U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12NE4

School Type (Public Schools):
(Check all that apply, if any)

☐ Charter   ☑ Title 1   ☐ Magnet   ☐ Choice

Name of Principal: Mr. Kevin Thomas

Official School Name: Potter-Dix Elementary School

School Mailing Address: 304 Horrum Street
                            PO Box 149
                            Dix, NE 69133-8960

County: Kimball   State School Code Number*: 17-0009-003

Telephone: (308) 682-5226 E-mail: kthomas@panesu.org

Fax: (308) 682-5227   Web site/URL: www.pdcoyotes.com

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. Kevin Thomas   Superintendent e-mail: kthomas@panesu.org

District Name: Potter-Dix Public Schools   District Phone: (308) 682-5226

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: Mrs. Claire Smith

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)

*Non-Public Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 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 foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

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

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district   1   Elementary schools (includes K-8)
   (per district designation):   0   Middle/Junior high schools

         0   High schools

         0   K-12 schools

         1   Total schools in district

2. District per-pupil expenditure: 16372

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 8

5. Number of students as of October 1, 2011 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		6	7	6	13
K	3	2	5		7	0	0	0
1	11	6	17		8	0	0	0
2	7	5	12		9	0	0	0
3	6	8	14		10	0	0	0
4	6	5	11		11	0	0	0
5	1	16	17		12	0	0	0
						Total in Applying School:		89

3

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
1	%	Asian
2	%	Black or African American
10	%	Hispanic or Latino
0	%	Native Hawaiian or Other Pacific Islander
87	%	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 2010-2011 school year: 16%

   This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred *to* the school after October 1, 2010 until the end of the school year.	7
(2)	Number of students who transferred *from* the school after October 1, 2010 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1, 2010	87
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent of English Language Learners in the school: 0%

   Total number of ELL students in the school: 0

   Number of non-English languages represented: 0

   Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 47%

   Total number of students who qualify: 42

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: 12%

   Total number of students served: 13

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	3	Specific Learning Disability
0	Emotional Disturbance	5	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	8	3
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	1	0
Paraprofessionals	3	1
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	4	0
Total number	17	4

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:   10:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	97%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
    Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

    Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ⊙ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

Potter-Dix Elementary is a shining example of a school that inspires children toward excellence. Students, teachers, and community take pride in the school and believe our school excels. Levels of achievement are high as measured by state standards and standardized tests, reflecting a strong curriculum and outstanding teachers. The students' high performance reflects the teachers' education, commitment, and expertise in the classroom. All are proud of their collaborative contribution to the school's success.

Accomplishments are many and varied. Extracurricular groups, Destination Imagination, and Spelling Bees have strong participation, and students have placed well locally, statewide, and nationally. Potter-Dix students were selected to design an experiment to fly aboard the final flight of the U.S. Space Shuttle program. The historic flight of the experiment was an accomplishment for students, teachers, as well as the entire community. The fact that students have had poetry and artwork published makes a strong statement that opportunities are offered for students to creatively express themselves. Junior Jubilation, a fourth through sixth grade choir, is offered for students who choose to be involved in the fine arts. Their exemplary skills are showcased county wide as they perform at senior citizen assisted facilities and community and county celebrations. Potter-Dix is proud that our students are trying to make a difference. Students organized and held fundraisers to aide Haiti relief efforts. Planting trees on school grounds and arranging for trash pickup days display how students want to have a positive effect on their environment. A book bag program provides a literacy link between home and school. Each grade has established a minimum weekly reading goal, creating a passion for reading enjoyment and personal growth.

Potter-Dix Elementary is worthy of Blue Ribbon status, a distinguished and high honor. Our high academic expectations and performance are evident among all students. This school has embarked on a journey to establish a Professional Learning Community (PLC) where we encourage creative problem solving. Innovative solutions and all viewpoints are respected and encouraged. Through this collaborative PLC team, we are moving forward to being the best school we can be. This process is attributed to the high level of success of our students. No longer are we working as islands, but a cohesive force, changing the direction of our students to toward excellence. A designated and protected time is allocated for this process to achieve sustained school improvement. During PLC time, there is a feeling of being part of something larger than ourselves. Teachers feel connected and truly a part of something special. We are surrounded by resources that act as lifelines to rescue struggling students and provide opportunities for high achieving students. Instruction incorporating best practices in all classrooms, interventions matched to individual student's needs, and weekly collection of data to monitor student progress is the focus of our team. Our data process enables us to provide instruction to strengthen areas of weakness and highlights students who are functioning above grade level. Through ongoing analysis of student performance, we are able to meet the needs of all students in the learning spectrum.

