

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

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

Name of Principal: Mr. Robert Hanzlik

Official School Name: Stuart Public School

School Mailing Address:  
404 E. 2nd  
P.O. Box 99  
Stuart, NE 68780-0099

County: Holt State School Code Number\*: 45-0044-000

Telephone: (402) 924-3302 Fax: (402) 924-3676

Web site/URL: http://stuart.esu8.org E-mail: rhanzlik@esu8.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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Robert Hanzlik

District Name: Stuart Public School Tel: (402) 924-3302

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Michael Stracke

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*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

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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               |
| <b>2</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 11240

Average State Per Pupil Expenditure: 10060

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

   If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	1	2	3	7	5	8	13
K	4	4	8	8	9	6	15
1	5	3	8	9	5	8	13
2	3	7	10	10	9	6	15
3	5	11	16	11	13	4	17
4	3	4	7	12	13	12	25
5	7	8	15	Other			0
6	2	5	7				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							172

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
     % Black or African American  
1 % Hispanic or Latino  
2 % Native Hawaiian or Other Pacific Islander  
95 % 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: 5 %

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.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1.	169
(5)	Total transferred students in row (3) divided by total students in row (4).	0.053
(6)	Amount in row (5) multiplied by 100.	5.325

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: 70 %

Total number students who qualify: 120

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: 16 %

Total Number of Students Served: 28

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>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</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>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>6</u>	<u>2</u>
Total number	<u>31</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 9 :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%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	96%	97%	96%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	2%	0%	0%	0%	0%

Please provide all explanations below.

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	24	
Enrolled in a 4-year college or university	54	%
Enrolled in a community college	29	%
Enrolled in vocational training	4	%
Found employment	13	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Stuart Public School, located in rural north central Nebraska, is a K-12 school system currently serving 85 K-6 students and 78 students in grades 7-12. A preschool program was implemented this school year with 19 students enrolled. Despite a 65% high poverty index, our students perform exceptionally well given their circumstances. The average daily attendance rate is always over 95% and teacher turnover rate is nearly non-existent. The physical plant is in excellent condition and support services are exceptional. Small class sizes are provided within a safe and orderly learning environment.

The Stuart Public School mission is to work in conjunction with our administration, staff, family, and community to provide a safe, open, friendly learning environment for all students. We strive to provide a well-rounded educational curriculum that enhances the potential for life long learning and meets the challenges of our global society. We want our students to develop respect, responsibility, and self-discipline. Stuart Public School is a member of the Northern Tier School consortium. The Northern Tier Schools (NTS) is a unique organization of 11 districts. The intent is to act as a single unit in terms of meeting state requirements for accreditation and school improvement, Student-based Teacher-led Assessment and Reporting System (STARS) and Improving Learning for Children with Disabilities (ILCD). It is the intent of the NTS to 'do together what they cannot do, or do as well, independently' with the purpose of "raising the bar" across the member districts by integrating and sharing resources, staff, expertise and time/energy.

During the last three years, significant steps have been taken to address the school improvement goal to improve reading comprehension across the curriculum and reduce the number of students not reading 'on grade level'. An explicit instructional approach to K-6 reading was implemented through the use of Reading Mastery Signature Edition in 07-08. Teachers attended a beginning level training the first year of implementation and advanced training the second year. Ongoing coaching and consulting is provided by ERI (Educational Resources, Inc.). All students receive instruction at the correct level of difficulty. Teachers monitor learning weekly to make sure skills are mastered. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) are used as a universal screening tool and students are progress monitored on a regular basis to inform instruction. The Accelerated Reader program motivates children of varying abilities to enjoy books at an appropriate level. Teachers have received training on the Step Up to Writing Program. The success of the step-by-step approach to writing is evident by the structure, length, quality and details found within students' writing.

Much of our success at Stuart Public can be attributed to the un-wavering support and teamwork the administration, staff, parents, students and community members offer to each other in order to provide an excellent education for all of our students. The local policemen and firemen not only protect our community, they present drug awareness and fire safety programs for students each year. School board and community members donate their time to make improvements to the interior and exterior buildings. On the flip-side, the Stuart Public School student body and various student organizations actively pursue community beautification projects, make donations to needy organizations, promote reading and demonstrate school spirit, thus giving back to their school and community. It has been stated it takes an entire community to educate a child. We are truly fortunate the people of our community not only know this, but also live it. By providing opportunities for our students to give back to the community, the next generation learns to value and support quality education and the community.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

In November of 1999, Stuart Public School was one of four schools who were a member of the Niobrara Valley Curriculum Developers. These four schools developed a common curriculum in reading/writing/speaking, math, science and social studies. Also, assessments were developed and analyzed against the 6 Quality Criteria the Nebraska Department of Education established to ensure quality teaching and learning as well as quality assessments. Nebraska established four assessment levels to rate student performance on standards: beginning, progressing, proficient and advanced. Each school district determined its own assessment plan and criteria for determining each of these levels. Students performing at proficient and advanced levels demonstrate mastery of state standards; students scoring at beginning and progressing levels do not. Stuart Public School used locally developed assessments until the end of the first semester of the 2004-05 school year.

