

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

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Harold Eckler

Official School Name: North Shelby High School

School Mailing Address:
3071 Hwy 15
Shelbyville, MO 63469-2225

County: Shelby State School Code Number*: 102-081

Telephone: (573) 633-2410 Fax: (573) 633-2138

Web site/URL: www.nshelby.k12.mo.us E-mail: heckler@nshelby.k12.mo.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Larry Smoot

District Name: North Shelby Tel: (573) 633-2410

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: Donnie Parsons

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.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

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

2. District Per Pupil Expenditure: 9828

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7	13	14	27
1			0	8	14	15	29
2			0	9	11	13	24
3			0	10	10	10	20
4			0	11	14	19	33
5			0	12	21	9	30
TOTAL STUDENTS IN THE APPLYING SCHOOL							163

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ % Black or African American
 _____ % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 100 % 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: 3 %

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.	173
(5)	Total transferred students in row (3) divided by total students in row (4).	0.035
(6)	Amount in row (5) multiplied by 100.	3.468

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: 37 %

Total number students who qualify: 61

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: 13 %

Total Number of Students Served: 22

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>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</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>11</u>	<u>6</u>
Special resource teachers/specialists	<u>2</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff	<u>0</u>	<u>10</u>
Total number	<u>14</u>	<u>19</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 11 :1

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	98%	98%	97%
Teacher turnover rate	6%	19%	6%	22%	0%
Student dropout rate	1%	0%	1%	1%	0%

Please provide all explanations below.

Teacher turnover rate: Because North Shelby is a small school, the coaching staff frequently leaves or are replaced. In 2007 - 08, two coaches were replaced and one teacher was hired as a replacement for an internal promotion. In 2005 - 06, three coaches were replaced and one teacher was hired as a replacement for a retiree.

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

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

Graduating class size	<u>36</u>	
Enrolled in a 4-year college or university	<u>39</u>	%
Enrolled in a community college	<u>36</u>	%
Enrolled in vocational training	<u>14</u>	%
Found employment	<u>5</u>	%
Military service	<u>6</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

North Shelby High School is part of the North Shelby K – 12 District in rural northeast Missouri. The school serves four communities and the surrounding area in the northern part of Shelby County. The largest community is around 600 people, with the other three having around 100 people each. The community is largely agricultural.

The school's mission statement is "Providing Pathways for Successful Lives." North Shelby teachers and staff continually try to prepare students for the world beyond high school. One recent enhancement made to prepare students is the addition of Raider Reunion Career Day. Former North Shelby students return to speak to students about his/her job and what it takes to succeed. This has let students see beyond the here and now. The school endeavors to provide each student who attends North Shelby with the tools he/she will need to be successful in life, whether that be in attending a four year or two year college, a technical school, or moving directly into the work force. North Shelby is able to send students to another school for career/technical training. North Shelby is also an A+ School, which means students who complete the program requirements receive free tuition to participating community colleges and technical schools in Missouri.

North Shelby has a rich community involvement history. Most teachers are former students or are married to former students and all are extremely committed to the success of not only the school, but the community at large. The school is better because of the teachers' commitment to the community. Community events like In Their Shoes Night, a night where junior high and high school parents follow their students' schedule, is a well-attended function. School sporting events are a big deal for the community. Every organization has a booster club where parents and community members support students. The booster clubs make sure students get materials that might not otherwise be available due to funding. One of the most recognized groups at NS is the FFA Chapter. The chapter has been recognized at National Contest for several years. Ag Leaders is the alumni association for the FFA. These community members help run the local practice contest that draws around 50 schools and over 1000 students to the area. An Academic Booster club is available for community members to make financial donations to reward students who have worked hard to achieve academic success. The community is also very supportive of school improvement. The School Improvement Planning Team is a group of community members, faculty, and students who work together for the school. This group helped write the current Comprehensive School Improvement Plan. The school's vision statement was also written as a result of input from community members, students, faculty, and staff. The community has even passed bond issues during trying economic times.

