

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

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

Name of Principal: Mr. Mike Apple

Official School Name: Hitchcock County Jr./Sr. High School

School Mailing Address:    318 West D  
  PO Box 368  
  Trenton, NE 69044-0368

County: Hitchcock                    State School Code Number: 44-0070-001

Telephone: (308) 334-5575    E-mail: mapple@hcfalcons.org  
Fax: (398) 334-5381            Web URL: www.hcfalcons.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. Mike Apple    Superintendent e-mail: mapple@hcfalcons.org

District Name: Hitchcock County School System    District Phone: (308) 334-5575

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. Larry Ferguson

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**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 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

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 1 Elementary schools  
 (per district designation) 0 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
2 Total schools in district
2. District per-pupil expenditure: 13398

## 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: 3
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	0	0	0		<b>6</b>	0	0	0
K	0	0	0		<b>7</b>	8	2	10
1	0	0	0		<b>8</b>	9	8	17
2	0	0	0		<b>9</b>	15	7	22
3	0	0	0		<b>10</b>	6	14	20
4	0	0	0		<b>11</b>	7	8	15
5	0	0	0		<b>12</b>	9	8	17
<b>Total in Applying School:</b>								<b>101</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
99 % White  
0 % 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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2009	103
(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: 49%  
 Total number of students who qualify: 50

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: 24%  
 Total number of students served: 25

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>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>6</u>	<u>1</u>
Total number	<u>23</u>	<u>1</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	93%	93%	89%	93%	91%
Daily teacher attendance	98%	98%	99%	99%	98%
Teacher turnover rate	9%	4%	4%	0%	0%
High school graduation rate	100%	100%	100%	100%	100%

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

While evaluating our student attendance rates please be aware that we are a small school with a high school student body of around 100. Included in that student body are several students who are handicapped with high needs health impairment such as Muscular Dystrophy and Crouzon syndrome. These students due to their health impairments affect our attendance numbers adversely due to their conditions and our small overall enrollment. These students could have been contracted out to other districts but we have chosen to keep them in our school and educate them here, with their classmates and add to our overall climate due to their presence.

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>11</u>
Enrolled in a 4-year college or university	<u>27%</u>
Enrolled in a community college	<u>64%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>9%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>100%</u></b>

## PART III - SUMMARY

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Hitchcock County School District, in conjunction with its community, seeks to provide academic excellence, development of social skills, aesthetic awareness, and opportunities to develop lifelong learning skills in an environment that is physically and emotionally safe for all students. The mission statement says it all for the kids of our school.

Hitchcock County Schools is a merger of the schools that were located in Culbertson and Trenton. The two districts were a loosely unified district which formally merged and then became known as Hitchcock County Schools. This merger, as with all small school mergers, was trying on the communities and the students. Over the years, the district has begun to flourish as new friends were made among the students of the different towns.

Demographically the district is located in poverty stricken Southwest Nebraska. The district has consistently had a poverty rate hovering around the 50% mark, and the staff and teachers have refused to allow this to be an excuse to allow our children to fail. The elementary located in Culbertson currently houses 175 students PK-6 and the secondary in Trenton has an enrollment of 104 students.

The strengths of the district are our teachers who take great pride in working with our students to see them achieve. The English Department chair in the high school has always taken great pride in his writing assessment scores which are always near the top of any list in our area of the state. The secondary school offers 525 credits of class offerings which is considerably higher than the 400 required by the state of Nebraska.

In the 2009-2010 school year our Guidance Counselor, Deb McCarter was recognized as the Nebraska Rural Community Schools Association secondary teacher of the year. She is a tireless worker who always supports the students in any way she can, we are all proud of her and this accomplishment for all of our school.

Hitchcock County offers a wide range of extracurricular activities from the academics and fine arts to athletic opportunities. National Honor Society, quiz bowl, FBLA, Student Council, a thirty-five member band, active chorus, competitive speech team, one-act play as well as football, volleyball, basketball, wrestling and track around out are activities. We have almost one hundred percent participation, in other words just about every student here is involved in at least one of the above mentioned activities.

