

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mr. Galen Kronhofman

Official School Name: Alma Elementary School

School Mailing Address: 515 Jewell St.
 PO BOX 170
 Alma, NE 68920-0170

County: Harlan County State School Code Number: 42-0002-002

Telephone: (308) 928-2131 E-mail: gkronhof@esu11.org

Fax: (308) 928-2763 Web URL: http://alma.k12.ne.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. Jon Davis Ed.S Superintendent e-mail: jdavis@esu11.org

District Name: Alma Public Schools District Phone: (308) 928-2131

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. James Miller

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

11NE1

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11NE1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 0 Elementary schools
 (per district designation) 0 Middle/Junior high schools
0 High schools
1 K-12 schools
1 Total schools in district
2. District per-pupil expenditure: 11650

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	3	5	8		6	14	6	20
K	9	11	20		7	5	12	17
1	14	7	21		8	9	16	25
2	10	11	21		9	15	11	26
3	13	8	21		10	11	12	23
4	15	9	24		11	17	17	34
5	13	8	21		12	11	12	23
Total in Applying School:								304

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
12 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
86 % White
1 % 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 2009-2010 school year: 8%
 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, 2009 until the end of the school year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2009	310
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent limited English proficient students in the school: 0%
 Total number of limited English proficient students in the school: 0
 Number of languages represented, not including English: 0
 Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 46%
 Total number of students who qualify: 148

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 21%
 Total number of students served: 65

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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</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>2</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>15</u>	<u>0</u>
Total number	<u>54</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: 15:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	97%	96%	97%
Daily teacher attendance	96%	97%	97%	94%	95%
Teacher turnover rate	7%	0%	7%	19%	10%
High school graduation rate	95%	95%	100%	100%	100%

If these data are not available, explain and provide reasonable estimates.

During the 2006-07 school year one of the 13 elementary teachers had 41 days of absences for maternity and illness and a 2nd teacher had 45 days of absences due to a serious medical condition and illness.

In 2006-2007 school year 6 teachers accepted an early buy out and retired.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>32</u>
Enrolled in a 4-year college or university	<u>56%</u>
Enrolled in a community college	<u>25%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>3%</u>
Military service	<u>0%</u>
Other	<u>16%</u>
Total	<u>100%</u>

PART III - SUMMARY

11NE1

Alma Public School is located in the town of Alma, in Harlan County, Nebraska with a population of 1214. Alma is located on the west edge of Harlan County Lake, which is the 2nd largest body of water in the state of Nebraska. Alma is a typical small community where the school is the hub of social activity for the town and surrounding rural community. The socio/economic make-up of the region includes all classes. The middle and lower middle classes encompass the majority of the population. The community ethnic characteristics are mainly Caucasian, with a small minority population.

Our school mission statement is the Alma Public School, in partnership with community and family will prepare each student to become a responsible and productive citizen. We at Alma Public School believe that all students have value and a right to quality education within an environment of respect and compassion. Our school will provide a disciplined environment that encourages the development of vision, determination, perseverance and accomplishment. Our school improvement goal at Alma Public School is for all students to improve their reading comprehension skills across the curriculum.

Alma Elementary School is a Title I school and is accredited by the Nebraska Department of Education. We have all day/everyday kindergarten and we also provide preschool programs for students who qualify. The Educational Service Unit 11 provides staff in the areas of resource, speech and occupational therapy. The free and reduced lunch program serves 54% of our elementary and 36% of our high school students.

Alma Elementary employs excellent teachers and staff that work hard to help our students achieve our educational goals. We feel that we have a well-balanced curriculum that meets the State and Federal standards. The teachers at Alma Public School are continuously improving their professional development by attending numerous workshops to provide outstanding instruction to our students. The teachers continue to search out new strategies or techniques to incorporate into their classrooms. We have about a 16:1 student/teacher ratio, which gives us the unique opportunity to have individual and differentiated instruction for our students.

Alma Public School is a 1:1 middle and high school; we provide a laptop for each of our 7-12 grade students that they may take home. We also pride ourselves on our technology integration into our elementary classrooms. We now have laptops for each of our 4th, 5th & 6th grade students. They can use them at school, and we have two mobile carts with 25 computers each for our K-3 grades. All of our elementary classrooms have Smart boards, and the teachers incorporate them into daily lessons. We feel our teachers are changing some of the ways they teach and are opening huge avenues of learning for our students and preparing them as 21st century learners. Some of the ways we see technology enhancing teaching and helping students learn are in the areas of curiosity, imagination, critical thinking, problem solving and in accessing and analyzing information.