Academic and other school programs have a reputation for excellence. The school has received the Distinction in Performance award from the state of Missouri seven times in the last eight years. North Shelby math, communication arts, and science students were listed in the top 10 on the Missouri Assessment Program (MAP) in 2007 and 2008. North Shelby has achieved Adequate Yearly Progress in all areas since 2004. North Shelby was awarded the Missouri Association of Rural Educators' (MARE) Outstanding Rural School award in 2008 – 2009. Strong FFA, FCCLA, academic teams, and music programs, as well as sport teams, contribute to student success. These programs help students see that success is possible through hard work. With numerous extra curricular activities to choose from, approximately 90% of the student body is active in at least one extra curricular.

The North Shelby students, faculty, and community are committed to student success.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The state of Missouri holds its public schools accountable to some of the most challenging testing standards in the nation through the Missouri Assessment Program (MAP) and the End of Course exams (EOCs). The pattern of North Shelby test scores does fluctuate due to our very small size. The low enrollment numbers per grade level cause the composition of each class to have a greater influence on test results than would be seen in a larger population sample. This can be evidenced in the 7th grade class in 2006 – 07. This small group of students (averaging 20) contains seven students on IEP for learning disabilities. However, even with low class numbers, North Shelby students continue to excel. In Communication Arts and math, North Shelby students have exceeded the state average on every test. In some cases, the state averages have been exceeded by 40 or more percentage points. During the 2009 testing period, 8th grade students surpassed the state average on the CA and math tests by 25 and 32 points respectively. On the English II and Algebra I EOCs, North Shelby students outdid state averages by 18 and 39 percentage points. North Shelby students have been named to the Missouri Top Ten for top MAP scores, including during 2007 and 2008. The school has also received the Distinction in Performance award from the state of Missouri. This award is based largely on student performance on state testing. North Shelby has earned this award for 6 consecutive years.

North Shelby High School is subject to the two Missouri state assessment programs. Grades seven and eight take the MAP tests. The test is comprised of several multiple choice and constructed response questions. This test is taken in these core areas: Communication Arts, math, and science. Performance events are included in Seventh Grade CA, Eighth Grade Math, and Eighth Grade Science. The EOC exam is required for English II, Algebra I, Biology, and American Government. The English II, Algebra I, and Biology tests also include performance events. The levels for both tests are Advanced, Proficient, Basic, and Below Basic. The levels for MAP were changed to the current levels in 2005 -06. Before that, there were 5 levels: Advanced, Proficient, Nearing Proficiency, Progressing, and Step 1. On both tests, students scoring at the “proficient” level are meeting state standards, and those scoring at the “advanced” level are exceeding the standard. This information can be found at <http://dese.mo.gov/divimprove/assess/>.

2. **Using Assessment Results:**

North Shelby has made efforts in using testing and other data to improve student achievement. The whole staff has analyzed district state testing data, as well as curriculum area data. Professional Development meetings have been devoted to analyzing data. The Regional Professional Development Center (RPDC) provides staff to help schools with data analysis. North Shelby has utilized this service to help teachers find trends, consistent areas of weakness, etc. in the testing data provided by the state. By knowing areas of weakness, the faculty is better able to provide instruction that is pivotal to student success.

One way this data is currently being used by the faculty is in conjunction with PLC groups (Professional Learning Communities). Teachers are able to use testing data provided by the state to find areas of weakness. In PLC curriculum groups, teachers identify specific areas of weakness in a core subjects and are able to address them as a department. By using data, problem areas can be effectively addressed. SMART Goals (Specific, Measurable, Attainable, Results-oriented, Time-bound) are then established to address these problem areas and measure improvement. These goals, based on data, are then a focus of instruction. In the PLC groups, teachers can share concerns about certain topics, share best practices, and ask for assistance in problem areas. After instruction, classroom data is gathered by teachers. This data is shared with the PLC group. The group then decides if they should continue with the same SMART Goal or switch to a new area of weakness. SMART Goals are also part of the Comprehensive School Improvement Plan (CSIP).

While test data is certainly important, North Shelby stresses the success of all students. Teachers are encouraged to prepare students for life after high school, whether that be a two or four year college, technical school, military service, or entering the work force. Passing a test is good; being successful in life, however, is the goal.