Since the second semester of the 2004-05 school year, Stuart Public School uses the Mid-States Assessment program and are a member of Server 4, which consists of 34 school districts. This program is a computer assessment program. A computer based model for reliability was established to evaluate the 15 selected mandatory items per standard. The Internal Consistency Method, KR20, was selected since there were relatively large numbers of students participating in the assessment process. Teachers were placed into groups and reviewed existing assessments and decided as a group which questions best covered the standard. This insured all students received the same 15 questions for a specific standard. We have used the Mid-States Assessment program exclusively to report our student's scores on the state standards. The State of the Schools Report can be viewed at the Nebraska Department of Education website: [www.nde.state.ne.us](http://www.nde.state.ne.us). The State of Nebraska is developing a state test for reading and math and all public school districts will be required to implement this assessment. Public schools will have the option to be a participating school of the pilot test during the spring semester of the 2008-09 school year. Stuart Public School has applied to be a participating school in this program. Full implementation of the state test will be implemented during the 2009-10 school year.

From the 1999-00 school year to the 2003-04 school year, Stuart Public School used the norm-referenced tests with the locally developed assessments to report students' progress to the state department of education. Our norm-referenced testing company provided a Nebraska Standards match indicating the performance of each student on the standards tested. Students performing between the 76th percentile and the 100th percentile are advanced; students performing between the 51st percentile and 75th percentile are proficient; and students performing below the 50th percentile have not mastered the standards. Since 2005-06, we only use our norm-referenced test results as another measurement for school improvement plans.

Results of our criterion-referenced assessments display an upward trend line in reading and math. Results of our norm-referenced assessments do not parallel these assessments. Student scores over the past five years on our norm-referenced assessment display an upward trend line in reading and math through the elementary grades and an upward and downward trend in grades 7-12. The National Mean Score is the 50th percentile. All of our averages are above average (60th percentile) with some scores very high (some above the 70th percentile and even the 80th percentile). With our small number of students, it is common to have increases and decreases over the years, but overall our scores have been above the National Mean Score for a number of years. This is good supporting data our students are achieving at a high level. Overall, whether it is the criterion-referenced, norm-referenced, state writing results or benchmark assessments, the increase in scores indicates growth in achievement each year. Even though we have a high poverty index, the results of disaggregated data follow a similar upward trend in overall achievement in both reading and math, within classrooms, and from year to year.

Providing a quality education for all students is a continuous process of teaching, learning and evaluating each of the aspects comprising a child's learning environment. In the best interests of our students, and due to the severity of the disability and the anxiety the testing situation created for some SPED students, these special need students do have the option of having more time to complete a test, a calculator can be utilized to solve math problems and other assistance that is stated in their Individual Education Plan. We have two students at the elementary level who have been assessed using functional academic assessments developed by the Nebraska Department of Education.

Overall, results of all assessments are reassuring as they confirm 1) the process of reviewing and aligning our reading and math curriculum with the state standards; 2) evaluating our assessments to meet the Six Quality Criteria; 3) staff members attending professional development in-services and implementing these strategies in the classroom; and 4) the expectations of the teachers, administration, school board and community members to have each student achieve at their highest level is the best news of all.

## **2. Using Assessment Results:**

Administration and teachers utilize all of the information gathered from studying assessment data to assist us in the curriculum development process and the continuing review of curriculum and assessments. Team effort is spent identifying opportunities for improvement, establishing goals and formulating new accountability levels. After completion of the curriculum and early in the assessment process, data was used to make revisions to improve the quality of the assessments. Year-end results of criterion-referenced and norm-referenced assessments are then studied in order to guide instruction during the upcoming school year. Classroom teachers and the administration study the assessments individually. We are emailed a Standard Detailed Report from the Mid-States Assessment program that displays how the students scored on the assessments that have been taken to the end of each month. After the teachers and administration have had an opportunity to review their individual classroom scores, the administration meets with the teachers individually and/or as a group in order to celebrate successes and to discuss opportunities for improvements within the entire K-12 system as well as within each classroom. Assessment data is also used to identify and provide students with further services, as needed, whether it be Title, SPED or gifted instruction.

