

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: Mrs. Carrie Rasmussen

Official School Name: Southwest Elementary-Indianola

School Mailing Address:
719 E Street
Indianola, NE 69034-3461

County: Red Willow State School Code Number*: 73-0179

Telephone: (308) 364-2613 Fax: (308) 364-2508

Web site/URL: http://www.swpschools.org/ E-mail: crasmuss@esu15.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. David Hendricks

District Name: Southwest Public Schools Tel: (308) 692-3223

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Duane Teter

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)
- | | |
|----------|-------------------------------------|
| | 1 Elementary schools (includes K-8) |
| | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 2 | TOTAL |

2. District Per Pupil Expenditure: 13918

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. 4 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	11	9	20	6	8	15	23
K	5	17	22	7			0
1	8	12	20	8			0
2	12	10	22	9			0
3	16	12	28	10			0
4	14	13	27	11			0
5	15	6	21	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							183

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
 _____ 97 % White
 _____ 3 % 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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1.	155
(5)	Total transferred students in row (3) divided by total students in row (4).	0.032
(6)	Amount in row (5) multiplied by 100.	3.226

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: 61 %

Total number students who qualify: 111

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: 17 %

Total Number of Students Served: 31

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>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</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>9</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>5</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>3</u>	<u>2</u>
Total number	<u>19</u>	<u>8</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 19 :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	96%	96%	95%	95%	95%
Daily teacher attendance	96%	96%	96%	95%	96%
Teacher turnover rate	0%	11%	0%	0%	0%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

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	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

“Why are we here?” the question goes out to the student body every Monday morning. The answer is a loud, resounding, “TO LEARN!” Welcome to Southwest Elementary. From the smallest of preschool students to the largest of sixth graders, students know why they come to this school.

Southwest Public Schools is a consolidated school district nestled far in the southwest corner of Nebraska. The rural communities of Wilsonville, Lebanon, Danbury, Marion, Bartley, and Indianola are all a part of the district. 341 total students are served by Southwest Public School, 185 being elementary students. The district is vast and sparsely populated, covering approximately 650 square miles. Many students have long bus rides, some being over an hour one way.

United We Educate became the mission statement of the consolidation. When pulling together that many communities, it was vital to have the board of education, administration, teachers, patrons, and families united in working for the common good of the students. The Board of Education led the charge seeking input from all the stake holders during multiple planning meetings, truly accomplishing a united front. In 2004, when the district consolidation was completed, the work began in earnest on the blending of the disparate curriculums. Alignment of the curriculum was a progression that sought to streamline the teaching and learning process.

The majority of our students are disadvantaged according to federal guidelines, but not according to our expectations for them. The dedicated staff at Southwest Elementary hold high expectations for all our students which encourage high levels of performance. This combined with the hard work of our students has resulted in the rise of assessment scores and our school continually to meeting AYP.

The students that attend Southwest Elementary are respectful, responsible and safe. These school-wide rules have created a positive learning environment. Student here are respectful of themselves, fellow students, and staff. They are responsible for their learning, and safe from harm. With this positive learning environment, students are able to perform to the best of their abilities.

Southwest is a unique and successful school based on a solid curriculum, dedicated staff, involved stake holders, and the high achieving student body.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

To understand Southwest's assessment results, some background in how the assessments were developed is crucial. Nebraska has traveled down a much different path than the rest of the states in the union. When all the other states were developing a state test, Nebraska educators were developing a single set of state standards. Then districts were given the freedom to develop assessments that measured local curriculum based on those Nebraska State Standards. In the year 2000, the first Nebraska State Standards in Math were published. The following year, Nebraska Reading/Writing Standards were published. Revisions to both of these documents were approved by the State Board of Education in 2009.

Once the job of setting the standards was complete, teams across the state gathered to begin the work of writing assessments to measure those standards. The assessments were not written haphazardly to say the least. All assessments written had to meet six quality criteria: reflect state standards, students have the opportunity to learn the content, assessments are free from bias, level is appropriate for students, there is consistency in scoring, and mastery levels are appropriate. Schools were responsible to develop a District Assessment Portfolio documenting how they met the criteria.