3. Communicating Assessment Results:

Student performance is communicated in many different ways. First, North Shelby has recently implemented a new record keeping program. This program makes the students' grades available to parents/guardians on the Internet. By using their password, parents can access their student(s) grades. They can also use this tool to communicate with teachers at the school. Students are also able to check his/her progress by accessing their own account. This is a valuable tool for teachers as well as parents and students.

Another way student achievement is communicated is through the local newspaper. Because North Shelby is a small community, many patrons read the school news in the local paper. The main office releases the names of those who have made the A/B Honor Rolls every quarter. The paper also reports on end-of-the-year awards given to the students. When something special is going on at the school, the paper will send a reporter to cover it. The school also puts out its own newsletter to every patron in the district. Student achievements are also listed there for the patrons to see.

Furthermore, when state testing results are received, the school mails the reports to the parents/guardians of tested students. An explanation of the report is included, as well as information to contact the school counselor if questions arise. The school counselor also maintains a website to answer frequently asked questions.

4. Sharing Success:

North Shelby would be very willing to share information with other schools. North Shelby teachers currently participate in local conference meetings. Science and Communication Arts teachers attend meeting one to four times per year. During these meetings, there are opportunities to share best practices with teachers from seven other schools. Our school is also part of an ITV consortium. Through this consortium, North Shelby would be pleased to share instructional practices with other schools.

The Regional Professional Development Center can also help us share with other schools. Through the RPDC, North Shelby can volunteer to host teachers looking for ways to improve instruction. In this way, North Shelby could share information throughout northeast Missouri.

North Shelby teachers attend state-wide meetings for curriculum areas and professional development. Through open share times and by being presenters, North Shelby teachers are able to share best practices and successes. Teachers also share with each other. Professional Development meetings are teacher led. The mentoring program also has an observation component where new teachers can observe his/her mentor in action.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The North Shelby faculty has worked hard to ensure the curriculum taught is applicable and pertinent to the students of North Shelby. A significant amount of time has been dedicated to aligning curriculum to Missouri State Grade Level Expectations/Course Level Expectations (GLEs/CLEs). Teachers have identified Essential Learning Outcomes (ELOs) for each grade level/course class. These ELOs are based on the GLEs/CLEs and reflect knowledge that is vital to succeeding in that particular grade level or course. While Missouri only requires 24 credits for graduation, North Shelby students are required to have a minimum of 28 credits to graduate. Credits from the vocational-technical school count towards these requirements.

In all curriculum areas, teachers have worked together in like groups to make sure all curriculum requirements are met. Teachers combine lecture with student-led activities, hands-on activities, and cooperative learning to meet the needs of students. Kagan cooperative learning structures have helped teachers make students accountable for cooperative work.

Because English and Math will be explained in a later section, this portion is dedicated to the other core and various programs offered.

The science curriculum at North Shelby is designed to give younger students a basic understanding of the methods of scientific investigation and the overarching themes of science knowledge. Older students can deepen their knowledge in various disciplines. Junior high students take integrated courses which culminate in a science fair to showcase their ability to design and carry out an experiment. As freshmen, students are given the choice to follow a college bound course of study or to take a more applied curriculum. Juniors and seniors are able to acquire up to nine college credits of science by taking two dual credit classes, one in biology and one in chemistry. Advanced level classes are also offered in Physics and Anatomy/Physiology.

The social sciences curriculum is organized to teach history, as well as prepare students to become productive citizens. Classes are offered in American and World History. Emphasis is placed on the workings of the government and the role of citizens. Students are also exposed to economic principles. Dual credit classes are also available on the Instructional Television program (ITV).

Visual and performing arts programs are also a vital part of North Shelby. The music department, both instrumental and vocal, have won many awards through the years. The visual arts department also fosters creativity in students. Students are encouraged to express themselves through many different media. Individual students have entered and had projects accepted into local and state art shows. The music and visual arts departments are not only excellent in their own right, but also play an important part in reinforcing concepts taught in core class. The teachers will often ask what is going on in core classes so that the concepts can be reinforced in these classes.