The tremendous partnership between the school and communities is also laudable. Through tireless efforts of the school and communities, we are meeting the basic physical and educational needs of our students. Our open-door policy encourages parents and community members to be active in their child's education. The community has responded to meet the physical needs of students with donations of clothing, toys, food, shelter, and enrichment opportunities. This contributes to the success and well-being of students, creating a safe learning environment. Through tireless efforts, the school and community are meeting the basic physical and educational needs of all students, especially the overwhelming number of at-risk students. A milestone was the establishment of an all-day preschool where a positive, healthy, stable environment is offered. One main goal is to support and work with parents to meet the needs of their children, especially those who may be at risk academically and socially as they enter kindergarten.

The mission of Potter-Dix Elementary is to develop productive and responsible citizens. Our goal of providing high quality learning opportunities that encompass rigorous academics, fine arts, and wellness/physical education assists in this process and is central to our mission statement. The school, in partnership with families and the community, is working together to provide opportunities and experiences to achieve this goal. An atmosphere of professionalism and respect is reciprocated between faculty and students.

Potter-Dix has a tradition of being a good school, but we are endeavoring to make it a great school. As Potter-Dix Elementary ventures forward on this exciting journey, we are reshaping the direction of how we serve the needs of every student---struggling, at risk, average learners, high achievers, and gifted students. Our focus is to continue seeking avenues for improvement while striving for greatness.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Standardized achievement assessments administered by the Potter-Dix School demonstrate exemplary results. Results are extrapolated from the NeSA (Nebraska State Accountability) Reading and Math tests which are given statewide, as well as the STARS assessment. The recent adoption of the NESA test resulted in replacement of the STARS (School-based Teacher-led Assessment and Reporting System assessment). National assessment scores from DIBELS (Dynamic Indicators of Basic Early Literacy Skills) tests for grades kindergarten through second and Terra Nova for grades three through six are also analyzed and data disaggregated. The goal of our school is to achieve proficiency levels of 100% at all levels. During weekly PLC (Professional Learning Community) meetings in which data is analyzed, subgroups of individuals not meeting this high standard are targeted for additional support. At the beginning of the year, students not meeting proficiency are defined. Attention to those students is immediate, and instruction is delineated to address those deficiencies. Extra support is given to those students in the classroom and resource room via individualized or small group instruction. Our Friday afternoon Success for Learning program also provides explicit support in the areas of concern. The goal of instruction is to close the gap between those students who lack proficiency and those who have achieved it. Improvement in those scores contributes to the success of our entire student population. The number of students achieving high levels of proficiency indicate effective instructional methods that lead to continued success.

The performance trends found in the data tables associated with this application are indicative of trends found in additional assessments, specifically the TerraNova standardized test and curriculum-based classroom assessments, given to Potter-Dix Elementary students in third grade through sixth grade. The trends indicate that nearly all classes have proficiency levels of 90% or higher in Math and 85% or higher in Reading on the Nebraska State Accountability test (NeSA). In many cases, 100% of the students are proficient in both Math and Reading. One or two students, because of our small class sizes, can skew the percentage results of the entire class. Therefore, test results suggest that our high percentage of proficient students is quite an accomplishment. Small class sizes reduce the amount of students who may become lost in a larger school system. Class sizes ranging from nine to twenty-one allow teachers to identify students in need of extra or intensive support in the lower elementary grades and continue those strategies into the upper grade levels. Class size and vertical communication between teachers ensure an ease of transition from one grade level to the next. Significant gains and losses are not apparent in this five year trend data, which reveals the dedication teachers have to helping all students become proficient in Math and Reading regardless of their socio-economic status, ethnicity, or special education qualifications.

The third grade class in Year 1 of the data tables does not follow the typical trend for Potter-Dix students. Overall class results are lower than the Potter-Dix desired levels, yet further analysis of this class clarifies such results. Eight of the ten students in the class were proficient in Reading, while seven of those students were proficient in Math. All three special education students took the test without being alternatively assessed. Two of those three students were proficient in Reading, and one was proficient in Math. This class has been an area of concern, and numerous measures have been taken to improve achievement results in all students. Early interventions such as one-on-one Title I and Special Education assistance, small classroom reading groups, dedicated volunteers to help students improve basic Math and Reading skills, and paraprofessionals trained in the Early Intervention in Reading program (EIR) have been in place since first grade, when the students in need of this intensive support moved into the district. Reading skills for this class, as well as all lower elementary students, are monitored using the Dynamic Indicators of Basic Early Literacy Skills program (DIBELS), which identifies specific research-based skills to improve reading success. While the NeSA scores reported for this class are below our desired goal of achieving 100% proficiency, continued improvement shows success. We understand the

challenges this class presents are ones which will continue to require continued efforts to effectively guide these students.