Being a small school district with one and sometimes two teachers at a grade level, this was a daunting task. Therefore, smaller school districts that were geographically close together combined to complete the work of developing assessments. The Nebraska State Department of Education made the determination that the assessments met all six quality criteria. Teachers from the southwest region of the state even went as far as to put all the assessments into an online assessment system. Here students take tests and student information is stored for ease of retrieval and disaggregation of data.

The assessments are all criterion referenced tests. Students are assigned to beginning, progressing, proficient or advanced level based on their performance on the assessment. Students who reach the proficient or advanced level are considered to have met the standard.

Southwest Elementary has made significant gains as you look over the last four or five years of data on our STAR (Standards That Are Reported) Math assessments. For the past two school years one hundred percent of all third, fourth and fifth grade students have met the standards. The same has been true for the two significant subgroups in our school, our special education students and our socio-economic disadvantaged students. 100% of those students met the standards as well. This shows that we are not just educating average and above average students, but our teachers are reaching all students.

The STAR Reading assessments are equally as good as the math assessments. One hundred percent of third, fourth and fifth graders have met the standards over the past two years. That includes all special education and socio-economic disadvantaged students too. For more information on our results or the Nebraska State Standards and Assessment please see this web site: www.nde.state.ne.us.

2. **Using Assessment Results:**

Southwest Elementary uses a balanced assessment system. Multiple forms of both formative and summative assessment are used to understand and improve student learning and school performance.

Our district uses the Terra Nova norm referenced test as one summative. By reviewing the results of this once a year test, we are able to gather trend data that supports that instruction is high quality and student

achievement is moving in the right direction. Alternatively, we can also determine an area of concern and address that through our school improvement process.

Another summative measure is the STAR assessments in math, reading, and writing. These assessments help inform the instructional process. If the results of the writing test show we as a district are low overall in the writing trait of conventions, then the following year curriculum and instruction will be bolstered in the needed area to improve that writing trait of conventions.

While summative assessment is important, it is the formative assessment that drives student learning. With formative assessment, instructional adjustments and interventions take place during the learning process. Examples of these assessments might be a timed test on math facts, a timed fluency check in reading, or a vocabulary quiz to check a class's progress with a set of terms relevant to a unit of study. Teachers collect this type of assessment data on a lesson by lesson basis. Then, using professional judgement, teachers are able to monitor and adjust instruction to meet the needs of their students. These types of assessment never make it into newspapers, but they are the true driving factor in quality instruction.

3. Communicating Assessment Results:

Southwest Elementary teachers communicate student performance via electronic methods, in person, and with printed materials.

Communicating assessment results has become increasingly easier as more people have access to computers. Two ways our school reports performance electronically is on our student information system, Infinite Campus and at the parent portal for our online STAR assessments. Infinite Campus allows parents and guardians to login and have immediate access to class assignments and grades earned by their child on formative type assessments. Logging into Online Assessment Management Systems allows parents to see all the Nebraska State STAR assessments. Parents can see which standards have been assessed and the level of performance their child reached. If parents don't have internet access, reports can be mailed to them.

Face to face communication is another way assessment results are disseminated. There is a minimum of four times a school year parents are invited in to discuss student progress. Those times would be our annual open house, two parent-teacher conference meetings, and the annual Title One Parent Meeting.

The final way Southwest disseminates assessment information is through written means. All families and patrons in the district are on the mailing list, and receive a newsletter monthly. In the newsletter, information concerning different types of assessments is sent out. Also, the spring assessment schedule was just sent out in the February newsletter. This lets parents know the type and purpose of the different assessments given to their students.

Newspapers publish results of local school districts, generally around the time the State Report Card is released. This gives parents an overall sense of how the district as a whole is performing. At a building level, home reports from our Norm Reference Test (NRT) are mailed out with the final report card of the year.

Between computers, face to face contact and written communications parents stay well informed of their students' progress as well as the overall progress of the district.

4. Sharing Success:

The academic success of an individual school is the result of huge team effort. It is the results of parents helping their child and stressing the importance of a good education. It is the result of the students putting forth their best effort day in and day out. It is the result of the teachers who diligently cover all subject matter,

to ensure student success. It is the result of the paraprofessionals that support teachers and students. It is the result of the cooks preparing nutritious meals for students and staff. It is the result of the custodians that clean, maintain and the make repairs in the building. It is the result of the school secretary who keeps everyone moving in the right direction. It is the result of the school nurse who takes care of the well-being of students. It is the result of administration and the Board of Education that oversee the operation of the building and the district. It is a result of a community that backs their school and partners with that school to help reach the goal of high student achievement.