Our K-6 elementary staff uses the Macmillan/McGraw-Hill Reading Treasures Series, which is a researched based, comprehensive Reading Arts program that gives our teachers the resources they need to help all students succeed. The Accelerated Reading Program is incorporated in all elementary classrooms to assist with the comprehension and fluency in reading of all students. We use DIBELS in grades K-3 to assess all students on their early literacy development in the areas of Phonological Awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary and Comprehension. Our elementary teachers all incorporate 90 minutes of reading time during the day. Our curriculum is enhanced with additional opportunities such as the gifted program, Quiz Bowl, Invention Convention, the third grade Veterans Day Program and the Kids Health and Fitness Day for the fourth grade. Almost all of our elementary students are at the proficient or advanced level of achievement on their State Standard Assessments.

The community takes great pride in their school and that is evident by the amount of people we have at all activities, whether it be a sports event, music concert, play production, quiz bowl, or an elementary field day. We provide a well-rounded educational program for all of our students at Alma Public School. As a school and community we will always strive to be the best that we can be.

1. Assessment Results:

In describing the performance trends over the past five years we need to look at the trends of assessment in the State of Nebraska. When most states were developing a state test, Nebraska educators were developing a single set of state standards. From these standards each district was given the freedom to come up with assessments that would measure each district's curriculum based on the Nebraska State Standards. When school districts tested the standards it was when the teacher or district felt it was appropriate. From the year 2000 until now we have seen quite a bit of change in the development of the Nebraska State Standards to this year where we will be taking state tests in reading, writing and math. The following year we will add science and continue to add more state testing. Now each of the state tests are given during the same time and are only given once. Nebraska has done a very fine job of developing the state tests that work well in assessing each school.

In the past 5 years the Alma elementary students have demonstrated a slight increase in the number of students performing at or above the national percentile on the Terra Nova test in the area of reading. Since the 2002-2003 school year our elementary students have shown a 25% to a 32% increase in performance on the assessment of the state reading standards. In math our elementary have had 70-75% of our students scoring at or above the national percentile on the NRT test. In the assessment of the state standards in math and science our students are close to 95-100% meeting or exceeding the state math and science standards. In assessing the state standards in writing our students are consistently around 85-95% at meeting or exceeding the state writing standards.

In addition to the national/state reporting the Alma students take the Renaissance Learning STAR Reading Test three times a year. The STAR tests provide results that are used to identify concepts students have mastered, monitor academic growth over time, diagnose individual instructional needs and data to drive instructional decisions. This has become a very important tool for our teachers.

The data we use is from the Terra Nova test, Renaissance Learning Star test and from the State of Nebraska standard testing system. The state of Nebraska uses an assessment system with four performance indicators, which are beginning, progressing, proficient and advanced. Most of our students reach the benchmark of proficient or advanced. We do have students that are at the beginning or progressing mark, which we try to find extra help from reading specialists, para-educators or volunteers. For more information about the Alma Public School and the state assessments you can go to the Nebraska Department of Education website and look up the State of the School Report. The URL for the Nebraska Department of Education is www.education.ne.gov

2. Using Assessment Results:

Students in grades K-3 at Alma Elementary School are given the DIBELS reading assessment test three times a year. The results from these tests tell us how the students are doing and where they need help. If students are having difficulties in certain areas their reading progress is monitored more frequently than students who are making acceptable progress. We look at the data at to see which students need additional resources or if at the end of the year need to attend summer school.

Assessment drives school improvement goals. At Alma Public School we established our school improvement goal through much deliberation and data analysis from multiple assessments. Our school improvement goal has been to improve students reading comprehension skills across the curriculum. In order for us to evaluate our progress towards meeting our school improvement goal, a triangulation of data from the State Standard Assessments, the Terra Nova achievement test, and the Accelerated Reader (AR STARS) a locally administered reading assessment were used. From this data our faculty gets together to develop and refine instruction that is driven by student performance. Through these meetings

we come up with new ideas and strategies to improve student performance or we stop doing strategies that we feel are not helping student performance.