Teachers are able to dedicate more time and effort to students in small classes while still encouraging higher level students to excel and exceed their own expectations. In classes with small numbers, teachers are accountable for each student. Since no significant weaknesses appeared in analyzing trend data, dedication to the success of all students appears as a strength in our assessment results.

2. Using Assessment Results:

The effective use of assessment results is vital to the success of Potter-Dix students. Results are collected from numerous sources, analyzed in a variety of ways, utilized for optimal student improvement, and acknowledged among diverse groups. Assessment results are taken from the Nebraska State Accountability (NeSA) tests for Math and Reading, TerraNova tests, weekly classroom reading assessments, daily math assessments, DIBELS results, and classroom observations. (In the spring of 2012, the TerraNova test will be replaced by the NWEA/MAPS test.) Standardized tests provide the faculty with a general view of student achievement, while classroom assessments offer more specific data about individual students. Together the data sources provide the school with a complete impression of student performance.

a) With the intention of identifying strengths and weaknesses in math and reading, results from the NeSA Math and Reading tests, as well as the TerraNova test, are presented to the staff at the beginning of each school year. The results are also disaggregated to reveal gaps, if any, between subgroups. The subgroups include males, females, special education students, and students eligible for free or reduced lunches. Trend data, which is tracked for five consecutive years, monitors classes and subgroups from year to year. The information presented is analyzed and provides teachers with the opportunity to discuss as a group which skills students have mastered and which skills need further improvement. Four years ago, the assessment results revealed a strength in math skills and a weakness in reading vocabulary. This discovery prompted the elementary teachers to attend workshops which would provide research based strategies to improve student learning in vocabulary. Through periodic monitoring, math skills continue to remain steady while vocabulary results continue to improve.

After discovering a weakness in vocabulary, curriculum emphasizing the importance of vocabulary skills was implemented into the K-6 classrooms. Emphasis on reading curriculum, as well as workshops concerning data teams, prompted the staff to organize weekly meetings to discuss student progress in vocabulary, comprehension, fluency, writing, and summarizing skills. The belief that vocabulary is intertwined with other reading skills and subjects allows the staff to collaboratively find strategies for all areas while also focusing each lesson on vocabulary. During weekly Professional Learning Community (PLC) meetings, teachers dissect the data from each classroom and discuss intervention strategies for students in need of extra support. The weekly meetings have created a collegial atmosphere in which teachers freely impart knowledge to improve teaching strategies for all grade levels. Effective strategies, shared between grade level teachers, can be modified to assist all students. Weekly meetings have proven to be successful as student scores improve in both weekly reading tests and standardized tests.

Lower elementary students are assessed three times each year using the DIBELS assessment tool. The results assist teachers in placing students into flexible ability groups for optimal student achievement. The second and third grade classes have been part of a research project conducted by the University of Nebraska-Lincoln. This project, focusing on early reading support, trains teachers and paraprofessionals in reading development, instructional strategies, differentiating instruction, and data-based decision making for rural schools. The research project uses results from DIBELS to track student growth and provide teachers with clear directions to help students in need of intensive support.

Classroom observation is also used as an assessment tool. Through observation, teachers are able to understand the reasons students may perform at different levels. This method of assessment is a personal approach to understanding students, and it is felt to be as important as the collection of numerical data.

Without understanding how students learn and work to their potential, success is a hopeful attempt rather than a systematic and knowledgeable process.

b) The success of a school depends upon the support of everyone in the community, which is why Potter-Dix takes careful measures to inform its constituents of student achievement. The superintendent includes a summary of the school's yearly standardized and state testing results in the local paper each year. The results are also disclosed and discussed at the Board of Education meeting each fall.

Parents and students receive a personal copy of the school's report as well as a copy of their own child's progress on both standardized and state tests. Testing results are explained to the parents of all students along with a personal assessment of classroom progress. Parents and students also have access to grades through the school's on-line grade book. Weekly reading tests provide parents and students with the most current reading progress. As a result of its effective system to use assessment data to drive instruction, Potter-Dix teachers continue to strive for optimum student performance. Student achievement reflects that effectiveness.

3. Sharing Lessons Learned:

"Sharing knowledge occurs when people are genuinely interested in helping one another develop new capacities for action; it is about creating learning processes." ~ Peter Senge

Teachers at Potter-Dix have been fortunate to be members of a Professional Learning Community which excels at Senge's notion of the power of shared knowledge. While the PLC approach is not new in the field of education, it has only been recently implemented in our elementary school. In the fall of 2008, elementary teachers began meeting every Friday afternoon to discuss classroom results, instructional strategies, and student progress. This learning community produced immediate classroom results and produced an atmosphere of success and empowerment.

