community School's Mission Statement is "Students, Parents, Community, and School Personnel will provide a safe educational environment that ignites the desire to become life-long learners and productive citizens of an ever-changing society." Red Cloud Community School's tradition has been focused on academics. The high school students are in partnership with the local Central Community College to earn advanced hours to begin their college careers while still in high school. Our graduates have become successful in many areas but especially in the fields of medicine, business, and education.

The community of Red Cloud is rich in tradition with the tourism of the childhood home and community of the well known author Willa Cather. Willa Cather graduated from Red Cloud High School in the late 1800's. The community continues to thrive off of the author's past through tours and community productions at the Opera House where Willa Cather also spoke and performed.

In summary, Red Cloud Community Schools strives to continue to improve academically. Our No Child Left Behind assessments scores have continued to rise and we have met AYP status year after year. Our teaching staff is determined to create a positive learning environment in order for our students to be successful in the classroom.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Assessment results over a long period of time allow school districts to focus on student outcomes and performance. Tracking those outcomes for a number of years begins to show trends in student learning. The largest gain in student learning was between the first and second years of the assessment process when the teachers started to understand the process better. Teacher knowledge lead to better instruction which lead to improved student achievement.

The results in assessment scores have shown that student learning is improving; the first couple of years in the assessment process the student results were below 90% proficient in reading and writing. However, within three years the student's assessment results had increased from 84% at the fourth grade level to 98% proficient in reading. Those results have increased to 100% for the current reporting year. While in writing student results have fluctuated between peaks and valleys but overall showing steady improvement. State mathematics results were also lower in the first two years of district reporting and have steadily increased to the current level of 100% proficiency in grades 3-8 and 11.

Individuals not familiar with the assessment process in Nebraska would most likely notice an overall increase in results in the district. Assessment scores and student performance have reached an all-time high over a five year period, with student proficiency in math and reading at 100% for the last two years. Students have accepted the process and gained the understanding that their hard work in the classroom is being reported to both the state and federal governments. This information is made available and is openly discussed with the students. Students strive to achieve the best results possible on their assessments with their hard work showing in the results.

The assessment process that is currently used in the district is a standards based system from which the students are assessed over multiple standards throughout the course of the school year. The results give the educators in the district a data set of student progress. There are four basic achievement levels for each standard. Students are expected to be able to complete the assessments at a proficient level of success. Class proficiency percentages are set at 96% proficiency. The students are expected to perform at a high level on the assessments. As the expectations have increased over the past five years the student's results have shown similar increases in performance.

The different levels of proficiency coincide with different levels of cognitive ability, as according to Bloom's Taxonomy. Each level activates a different cognitive skill in the learner. The beginning level is characterized as the student's ability recall information. The progressing level includes the beginning level concepts plus the higher cognitive levels of comprehension and application. The proficient level includes the beginning and progressing level concepts plus it focuses on the concept of analysis. The advanced level encompasses the all three levels plus demonstrating the cognitive abilities of synthesis and/or evaluation. The key cognitive identifiers vary with each standard but the concepts are about the same.

The state established the minimum proficient level, the percentage of students per grade that needed to pass the assessments to meet the government regulations. Those percentages are currently set at 94% of the students need to score in the proficient range. Which for a class of less than 30 students means that only one student cannot achieve the proficient level.

2. Using Assessment Results:

Over the past five years the district has addressed many concerns about the learning patterns of the students. Student learning issues have forced the district to take a hard look at itself and make changes from top to bottom. We, as a district, have focused on revamping everything from teacher instruction methods to student study skills. The issues that we need to address were due to the gathering of data by the school improvement steering committee. Data is gathered from a variety of sources including assessment results, NRT data, and teacher input. The data is gathered and looked at for areas of concern. The faculty in the district receives the data that is gathered and, as a staff, decisions are made as to how to address the ever-changing and challenging classroom dynamics. Looking back over the assessment results for the last five years, the district has addressed concerns that we have with reading ability and reading comprehension.

The most prominent use for the data is to improve the learning and instruction taking place in the classrooms. Improving upon the learning process is one of the keys of the school district. We strive to make the desire to learn, a goal for each student. The students in the district are thirsty for knowledge and the teachers are the containers from which that thirst is beginning to be quenched. Another goal of the district is to create life-long learners, students whose thirst for knowledge is never fully quenched.