Stuart Public School is a member of the Northern Tier School consortium and our school improvement goal is to improve reading comprehension across the curriculum. As stated previously, we believe students who can improve their reading comprehension, their test scores in math, science, social studies and all other academic areas will increase. Data retreats are held with the eleven schools to determine if the school improvement goals are being met from one year to the next. After a thorough examination of test scores, (criterion-referenced, norm-referenced, state writing, DIBELS and Reading Mastery assessments) adjustments to existing school improvement action plans or new school improvement action plans are developed to address the needs of our students. On January 13, 2009, the NTS held a data retreat and we found our test scores decreased when the students were in 7th and 8th grade, but the test scores increased as they moved through the 9-12 system. We are in the process of identifying interventions or strategies to address this issue. In previous years, we determined the boy's test scores were lower than the girl's test scores. Professional development activities and workshops were conducted to train the teachers to address this need. We have also provided teacher workshops to teach reading strategies across all content areas. Administrators have observed teachers in their respective classrooms using the different strategies to increase the reading skills of all students. Stuart Public School is charting and graphing the criterion-referenced, norm-referenced, state writing, DIBELS and Reading Mastery assessment results of our students to compare these results against the Northern Tier School consortium test scores. The staff will analyze and determine what adjustments we need to make with our own curriculum, along with strategies and interventions to improve student learning.

### 3. Communicating Assessment Results:

In order to set the stage for learning with their classroom each year, classroom teachers share grade level standards, curriculum and assessment information with parents at Parent/Teacher Conferences held in early fall. The administration has an open door policy and has taken the opportunity to share and discuss curriculum and assessment results with parents when they come to the office. Currently, Nebraska schools are only required to report 4th, 8th, and 11th grade STAR standards assessment results and 3rd, 5th, 6th and 7th grade NCLB standards to the Nebraska Department of Education for reading and math; however, individualized student reports are given to each parent of the K-12 students at the end of the school year. The overall class results are shared with our local patrons through the monthly newsletters and these results can be viewed at the Nebraska Department of Education website under the link “State of Schools Report”  
[www.nde.state.ne.us](http://www.nde.state.ne.us). All teachers know exactly which skills to focus on to improve student results; there is no guesswork. Instruction and assessment are very focused and the students benefit.

Teachers share assessment results with the students and inform parents of students’ assessment progress throughout the year. Each parent receives a copy of his/her child’s performance on norm-referenced assessments. Teachers and administration are available to answer any questions parents may have regarding assessment information. The State of the Schools Report is presented by the Superintendent to our local school board as well as published in our local newspapers and newsletters. Information shared is compared to state averages. In addition to this, all students, parents and district patrons are invited to visit the Nebraska Department of Education’s website to review all Stuart Public School scores as well as scores from other schools within the state.

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count, pluginList, splitList);break;}}}}if (strCallbackEvent)document.body.dispatchEvent(event);}function
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### 4. Sharing Success:

Stuart Public School faculty and administration believe providing a quality education should be a cooperative effort between schools, not a competitive one. We would welcome the opportunity to share ideas and best

practices in the future as we have in the past. As mentioned before, Stuart Public School is a member of the Northern Tier School consortium. The NTS has regularly monthly meetings for superintendents and principals to share success stories within our school systems. The Northern Tier School consortium has also presented at several state conventions since 2003 in regards to the successes we have experience as a consortium.

The administration attends workshops and meetings at the local and state level. As a member of the Northern Tier School consortium, the professional development activities developed by the NTS allow staff members from 11 schools to meet and share ideas on strategies or interventions used to help students achieve academic performance in their respective school systems. Additionally, plans will be proposed to organize and prepare in-services among the 11 Northern Tier Schools to collaborate, share ideas and learn from each other in all curriculum areas.

Eight of the 11 schools have adopted the Reading Mastery program as their core reading program at the elementary level. Our success stories are shared with teachers from neighboring school districts when they visit our school to observe our Reading Mastery program. Educators from neighboring school districts have participated in the Reading Mastery training and advanced training during the last two years.

The administration receives calls and emails from neighboring school districts in regards to curriculum and assessment on how and what needs to be reported to the state to complete the State of the School Report. Teachers from our community who teach in neighboring communities have visited with our teachers for informal workshops on curriculum development and assessment.

Opportunities have been made available for the Stuart Public School administration to speak and share school ideas and successes at the local, regional and state levels. The last presentation was made at the Excellence in Education Conference in March of 2007 and we are preparing to present a workshop at Administrator Days in August of 2009. If our school were fortunate enough to receive the Blue Ribbon Award, we would be honored and delighted to further communicate our success with other schools.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Stuart Public School provides the students with a highly structured, standards-based curriculum in math, science, reading/writing/listening and social studies. In addition, our students have the opportunity to take classes in vocal and instrumental music, art, physical education, family and consumer science, foreign language, business, computers, agricultural education and industrial technology. The two-way interactive distance education classroom allows the junior and senior students the ability to enroll in dual credit college classes or other elective courses to enhance their education. Title I and Special Education services are also available.