During a school improvement workshop, PLC team members were asked to share their successful strategies. Our team members were reluctant to share the information because of the idea that we were not implementing innovative strategies. The leaders of the workshop assured our team that the success of our PLC meetings and the manner in which they were conducted was not a common occurrence. That comment made us realize the formation and function of our team was truly exceptional.

During the second year of our PLC success, the superintendent asked members of our team to train the junior high teachers in the same process we used for our PLC meetings. Three team members traveled to the junior high school every Friday for several months to assist the teachers with the implementation of weekly PLC meetings. The junior high teachers modified the process to create a program unique to their program, and in the process they felt ownership and satisfaction with their newfound collaborative efforts. Teachers used the process to improve student success in vocabulary, summarizing, and outlining skills.

The success of PLC meetings at the elementary and junior high level prompted the implementation of the same process at the high school level. Once again, three members of the elementary team traveled to a different building to train teachers in the same process while adjusting certain elements to create a model designed specifically for the Potter-Dix High School. Teachers used the process to improve student vocabulary skills in all content areas.

4. Engaging Families and Communities:

Community involvement is essential to successful student outcomes. The Potter-Dix Elementary School strives to include our parents and community in a multitude of areas. Our school year begins with an open house to welcome parents and students. Parents are encouraged to be immersed in all aspects of their student's school life. Weekly outside reading bookmark goals require a parental signature, as do specific homework assignments. This helps promote our high expectations and student accountability. Grades are electronically accessible at all times to maintain constant communication with parents.

Parent-teacher conferences are scheduled twice a year; the teaching staff schedules appointments with parents to ensure a time that accommodates the parents' availability. Our Success for Learning Friday afternoon program includes personal calls by the administration to parents regarding student progress. Our Title I teacher sends home monthly parent newsletters to provide additional support and strategies outside of school. To keep parents apprised of student activities, timely messages are communicated. The community and parents are encouraged to attend various classroom presentations, such as Title I Open House, Readers' Theater presentations, and the spring and winter music productions, to name a few. Our open-door policy allows parents to visit students at lunch time or in the classroom, if they so desire, as well as communicate with teachers or the administration. Since we are a small community, interaction with the public frequently occurs outside the school. The preschool program in our school district encourages community members to begin formal educational learning in a safe and structured environment. The Foster Grandparent program allows for grandparents to help students in the classrooms. Community members are part of the school improvement team and our Essential Finance Planning Committee, a group designated to add input regarding budget cuts and essential school programs. Everyone is encouraged to attend school board meetings. The school website is a resource to inform the parents and community of school activities. Our local newspaper, *The Coyote Caller*, publishes school news monthly. Students are recognized for their various achievements in all aspects of school life. The State of the Schools information is published in a letter to the patrons. This keeps the community aware of the financial and educational status of the school district. We strive to be as transparent as possible and encourage the village to assist our school in creating and maintaining the best educational system.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our school's commitment to maintain fidelity to each subject's core curriculum reflects our dedication to success. As the Nebraska State Standards have been modified and changed, our teachers have carefully assessed the elementary curriculum to align each subject with the updated standards. The small nature of our school, with only one teacher per grade level, allows us to effectively complete vertical alignment for reading, English, math, social studies, and science. To prepare students for their future, we integrate subjects to highlight the fact that all skills are assimilated in the real world.

During weekly PLC meetings, our focus is primarily reading and language arts skills. Using disaggregated data, teachers focus on a specific skill to address. The reading curriculum directly correlates with each focus skill and complements the strategies we choose. For our entire school to collaboratively focus on one skill is the root of our reading success. By monitoring students' progress through weekly tests, we are able to group students into tiers for differentiated lessons. This school-wide focus has prompted an atmosphere of unification and success.

Our Math program contains research-based techniques embedded into the instructional materials and assessments. Teachers regularly use best practices incorporating daily reviews, challenges to develop higher order thinking skills, and problem solving practice to help students retain important mathematical concepts. Differentiated instruction allows teachers to work with students of all levels. To supplement the core curriculum, the lower elementary teachers use an additional math facts program to develop a strong foundation for basic facts needed for success.

Building strong science skills is also very important to our continuing success. Our science program incorporates scientific inquiry before every lesson as well as a plethora of sound support through designated websites, interactive white board lessons, and vocabulary practice. The fifth and sixth graders had an opportunity to use their scientific skills for a very special project. Working together with junior high and high school science classes, students participated in NASA's Student Spaceflight Experiments Program. As a result, their research project was chosen to conduct an experiment on space shuttle Atlantis in the summer of 2011.