The students who attend Hitchcock County have all been given lessons in positive behavior support. This program is based on the idea of first teaching all students the behaviors that are expected of them. This goes from how to act on the school bus to stacking trays appropriately at lunch. The program started in the Elementary and has been carried on into the secondary school dealing with respect for each other and everyone else. Most of the lessons which are taught by the teachers have been recorded on video by the various groups of students. The lessons have demonstrations which are acted out by the students on appropriate ways to act as well as the non-appropriate version. The program has been a success. And as a result, we have well behaved, safe, good students that understand what is expected of them when they come to school.

Hitchcock County is a great place to be because of the students, staff and parents! We celebrate the fact that we are all Falcons!

### 1. Assessment Results:

When evaluating Hitchcock County Schools' assessment results, please keep in mind that the Nebraska Star Standards were developed and implemented by schools in the year 2000. Those assessments changed for the school year 2009-10 when the state changed to the NeSA tests.

The purpose of the new state tests (NeSA) is to provide public accountability and state comparison. For that reason the new tests are being designed to be summative snapshots providing information about student performance on the newly revised state content standards in reading, mathematics, and science.

The Quality Education Accountability Act specifies that Committees of teachers from each appropriate subject area, and administrators shall assist in the development of statewide assessment instruments. Therefore, the NDE has led groups of Nebraska educators through the standards and assessment development process including standards revision, assessment development including item writing, reading passage writing and the development of performance level descriptors. Over 500 Nebraskans have been involved thus far in advisory and work groups. And as each subject area is added, the number increases.

The NDE has contracted with numerous assessment experts including many from outside the state. These assessment experts have assisted the NDE in advisory roles, in assessment development, in NCLB documentation, and many other tasks.

Additionally, LB # 1157 requires that a Technical Advisory Committee be appointed by the Governor and approved by the Legislature. The role of this Committee is to review the statewide assessment instruments and advise the Governor, the state board, and the State Department of Education on the development of statewide assessment instruments and the statewide assessment plans.

This committee shall consist of three nationally recognized experts in educational assessment and measurement, one administrator from a school in Nebraska and one Nebraska teacher.

Students are scored on assessments as beginning, progressing, proficient or advanced level based on their performance on the assessment. At Hitchcock County these tests are taken on-line and the information is stored for ease of retrieval.

As you look at the assessment scores for Hitchcock County you will notice that our students have made great strides in their assessments leading up to the year 2009-10 when the test was changed. During the years 2005-2007 our students score well, but our special needs students were a little low. In following years our special needs students along with our poverty students scored the same as the regular students. I believe this is the ultimate goal a school should achieve: to have all sub-groups score well and see no significant difference between sub-groups.

With the change to the Nebraska statewide assessments of NeSA tests our scores dipped slightly. I think this is normal and our teachers this year are working hard to prepare all of our students to score at or near the proficient and advanced levels.

Data will continue to be compiled to evaluate assessment progress on the NeSA tests into the future.

State test results may be viewed at <http://reportcard.education.ne.gov/District/DistrictSearch.aspx?optSearch=5&DistrictID=&CountyID=> To access those related to Hitchcock County it is easiest to list a community name (Trenton) rather than the district name of Hitchcock County.

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

Hitchcock County secondary uses multiple forms of assessments to measure and improve student performance. Our district uses the Tera Nova norm referenced test as one form. By reviewing the results of this once a year test, we are able to gather data and it's trends to support instruction and make sure the district is moving in the right direction. This data is used to help determine the strengths and weaknesses of our district and what needs to be addressed by the school improvement process.

Other summative measures the district has used were the Nebraska Star assessment in math, reading and writing. They are now known as the NeSA tests. These tests also give yearly feedback to the teachers on how the district is doing and where we may need to adjust teaching to bolster struggling test scores.