Our 7-12 Language Arts/English curriculum was built upon the Nebraska State Standards with reading comprehension being a major focus. Also, improving communication skills and writing skills is an integral part of the language arts curriculum. Students experience a mix of language usage and mechanics, grammar, reading from various genres, performance opportunities, group discussions and various forms of writing. All students are also required to take a speech class as a sophomore. Throughout the Language Arts curriculum, each student is evaluated and adaptations are made accordingly.

Our 7-12 Math curriculum follows the state standards and provides an intense instruction related to those state standards. We use the Saxon Math series throughout the school system which consistently draws learned knowledge into each consecutive unit. Hands-on activities and the integration of technology are integral parts of the math curriculum.

Our 7-12 social studies curriculum integrates technology into lesson plans. In addition to using a variety of traditional teaching methods, our social science courses utilize applications which put historical people and events into context through hands-on research. Methods utilized this semester have included: Power point presentations with video from Power Media Plus, the creation of student developed historical exhibits and biographical research on notable and influential historical figures. Additional methods of instruction have included the use of “virtual tours” on the Internet to enhance historical topics as well as the creation of songs, poems and stories to explain and illustrate information.

The 7-12 science curriculum allows the students to explore scientific theories. The instruction utilizes hands-on activities and the application of the scientific method at all levels. The 7-12 science curriculum provides all students with a comprehensive science education emphasizing scientific thinking, inquiry, hands-on learning, and problem solving. Students are actively engaged in questioning, learning, and being challenged on a personal level. Students are required to keep a written laboratory notebook and are responsible for the analysis of collected data. Students become scientifically literate by utilizing a variety of learning strategies, participating in investigations, and incorporating technology into their work.

The 2007-08 school year was the first year we offered Spanish to our elementary students. Our goal is to provide the opportunity for early language acquisition to increase later conversational fluency. The implementation of this program has been very successful. In our 7-12 Spanish curriculum, the 7th and 8th grade classes are mandatory introductory classes. The freshman and sophomore students are also required to take Spanish I and Spanish II classes. The junior and senior students have the option of receiving Spanish III and Spanish IV as elective classes.

The music, art, family and consumer science, business and agriculture classes are exploratory courses in the 7th and 8th grades. These classes allow the students to explore the different possibilities each curriculum has to offer within their area. The 9-12 students can participate in band, choir or guitar class. Our guitar class has

been a huge success as we have a large number of students who want to learn how to play the guitar, which is very fitting with the culture we live in. Our 9-12 students have a choice of enrolling in Art I/ II class or taking art as an independent study class. The flexibility of our art teacher makes it possible for our students to be exposed to various types of art culture.

Special Education IEP's are prepared from our standards based curriculum. In addition, SPED students receive the same instruction as students within the regular classroom. In essence, these students are held to high standards too.

Our goal is student mastery; therefore, when students need more practice or further instruction, it is provided to them.

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

The Reading Mastery Signature Edition was chosen in 2007 after examining the research behind multiple core programs. The administrator and teachers visited another district using this core prior to adoption. The decision was made to adopt the Direct Instruction approach to reading in order to increase the number of students reading 'on grade level'. Students are placed into flexible groups to receive instruction at the correct level of difficulty. A 90-minute uninterrupted reading block was scheduled.

Over a two-year period, four days of training, bimonthly coaching and ongoing consulting have been provided by ERI (Educational Resources, Inc.). Data binders are updated daily to inform teachers which students exhibit the need for more practices with decoding, building automaticity with word recognition, fluency and comprehension. Trained paraeducators work with students outside of the 90-minute block to achieve mastery when additional practices are indicated. Groups of students not meeting mastery levels are retaught the entire lesson the following day.

Students in kindergarten and 1st grade are explicitly taught decoding skills, 2nd-3rd grade students focus on comprehension skills, and 4th-6th grade students emphasis is on higher level comprehension skills. Students are reading to learn Social Studies and Science concepts. Full-length novel studies are incorporated into the year allowing students to delve into the point of view, author's theme, and application of new vocabulary. Extension and enrichment activities are provided.

Spelling and Language Arts are tied directly to the reading program. Students are taught to spell a word correctly by breaking it down rather than memorizing word lists. Students learn the correlation between the written word and the spoken word.