By improving the instruction in the classroom, learning is improving. By dedicating ourselves to teaching the students multiple study skills, student learning is increasing as shown in the results of tests and assessments. A commitment to teaching and learning allows the students to learn and excel in the classroom. Teaching to touch the lives of students has a positive effect in the learning process and a positive result in the assessment process.

3. Communicating Assessment Results:

For a school district to be successful and to have full support of all interested parties, information needs to be shared. Keeping the community informed about student success on assessments and standardized tests in an important step in making sure that the stakeholders have the knowledge to make informed decisions and maintain a high level of involvement and support for the school. Many methods are available to the district to inform the community of the success that our students are having at all grade levels, including newsletters, conferences, the belief statement, the posting of the annual report to the stakeholders and the general community on the school's website, and posting results in area newspapers. The sharing of information is extremely important to the continued success of the school district as a whole. One such means of information sharing is through the monthly newsletter.

Information is shared with members of the community through a monthly mailing with information from multiple members of the faculty. The information provides students, parents, teachers, and stakeholders with knowledge. This knowledge adds to the commitment and the support of the community. Also, through mailings, students and parents receive assessment summaries detailing individual student achievement in all assessment areas.

Keeping the students, parents, and community members informed is important. However, knowledge is even more important. It is one thing to receive the information and an entirely different notion to understand and be knowledgeable about what the information means, to students, to parents, and to the community. About five years ago the administration held a community-wide assessment open house. During this open house it was explained to everyone in attendance how important the assessments are to the parents, students, community, and the school district. The school district requested the support of all parties involved and began receiving even more support to the efforts and the success of the education of the students.

This meeting also provided the school district with the opportunity to explain how the information from assessments, standardized test, and class work are all used to develop a success plan for the students. The information gained is used for school improvement, which helps all students. Improved success in the

classrooms leads to improved attitudes about learning and the school district. By having improved learning and success in the classroom, the students begin taking more pride in their community. The community knows how important a role the school district has in the continued success and life of this community. Small rural communities are surviving on the success of the school district and the prospect that more young families will seek the small town lifestyle to raise their families. The entire cycle begins with information; information is knowledge, knowledge is power, and power leads to dedication and commitment.

4. Sharing Success:

The sharing of success, with members of the learning community, is important to the improvement and continued success of the school district. Academic success is a process that once understood, supported, and implemented needs to be shared with other school districts. The sharing of the success of the students in the district gathers support from other students, teachers, administrators and communities. Similar to a championship team winning multiple titles in a short period of time, support for academic success grows the more that people learn of the success. Some methods of sharing the academic success of the school district's students are posting results in public areas for students and guests to the school to interact with, both in a paper and an electronic format, noting the success on the school letterhead, posting the results on the schools website and homepage, plus creating signs to place on the school grounds showing the academic success of the students.

The academic success of the district is something that we would want to share with everyone. The district takes pride in the success of our students and showing that pride is a great way to maintain the commitment to academic success. This district is dedicated to improving learning and student success. We believe that the process of learning is important to the overall success of the school district and the community. Sharing our success is important; we need everyone to believe in the process, to be committed to the process, and to be dedicated to the academic success of the students. Sharing results, methods, our processes, and our beliefs is important to the continued success of the students, the school district, and the community.

The staff is dedicated to improving education and learning in the state of Nebraska, as stewards to the learning process it is the responsibility of the teachers to help everyone improve student learning. By sharing our success in the area of assessment with other districts, explaining how we approach and address the topic of assessments and learning, we are effectively helping other school districts become more successful in the assessment process. We, as a district, have been forced to take a long hard look at our role in the community and the role that we have affecting the lives of students. The learning process takes a lot of time and effort to maximize student results. Over the last five years the results have been realized. The time that we put into student learning and achievement is a testament to the dedication that we have.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The curriculum at Red Cloud Community Schools is designed for every student to learn to his/her ability. The core curricular area includes language arts, math, science, and social studies/history. The language arts curriculum includes instruction of reading, writing, grammar, and literature. The math curriculum includes pre-algebra, algebra, geometry, pre-calculus, calculus, along with general math and occupational math. The science curriculum includes biology, physical science, advanced biology, physics, chemistry, along with general science for the jr. high students. The social studies/history curriculum includes world history, geography, sociology, American History, and American Government.