Formative assessments are also used on a daily basis by teachers to drive student learning. An example might be a vocabulary quiz utilized by the English teacher to check a class' progress about a particular unit of study. Using professional judgment, teachers are able to monitor and adjust instruction on a lesson by lesson basis to meet the needs of their students.

## **3. Communicating Assessment Results:**

Student performance at Hitchcock County Schools is communicated with parents and patrons through a variety of means. Individual student grades are available to parents via our Sycamore electronic website. With the use of a password, parents and students have access to view student grades almost in real time.

Star and NeSA scores are handed out to parents or mailed directly to them with report cards. If parents want to know how their student is doing they may call the district at any time for an up to date report.

Overall school performance information is put together into a report called the State of the Schools. Flyers are mailed out to all district patrons that contains test scores and other pertinent demographic information.

Patrons also have the option to log into the Nebraska Department of Education website where information is stored on all school districts in the state and information is distributed in a number of ways.

With electronic means, school flyers, individual results along with newspaper articles written in the Hitchcock County paper, all of the patrons of the district have access to how the students of Hitchcock County are progressing.

## **4. Sharing Lessons Learned:**

The success of any school in any part of the country is the result of a combined effort of individuals who form a team. That team is everyone who holds a stake in any child's education. The team is everyone from the student to the parent who gives guidance to that student at home. It is the bus driver who ensures the students day starts off correctly and safely to the cook who provides a nutritious healthy meal; teachers who ensure all the correct subject matter is presented to the student in a manner that is understood and ensures that student is successful. It is shared with the paraprofessionals and support staff who ensure students get the things they need. This includes the nurse who maintains the well-being of the students' health; the administration who is there to provide support, guidance and leadership to all involved in the educational process; and the school board who's decisions guide the direction of the district and the members of the community who support the district and partner with the school to help reach the goal of high student achievement.

Our school district has also been involved the development of state wide assesments and has actively offered and sent teachers to help in the development of this process. Teachers regularly attend state meetings on reading and curriculum. Administrators also routinely share information with neighboring districts through Educational Service Unit meetings on a monthly basis. It is this combined effort that ensures success.

## 1. Curriculum:

Curriculum – Hitchcock County Senior High School’s curriculum has been aligned to reflect the Nebraska State Standards (NESA). The core areas of our curriculum are language arts, math, science, and social studies. Additionally our curriculum includes instrumental and vocal music, instruction in Spanish and Advanced Spanish, German and French, 30 hours of physical education and health, 40 hours of art education, 60 hours of industrial technology, and 50 hours in business education.

Language Arts instruction involves four years of English along with speech, advanced speech and college credit which is dual credit for college. Delivery of instruction is a combination of lecture and student/ teacher interaction through question and answer led by the instructor. Students at all levels are engaged and those identified with learning disabilities have teacher aids at their disposal.

Math curriculum covers courses in Algebra, Geometry, Advanced Algebra, Trigonometry and Calculus, as well as Applied Math and Pre-Algebra. Students are introduced to concepts at various levels and then these concepts are revisited as necessary to insure the students master concepts needed to pass the state standards.

The Science curriculum covers Biology, Physical Science, Physics, Zoology, Anatomy, Chemistry and Advanced Chemistry. Instruction is delivered in many ways. Whole group discussion, small group instruction and individual instruction are all offered. Lab work is often developed to provide students with hands on opportunities as well as developing an inquisitive nature about the world around us.

Our Social Studies curriculum covers geography, world history, American History, government, and history of the arts, modern problems, sociology and psychology. Social studies students are given the opportunity to have several local field trips to learn of American history events that occurred here including learning of Massacre Canyon, one of the last Indian on Indian battles that occurred in the United States, and visit Oak Canyon an area believed to have been visited by migratory Indian tribes in this area. The Geography bee is offered by the school to test children’s geographical knowledge and allow them to compete on a state level. A Veterans Day program is hosted by the school every year allowing the older generation of our district an opportunity to interact with our children.