In the event that our school would be awarded Blue Ribbon School status all of the above stakeholders would be overjoyed. We are united in a common goal and that is academic success for all students. Our school would continue to share what has made us successful with other schools at Online Assessment Management System meetings, area Principals' meetings, and with information on our school website. Everyone benefits from the success of our students, we would happily share the best practices we have implemented, in the hopes more schools are able to raise student achievement.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Southwest Elementary School's curriculum has been designed to reflect the Nebraska State Standards. The core areas at the elementary are language arts, math, science, and social studies. Besides the core areas we are fortunate enough to have media classes, weekly Spanish instruction, physical education, music, art, and health/nutrition for all students PK- 6. Students in fifth and sixth grade have the additional offering of instrumental music.

Language art instruction encompasses reading, writing, speaking and listening. Reading and writing instruction is delivered in a direct instruction format. Teachers lead the instruction and students respond on signal to questions. Students at all levels are required to track with their finger what is being read, whether they or another classmate is reading. With this format all students are engaged and on task. Students must meet proficiency levels on all assignments whether it is daily work or tests.

Speaking and listening is exactly what it states. In the lower grades students work on keeping eye contact with the speaker, not interrupting, responding when asked a question, and those types of basic skills. The older students have more advanced speaking and listening tasks. A speaking task would be turning a report they have written into a presentation to share with their class. Listening skills move from responding with speech to note taking as a form of listening. The range is vast in the elementary school.

Our math curriculum covers number sense, geometry, measurement, algebra, data analysis, and probability. In math, students are introduced to new concepts with math manipulatives when applicable. The new concept is then visited and revisited in numerous lessons throughout the book, not just in a single chapter. Students are not given permission to forget those important skills when they continue to show up in their daily work.

The science curriculum covers science as inquiry, physical science, life science, and earth and space science. Instruction is delivered in many ways. Students do some work as a whole group, small groups, and individually both in and out of the lab. Our elementary art room has a dual purpose. In the morning it is a science lab, in the afternoon it is used for art. During one lab, this year fifth grade students studied cells on slides under a microscope. Students in first grade hatched chicken in a life science unit. Preschool students studied the metamorphosis process in which an egg becomes a butterfly. They have a very rich science center as well. No matter the grade level, science is a core part of instruction.

Our social studies curriculum covers United States History, Nebraska History, geography, civics/government, and economics. In United States History, students begin to learn the significant people and events that have helped to shape our country. Every year fourth graders study Nebraska History and have a culminating field trip to a historically significant location. Students, as young as kindergarten, work on geography standards. They talk about the community and locations of familiar places. Older students memorize the location of the states and capitals. In civics/government we host a Veteran's Day Program every year, Martin Luther King Jr. is celebrated, and many other topics are covered. Bank employees have spoke with students on the importance of saving and how checking accounts work, which speak directly to our economics standards.

The four core areas along with the supplemental curriculum, students at Southwest Elementary are given the opportunity to learn incredibly valuable information.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Research has shown that high quality reading instruction must have five specific components: phonemic awareness, phonics, fluency, vocabulary and comprehension of text. Three years ago the elementary staff was trained in those components. As a result students were ability grouped, especially in the lower grades. Teachers were then able to match appropriate text to learners. If very young students were not ready for text, those teachers focused more heavily on phonemic awareness and phonics.

We also began to use our Aimsweb assessment results to inform instruction. Students who were not meeting those tri-annual benchmarks were no longer pulled out of reading class, but given an extra reading class later in the day either with the special educator or Title One teacher. In effect, this started the Response to Intervention process in our district.

In the current school year, our elementary adopted the Reading Mastery reading series. This is a direct instruction program. Teacher trainings were held at the close of the 2009 school year, and teachers were given their manuals to study and practice with over the summer. Two independent consultants, and former teachers of the program, have been contracted by the district to support the new method. They oversee lesson progress on a weekly basis, and have monthly observation in each classroom.