Another strength for North Shelby is the foreign language classes available. An in-house teacher is responsible for French I – III. This teacher also teaches French I to three other schools on the ITV system. North Shelby students are also able to take Spanish I and II on the ITV. These classes are available to North Shelby juniors and seniors, as well as students from other school in the consortium. The target language builds consecutively from year to year, and students are exposed to cultures other than their own.

Practical arts classes are also available to North Shelby students. North Shelby offers classes in Business, Family and Consumer Sciences, and Agriculture internally, and Trade/Technical courses through the local career/technical school. Through these programs, students are exposed to “real world” situations. These

courses offer insight into possible courses of study or choosing a vocation. Students can also be involved with the FFA, FCCLA, and FBLA organizations through the practical arts programs.

Even though North Shelby is not a big school, students are able to take a variety of courses at differing levels.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

2b. (Secondary Schools) English:

(This question is for secondary schools only)

The Communications Arts curriculum is structured to meet the needs of students in literature and writing. Jr. High classes lay the foundation for the high school classes and cover the concepts laid out in the Missouri Grade Level Expectations (GLEs). High school classes build on each other and follow the Missouri Course Level Expectations (CLEs). Students are able to hone their writing skills, while being exposed to appropriate literature selections.

Because four credits of Communication Arts are required by the state, the Communication Arts progression is simply Language Arts I – IV. Language Arts I and II are general classes all freshman and sophomore students take. Language Arts III and IV are split into college-bound and applied sections. While the same concepts are covered in both sections, the material is tailored to the students in the class. Applied Language Arts classes focus on reading and writing for the work place or technical school. College-bound sections concentrate on preparing students for the rigors of reading and writing in college. There are also several elective classes including Developmental Reading, The Novel, Mythology, and several elective dual-credit courses, including a composition class, which are available on the ITV.

Communications Arts teachers are utilizing Kagan structures to aid comprehension. The various structures allow weak students the opportunity to hear information in more than one way and discuss topics with their peers, while still challenging stronger students. These structures also help with diverse learning styles in the classroom. Improved comprehension has been a focus of the Communication Arts teachers. Teachers are also gathering data from student work, as well as state tests, to gauge improvement and pinpoint/address weaknesses.

Most of the IEP students at North Shelby are mainstreamed in Communication Arts classes. Because of this, the Communication Arts teachers work directly with the Special Education teacher to give these students as much help as possible. The Special Education teacher also uses many programs to help students on IEPs with comprehension.

3. Additional Curriculum Area:

“Providing Pathways for Successful Lives” drives everything at North Shelby. Whether students chose to attend a four year college, a two year technical school, or enter the work force, teachers strive to provide a strong mathematical background that will enable students to be successful in their chosen field. Teachers work to accomplish this goal by providing a rigorous curriculum and implementing Kagan Cooperative Learning Strategies.

All junior high students take the same mathematics courses, and as freshmen, they may choose to take Algebra I over a one-year or two-year time span. Other courses offered are Algebra II, Geometry, College Algebra, Trigonometry/Statistics; the latter two are offered for dual-credit. All curriculum is aligned to the Missouri Grade/Course Level Expectations (GLEs/CLEs), and annual student test data is analyzed to target areas of weaknesses for improvement. Not only is state assessment data used to drive instruction, but classroom testing is constantly monitored to assess mastery of essential skills. Students are encouraged, but

not required, to come in early before school or stay after school to get extra help if necessary to master objectives. Teachers provide study sessions before tests to help prepare students for district assessments. The faculty believes that a rigorous curriculum and high expectations for students provide the foundation necessary for students to succeed in life.

Another way teachers attempt to improve student performance is by incorporating Kagan Cooperative Learning Strategies. Student performance is increased because these strategies provide positive interaction among classmates, independent accountability, equal participation, and simultaneous interaction. Kagan strategies provide students an opportunity to be successful in a small setting, which fosters success on a larger stage. Cooperative learning permits students to assimilate new information, while integrating the ability to work with others. Providing students with opportunities to be successful not only impacts their performance in the classroom, but also impacts their lives.