Each core curricular class is instructed with updated material based upon the state standards and also with great use of technology. The teachers of Red Cloud Community Schools have either their bachelor's or master's degree. All teachers receive professional development periodically throughout the school year and non-contract days of the summer months.

The students are fully engaged during their classes by use of technology, hands on activities, yet mainly the students have the desire to succeed. We have incorporated the use of a few laptop computers for student use in order to enhance their learning. Our students understand the responsibility of their learning will determine their success level.

The curriculum at Red Cloud Community Schools also includes music, speech, art, physical education, business, family consumer science, agriculture education, and Spanish as a foreign language. All students in grades 7 through 12 have the experience in all of the classes mentioned. In our foreign language classes, all students in grades 7 and 8 get the experience of a beginning entry-level class. As the students progress into high school, all students have the opportunity to take the foreign language class throughout their entire high school career. Our students are able to enroll in Spanish I, Spanish II, Spanish III, or Spanish IV level classes. Students are encouraged to take all four levels of Spanish due to the high probability of the need to speak the language when working in their life-long careers. Red Cloud Community Schools has had several graduated students earn a degree in Spanish in college secondary to their major area of study.

2a. **(Elementary Schools) Reading:**

The Red Cloud Elementary reading curriculum currently is separated into a K-3 curriculum and a 4-6 curriculum. We are reviewing the reading curriculum and want to update and improve in order for our students to have a greater opportunity of learning. Even though the school uses two separate reading curriculums for the entire elementary, all students are also engaged in additional reading programs such as guided reading and accelerated reader. Additionally, writing is an instrumental important area of reading comprehension. The students are required to write on a regular basis either after reading a book as a book review or from a selected topic sentence.

Throughout the second semester of the 2008-2009 school year, the elementary administrator and teachers are selecting a new reading curriculum for the 2009-2010 school year for grades K-6. Even though the students have made great strides in improving reading comprehension, writing skills, and the ability to spell at a higher level, the teaching staff at Red Cloud Elementary believes our students can continue to improve at all levels. The assessments scores have shown great improvement in all levels of study, yet, the teaching staff wants our students to increase reading comprehension levels as it is reading that will guide the life-long learners.

2b. (Secondary Schools) English:

The English department has spent a considerable amount of time rewriting the curriculum. There have been two curriculum revisions over the past eight years. The first curriculum revision occurred after the district aligned its text book series K-12. This new alignment developed a more consistent transition from grade to grade. This transition to a unified textbook line has developed into a consistent curriculum to aid in the learning process for all students. The most recent curriculum alignment not only tied in the textbook series from Kindergarten through grade 12, but it also aligned the state standards to the information that the students are learning at each grade level.

The curriculum is an important aspect to the learning process in the district. The students do not need to learn the exact same things over and over again. The learning needs to build on the lessons from the previous year, which is the level that the district has achieved in the past two years of curriculum alignment. Every year the students are being challenged to build on the previous year's knowledge and continue to improve as students.

The challenge for the district is maintaining a high level of learning while employing reading strategies that will allow all students to improve. Students who read below grade level tend to try and not draw the attention of their classmates. Wishing to try and learn while not slowing down the class. The district has tried several different strategies to help students improve their reading skills. The district employs vocabulary at all levels, in an attempt to build reading skills. We also use graphic organizers to assist students in keeping track of the events in the literature that they have read. The district also uses Bloom's Taxonomy to direct student learning and improve reading skills by addressing the different cognitive levels of knowledge.

3. Additional Curriculum Area:

Within the past five years at Red Cloud Community Schools, technology has become an essential piece of the educational process for both the teachers and students. The administration made the decision to begin educating the teachers about the variety of technology that was put into place. The first piece was to purchase laptops for all of the teachers and teach them how to operate along with perfecting microsoft word, powerpoint, excel, inspiration, movie maker, one-note, and the angel network.

The second piece was to install SmartBoards along with LCD projectors. By installing the SmartBoards, the teachers have been able to enhance the curriculum in all of their individual classes. To witness the teachers being able to provide a wide variety of information that ignites the desire of the students to become life-long learners.