We used our reading assessment data to help us determine a new reading series for our K-6 elementary program. We have found that in reviewing assessment data it helps both teaching and learning. All other academic areas are addressed through our district developed curriculum based standards or by the Nebraska State Standards. Our teachers use both formative and summative assessment information to improve their instruction and to improve learning for the Alma Public School students.

3. Communicating Assessment Results:

Alma Public School realizes the importance of assessment scores and what we need to do to help every student achieve and be successful. We communicate our assessment results in many different ways to our stakeholders. With many citizens and parents having computers, using technology helps make communicating results easier and faster.

We have two Parent-Teacher conferences that we hold each year. One is held during the first semester and one is held during the second semester. At this time we can hand results personally to each parent and explain what the test results mean. The teacher can show the parents where their child is and if they need to improve.

We publish state results in our local newspaper and give them the Nebraska Department of Education website so they can look at the State of the School Reports. Information can be found on our school website. We also have a monthly school newsletter that goes out to our community patrons, in which assessment information is found. We share with our patrons through most of these avenues our Federal Accountability: AYP reports.

We feel as a public school district it is very important to get this type of information to them. It is important that we as a staff, communicate with each other the assessment results, analyze the data and continue to improve our teaching and learning.

4. Sharing Lessons Learned:

Alma Public School believes effective teaching and learning takes place from multiple sources. We allow our teachers to attend workshops, visit other schools and bring in resources to our school during in-service meetings. We believe we can learn how to be more effective as teachers, administrators, and a school through the input of outside sources such as our Educational Service Unit, State Associations, School Board Associations and from fellow teachers in other school districts.

As a member of our ESU # 11 in Holdrege we have been able to participate in many professional development meetings for our teachers, counselors and administrators. During these professional developments there is a significant amount of collaboration going on that occurs between schools and other educators. For example we attended a School Improvement Meeting and we sat down with educators that were working on reading as a school improvement goal. We were able to share our successes and listen to what other schools were doing to improve their reading. Through this type of collaboration we can share our ideas and learn many more that help improve learning for our students. Our conference administrators have monthly meetings where they discuss and collaborate on what programs or strategies are successful. They also share where they are struggling and look for answers to improve those areas.

One of the local television stations does short informational segments on schools in the area. One of these is the teacher of the month. Our 2nd grade teacher was awarded this last year and they came to our school and interviewed the teacher and students. Our band has performed on the TV show and at the State Music Educators conference.

In our monthly newsletter our teachers and administrators share successes that our students have accomplished that month. In the newspaper we list students that were honored by our conference on their ACT scores, the results from the Science Olympiad, the Spelling Bee, the Geography Bee or how many students we have going to the Summer Honors program.

Any time we can brag about the accomplishments of our students we will do that. We are very proud of our students, staff, school and community. If we are awarded as a Blue Ribbon School we will make sure that it gets out and shared with all media outlets and through any means that we have.

1. Curriculum:

The core curriculum of Alma Elementary School has been developed around the Nebraska State Standards. The core curriculum areas of the Alma Elementary School include reading, language arts, science, social studies and math. Other areas of our curriculum include art, computer technology, physical education, music, purple hands program and guidance.

We started a new Reading Curriculum this year; it is the Treasures series by Macmillan/McGraw-Hill. After going through our K-12 language arts alignment process we then looked at several language arts/reading series from different companies. We felt the Reading Treasures was the best fit with our curriculum and the Nebraska State Standards. Our teachers incorporate a 90-minute block of time each day to instruct students in alphabetic principles, reading fluency, comprehension, vocabulary, writing skills and phonetic awareness. This program has the resources to provide us with a balanced literacy program by using modeled reading, guided reading, shared reading and independent reading. The students work independently and with a partner. This program is consistent throughout the year in support of our standards in comprehension, vocabulary, phonics/spelling, fluency, grammar and writing.

Our Math follows the Nebraska State Standards and the Alma Public School curriculum guide. We use the Houghton Mifflin Mathematics series for our K-6 grades. Our math program uses a systematic step-by-step approach to developing mathematics concepts and skills. The focus on problem solving and reasoning provides opportunities for students to demonstrate and apply their understanding. Assessments reflect the content by measuring mastery of the standards and monitoring students' progress throughout the lessons.