Our social studies curriculum includes integrated lessons with other subjects as well as hands-on lessons. To expand the background of our high number of low income students, we realize the importance of providing once-in-a-lifetime experiences. Specifically, our fourth grade students have the chance to live Nebraska's history first-hand as they spend a day as pioneer children and attend school in a one-room schoolhouse. Our fourth-sixth graders traveled over six hours to experience the King Tut exhibit at a Denver museum. We also encourage and welcome families to share their unique heritage with classmates.

Potter-Dix students have opportunities to engage in the performing arts. Our school has a show choir for the upper elementary students which performs at local festivals, school concerts, and local nursing homes. All students attend music classes at least twice weekly.

Technology enhances the education of our students. Potter-Dix classrooms are equipped with interactive white boards which open a wealth of interactive educational opportunities. Computer classes for the primary grades offer reinforcement for grade level goals with keyboarding practice and educational support in all subjects. Upper elementary students learn and utilize various computer programs such as power point and iMovies.

Our commitment to our students' total well-being is also evident in daily physical education classes for all students. Daily physical education helps to develop the body as well as the mind. This commitment

extends to all areas of our curriculum and adheres to our mission statement to develop productive and responsible citizens.

2. Reading/English:

Acquisition of reading skills relies on information discussed during weekly PLC meetings, which is where the magic happens. The foundation of our program is the basal series entitled <u>Storytown</u> from Harcourt School Publishers. The series was selected because it includes data-driven instruction.   Our approach is to teach the five essential components of reading as outlined by the National Reading Panel, which includes vocabulary, phonemic awareness, phonics, fluency, and comprehension. Key instruction emphasizes reading skills required by state and national standards. Targeted areas include daily fluency practice and small group differentiated instruction to further comprehension skills. Comprehension, vocabulary, fluency and writing skills, based on weekly assessments, are analyzed during Friday PLC meetings.

Collaborative sharing during PLC meetings is the backbone of our reading program.   Our staff is extremely cohesive, and all levels of experience are respected. We actively seek new ideas and work together to make a difference for the benefit and success of our students. This collegiality is the newest component that adds to our success.

Instruction is created to provide interventions and enrichment. We set high expectations and employ strategies to attain those goals. For example, since 47% of our school falls within the poverty level, a limited vocabulary has impacted our reading comprehension. Therefore, one of the comprehension goals selected is improving students' vocabulary. One specific strategy determined at a PLC meeting is to let students track their own progress on scatter graphs to encourage accountability and improve motivation. Another highly motivating strategy was the development of a school-wide visible graph. Weekly classroom results were posted on a wall in the elementary hallway. The classroom with the highest percent proficient earned a treat from the principal and the honor of having their class recognized over the intercom system. Graphic organizers are also used consistently at all grade levels. The incorporation of novels into the upper elementary curriculum provide additional support and enrichment.

Additional resources used to enhance our reading curriculum include training in and implementation of DIBELS testing, Early Interventions in Reading, Language for Learning, and Sound Partners. Saxon Phonics, used at the lower elementary level, strengthens student performance in phonics and phonemic awareness. Early interventions in reading is crucial to our reading success.

3. Mathematics:

Fidelity to the core mathematics curriculum throughout the entire elementary grades is one reason for the overwhelming success of our students' math scores.   This rigorous mathematics curriculum (Mathematics Scott Foresman-Addison Wesley), teachers' high expectations for all students, and holding students accountable for their learning have led to this accomplishment. The experience and dedication of our teachers is also a contributing factor for our students' success.

We are incorporating best practices in Mathematics and adhere to all Nebraska state standards.   Research-based techniques are embedded into the program's instructional materials and assessments. Teachers work together to help improve instruction while also collaborating on instructional practices and student progress.   Teachers monitor student progress to ensure continued growth.

The allocation of sixty to ninety minutes daily for mathematics instruction at every grade level allows opportunity for immediate intervention and also provides time for enrichment activities for above grade level students. Paraprofessionals assist with targeted students in the classroom who need extra support. A dedicated time in the afternoon is allocated for students who require immediate remediation. Students who require more intensive intervention are able to receive individualized instruction on Friday from

1:30-3:00 during SFL (Success for Learning). These built in levels of intervention have proven very effective and ensure no student will "fall through the cracks."

Daily components of our math instruction consist of a challenging "Problem of the Day", a key objective, and then problem solving skills and strategies are addressed. This provides multiple opportunities for critical thinking skills employing a balance of whole and small group instruction. During whole group instruction, student use of individual slates and manipulatives has immediate feedback, allowing daily formative assessment, which is crucial to student success. Teachers are thus able to identify students who need additional help or enrichment. A mini assessment is done daily to ascertain retention of previously taught skills which provides another opportunity to check for student understanding. Use of calculators, smart boards, website resources, and other technology are used to expand and increase achievement. We have found utilization of technology and a variety of math materials including manipulatives are motivating and engaging to student learning. Emphasis on accountability, rigorous curriculum, and high expectations creates consistently overwhelming success.