Finally, within the past three years, Red Cloud Community Schools have been able to make sure the students have had the opportunity to experience new computers and have their classes based around technology. The students are the experts concerning technology. At the Red Cloud School District, many classes are incorporated on one-note. Students are able to download the powerpoint from the teacher on the angel network and then add supplemental information with one-note. As a school district, we feel that we are preparing our students to excell in their post-secondary education. Technology is the tool that all young people know how to operate without difficulties. At the Red Cloud School District, we began by educating the teachers about technology and then allowed the students to have the opportunity to expand their education skills with the use of technology.

4. Instructional Methods:

At Red Cloud Community Schools, we want to have all students be treated equally, yet academically, students have challenges arise for students. For students that struggle in the classroom, Title I services are offered for all students that may need extra help. The Title I services are available throughout the school day as the Title

teacher and the para-professional visit the classrooms. Students can visit the Title room towards towards the end of the day for additional help or for the organizational skills prior to going home.

Additionally, Red Cloud Community Schools has special resource services available for the students that may really struggle in the classroom. Students may be pulled out of the regular classroom for extra help in the special resource classroom, or students are encouraged in the regular classroom during the class period. Many of the special resource students may need additional instruction for better understanding of the class material, help with organizational skills to keep all materials organized in student planners, or additional practice for math facts. When students do receive instruction in the special resource room, instruction is modified in order for the student to understand the concept being taught in the classroom. The student will listen to the instruction in the regular classroom and then receive the additional instruction in the special resource room along with assistance for the homework which also may be modified according to the special needs of the student. No special resource student is singled out, all information is kept confidential.

Finally, students also receive help from our guidance counselor when the student may be experiencing trouble in the home or at school coping with personal problems. The guidance counselor is available for all students and again all information is kept confidential.

5. Professional Development:

Professional development at Red Cloud Community Schools is an essential piece of the school to provide educational assistance to the teachers throughout the school year and during the non-contract days of the summer months. Professional development is offered as teacher workshops at the Educational Service Unit in Hastings, Nebraska or provided at Red Cloud Community Schools during the school year. The attendance at the workshops is based upon achieving increased understanding of the content area and the desire to promote student success in the classroom. The core curricular teachers attend workshops based upon preparing themselves to present information in their content area according to the standards and assessments.

Professional development for the teachers is also provided for instruction in the area of technology such as powerpoint, movie maker, and excel in order to be able to make the presentations in the classroom professionally. Another area that professional development is important is in the area of the school improvement process. Professional development is provided to establish and maintain the goals of the school improvement process. The goals established for school improvement have been improving the reading skills of the students along with improving reading comprehension across the curriculum.

Some examples of the professional development provided have been the use of graphic organizers to enable the students to organize the information provided in the classroom to better prepare themselves for test taking. Recently, a workshop on poverty was provided to all staff member for better understanding of the difficulties of poverty. Teachers have also attended professional development trainings concerning Reading Recovery, Dibels, Six Traits Writing, Quantum Learning, Reading First, and many other workshops through the years.

6. School Leadership:

At Red Cloud Community Schools, the school leadership is very deversified. As the Superintendent of Schools and also the Elementary Principal, I can verify that all policies are followed by the letter concerning the district as a whole. At Red Cloud High School, the secondary principal is half-time and teaches math for a half day. During the summer months, the old school year is completed with school, state, and federal reports. Preparations are also made for the start of the new school year by organizing the student and employee handbooks, changes made on the class schedule, preparations for summer work in the buildings, and the list goes on. Both administrators are responsible for the completion of the old school year and the start of the new school year.

At this time, I am the leader of the School Improvement Process Steering Committee. My leadership piece is wanting to have more teachers take on the leadership role concerning school improvement, data research, and assessments. It is my belief that teachers need to take on leadership roles in their school district, which may not involve having complete control of a specific area, yet, using their insight, knowledge, and strengths. Teachers need to take on leadership roles in the school to increase their ownership of the school the processes that take place.

Strong relationships created between all employees of the Red Cloud School District enables for better working conditions. At the Red Cloud School District, I have been amazed with the positive comradery between every employee and the willingness for every employee to help any individual in a needed situation. This type of comradery happens in school or within the community.