Like math our science curriculum aligns with the Nebraska State Standards and the Alma Public School curriculum guide. We use the Macmillan/McGraw-Hill Science series for our K-6 grades. An important goal of our science education program is to help students develop the skills they need to think like scientists in their pursuit of understanding. Instructional units contain investigations, vocabulary, hands-on activities as well as home link activities to extend the concepts. Teachers in their daily lessons incorporate Smart-boards and other technology to help with the concepts of science.

The Social Studies curriculum that we use for our K-6 grades is by McGraw-Hill. In our history lessons the past and present are linked together in ways that make sense for all students at all grade levels. Active citizenship is taught through skill lessons, interactive activities and concrete examples. Teachers in their daily lessons incorporate Smart-boards and other technology to help with the concepts of social studies. Our third grade class has a field trip to Pioneer Village in Minden. The fourth grade does a unit on Nebraska State History and takes a field trip to Stuhr Museum in Grand Island. With the use of technology various resources are used to support the importance of the historical and governmental aspects of our state.

The fine arts program is designed to introduce and develop an interest and appreciation of the art of making music. All of our K-6 grades have vocal music three to four times a week for 20 – 30 minutes. They perform a winter and spring concert for our community. Our fifth and sixth graders have instrumental music 4 times a week and perform at two public concerts. The lower elementary grades incorporate in their lessons songs from Dr. Jean.

The Alma Elementary Art curriculum provides an introduction to various media, focusing on art as a developmentally creative process, and introduces artists' work with an emphasis on the artist's cultural experiences. They participate in the annual Poppy Poster Day. The K-6 grades have Art one time a week for 20 – 40 minutes.

In the field of physical education, health and nutrition all of our K-6 grades have physical education three to four times a week for 20 – 30 minutes. Both the classroom teachers and the physical education teacher teach the health and nutrition. The fifth grade teacher along with the physical education teacher teach a section on puberty. The physical education teacher holds a Hoops for Heart program, attends the Kids Health and Fitness day and has an elementary field day at the end of the year.

2. Reading/English:

We started a new Reading Curriculum this year; it is the Treasures series by Macmillan/McGraw-Hill. After going through our K-12 language arts alignment process we then looked at several language arts/reading series from different companies. We felt the Reading Treasures was the best fit with our curriculum and the Nebraska State Standards. Our teachers incorporate a 90-minute block of time each day to instruct students in alphabetic principles, reading fluency, comprehension, vocabulary, writing skills and phonetic awareness. This program has the resources to provide us with a balanced literacy program by using modeled reading, guided reading, shared reading and independent reading. The students work independently and with a partner. This program is consistent throughout the year in support of our standards in comprehension, vocabulary, phonics/spelling, fluency, grammar and writing.

Students in grades K-3 at Alma Elementary School are given the DIBELS reading assessment test three times a year. The results from these tests tell us how the students are doing and if we need to have any interventions for them. All of our elementary students are tested 3 times a year using the Renaissance Learning Accelerated Reader Star Assessments. With this data we try to reduce the achievement gaps and raise academic achievement. The results provide the teacher and parents with additional information concerning student progress. The Accelerated Reader is research based and follows best practices for our classroom teachers. Our Kindergarten teacher uses other resources at the beginning of the year to help bridge the achievement gaps of the new incoming students. One of those is the Phonics book by Scott-Foresman.

The Elementary and Secondary library has a rich collection of books for student enjoyment as well as teacher collections based on the Nebraska State Standards. Elementary teachers have their own library for classroom enrichment. Library lessons provide motivation and a love of reading.

Both our Elementary and Secondary incorporate the Six Traits of Writing into all of our classes. Students are taught in the Six Trait Writing process and are introduced to both creative and technical writing. We work with our students in different writing areas. They are trained not only in writing speeches, research papers and narratives, but in being able to write business letters, resumes and job applications.

We believe our teaching in writing fulfills our School Mission Statement of preparing each student to become a responsible and productive citizen.