## 2. Reading/English:

Seventh grade English emphasis placed on reading, vocabulary, and writing skills. Students read the novel Johnny Tremain, practice reading and vocabulary skills by using Scope magazine, and improve reading and writing skills by using Holt’s Elements of Language text.

Eighth grade English emphasis is placed on reading, vocabulary, and writing skills. Students read the novel Outsiders, practice reading and vocabulary skills by using Scope magazine, and improve reading and writing skills by using Holt’s Elements of Language text. Students also prepare for the Nebraska State Writing and Reading assessments.

Freshman English is a general high school English course exploring the basic elements of grammar and writing. The focus is on form writing in various modes of expository composition. More time is spent on literature study and analysis. A systematic study of general and course specific vocabulary begins in 9<sup>th</sup> English.

Sophomore English focuses on traditional grammar, usage, and mechanics and their application to the traditional writing process. In addition, Sophomore English includes the study of several classic selections from world literature-most notably Lord of the Flies, The Great Gatsby, and other selections as time permits. Class format: lecture, note taking, discussion of written assignments, traditional grammar tests, and

literature worksheets and quizzes. Sophomores also continue vocabulary study by using a vocabulary workbook with weekly vocabulary quizzes.

Junior English is a traditional junior English class that reviews language arts through a workbook format. In addition, classic American literature is taught: The Grapes of Wrath, The Old Man and the Sea, Huckleberry Finn, etc. Juniors also take on-line assessments in state mandated reading and writing standards. Traditional modes of expository writing are also covered in junior English.

College Prep English 11 is an advanced placement English class designed for those students who are planning on attending a college or university after high school graduation. It is primarily a writing class that focuses on expository composition in the following modes: narrative, description, comparison/contrast, argumentation/persuasion, illustration, etc. The second semester culminates in the preparation and writing of an extensive research paper that pulls together all elements of the writing process. Only those students who are self-motivated and serious about doing advanced work are allowed to enroll in this class. A cumulative English grade of 85% or better is highly recommended.

Senior English is a traditional English class that focuses primarily on the study of English literature. Classic novels are read: Great Expectations, 1984 and others as time permits. Also, a core literature anthology of short fiction is used to study literary analysis.

Expository Writing 101 and 102 is a college credit class that offers seniors the opportunity to earn up to six college credit hours in English. All freshmen in college must take expository writing. By taking this class, the high school student gets a head start on his/her college career. Students must take and pass a college “comp” test from McCook Community College before they can register for this class. This is a distance learning class that includes several area high schools within the educational service unit #15 consortium. The class is taught by the English instructor at Hitchcock County High School in Trenton, Nebraska.

### **3. Mathematics:**

The math curriculum at Hitchcock County is based on National Teachers of Mathematics Standards. The Nebraska State Assessment standards are fully addressed within those NTM standards. Key concepts and essentials that need to be known are addressed for each course as they pertain to the curriculum and State Standards. Students below grade level are given extensive help before and after school at the Junior High level as well as assistance from tutors and teacher aids. Students who need additional help are referred to “math hour” for extra individualized help. Parents of struggling students are notified of their child’s progress and asked to allow students to come in early or stay late for tutoring. Any student still below grade level is recommended by the Junior High math teacher to take a slower paced Algebra course at the freshman level. If they have caught back up at the end of the freshman year they proceed to Geometry with those at grade level. If not they proceed in a slower paced class of Algebra and Geometry that addresses the necessary State Standards and curriculum focuses as well as trying to expose them to some of the math of the workplace. Math essentials are taught and retaught, assessed and reassessed to students to ensure that those students have understood identified concepts rather than moving on to the next concept without mastery of the previous standard. Our higher level courses such as the second semester of Algebra II, Trigonometry, and Calculus go beyond State Standards and are taught to a much deeper depth allowing for challenging classes for our gifted students.