The benefits of Direct Instruction are already being realized in both measurable and non-measurable ways. Student fluency, as measured by Aimsweb, is up. Other subject areas, specifically science and social studies are improving. We believe that students are spending less time and energy decoding and have more time to comprehend the text. A non-measurable effect has been students' gains in confidence. Regardless of the level, when students are earning high grades and meeting fluency checks they feel good about themselves.

3. Additional Curriculum Area:

At Southwest Elementary we are fortunate to have a partnership with the University of Nebraska at Lincoln Extension Office. On a monthly basis, a UNL extension employee comes to our school specifically for health and nutrition education. Besides educating our students, parents are educated as well. While this might not be assessed and reported, it is essential for students to understand that what and how much they eat are directly tied to their health and wellbeing.

The curriculum used has been developed by the UNL Extension Office. It revolves mostly around the "My Pyramid" guide. The extension employee does a lesson and it always involves sampling different food from the group she is focusing on that month. In the grain group, students were astonished to find how many types of breads, rolls, and wraps are available. Most of their experience has been limited to white bread.

Every month an informative newsletter is sent home with the students. Most times it includes recipes for parents that are quick and nutritious. In addition to the newsletter she offers a class that parents can take on their own time. Each parent that completes the class receives a free cookbook. We greatly appreciate that outreach to the parents.

These nutrition classes make the education our students receive well rounded. The impact of these classes will last a lifetime.

4. Instructional Methods:

Thomas Jefferson said, "There is nothing more unequal than the equal treatment of unequal people." That is exactly why school must differentiate instruction. There are no two students who have the exact same needs,

so treating them the same would be a great injustice. Not to mention the negative impact it would have on student learning and achievement.

Southwest Elementary takes great pride in seeing that every child gets the instruction they need to be successful. Instruction is differentiated in many ways for students. The four main areas teacher differentiate instruction is in content, process, products, and learning environment.

One way our teachers differentiate content is by ability grouping across grade levels. Every teacher in our building teaches reading between 8:30 and 10:00 in the morning. All students were given placement tests, and reading groups were formed. Every child is appropriately placed. These flexible groups are changed numerous times during year, based on weekly reports on student progress. We have reading instruction where high fliers are not slowed down, and lower students are not being pushed through content they don't understand.

Teachers differentiate process by offering manipulatives to complete math lessons or extending the time a struggling student has to complete an assignment. By allowing a writing assignment to be written by a scribe or even read into a tape recorder teachers are differentiating the product. The learning environment changes seem to be the easiest to make and those are allowing a quieter setting, letting students stand or fidget as needed. Not every learns in the same way. That is why differentiation is essential.

5. Professional Development:

Professional Development is crucial in supporting student learning, because adult learning drives student learning. Our school has had two main focuses in professional development over the last five years and those are in the area of mathematics and reading.

Math had been formally identified with triangulated data to be an area of weakness, district wide. The district then set out, using research based practices, to improve math from kindergarten to twelfth grade. Teachers received in-service on how the School Improvement Process works. Then action plans were written and implemented by teachers. The data was collected and monitored by the steering committee and shared with staff. At the end of the SIP cycle, we had an external evaluation team composed of an Educational Service Unit employee, math teacher from upper and lower levels, and a curriculum director review our process and data. While STAR assessments showed scores increasing in math, it was determined to continue to monitor that SIP goal.

As we were winding down the math focus, the reading focus was moving to the forefront. All classroom teachers, special education teachers, and reading teachers received in-service in the Big Five: phonemic awareness, phonics, fluency, vocabulary, and comprehension. We also received training on scientific research versus scientifically based research. Those two pieces of professional development helped us to search for a new reading series that would meet the needs of our students. After all the teachers worked together to choose Reading Mastery, many hours of professional development ensued to learn direct instruction techniques, as well as the content of the new program.

6. School Leadership:

The school leadership at Southwest Public Schools is structured like most schools in the United States. There is a six person board of education, a superintendent, a 7-12 principal, and a PK- 6 principal. All of the adults in these roles must be working toward a common goal. In our school district that goal is high student achievement.