3. Mathematics:

The mathematics curriculum at Alma Elementary School focuses on conceptual understanding of mathematics. We use the Houghton Mifflin Mathematics series for our K-6 grades. Our math program uses a systematic step-by-step approach to developing mathematics concepts and skills. The focus on problem solving and reasoning provides opportunities for students to demonstrate and apply their understanding. Assessments reflect the content by measuring mastery of the standards and monitoring students' progress throughout the lessons. Students are introduced to mathematical concepts and vocabulary and are expected to convey their reasoning used to solve problems orally, in writing, through picture or with hands on items. We use our local assessments to see how students are performing. Teachers collaborate to see what interventions are needed to help the students improve. Next year we will be giving the Nebraska State Test in Mathematics and will be able to use that as another assessment tool. Students that are behind in math go to the Title I room for help using interventions set up for them individually. Students who are in the gifted program are given enrichment activities in math to

continually challenge them. In the math core curriculum the teachers incorporated technology to assist all students including the gifted and those needing extra help.

4. Additional Curriculum Area:

The technology program at Alma Elementary School is one of our top priorities to help our students become 21st century learners. Our technology program follows a collaborative, hands-on approach to learning, which aligns with the National Education Technology Standards, emphasizing collaboration and communication. We also pride ourselves on our technology integration into the elementary classrooms. We now have laptops for each of our 4th, 5th & 6th grade students. They can use them at school, and we have two mobile carts with 25 computers each for our K-3 grades. All of our elementary classrooms have Smart-boards, and the teachers incorporate them into daily lessons. Students today are living in a socially connected society and we at Alma continually collaborate to implement new technological strategies to help them improve their communication skills. Activities that are incorporated into our elementary classrooms are: Garage Band, Photo Shop, Animation, Wikis, Keynote and Quick Reads. These are a few examples of the activities that demonstrate the importance of technology in our school to prepare our students for the 21st century. All elementary classroom teachers incorporate some keyboarding into their daily lessons. We have a website that parents can access which provides them with educational links. All teachers are required to post their grades on PowerSchool. Parents have access to this website and can stay current with their child's progress. Our Educational Service Unit provides workshops for our teachers as well as for our students. The technology curriculum is very important to us at Alma Elementary School and we require our teachers to stay current with the advances in technology. We want our students to be leaders in the future and to be able to be technology savvy.

5. Instructional Methods:

Teachers at Alma Elementary School are highly skilled at differentiating instruction and creatively meeting the needs of our many students. We have had workshops dealing with differentiated instruction and feel it is very important with both our high poverty rate and gifted students. The students at Alma have a wide range of reading levels and with varied needs, but they all leave with the fundamental skills that prepare them for middle school and high school. In primary grades, we evaluate student reading assessment data using the DIBELS program to determine common instructional needs. As a result of our data-driven approach, teachers also have thorough knowledge of the academic needs of the children entering their classrooms. Collaborative teams then meet to review the summative and formative assessment results, and place students in small instructional groups according to performance levels in reading. In all grades we use the Accelerated Reading STAR test to determine reading level and come up with interventions to assist with the comprehension and fluency in reading of all students. Teachers re-group students and design lessons to meet their instructional needs. The Reading Treasures Series we use has developed three levels of reading for students so that their needs are met. There are many resources available to meet the needs of qualifying individuals. These resources include Special Education, Title I, Speech and Language and the Gifted program. The Elementary Special Education Program has a teacher that is available to work with students individually or in the classroom setting. While inclusion is preferred the students are also seen on an individual basis as needed. Our Title I program focus is on reading and math and if the students qualify they are seen individually or in small groups on a daily basis. The Special Education program helps with reading and math skills and in all areas across the curriculum for those students who qualify. Our Educational Service Unit provides a Speech and Language Therapist that is available at our school two days a week. The Speech pathologist works on language and articulation needs of our students. We have a Gifted Program for our elementary students who qualify. The Education Service Unit provides us with a Gifted Coordinator who comes to our school once a month. He works with the students on abstract problem solving skills.

6. Professional Development:

The Alma Board of Education and Administration put a big emphasis on professional development. The education of our students at Alma Public School is of utmost importance to the parents and community.