### **4. Additional Curriculum Area:**

In the sciences at Hitchcock County Schools there is a commitment to student achievement. It uses small success as stepping stones to create real achievement both in the classroom and in the real world. This is accomplished through varied, differentiated instruction. All of our science courses use verbal lecture in conjunction with written notes, technology, and varied homework. Practical experience is relayed through work in labs where students get to experience hands on science. The following is a brief overview of what is accomplished in each of the science classes.

Physical Science is a course students learn the basic laws of the universe. This course starts with the scientific method then moves on to the laws of Newton and the types of basic physics associated with these laws. It then gets to an understanding of matter on the atomic level introducing basic concepts of chemistry. It then finishes up with the study of energy and how it relates to waves and particles.

In Biology students learn the basics of life. This course starts with a refresher in the scientific method. We then start with defining what life is. This is accomplished through looking at organisms in their environment. We then look at energy as it tracks through ecosystems. To finish we look at life in small detail.

Chemistry is the study of matter and energy. It starts by looking at atoms, including their subatomic makeup and tendencies. It looks at the particle constituents of protons and neutrons. It continues with periodic trends of elements. The course finishes with stoichiometry and atomic bonding.

Zoology is an advanced biology course. It starts by looking at animals on the cell level. It then looks at protozoans and metazoans by studying several different phyla of animals. This includes phyla: Echinodermata, Chordata, Arthropoda. We also look at several representative classes from the preceding phyla.

Anatomy and Physiology focuses on the function and structure of the human body. The class starts small (the cell) and works its way up. All of the major body systems are covered in this course. Specific emphasis is given to the: integumentary, circulatory, skeletal, muscular, nervous, and sensory systems of the body.

In Advanced Chemistry greater detail is given for why things actually happen in chemical reactions. This course starts with stoichiometry, it then progresses to phases of matter and associated laws governing each phase. It finishes with Redox reactions and a detailed study of enthalpy and entropy and its influence on chemical reactions.

Physics is the study of Newtonian mechanics. The class starts with a simple study of motion. It then proceeds to create a deeper understanding of motion through the use of vectors and other forces acting upon objects. This knowledge is then applied to simple machines. This course then shifts focus to study charge interactions. This is later applied to the study of both electricity and magnetism.

## **5. Instructional Methods:**

Education is not a “one size fits all” type of institution. At Hitchcock County we believe that all students can be successful.

Many times students have opportunities for extended learning times. Teachers are available to students before school, over the noon hour, during prep periods, and even give their personal phone numbers out to the children to allow them to call with questions after hours.

Individual students may have assignments adjusted in length to meet their particular needs. Some students have access to teacher aids to help them understand concepts they may struggle with and individualized peer tutoring is also offered throughout the day to students who need it. Teachers give students opportunities to retake tests to insure that students understand important concepts rather than just moving on to the next item. Lastly, after school tutorials are available to ensure struggling students have the opportunity to finish work and pass classes. The thought here is that you never let children and their grades get so low that they can't pass the class. We try to give each student the individual attention they need to be successful in school.

## **6. Professional Development:**

Our professional development is driven by the school improvement process which is headed by a team of teachers, administrators and parents. Currently the district is working on the curriculum areas of language arts and mathematics. The curriculum areas were decided upon by analyzing the student data from NESA test scores and these curriculum areas will be worked on school wide as a K-12 district. The district brought

in a staff developer from Education Service Unit 15 to lead the process which is now ongoing. The district's data was initially disaggregated by the steering committee of the school improvement team. Data was then distributed to all teachers district wide. These goals will remain until the district completes the current school improvement cycle in four years then they will be re-evaluated again. The math focus has been a curriculum realignment K-12 for the district. The language arts piece includes vocabulary, fluency and reading comprehensive. The district over the past several years has been incorporating accelerated reader programs and during the school year 2010-2011 completed adding the program in the high school. All students now are required to read and test via the AR program to check for reading difficulties and to continually check for reading at grade level.