Finally, as the budget is being developed, financial resources are always focused on the students and student learning. The budgetary needs are received through the federal government, state government, and local property taxes. At the Red Cloud School District, we know that we are responsible for the finances we receive and how we spend all of the resources.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Nebraska State Assessment

Edition/Publication Year: Educational Service Unit Consortium Publisher: Nebraska State Assessments

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Nebraska	99	100	99	95	92
Nebraska	40	57	36	26	55
Number of students tested	21	19	16	19	25
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	80	78
% Advanced	41	50	38	40	22
Number of students tested	8	10	6	10	9
2. Racial/Ethnic Group (specify subgroup): Black, Not Hispanic					
% Proficient plus % Advanced	100	100	89		
% Advanced	14	43	39		
Number of students tested	1	1	1		
3. (specify subgroup): White, Not Hispanic					
% Proficient plus % Advanced				95	92
% Advanced				26	55
Number of students tested				19	25
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 11 Test: Nebraska State Assessment

Edition/Publication Year: Educational Service Unit Consortium Publisher: Nebraska State Assessments

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Nebraska	100	100	99	100	100
Nebraska	58	67	78	72	76
Number of students tested	21	18	16	18	25
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	80	100
% Advanced	60	60	64	40	56
Number of students tested	7	10	6	10	9
2. Racial/Ethnic Group (specify subgroup): Black, Not Hispanic					
% Proficient plus % Advanced	100	100	100		
% Advanced	40	20	44		
Number of students tested	1	1	1		
3. (specify subgroup): White, Not Hispanic					
% Proficient plus % Advanced				100	100
% Advanced				72	76
Number of students tested				18	25
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2001

Grade: 3 Test: CAT
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Nebraska	72	68	72	76	75
Nebraska	44	37	24	35	50
Number of students tested	18	19	15	17	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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	77	64	56	80	90
% Advanced	46	9	13	20	70
Number of students tested	15	11	16	10	10
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	0	100			
% Advanced	0	0			
Number of students tested	1	2			
3. (specify subgroup): American Indian					
% Proficient plus % Advanced			100		
% Advanced			100		
Number of students tested			1		
4. (specify subgroup): Black or African American					
% Proficient plus % Advanced				100	
% Proficient plus % Advanced				0	
Number of students tested				1	

Notes:

Subject: Reading
Edition/Publication Year: 2001

Grade: 3 Test: CAT
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Nebraska	78	53	60	76	88
Nebraska	33	21	36	47	63
Number of students tested	18	19	15	17	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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	77	55	44	70	80
% Advanced	31	9	31	20	50
Number of students tested	13	11	16	10	11
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	100	100			
% Advanced	0	0			
Number of students tested	1	2			
3. (specify subgroup): American Indian					
% Proficient plus % Advanced			100		
% Advanced			50		
Number of students tested			2		
4. (specify subgroup): Black or African American					
% Proficient plus % Advanced				100	
% Proficient plus % Advanced				0	
Number of students tested				1	

Notes:

Subject: Mathematics
Edition/Publication Year: 2001

Grade: 4 Test: CAT
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Nebraska	62	80	53	76	85
Nebraska	33	44	41	38	14
Number of students tested	21	25	17	16	14
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	60	62	60	88	50
% Advanced	20	15	40	50	50
Number of students tested	10	13	10	8	4
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	100				100
% Advanced	0				100
Number of students tested	2				1
3. (specify subgroup): American Indian					
% Proficient plus % Advanced		100			
% Advanced		0			
Number of students tested		1			
4. (specify subgroup): Black or African American					
% Proficient plus % Advanced			0		
% Proficient plus % Advanced			0		
Number of students tested			1		

Notes:

Subject: Reading
Edition/Publication Year: 2001

Grade: 4 Test: CAT
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Nebraska	81	72	71	56	79
Nebraska	29	40	29	31	43
Number of students tested	21	25	17	16	14
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	70	62	80	63	50
% Advanced	10	23	20	38	25
Number of students tested	10	13	10	8	4
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	100				100
% Advanced	0				0
Number of students tested	2				1
3. (specify subgroup): American Indian					
% Proficient plus % Advanced		100			
% Advanced		0			
Number of students tested		1			
4. (specify subgroup): Black or African American					
% Proficient plus % Advanced			100		
% Proficient plus % Advanced			0		
Number of students tested			1		

Notes:

Subject: Mathematics
Edition/Publication Year: 2001

Grade: 5 Test: CAT
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Nebraska	77	50	59	67	79
Nebraska	18	33	24	40	42
Number of students tested	22	18	17	15	19
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	38	46	57	25	86
% Advanced	0	23	29	0	43
Number of students tested	8	13	7	4	7
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced	100				
% Advanced	0				
Number of students tested	1				
3. (specify subgroup): Black or African American					
% Proficient plus % Advanced		100		100	
% Advanced		0		0	
Number of students tested		1		1	
4. (specify subgroup): Other Pacific Islander					
% Proficient plus % Advanced					100
% Proficient plus % Advanced					0
Number of students tested					1