In order for our students to get the best possible education the staff has to be current on new strategies and techniques they are using. The teachers have participated in many professional development workshops in areas that align to the goals and mission of Alma Public School. All of the professional development workshops teachers and administration attend are to help increase student achievement and the expertise of the teaching staff. Our Educational Service Unit collaborates with our administrators and teachers to design professional development workshops to fit the needs of the schools for that particular year. The Educational Service Unit provides new and innovative ideas or programs for technology, RTI, counseling, standards and alignment of curriculum to mention just a few. We have teachers in all of our curriculum areas attending workshops for the betterment of their students and to improve their teaching. Workshops the elementary teachers have attended in the past four to five years are: DIBELS training, Quick Reads Training, Implementation for the Treasures Reading series, Learning in Hand, Phonemic Awareness, First Key to Reading, 21st Century Skills to Maximize Literacy, Storytelling in the Digital Age, and Implementing L to J in the classroom. We brought a team from the Denver School District to Alma to put on a Reading Strategies workshop. During this workshop there were 45 minute sessions on Cross Curricular Pre-Reading Strategies, During Reading Strategies, Moving Beyond the Test: A Look at Post-Reading Strategies, and Literacy Strategies for Struggling Readers. Each teacher was provided with several resources to incorporate reading strategies into their curriculum to improve reading. All teachers had to document the use of a strategy in their classes in an effort to incorporate reading strategies across the curriculum.

The Alma Public School in partnership with community and family will prepare each student to become a responsible and productive citizen is our mission statement. As administrators and teachers we strive to uphold this vision by continually attending professional development workshops to improve the teaching and learning.

7. School Leadership:

The triumphs that Alma Public School have are the result of the efforts of a strong educational community which includes the superintendent, principal, teachers, board of education, support staff, parents, students and community. The principal is in charge of the educational leadership for grades K-12, while the superintendent is in charge of management of finances of the facilities. Both the principal and superintendent work with personnel to promote growth and improvement among the faculty and students. The principal has the role of the educational leader and facilitator. The Principal facilitates opportunities for teachers to utilize skills in leadership roles that support their strengths. All teachers help with our School Improvement Goal; All Alma Public School students will improve their reading comprehension skills across the curriculum. All teachers work together to collaborate ideas to improve reading, math, science or writing, which allows quality decision-making, discussion and establishes strategies to meet our goals.

We understand the importance of the Nebraska State Standards and to help our students become 21st century learners. We review assessment results from the State and district throughout the year. From this information we develop effective strategies and practices and implement them into our daily instruction. Conversations occur during school improvement meetings and in teacher in-service meetings, both of which are conducted monthly. Teachers share successes, concerns, and assist one another in continuous student achievement. Teachers share ideas from workshops they attend with other teachers or ideas that work in their classrooms. When a topic comes up in one of our meetings that warrant more research or investigation, we set up a committee to work on this idea. The committee then returns to the staff and more collaboration takes place until a consensus decision by the group is made. This allows any teacher a chance to fill a leadership role on a committee where they share the same interests, needs or expertise.

The approach we have used as a school with a community of leaders helps us with our decisions for improving instruction and help with student learning. Alma Public School is committed to continuous school improvement and our district leaders, parents and community support us.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: NE State Assessment

Edition/Publication Year: 2007-08 Publisher: Nebraska Dept of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	95	100	86	0	0
Advanced	50	75	56	0	0
Number of students tested	20	32	22	0	0
Percent of total students tested	100	97	96	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced		100			
Advanced		75			
Number of students tested		16			
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-2008 and not all information is available for earlier years.					

11NE1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: NE State Assessment

Edition/Publication Year: 2007-08 Publisher: Nebraska Dept of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	62	100	100	0	0
Advanced	19	53	55	0	0
Number of students tested	21	32	22	0	0
Percent of total students tested	100	97	96	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced		100			
Advanced		50			
Number of students tested	6	16			
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-2008 and not all information is available for earlier years.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NE State Assessment

Edition/Publication Year: 2007-08 Publisher: Nebraska Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	100	0	0
Advanced	88	86	83	0	0
Number of students tested	26	22	18	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100				
Advanced	88				
Number of students tested	16				
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-08 and overall information is not available for earlier years.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NE State Assessment

Edition/Publication Year: 2007-08 Publisher: Nebraska Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	88	100	100	0	0
Advanced	27	59	61	0	0
Number of students tested	26	22	18	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	94				
Advanced	19				
Number of students tested	16				
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-08 and overall information is not available for earlier years.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NE State Assessment

Edition/Publication Year: 2007-08 Publisher: Nebraska Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	100	0	0
Advanced	59	50	81	0	0
Number of students tested	22	18	16	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-08 and overall information is not available for earlier years.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NE State Assessment

Edition/Publication Year: 2007-08 Publisher: Nebraska Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	91	100	100	0	0
Advanced	18	53	75	0	0
Number of students tested	22	17	16	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-08 and overall information is not available for earlier years.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NE State Assessment

Edition/Publication Year: 2007-08 Publisher: Nebraska Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	100	88	90	0	0
Advanced	74	63	57	0	0
Number of students tested	19	16	21	0	0
Percent of total students tested	100	100	95	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100	90	85		
Advanced	73	50	54		
Number of students tested	11	10	13		
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-08 and overall information is not available for earlier years.					

