# 2008 No Child Left Behind–Blue Ribbon Schools Program

*U.S. Department of Education*                    [X] Public      [ ] Private

**Cover Sheet**     Type of School
(Check all that apply)

[ ] Elementary  [ ] MIddle  [X] High  [ ] K-12
[ ] Charter  [ ] Title I  [ ] Magnet  [ ] Choice

Name of Principal     Mr. Gregory  E. Dias
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)  (As it should appear in the official records)</small>

Official School Name   Stanberry High School
<small>(As it should appear in the official records)</small>

School Mailing Address   610 North Park
<small>(If address is P.O. Box, also include street address.)</small>

| Stanberry | Missouri | 64489-1051 |
|---|---|---|
| City | State | Zip Code+4(9 digits total) |

County   Gentry                State School Code Number*  038-045

Telephone  (660) 783-2163           Fax   (660) 783-2177

Web site/URL  http://sr2.k12.mo.us       E-mail   gdias@sr2.k12.mo.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____  Date _____
Principal's Signature

Name of Superintendent    Dr. Bruce   JohnsonPhD
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</small>

District Name    Stanberrry R-II Schools        Tel.  (660) 783-2136

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____  Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson    Mr. Bob   Birdsell
<small>(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</small>

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

# PART I - ELIGIBILITY CERTIFICATION

**Include this page in the school's application as page 2.**

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. 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.

6. 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.

7. 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.

8. 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.  Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.**

**DISTRICT**   (Question 1-2 not applicable to private schools)

1.  Number of schools in the district:

|   |   |
|---|---|
| 1 | Elementary schools |
| 0 | Middle schools |
| 0 | Junior High Schools |
| 1 | High schools |
| 0 | Other |
| 2 | TOTAL |

2.  District Per Pupil Expenditure:          9140

    Average State Per Pupil Expenditure:          8687

**SCHOOL**   (To be completed by all schools)

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

    [   ]      Urban or large central city
    [   ]      Suburban school with characteristics typical of an urban are
    [   ]      Suburban
    [ X ]      Small city or town in a rural area
    [   ]      Rural

4.         13         Number of years the principal has been in her/his position at this school.

            0          If fewer than three years, how long was the previous principal at this school?

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

| Grade | # of Males | # of Females | Grade Total | | Grade | # of Males | # of Females | Grade Total |
|---|---|---|---|---|---|---|---|---|
| Pre K | 0 | 0 | 0 | | 7 | 14 | 8 | 22 |
| K | 0 | 0 | 0 | | 8 | 14 | 13 | 27 |
| 1 | 0 | 0 | 0 | | 9 | 17 | 15 | 32 |
| 2 | 0 | 0 | 0 | | 10 | 16 | 11 | 27 |
| 3 | 0 | 0 | 0 | | 11 | 14 | 12 | 26 |
| 4 | 0 | 0 | 0 | | 12 | 11 | 11 | 22 |
| 5 | 0 | 0 | 0 | | Other | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | | | | | |
| **TOTAL STUDENTS IN THE APPLYING SCHOOL** | | | | | | | | 156 |

6.  Racial/ethnic composition of the school:

|  |  |
|---|---|
| 0 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 0 | % Black or African American |
| 0 | % Hispanic or Latino |
| 100 | % White |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7.  Student turnover, or mobility rate, during the past year ___3___ %

This rate should be 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 until the end of the year | 3 |
|---|---|---|
| ( 2 ) | Number of students who transferred from the school after October 1 until the end of the year | 2 |
| ( 3 ) | Total of all transferred students [sum of rows (1) and (2)] | 5 |
| ( 4 ) | Total number of students in the school as of October 1 | 156 |
| ( 5 ) | Total transferred students in row (3) divided by total students in row | 0.03 |
| ( 6 ) | Amount in row (5) multiplied by 100 | 3 |

8.  Limited English Proficient students in the school:      0      %

      0      Total Number Limited English Proficient

Number of languages represented:      0

Specify languages:    0

9.  Students eligible for free/reduced-priced meals:      27      %

Total number students who qualify:      45

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:    16   %

          26    Total Number of Students Served

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 | 3 | Other Health Impairment |
| 0 | Deaf-Blindness | 19 | Specific Learning Disability |
| 0 | Emotional Disturbance | 0 | Speech or Language Impairment |
| 0 | Hearing Impairment | 0 | Traumatic Brain Injury |
| 4 | Mental Retardation | 0 | Visual Impairment Including Blindness |
| 0 | Multiple Disabilities | | |