4. Additional Curriculum Area:

The Potter-Dix faculty realizes our responsibility to teach literacy skills needed in the 21st century. We strive to expose our students to many opportunities to facilitate the expansion of their knowledge base. The integrated curriculum is used as a learning tool to help students perceive how each subject fits into a wider scheme. These opportunities come in all forms and across many disciplines, especially Science.

Scientific reading helps students develop comprehension skills in a nonfiction genre. Vocabulary, our school-wide goal, is emphasized through the study of specialized scientific terms to increase understanding. Reading in this content area offers a different way to connect to literacy. Research based strategies such as prediction, think aloud, text structure, questioning and summarizing, vocabulary, and oral language are reinforced.

Science fairs, scientific method, and inquiry-based instruction allow an opportunity for students to demonstrate their knowledge using alternative methods. Science is innovative by nature and encourages the use of new vocabulary and concepts. Scientific reading offers students a different way to view the world and a different way to communicate.

Our school district took advantage of a unique opportunity last year. This experience took us above and beyond the world. Potter-Dix students collaborated together and designed an experiment to determine the effects of microgravity on Goodstreak wheat, an important crop in Western Nebraska. Kindergarten through twelfth grade students designed a patch to send into space, representing the school and communities of Potter-Dix. The selection of this experiment was monumental as only eleven schools in the nation were selected to send collaborative work aboard the last flight of the space shuttle Atlantis. This historical end of the space shuttle program allowed Potter-Dix scientists to be part of the space legacy.

Students in different grades are encouraged to use their reading, writing, and oral language skills for scientific research based on their respective curriculum. This year students will be experimenting with the use of poetry in science. Students will become familiar with well-known poems. Students will use science vocabulary to create an original poem. The object is to increase science vocabulary and comprehension as well as improve reading fluency.

The activities noted above encourage literacy among all students. Since 47% of our students are eligible for free/educed lunches, exposure to literature is crucial to their background knowledge. Potter-Dix educators encourage learners to develop knowledge, skills, and the ability to learn independently.

5. Instructional Methods:

Instruction in the Potter-Dix Elementary School is driven by the decisions made in our Professional Learning Community meetings each week. School improvement goals are considered a priority. Data is assessed by the team, resulting in tiered levels for differentiated learning. Students are placed in flexible groups, based on levels of learning. The focus of instruction is then determined, as well as the method of delivery.

The length of our school day allows us to utilize significant portions for core subject instruction. For example, a minimum of sixty to ninety minutes each is scheduled for reading and math. Additional time during the day is devoted to supplemental instruction to reinforce curriculum goals. This time includes early intervention in reading, phonics, nonfiction reading, as well as incorporation of literature. Leveled readers and centers supplement the weekly lessons. Differentiated methods of instruction are used to meet needs in core subjects. Teachers use daily and weekly assessments to identify students needing help. Our small school allows for more one-on-one help and small group instruction. Because of this, teachers can meet needs daily. Teachers use re-teaching groups for students in the afternoons to help students struggling with specific concepts. These research based activities support all levels of the learning spectrum.

All students receive educational support as needed, allowing the needs of students to be met in a positive manner. The Success for Learning program, incorporating early dismissal for the general population, provides one-on-one instruction for struggling students on Friday afternoons. The resource center implements in-class support with paraprofessionals and Title I assistance in and out of the classroom. This extra support reinforces a rigorous and relevant curriculum.

Technology is an integral part of the classroom. Interactive white boards foster student involvement and participation in classroom discussions. Mobile and stationary computer labs contribute to relevance in today's world, allowing students to write and research conveniently. Students have computer classes from kindergarten through sixth grade, which broadens their knowledge and application of technology. Methods of application include the making of iMovies, power points, video conferencing with pen pals, e-books, and worldwide communication. All facets of support increase the achievement level of the students.

6. Professional Development:

The Potter-Dix Elementary School offers opportunities for professional development to improve teaching practices and student learning. The administration supports professional growth through workshops and individual coursework during the year. Teachers and administrators make cooperative decisions on necessary workshops to strongly impact learning. Teachers are encouraged to attend professional growth classes which develop new strategic teaching knowledge to support and meet the needs of all students.

Several workshops that impact student learning and teacher instruction, specifically addressing the high level of poverty in our district, are relevant to student success. A presentation based on Ruby Payne's Framework for Understanding Poverty provided strategies for successfully raising student achievement and overcoming economic class barriers. A presentation on bullying inspired us to create a protocol to address bullying. This approach is used school-wide and discussed weekly in staff meetings. By providing the students with a safe and secure learning environment, student achievement is positively impacted.