11NE1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NE State Assessment

Edition/Publication Year: 2007-08 Publisher: Nebraska Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	90	94	95	0	0
Advanced	25	69	33	0	0
Number of students tested	20	16	21	0	0
Percent of total students tested	100	100	95	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	91	90	92		
Advanced	27	60	23		
Number of students tested	11	10	13		
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-08 and overall information is not available for earlier years.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: NE State Assessment

Edition/Publication Year: 207-08 Publisher: Nebraska Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	100	0	0
Advanced	72	59	80	0	0
Number of students tested	18	22	25	0	0
Percent of total students tested	100	96	100	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced		100	100		
Advanced		62	64		
Number of students tested		13	11		
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-08 and overall information is not available for earlier years.					

11NE1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: NE State Assessment

Edition/Publication Year: 2007-08 Publisher: Nebraska Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	94	100	100	0	0
Advanced	28	86	96	0	0
Number of students tested	18	22	25	0	0
Percent of total students tested	100	96	100	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced		100	100		
Advanced		77	100		
Number of students tested		13	11		
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-08 and overall information is not available for earlier years.					

11NE1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: NE State Assessment

Edition/Publication Year: 2007-08 Publisher: Nebraska Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	92	87	95		
Advanced	25	74	71		
Number of students tested	24	23	21		
Percent of total students tested	96	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	88		90		
Advanced	24		60		
Number of students tested	17		10		
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. American Indian					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-2008 and not all information is available for earlier years.					

11NE1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: NE State Assessment

Edition/Publication Year: 2007-08 Publisher: Nebraska Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	80	87	95	0	0
Advanced	20	70	50	0	0
Number of students tested	25	23	20	0	0
Percent of total students tested	100	100	95	0	0
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	100	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	71				
Advanced	6				
Number of students tested	17				
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Native American					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-2008 and not all information is available for earlier years.					

11NE1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: NE State Assessment

Edition/Publication Year: 2007-08 Publisher: Nebraska Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	96	95	97	0	0
Advanced	81	76	77	0	0
Number of students tested	27	21	30	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	92	90	90		
Advanced	67	70	70		
Number of students tested	12	10	10		
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Native American					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-2008 and not all information is available for earlier years.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: NE State Assessment

Edition/Publication Year: 2007-08 Publisher: Nebraska Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	82	95	93	0	0
Advanced	21	57	60	0	0
Number of students tested	28	21	30	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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	69	90	80		
Advanced	15	70	40		
Number of students tested	13	10	10		
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Native American					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Statewide testing replaced locally assessed individual standards in 2007-2008 and not all information is available for earlier years.					

11NE1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	100	97	98	98	100
Advanced	73	64	77	0	0
Number of students tested	85	78	80	0	0
Percent of total students tested	100	99	99	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	88	97	95	0	0
Advanced	88	62	65	0	0
Number of students tested	43	36	38	0	0
2. African American Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient/Advanced	100	88	95	98	100
Advanced	72	18	65	0	0
Number of students tested	11	17	20	0	0
5. English Language Learner Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Statewide testing replaced locally assessed individual standards in 2007-08 and not all information is not available for earlier years.					

11NE1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	91	99	99	85	99
Advanced	24	67	66	0	0
Number of students tested	86	77	80	0	0
Percent of total students tested	100	99	99	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	88	97	97	0	0
Advanced	21	61	66	0	0
Number of students tested	43	36	38	0	0
2. African American Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient/Advanced	100	97	95	79	91
Advanced	25	47	67	0	0
Number of students tested	11	17	20	0	0
5. English Language Learner Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Statewide testing replaced locally assessed individual standards in 2007-08 and not all information is not available for earlier years.					

11NE1