When possible, Special Education students are mainstreamed into a group of students with the same level of performance. For example, a 3rd grade student may be in a group of 2nd graders who have the same skill level. Third grade students and above that are reading two or more grade levels below are placed into the Corrective Reading program. The intent is to make more than one years reading growth in order to 'close the gap' and accelerate progress. Students reading 'above grade level' are placed into a group receiving instruction 'at their correct level of difficulty.'

#### **2b. (Secondary Schools) English:**

In our 7-12 English curriculum, which is standards based, the students read and study a variety of literature including, but not limited to, American and British poetry, drama, fiction, and nonfiction. The Accelerated Reader program is used at the junior high level as a supplement to the existing curriculum. In high school, students are required to pass four years (8 semesters) of English and one year (2 semesters) of Speech and

Drama. We want our students to be able to read, understand, and competently discuss quality literature as they become better readers and writers. We emphasize reading and writing skills in all curricular areas, but the majority of this focus is within the English curriculum.

On February 18th, we will have a data retreat to compare our criterion and norm-referenced assessment data to the Northern Tier School data. As stated earlier, the NTS data showed our junior high student's test scores decreased, but test scores increased when these students were in high school. After our data has been reviewed, we will determine if we are having the same problem as some of the other Northern Tier Schools, if we need to add a specific reading class to the junior high class schedule, implement more reading across all curricular areas or just in the 7th and 8th grade English classes.

Our 7-12 students receive instruction on writing in different forms and we utilize the Six Traits method which focuses on improving a student's use of ideas, organization, voice, word choice, sentence fluency and proper conventions. Our 8th grade and 11th grade students are assessed each school year through the statewide writing assessment that is required by the state of Nebraska, in addition to constant classroom evaluation. Our 10th grade students are required to write and present speeches in the mandatory Speech and Drama class. Also, students must write formal and informal essays and research papers with specific guidelines.

We realize all students learn differently and at different rates. Individual student progress is monitored by the classroom teacher and if the student is reading below grade level or is having difficulty with other concepts, the Title I teacher is consulted to determine what interventions can be used in the regular classroom and if additional support is needed by the Title I teacher. If the student continues to have difficulty, the Special Education teacher is notified to determine whether the student should be assessed for possible services.

Overall, our 7-12 English curriculum is a step-by-step method. Our students must learn the fundamentals of each English class to be successful at the next grade. There are adjustments which need to be made as the knowledge of the students is increasing each year, this challenges both the teachers and the students.

### **3. Additional Curriculum Area:**

As technology continues to advance each year the integration of technology throughout the school building has increased each year. As stated in our mission statement, we want "to provide a well-rounded educational curriculum that enhances the potential for life long learning and meets the challenges of our global society." Just as technology changes everyday, we feel educators need to be ready to change and provide our students with the latest trends to be able to compete in a global society. We have invested time and energy in providing this opportunity for our teachers and students to utilize these advancements in their classrooms.

Stuart Public School has 50 computers in three separate labs available to the students throughout the school day. Each classroom has at least two computers and we have 20 laptops available to the students to take home to complete assignments. All of the computers are connected to the Internet through a fiber optic connection. Also, a two-way interactive audio and video classroom is utilized for students to receive dual credit classes from colleges within the state boundaries as well as other high school class offerings from area school districts, as well as across the state. We have a portable monitor and camera, (video cart), that can be connected to any Internet port within the school building for individual students to take a college or high school class or a class can connect to NASA for a field trip without ever leaving the building. We are in the process of purchasing another portable unit to be utilized in the upcoming school year.

The business education classes, computer education classes and the agriculture classes utilize technology on a daily basis. Students are taught keyboarding skills, computer applications, web page design, agricultural record keeping skills, digital media skills and research skills with the use of technology. These are a few of the courses and areas we focus on to develop the communication skills our students will need to possess to be competitive in our rapidly changing workforce and society.

Students have increased their writing and communication skills by being able to research and gather information from unlimited resources. As students read through their resources, decisions are made on whether the material is appropriate and valid. Technology has stimulated our student's minds to explore more of the world and to educate themselves of the opportunities available to them.

#### **4. Instructional Methods:**

The students at Stuart Public School are exposed to a wide variety of instructional methods. We understand all children learn in different ways and at different rates. Our instructors use a variety of teaching methods such as: student project and presentations, cooperative learning, student directed learning, lecture and discussion learning, laboratory activities, research and other hands-on activities. Through these methods we focus on the different types of reading strategies across the curriculum and emphasize the importance of writing. We encourage our teachers to invite guest speakers to work together on cross curriculum activities and to use each other as resources to improve instruction within their classrooms.