McRel published a study entitled, "School Leadership that Works: What we can learn from 25 years of research." Basically, the findings state that school leadership does have a direct correlation to student

achievement. If the leader is poor, that can negatively impact student achievement scores. But when leadership is good, there is a positive impact on student achievement scores.

I was fortunate enough to attend a training concerning the findings of this report. In that training I learned that there are 21 specific leadership responsibilities. Being one person I was overwhelmed at the thought of covering all 21 of those responsibilities. What I learned in that training, is that one person can never be all of those things, and that is exactly why you have a leadership team.

Of those 21 leadership responsibilities, some are shared between teachers and principals, but some that are solely the responsibility of the principal. Focus, resources, visibility, monitor/evaluate, and knowledge of curriculum/instruction/assessment would be five that are the principal's responsibility.

Focus is keeping everyone in the school working toward the common goal. Resources are having the materials teachers need to do their job available when they need them. Visibility is just being present to the students and staff. I personally spend both lunch periods in the lunchroom monitoring and visiting with students. Not only is monitor/evaluate good practice according to this study, it is also required to be an accredited school in the state of Nebraska. Finally, if the principal doesn't have knowledge of the curriculum, instruction, and assessment there is no chance of being seen by the teachers as the instruction leader of the building.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: STAR-Math

Edition/Publication Year: Version 3.0/2004

Publisher: Online Assessment Management System

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	76	85	
% Advanced	75	100	57	46	
Number of students tested	28	20	21	13	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	100				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	73		
% Advanced	79	100	53		
Number of students tested	14	11	15		
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:

The 2004-2005 school year was the first year that Online Assessment Management System was operational. That year we started testing with grades four, eight and eleven to Nebraska State reporting guidelines. The following school year tests for grades one, three and five were available.

Subject: Reading

Grade: 3

Test: STAR-Reading

Edition/Publication Year: Version 3.0/2004

Publisher: Online Assessment Management System

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
%Proficient plus Advanced	100	100	95	85	
% Advanced	75	100	90	31	
Number of students tested	28	20	21	13	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	100	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient plus Advanced	100	100	93		
% Advanced	78	100	93		
Number of students tested	14	11	15		
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:

The 2004-2005 school year was the first year that Online Assessment Management System was operational. That year we started testing students in grades four, eight and eleven to meet Nebraska State Reporting guidelines. The follow school year tests for grades one, three and five were available.

Subject: Mathematics

Grade: 4

Test: STAR- Math

Edition/Publication Year: Version 3.0/2004 Publisher: Online Assessment Management System

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus% Advanced	100	100	99	100	98
% Advanced	100	95	89	87	75
Number of students tested	20	23	14	26	24
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					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus% Advanced	100	100		100	97
% Advanced	100	93		89	70
Number of students tested	12	15		11	15
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:

Subject: Reading

Grade: 4

Test: STAR- Reading

Edition/Publication Year: Verson 3.0/2004 Publisher: Online Assessment Management System

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
%Proficient plus % Advanced	100	100	96	96	98
% Advanced	100	96	85	88	90
Number of students tested	20	23	14	26	24
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					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient plus % Advanced	100	100		98	97
% Advanced	100	93		84	87
Number of students tested	12	15		11	15
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:

Subject: Mathematics

Grade: 5

Test: STAR-Math

Edition/Publication Year: Version 3.0/2004

Publisher: Online Assessment Management System

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	96	83	
% Advanced	61	93	71	48	
Number of students tested	23	15	28	23	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100		92	79	
% Advanced	59		67	43	
Number of students tested	17		12	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:

The 2004-2005 school year was the first year that Online Assessment Management System was operational. That year we started with testing for grades four, eight and eleven. The following year test s for grades one, three and five were available.

Sixth grade not yet available, started in 2009-2010

Subject: Reading

Grade: 5

Test: STAR- Reading

Edition/Publication Year: Version 3.0/2004

Publisher: Online Assessment Management System

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	97	96	
% Advanced	61	93	79	78	
Number of students tested	23	15	28	23	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100		92		
% Advanced	59		75		
Number of students tested	17		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:

The 2004-2005 school year was the first year that Online Assessment Management System was operational. That year we started testing for grades four, eight and eleven to meet state reporting guidelines. The following year tests for grades one, three and five were available.

Sixth grade not yet available, started in 2009-2010