Staff training resulted in implementation of data teams. A systematic method of using classroom assessment to determine effective teaching methods and monitor student growth was implemented. Teachers collaborate and share ideas to improve student learning, identify students at risk, and implement research-based teaching strategies. Those students with high needs receive extra teacher tutoring and support during the day, after school, and on Friday afternoons.

Through additional training, teachers and paraprofessionals learned skills to assess students, found strengths and weaknesses, and implemented early reading interventions in primary grades. During training, a Reading coach worked with teachers and support staff in the school system. The administration also provided a Reading specialist to observe classrooms. This specialist met with teachers to state strengths and weaknesses in our reading program and teaching methods. Suggested strategies for improved reading curriculum impacted teacher instruction positively. Workshops on technology have resulted in the addition of interactive white boards in every room. Technological training to utilize the boards has enhanced classroom curricula.

To benefit teachers and students in an effective learning environment, workshops are provided during the school year. The workshops on relevant topics increase student success through engagement in the classroom. Teachers acquire instructional leadership to enhance the learning climate of the classroom. Attention to teacher quality, the cohesiveness of our staff, and the desire to seek additional training amalgamates students and teachers in a successful learning community.

7. School Leadership:

The leadership philosophy of Potter-Dix Elementary is designed to foster a collaborative culture of shared leadership. This belief provides an optimum learning environment incorporating trust and respect. This philosophy results in the development of well-rounded students and creates opportunities for all students to become productive and responsible citizens.

The superintendent performs a dual role as elementary principal in our leadership structure, necessitating shared leadership responsibilities among faculty and administration. Decisions regarding the education of all students thrive through collaborative efforts. We strive to engage students in learning and motivate them to reach their maximum potential. Students, teachers and community members participate in the decision-making process with a shared vision. The principal creates an environment where students, teachers and parents communicate, motivate, and create productive teams. The principal is charged with the responsibility of engaging the teachers to develop productive and responsible students.

The leadership ensures the policies, programs, relationships, and resources focus on improving student achievement. The principal was instrumental in establishing collaboration time, a key component of our leadership structure. Teachers are provided time to plan together toward a common goal with administrative support. The principal has built time into the weekly schedule providing our teachers time to collaborate, to set academic goals, and the strategies to reach these goals.

Uninterrupted blocks of time for the teaching of language arts and math at each grade level have been established. Time is also scheduled to provide physical breaks for the students to keep their minds and bodies fresh and alert. Selected students are recognized each month for overall classroom achievements and are treated to lunch by the principal. Their picture is published in the local newspaper highlighting their accomplishments to the community.

The administration and school board have established a policy requiring regular attendance. Student absences have declined, leading to increased student success. This policy has impacted students' learning performance because of immediate interaction between school and parents. Policy requires teachers to participate in professional development with budgeted funds. Teachers attend professional development courses throughout the year and are encouraged to be life-long learners.

Resources are dedicated to update curricular materials and textbooks are purchased on a revolving basis. Teachers and principal collaborate and share input when adopting textbooks. Technology is improved and updated on a replacement plan. Computers and interactive white boards are installed in classrooms, and a mobile computer lab is available for use by students and teachers.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: NeSA/STARS

Edition/Publication Year: 2006-2010 Publisher: The State of Nebraska

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	70	100	100	100	100
Advanced	0	69	78	42	76
Number of students tested	10	16	9	12	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	5	5	1	8
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2		2		1
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	2			4
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Choice-In students					
Proficient and Advanced					
Advanced					
Number of students tested		1	3	1	
NOTES:					

Year 1 represents scores taken from the Nebraska State Accountability test (NeSA) . Years 2 through 5 represent scores taken from the School-based Teacher-led Assessment Reporting System (STARS).

12NE4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3   Test: NeSA/STARS

Edition/Publication Year: 2006-2010 Publisher: The State of Nebraska

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	80	100	100	100	100
Advanced	20	29	67	58	33
Number of students tested	10	17	9	12	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced		100			
Advanced		18			
Number of students tested	4	11	5	1	8
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	1	2		1
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	1			4
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Choice-In students					
Proficient and Advanced					
Advanced					
Number of students tested		1	3	1	
NOTES:					

Years 1 and 2 represent scores taken from the Nebraska State Accountability test (NeSA) . Years 3 through 5 represent scores taken from the School-based Teacher-led Assessment Reporting System (STARS).

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4   Test: NeSA/STARS

Edition/Publication Year: 2006-2010 Publisher: The State of Nebraska

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	93	100	93	100	96
Advanced	0	78	53	68	57
Number of students tested	15	10	14	24	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	6	5	2	9	9
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	2	1	1	1
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	1			4	1
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Choice-In students					
Proficient and Advanced					
Advanced					
Number of students tested	1	3	3	1	1

NOTES:

Year 1 represents scores taken from the Nebraska State Accountability test (NeSA) . Years 2 through 5 represent scores taken from the School-based Teacher-led Assessment Reporting System (STARS).