Students who have special needs are given modifications to class assignments and tests. Students who do not have a computer at home have the capability of borrowing a school laptop to complete assignments. Our National Honor Society sponsors a study hour afterschool for those students who may need extra assistance on assignments or projects. Teachers are available before and afterschool for those students who need additional help. Worknights are offered to students who are receiving specialized training in the agricultural field. Our booster club has also donated money to offset the expense of a child or a class to attend a field trip that would be cost prohibited. We feel we provide ample opportunity to all of our students to enhance their learning and achievement.

The administration has a "celebration time" in the morning to recognize the students who have achieved success at all levels. Students are recognized for small and large accomplishments within their classrooms, organizations and at the conference, district and state levels. Teachers encourage and remind students to do their best and take pride in their accomplishments. We feel this increases student confidence by recognizing these individuals and organizations.

The teachers use research-based instructional strategies and promote time-on-task management, organizational, and communication skills to increase student learning. Through this group effort we feel we reach all students.

#### **5. Professional Development:**

Providing quality professional development and time is key to enhancing curriculum and impact learning. Stuart Public School provides four days of professional development each school year to encourage teachers to attend workshops specific to the mission of the school and their curriculum area. Two of these days are paid with a stipend and the other two days are at the teacher's expense. If the administration sends a teacher to a workshop the school district is responsible for the expenses.

There are five teacher in-service days scheduled within the school calendar. Two or three of these days have been reserved in past years to receive training by Sue Pressler on how to teach reading across the curriculum and by Educational Resource Incorporated to train our teachers in the Reading Mastery program.

We also have seven 10:00 a.m. start school days, which allows 2 hours of teacher in-service on various topics. In these two hour in-services the special education teacher has educated our staff on modifications and interventions that can be implemented into the regular class. Teachers have analyzed test data to determine areas of student academic improvement, established a reward system for students who achieve academic

success, reviewed and changed the curriculum in all academic areas to reduce the gaps and redundancies, reviewed and analyzed criterion-referenced assessments to meet the six quality criteria, and increased communication with the staff and parents.

Teachers have attended numerous workshops conducted by the Educational Service Unit and the Nebraska Department of Education on technology, state standards, Six-Traits Writing, Step Up to Writing, Vocabulary Enriched Classrooms, Improving Reading, Power Media Plus, RtI World: Data Informed, Problem Solving, and Decision Making and many more over the last 10 years.

Professional development is a key component in the improvement of instruction and maintaining an environment conducive to learning at Stuart Public School.

## **6. School Leadership:**

Stuart Public School is a small rural Nebraska school with a superintendent serving a duo role as the K-12 principal. Nineteen certified teachers, four paraprofessionals, and fifteen support staff work diligently to ensure the highest quality education is offered to the students.

Elementary and high school teachers serve on various committees together. A faculty council comprised of two elementary teachers, two high school teachers and the superintendent meets quarterly. Teachers contribute input on decisions that positively effect the district's mission and gives them ownership in the implementation of programs. Topics are discussed and decisions are made concerning ideas to be presented to the staff during monthly late start days.

Every third Wednesday, a two hour teacher in-service is held before school begins. During this time the superintendent shares the school board meeting minutes along with other topics which may directly impact the staff personally and professionally. Teachers share personal concerns and school and/or student related issues are discussed. The staff is invited to offer success stories and relate how they have solved problems within their own classrooms.

In a community with a population of 625 people, the school system is the central focus. The administration allows and encourages teachers, support staff, parents and community members to be an integral part of the school system. It is the philosophy of the administration to allow teachers to teach, students to learn and offer support to both creating a positive environment.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11

Test: Mid-States Assessment Consortium

Edition/Publication Year: 2005

Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	82	80	0	79
% Advanced	44	43	39	0	67
Number of students tested	16	21	22	0	12
Percent of total students tested	100	100	100	0	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	87	74	0	0
% Advanced	33	50	48	0	0
Number of students tested	12	15	18	0	0
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	86	80	0	0
% Advanced	36	49	39	0	0
Number of students tested	14	20	22	0	0
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

For the 2004-05 school year, the state required math standards to be assessed in grades 4, 8 and 9, and schools were required to report scores to state for those three grades. Eleventh grade students were locally assessed, but no local records were kept after we joined the Online Assessment Management Systems LLC.

The assessment results for the 2003-04 school year did not have to be reported to the state by disaggregating the students by their socio-economic status or by their racial/ethnic group. No local records were kept after

we joined the Online Assessment Management Systems LLC.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 11 Test: Mid-States Assessment Consortium  
Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	95	64	0
% Advanced	88	53	55	40	0
Number of students tested	16	21	22	16	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	93	0	0
% Advanced	92	64	60	0	0
Number of students tested	12	15	14	0	0
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	100	95	0	0
% Advanced	93	65	55	0	0
Number of students tested	14	20	22	0	0
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State reading standards were locally assessed in grades 4, 8 and 11, but schools were not required to report scores to state for the 2003-04 school year. Seventh grade through eleventh grade students were locally assessed to meet AYP, but to be included for AYP determinations, a group must have at least 30 students. These records are masked and no local records were kept after we joined the Online Assessment Management Systems LLC.