Notes:

Subject: Reading
Edition/Publication Year: 2001

Grade: 5 Test: CAT
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Nebraska	77	50	59	73	63
Nebraska	36	33	12	13	37
Number of students tested	22	18	17	15	19
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	50	38	57	50	43
% Advanced	13	31	14	25	29
Number of students tested	8	13	7	4	7
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced	0				
% Advanced	0				
Number of students tested	1				
3. (specify subgroup): Black or African American					
% Proficient plus % Advanced		100			
% Advanced		0			
Number of students tested		1			
4. (specify subgroup): Other Pacific Islander					
% Proficient plus % Advanced				100	100
% Proficient plus % Advanced				0	0
Number of students tested				1	1

Notes:

Subject: Mathematics
Edition/Publication Year: 2001

Grade: 6 Test: CAT
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Nebraska	82	63	69	76	60
Nebraska	35	25	38	35	20
Number of students tested	17	16	16	17	15
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	64	38	80	80	67
% Advanced	29	13	0	40	17
Number of students tested	14	8	5	5	7
2. Racial/Ethnic Group (specify subgroup): Black or African American					
% Proficient plus % Advanced	100	0			
% Advanced	0	0			
Number of students tested	1	2			
3. (specify subgroup): Other Pacific Islander					
% Proficient plus % Advanced			100	100	
% Advanced			100	0	
Number of students tested			1	1	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2001

Grade: 6 Test: CAT
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Nebraska	65	56	75	77	47
Nebraska	24	31	31	47	27
Number of students tested	17	16	16	17	15
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	64	63	40	80	80
% Advanced	14	25	0	40	50
Number of students tested	14	8	5	5	7
2. Racial/Ethnic Group (specify subgroup): Black or African American					
% Proficient plus % Advanced	100				
% Advanced	0				
Number of students tested	1				
3. (specify subgroup): Hispanic					
% Proficient plus % Advanced		100			
% Advanced		0			
Number of students tested		2			
4. (specify subgroup): Other Pacific Islanders					
% Proficient plus % Advanced			100	100	
% Proficient plus % Advanced			0	100	
Number of students tested			1	1	

Notes:

Subject: Mathematics

Grade: 8 Test: Nebraska State Assessment

Edition/Publication Year: Educational Service Unit Consortium Publisher: Nebraska State Assessments

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Nebraska	99	97	99	94	87
Nebraska	56	45	32	38	46
Number of students tested	17	17	18	25	23
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Nebraska	100	100	100	100	77
Nebraska	58	55	50	30	23
Number of students tested	6	5	8	10	13
2. Racial/Ethnic Group (specify subgroup): Pacific Islander					
% Proficient plus % Advanced	94				
% Advanced	38				
Number of students tested	4				
3. (specify subgroup): Islander Pacific					
% Proficient plus % Advanced		100			
% Advanced		88			
Number of students tested		1			
4. (specify subgroup): Black, Not Hispanic					
% Proficient plus % Advanced				100	0
% Proficient plus % Advanced				4	0
Number of students tested				1	1

Notes:

During the 2005-2006 school year, the students tested were White, Not Hispanic.

Subject: Reading

Grade: 8 Test: Nebraska State Assessment

Edition/Publication Year: Educational Service Unit Consortium Publisher: Nebraska State Assessments

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Nebraska	100	100	100	100	87
Nebraska	71	73	78	64	46
Number of students tested	17	17	18	25	23
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Nebraska	100	100	100	100	100
Nebraska	80	48	38	20	27
Number of students tested	6	5	8	10	13
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	100				
% Advanced	75				
Number of students tested	4				
3. (specify subgroup): Pacific Islander					
% Proficient plus % Advanced		100			
% Advanced		100			
Number of students tested		1			
4. (specify subgroup): Black, Not Hispanic					
% Proficient plus % Advanced				60	0
% Proficient plus % Advanced				40	0
Number of students tested				1	1

Notes:

During the 2005-2006 school year, all students tested were White, Not Hispanic.

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