12NE4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4   Test: NeSA/STARS

Edition/Publication Year: 2006-2010 Publisher: The State of Nebraska

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	100	89	91	97	95
Advanced	20	33	47	58	61
Number of students tested	15	9	14	24	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	6	4	2	8	9
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	2	1	1	1
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	1		3	1
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Choice-In students					
Proficient and Advanced					
Advanced					
Number of students tested	1	3	3	1	1

NOTES:

Years 1 and 2 represent scores taken from the Nebraska State Accountability test (NeSA) . Years 3 through 5 represent scores taken from the School-based Teacher-led Assessment Reporting System (STARS).

12NE4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5   Test: NeSA/STARS

Edition/Publication Year: 2006-2010 Publisher: The State of Nebraska

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	100	100	100	94	92
Advanced	50	76	91	56	58
Number of students tested	10	17	21	16	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced				90	
Advanced				50	
Number of students tested	3	3	9	10	4
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	2	1	1	
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	1		3	1	2
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Choice-In students					
Proficient and Advanced					
Advanced					
Number of students tested	4	4	2	1	

NOTES:

Year 1 represents scores taken from the Nebraska State Accountability test (NeSA) . Years 2 through 5 represent scores taken from the School-based Teacher-led Assessment Reporting System (STARS).

12NE4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5   Test: NeSA/STARS

Edition/Publication Year: 2006-2010 Publisher: The State of Nebraska

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	100	89	100	94	100
Advanced	70	24	70	65	92
Number of students tested	10	17	20	17	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced				90	
Advanced				60	
Number of students tested	3	9	8	10	4
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	3		1	
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	1		3	1	2
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Choice-In students					
Proficient and Advanced					
Advanced					
Number of students tested	4	4	2	1	

NOTES:

Years 1 and 2 represents scores taken from the Nebraska State Accountability test (NeSA) . Years 3 through 5 represent scores taken from the School-based Teacher-led Assessment Reporting System (STARS).

12NE4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 6   Test: NeSA/STARS

Edition/Publication Year: 2006-2010 Publisher: The State of Nebraska

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	93	100	100	100	93
Advanced	33	90	50	61	60
Number of students tested	15	19	18	13	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced			100		
Advanced			40		
Number of students tested	7	9	10	7	4
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	1	1		
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested		3	1	2	5
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Choice-In students					
Proficient and Advanced					
Advanced					
Number of students tested	4	2	2		
NOTES:					

Year 1 represents scores taken from the Nebraska State Accountability test (NeSA) . Years 2 through 5 represent scores taken from the School-based Teacher-led Assessment Reporting System (STARS).

12NE4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 6   Test: NeSA/STARS

Edition/Publication Year: 2006-2010 Publisher: The State of Nebraska

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	86	88	100	100	100
Advanced	53	47	94	71	93
Number of students tested	15	17	18	14	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced		82	100		
Advanced		55	90		
Number of students tested	7	11	10	7	4
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	1	1		
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested		3	1	3	4
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Choice-In students					
Proficient and Advanced					
Advanced					
Number of students tested	4	2	2		

NOTES:

Years 1 and 2 represent scores taken from the Nebraska State Accountability test (NeSA) . Years 3 through 5 represent scores taken from the School-based Teacher-led Assessment Reporting System (STARS).

12NE4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	89	100	98	98	95
Advanced	19	78	68	58	64
Number of students tested	50	62	62	65	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	75	100	100	96	95
Advanced	25	84	72	53	48
Number of students tested	20	22	26	27	25
2. African American Students					
Proficient and 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 and Advanced					
Advanced					
Number of students tested	8	5	5	2	2
4. Special Education Students					
Proficient and Advanced					91
Advanced					41
Number of students tested	5	5	4	7	12
5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced		90	100		
Advanced		30	79		
Number of students tested	9	10	10	3	1
NOTES:					

12NE4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	91	91	97	97	98
Advanced	39	33	71	62	65
Number of students tested	50	60	61	67	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	85	94	100	94	100
Advanced	30	42	77	52	52
Number of students tested	20	35	25	26	25
2. African American Students					
Proficient and 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 and Advanced					
Advanced					
Number of students tested	8	7	4	2	2
4. Special Education Students					
Proficient and Advanced					100
Advanced					63
Number of students tested	5	5	4	7	11
5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced		90	100		
Advanced		30	70		
Number of students tested	9	10	10	3	1
NOTES:					

12NE4