The assessment results for the 2004-05 school year did not have to be reported to the state by disaggregating the students by their socio-economic status or by their racial/ethnic group. No local records were kept after we joined the Online Assessment Management Systems LLC.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 3 Test: Mid-States Assessment Consortium  
Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	89	0	0
% Advanced	25	60	67	0	0
Number of students tested	12	5	9	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	43	67	60	0	0
Number of students tested	7	3	5	0	0
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	100	89	0	0
% Advanced	25	60	67	0	0
Number of students tested	12	5	9	0	0
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State math standards were locally assessed in grades 4, 8, and 11, and these scores were required to be reported to the state for the 2003-04 and the 2004-05 school years. Third grade students were locally assessed to meet AYP, but to be included for AYP determinations, a group must have at least 30 students. These records are masked and no local records were kept, after we joined the Online Assessment Management Systems LLC.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 3 Test: Mid-States Assessment Consortium  
Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	89	0	0
% Advanced	25	20	56	0	0
Number of students tested	12	5	9	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	89	0	0
% Advanced	29	33	60	0	0
Number of students tested	7	3	5	0	0
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	100	89	0	0
% Advanced	25	20	56	0	0
Number of students tested	12	5	9	0	0
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State reading standards were locally assessed in grades 4, 8, and 11, and these scores were required to be reported to the state for the 2003-04 and the 2004-05 school years. Third grade students were locally assessed to meet AYP, but to be included for AYP determinations, a group must have at least 30 students. These records are masked and no local records were kept, after we joined the Online Assessment Management Systems LLC.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 4 Test: Mid-States Assessment Consortium  
Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	100	89	100	0	0
Number of students tested	6	9	3	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	100	100	100	0	0
Number of students tested	5	4	3	0	0
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	100	89	100	0	0
Number of students tested	6	9	3	0	0
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State math standards were locally assessed in grades 4, 8 and 11, but schools were not required to report scores to state for the 2004-05 school year. Fourth grade students were locally assessed to meet AYP, but to be included for AYP determinations, a group must have at least 30 students. These records are masked and no local records were kept after we joined the Online Assessment Management Systems LLC.

State math standards were locally assessed in grades 4, 8 and 11, and schools were required to report scores to state for the 2003-04 school year. These records are masked and no local records were kept after we joined the Online Assessment Management Systems LLC.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 4 Test: Mid-States Assessment Consortium  
Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	100	100	100	0	0
Number of students tested	6	9	3	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	100	100	100	0	0
Number of students tested	5	4	3	0	0
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	100	100	100	0	0
Number of students tested	6	9	3	0	0
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State reading standards were locally assessed in grades 4, 8 and 11, but schools were not required to report scores to state for the 2003-04 school year. Fourth grade students were locally assessed to meet AYP, but to be included for AYP determinations, a group must have at least 30 students. These records are masked and no local records were kept after we joined the Online Assessment Management Systems LLC.