4. Instructional Methods:

Instruction at North Shelby is not something that is uniform for all teachers. Teachers have been trained in the past and are currently being trained in several different principles. However, most teachers combine those principles with a common sense approach to teaching.

Currently, all North Shelby teachers are being trained in Kagan theory and structures. This program focuses on improving student achievement through cooperative learning. When following the Kagan plan, all students are required to be responsible for their own learning, as well as mentoring and helping other students in the classroom setting. Student performance is increased because these strategies provide positive interdependence, individual accountability, equal participation, and simultaneous interaction. Students have responded well to these structures.

Another strategy used school-wide is the Better Answers model (Cole). The entire staff was taught how to teach writing constructed response paragraphs in answer to questions. This strategy helps students frame their answers and stay focused on the question. Students, both strong and weak, are responding positively to both of these approaches.

North Shelby is also fortunate to be an A+ school for Missouri. Because performing tutoring hours are required of all students participating in the A+ program, students at North Shelby are tutoring during the school day. High school juniors and seniors frequently tutor in elementary and junior high classrooms. This student interaction has been a big plus.

North Shelby teachers also try to address the needs of all students. To that end, many classroom modifications have been made. For students with Individual Education Plans (IEPs), teachers work closely with the Special Education Director. Students are able to take advantage of several modifications available to them including tests read aloud, scripting, teacher push-in, and resource blocks. Other modifications include textbooks and library books available on tape/CD, the use of SMARTBoards to provide notes, and A+ tutors for help and mentoring.

While a school-wide approach has not been mandated, teachers use many different ways to reach and instruct North Shelby students.

5. Professional Development:

North Shelby High School is represented by three classroom teachers and the principal on the district Professional Development Committee. Over the past several years, this group has been responsible for designing and implementing activities for all staff. Activities include working on whole school strategies for

student success, as well as providing opportunities for subject area teachers to have curriculum specific learning.

Because of small staff numbers, the committee has financially supported opportunities for teachers to attend state or national conferences to continue to develop expertise and collaborate with others within their area. Science and Communication Arts teachers are also active in a collaborative group of schools with in our conference. Teachers from these schools meet one to four times per year to develop common assessments and share effective teaching strategies within their areas.

As part of in-house professional development training, the PDC members strive to find common ground for all areas. As a result, one of the most successful programs implemented was constructed response writing. Led by members of the PDC during district PD days, all subject area teachers were taught to write constructed response answers using the Better Answers model (Cole, 2005). SMART Goals were set and baseline and summative data were collected. This model continues to be utilized in classrooms today.

In response to changing state testing requirements, teachers have examined the Missouri State Grade Level/Course Level Expectations to establish Essential Learning Outcomes (ELOs) to drive instructional goals in each class. Time was given during district PD days for this activity. Facilitators from the Regional Professional Development Center were also available to work with staff members.

As part of professional development, several staff members have been selected to the Northeast Missouri Teachers' Academy. Through this Academy, these teachers have been trained to use Kagan Cooperative Learning strategies. As a result of student improvement data acquired by these teachers, Kagan has been implemented as part of district wide professional development.

6. School Leadership:

The leadership structure at North Shelby is somewhat different than other schools. While some schools have the superintendent and assistants, principal(s) and assistants, department chairs, teacher coaches, teacher leaders, etc., North Shelby does not. The superintendent and principal do play a leadership role, but North Shelby does not have the personnel to fill the other roles. However, the Professional Development Committee works as part of the leadership team. While the superintendent is part of the leadership team, the principal is the main instructional leader at North Shelby.

Because North Shelby is a small school, the principal and teachers have a close working relationship. The job of principal is a very visible job in the school, as well as in the community. The principal encourages teachers to go to meetings, conferences, and other professional activities to improve professionally. The principal also makes sure that teachers obtain the supplies they need to be effective. The principal supports teachers, staff, programs, and students. Several former principals were students first and then teachers at North Shelby. The current principal worked as a teacher at North Shelby for 25 years before accepting the job of principal. Because of this continuity, North Shelby has been able to maintain strong academic programs.