## **7. School Leadership:**

The leadership structure at Hitchcock County schools is led by a six member board of education that is elected by the voting patrons of the district. The Superintendent/7-12 Principal and a PK-6 Principal are the administrative portion of the leadership. The board along with administration work together toward a common goal which ultimately is to provide a quality education and to provide high student achievement.

As the Superintendent/7-12 Principal, it is my responsibility to see that all students in the district have the opportunity to succeed. Everything we do, every dollar we spend, we try to answer the question of how does this affect our children's education.

While being an administrator of twenty plus years I have always tried to find things that were research based to improve student achievement and programs that help to supplement that goal.

By being a part of the school improvement process, I have the ability to provide input to ensure the district moves in the direction of continuous improvement.

As a Superintendent of a high poverty district, it is important to be visible to the patrons of the district and to know the backgrounds of the students. Fortunately we are a small enough district and this is much easier to accomplish. By building relationships with parents and students it is easier to encourage students to stay in school, become involved in an extra-curricular activities and to give the students the extra help they need to be successful in school.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11

Test: Stars

Edition/Publication Year: 2010

Publisher: Online Assessment Manager

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	99	98	97	97	52
Advanced	69	80	71	39	48
Number of students tested	16	25	19	13	6
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	98	96			
Advanced	61	79			
Number of students tested	12	11			
<b>2. African American Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. none</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b> The class of 2005-2006 only had 6 students.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11

Test: Stars/NeSA

Edition/Publication Year:

Publisher: On Line Assessment Manager/Nebraska

sTARS/2010/NeSA/2009

Department Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient, Advanced	80	97	96	96	33
Advanced	33	47	61	25	54
Number of students tested	15	25	20	13	6
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient, Advanced	93	93			
Advanced	32	43			
Number of students tested	10	11			
<b>2. African American Students</b>					
Proficient, Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient, Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient, Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient, Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. None</b>					
Proficient, Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0		0	0	0
<p><b>NOTES:</b> Up until last year Nebraska used the Stars test to report each school test scores. last Year the State require schools to use the NeSA test. The class of 2005-2006 only had 6 students. We are a small school with 100 students, we do not have other subgroups that we can use. Prior to the NeSa-R state reading assessment that Nebraska began using the State of Nebraska utilized a writing assessment that was given state wide during a testing window and then districts mailed the test to the state assessment coordinator for scoring. During the school years 2004-2010 Hitchcock County eleventh graders scored 100% proficient 5 of those 6 times and in 05-06 the eleventh graders scored 92% proficient.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: STARS

Edition/Publication Year: 2010

Publisher: Online Assessment Management

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	88	99	98	100	95
Advanced	0	0	0	0	0
Number of students tested	22	22	14	14	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	100	98		100	0
Advanced	0	0		0	0
Number of students tested	12	10		10	0
<b>2. African American Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. o</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: STARS

Edition/Publication Year: 2010

Publisher: Online Assessment Management

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient /Advanced	100	100	100	100	95
Advanced	0	0	0	0	55
Number of students tested	22	22	14	14	10
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient /Advanced	100	100	0	100	0
Advanced	0	0	0	0	0
Number of students tested	12	10	0	10	0
<b>2. African American Students</b>					
Proficient /Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient /Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient /Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient /Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. 0</b>					
Proficient /Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient & Advanced	92	99	97	99	79
Advanced	69	80	71	39	48
Number of students tested	38	27	33	27	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient & Advanced	99	97	82	100	0
Advanced	61	79	0	0	0
Number of students tested	24	21	8	10	0
<b>2. African American Students</b>					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. None</b>					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b> In the school year 2005-2006 the class had 6 students.					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient & Advanced	92	98	98	98	72
Advanced	33	47	61	25	55
Number of students tested	37	47	34	27	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient & Advanced	97	96	92	99	0
Advanced	32	43	58	1	0
Number of students tested	22	21	2	14	0
<b>2. African American Students</b>					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. none</b>					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b> The class of 2005-2006 only had 6 students.					

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