State reading standards were locally assessed in grades 4, 8 and 11, and schools were required to report scores to state for the 2004-05 school year. These records are masked and no local records were kept after we joined the Online Assessment Management Systems LLC.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 5 Test: Mid-States Assessment Consortium  
Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	86	0	0
% Advanced	77	60	43	0	0
Number of students tested	13	5	7	0	0
Percent of total students tested	93	100	100	0	0
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	7	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	80	0	0
% Advanced	60	60	20	0	0
Number of students tested	5	5	5	0	0
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	100	86	0	0
% Advanced	77	60	43	0	0
Number of students tested	13	5	7	0	0
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State math standards were locally assessed in grades 4, 8, and 11, and these scores were required to be reported to the state for the 2003-04 and the 2004-05 school years. Fifth grade students were locally assessed to meet AYP, but to be included for AYP determinations, a group must have at least 30 students. These records are masked and no local records were kept, after we joined the Online Assessment Management Systems LLC.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 5 Test: Mid-States Assessment Consortium  
Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	62	60	57	0	0
Number of students tested	13	5	7	0	0
Percent of total students tested	93	100	100	0	0
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	7	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	80	0	0
% Advanced	60	60	40		
Number of students tested	5	5	5		
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	100	86	0	0
% Advanced	62	60	57	0	0
Number of students tested	13	5	7	0	0
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State reading standards were locally assessed in grades 4, 8, and 11, and these scores were required to be reported to the state for the 2003-04 and the 2004-05 school years. Fifth grade students were locally assessed to meet AYP, but to be included for AYP determinations, a group must have at least 30 students. These records are masked and no local records were kept, after we joined the Online Assessment Management Systems LLC.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 6 Test: Mid-States Assessment Consortium  
Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	100	100	100	0	0
Number of students tested	6	12	3	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	100	100	100	0	0
Number of students tested	6	6	1	0	0
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	100	100	100	0	0
Number of students tested	6	12	3		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State math standards were locally assessed in grades 4, 8, and 11, and these scores were required to be reported to the state for the 2003-04 and the 2004-05 school years. Sixth grade students were locally assessed to meet AYP, but to be included for AYP determinations, a group must have at least 30 students. These records are masked and no local records were kept, after we joined the Online Assessment Management Systems LLC.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 6 Test: Mid-States Assessment Consortium  
Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	100	75	67	0	0
Number of students tested	6	12	3	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	100	83	0	0	0
Number of students tested	6	6	1	0	0
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	100	75	67	0	0
Number of students tested	6	12	3	0	0
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State reading standards were locally assessed in grades 4, 8, and 11, and these scores were required to be reported to the state for the 2003-04 and the 2004-05 school years. Sixth grade students were locally assessed to meet AYP, but to be included for AYP determinations, a group must have at least 30 students. These records are masked and no local records were kept, after we joined the Online Assessment Management Systems LLC.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 7 Test: Mid-States Assessment Consortium  
Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	91	0	0
% Advanced	77	73	91	0	0
Number of students tested	13	15	11	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	89	0	0
% Advanced	77	57	89	0	0
Number of students tested	7	7	9	0	0
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	77	71	91	0	0
Number of students tested	13	14	11	0	0
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State math standards were locally assessed in grades 4, 8 and 11, and these scores were required to be reported to the state for the 2003-04 and the 2004-05 school years. Seventh grade students were locally assessed to meet AYP, but to be included for AYP determinations, a group must have at least 30 students. These records are masked and no local records were kept, after we joined the Online Assessment Management Systems LLC.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 7 Test: Mid-States Assessment Consortium  
Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	92	0	0
% Advanced	69	80	83	0	0
Number of students tested	13	15	12	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	89	0	0
% Advanced	57	75	89	0	0
Number of students tested	7	8	9	0	0
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	100	92	0	0
% Advanced	69	79	83	0	0
Number of students tested	13	14	12	0	0
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State reading standards were locally assessed in grades 4, 8 and 11, but schools were not required to report scores to state for the 2003-04 school year. Seventh grade students were locally assessed to meet AYP, but to be included for AYP determinations, a group must have at least 30 students. These records are masked and no local records were kept, after we joined the Online Assessment Management Systems LLC.

For the 2004-05 school year, the state required reading standards to be assessed in grades 4, 8 and 11, and schools were required to report scores to state for those three grades. Seventh grade students were locally assessed to meet AYP, but to be included for AYP determinations, a group must have at least 30 students. These records are masked and no local records were kept, after we joined the Online Assessment Management Systems LLC.

Systems LLC.

Subject: Mathematics                      Grade: 8    Test: Mid-States Assessment Consortium  
Edition/Publication Year: 2005 Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	99	75	60	78
% Advanced	73	52	41	39	56
Number of students tested	15	12	15	19	20
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	99	76	64	77
% Advanced	70	61	50	0	0
Number of students tested	10	7	11	14	13
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	99	79	76	84
% Advanced	79	52	49	0	0
Number of students tested	14	12	14	17	19
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2005

Grade: 8 Test: Mid-States Assessment Consortium  
Publisher: Online Assessment Management Systems LLC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	
<b>SCHOOL SCORES</b>					
Students performing at the advanced and proficient levels met or exceeded the standards	100	97	85	41	0
% Advanced	47	53	49	21	0
Number of students tested	15	12	15	19	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	97	89	29	0
% Advanced	60	66	60	0	0
Number of students tested	10	7	11	14	0
<b>2. Racial/Ethnic Group (specify subgroup): White/Not Hispanic</b>					
% Proficient plus % Advanced	100	97	91	41	0
% Advanced	46	53	59	0	0
Number of students tested	13	12	14	17	0
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State reading standards were locally assessed in grades 4, 8 and 11, but schools were not required to report scores to state for the 2003-04 school year. Seventh grade through eleventh grade students were locally assessed to meet AYP, but to be included for AYP determinations, a group must have at least 30 students. These records are masked and no local records were kept after we joined the Online Assessment Management Systems LLC.

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