The principal also plays a huge part in maintaining quality faculty members. By hiring quality teachers and helping teachers who are struggling, the principal has a positive impact on students' learning. Another way the principal aids student achievement is through the teacher mentoring program. At North Shelby, new hires are required to have a mentor. If the person is a first year teacher, he/she has a mentor for two years. The principal chooses a mentor for the new teacher and works closely with the mentor to ensure the best possible results. The current principal was often a mentor for new teachers and understands the importance of that role in maintaining high student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: MAP Math 10

Edition/Publication Year: 2005-2008

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month		Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced		79	77	45	17
% Advanced		32	26	7	0
Number of students tested		28	35	29	30
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced				45	9
% Advanced				0	0
Number of students tested				11	11
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

In 2004 - 05 the test had 5 levels instead of the current 4. This test was not given in 2008 -09. The free/reduced subgroup was less than 10 students in 2006 - 07 and 2007 - 08.

Subject: Reading
Edition/Publication Year: 2009

Grade: 10 Test: Missouri End of Course English II Exam
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr				
SCHOOL SCORES					
% Proficient plus % Advanced	91				
% Advanced	38				
Number of students tested	34				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	71				
% Advanced	50				
Number of students tested	14				
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

This is the English II End of Course exam given to students in English II. While this is supposed to be a 10th grade class, all students enrolled in the class took the test, including students retaking the class.

Subject: Reading
Edition/Publication Year: 2005 - 2008

Grade: 11 Test: MAP Communication Arts 11
Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month		Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced		74	43	45	19
% Advanced		20	4	10	0
Number of students tested		35	28	29	31
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced				33	20
% Advanced				8	0
Number of students tested				12	10
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

This test was not given in the 2008 - 09 school year. During the 2004 - 05 school year, the test had 5 levels as opposed to the current 4. The free/reduced subgroup had less than 10 students in 2006 - 07 and 2007 - 08.

Subject: Mathematics
Edition/Publication Year: 2006 - 2009

Grade: 7 Test: MAP Math 7
Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	71	95	52	86	
% Advanced	32	32	14	42	
Number of students tested	28	22	21	36	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	1	
Percent of students alternatively assessed	0	0	0	3	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	64			81	
% Advanced	27			31	
Number of students tested	11			16	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

This test was not given in 2004 -05. Free/Reduced subgroup was less than 10 students in 2006 - 07 and 2007 - 08.

Subject: Reading
Edition/Publication Year: 2005 - 2009

Grade: 7 Test: MAP Communication Arts 7
Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	54	86	48	58	53
% Advanced	11	27	10	22	3
Number of students tested	28	22	21	36	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	3	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	36			44	46
% Advanced	0			19	0
Number of students tested	11			16	11
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

In 2004 - 05 there were 5 descriptor levels instead of the current 4. The free/reduced subgroup was less than 10 students in 2006 -07 and 2007 - 08.

Subject: Mathematics
Edition/Publication Year: 2005 - 2009

Grade: 8 Test: MAP Math 8
Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	79	55	62	60	18
% Advanced	29	10	35	27	3
Number of students tested	24	20	37	30	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			50	33	8
% Advanced			21	8	0
Number of students tested			14	12	12
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Free/Reduced subgroup was less than 10 students in 2007 - 08 and 2008 -09.

Subject: Reading
Edition/Publication Year: 2006 - 2009

Grade: 8 Test: MAP Communication Arts 8
Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	75	55	59	60	
% Advanced	21	10	22	37	
Number of students tested	24	20	37	30	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			50	42	
% Advanced			21	33	
Number of students tested			14	12	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

This test was not given in the 2004 - 05 school year. The free/reduced subgroup was less than 10 students in 2007 - 08 and 2008 - 09.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 9 Test: Missouri End of Course Algebra I Exam
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May				
SCHOOL SCORES					
% Proficient plus % Advanced	92				
% Advanced	33				
Number of students tested	12				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

This test is the Algebra I End of Course exam implemented in 2008 - 09. It is given to students exiting Algebra I. While mostly 9th grade students, some 10 graders take the test as well. The free/reduced subgroup was less than 10.