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 | 14 | 6 |
| Special resource teachers/specialists | 1 | 0 |
| Paraprofessionals | 2 | 0 |
| Support Staff | 0 | 9 |
| Total number | 18 | 15 |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1    13  **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Daily student attendance | 96 % | 95 % | 96 % | 95 % | 95 % |
| Daily teacher attendance | 98 % | 97 % | 96 % | 95 % | 96 % |
| Teacher turnover rate | 10 % | 0 % | 0 % | 10 % | 19 % |
| Student drop out rate (middle/high | 0 % | 5 % | 9 % | 4 % | 0 % |
| Student drop-off rate (high school) | 0 % | 5 % | 9 % | 4 % | 0 % |

Please provide all explanations below

Essentially in Missouri for state reporting purposes the student dropout rate is the same as the student drop-off rate. Percentages are based on a 'Graduation Rate'. These are based on students entering and exiting from the same cohort. Under Missouri reporting requirements the Graduation Rate would be:

2006-2007 100%
2005-2006 95%
2004-2005 91%
2003-2004 96%
2002-2003 100%

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

| | | |
|---|---|---|
| Graduating class size | 29 | |
| Enrolled in a 4-year college or university | 52 | % |
| Enrolled in a community college | 10 | % |
| Enrolled in vocational training | 7 | % |
| Found employment | 21 | % |
| Military service | 10 | % |
| Other (travel, staying home, etc.) | 0 | % |
| Unknown | 0 | % |
| **Total** | 100 | % |

# PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Stanberry High School is part of the Stanberry R-II School District, a small rural school located in Stanberry, Missouri. The City of Stanberry is a town of approximately 1,200 people. The town was originally created in 1879 when the railroad came through and placed shops and division point facilities here. The railroad is long gone, but the nearly one square mile sized community survives. There are various residential areas and additions. Business is agriculturally related with two large elevators in town; however, a small factory that subcontracts auto parts does exist. Local business is located around either the 'square' or on the two main US highways that intersect the town.

The school district, which also encompasses outlying farming areas in the northwest portion of Gentry County, is one hundred fifty-two square miles in size. The entire school, grades pre-school through twelfth grade, is housed in one location about five blocks north of the town's main business square. The facility has had various additions, but all connected structures are one entity. The school is nominally divided into building wings and two sections: pre-school through sixth grade and seventh through twelfth grades. The latter section is then categorized: junior high (seventh and eighth grades) and high school (ninth grade through twelfth grades). In comparing our junior high with our high school, the only major differences are found in lunch shift times, offerings of varsity sports, and the earning of academic credits necessary to fulfill graduation requirements. Our 7-12 organization essentially functions under the same umbrella.

The locale, while not wealthy by many standards is generally close-knit, supports the educational process and still believes in its value. This was evidenced last year by an expensive levy it passed to build a new high school around our present gym and to replace the current 10-12 facilities which are located on the third floor of our oldest building. This construction project is now in progress. The only facility located away from the main educational site is the football field/track which is on the east edge of town. Entirely through donations, a rehabilitation project financed an all-weather track around the football field. Fencing projects and a state of the art softball field, created in conjunction with the city, complete the area.

Our high school's extra-curricular programs are exceptional for a school of our size. These programs run the gauntlet from the various sports teams (football, softball, basketball, wrestling, track and golf) to academic programs such as academic bowl, science olympiad, and all the academic area contests. Additionally, our music programs are vibrant along with our vocational pursuits.

Most importantly, however, is the academic base of our school. The high school curriculum traditionally is heavy in faculty-taught core areas. We provide an exceptional offering of advanced coursework with annual classes in trigonometry and calculus, as well as in English and science. As an indicator of this commitment to education, the school has been the recipient of several awards. We have had seven consecutive perfect scores on our annual state performance review. In 2001-2002, we were awarded the Missouri Association of Rural Schools 'Rural District of the Year.' In 2004-2005, we were included in the Standard and Poor Evaluation Service 'Out-Performer List.' In annual state testing, we have achieved 'Top Ten' designations in various core areas for the past eight years. At Stanberry High School, we were increasing the 'rigor' of our academic areas long before the term became popular.

To this end, everything above steers itself into our mission statement: The mission of the Stanberry R-II School District, serving as a unifying element of our community, is to develop students who strive for excellence with a healthy intellectual, physical and emotional balance that will enable them to become lifelong learners and productive citizens in a changing society.

We strive to take care of all students from all walks of life. We prepare students not only

for 'tests and government reports,' but also for college, the world of work, the military or for other avenues of life after their high school graduation.

# PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

   Missouri has been operating under the Missouri Assessment Program (MAP) for almost ten years.  Originally, assessments for each core area of English, math, science and social studies were given once at the elementary level, once at the junior high level (more than likely 'middle schools' in many places) and once at the high school level.  The state created five levels to report test results:  Step One, Progressing, Nearing Proficiency, Proficient and Advanced.  The scores to achieve placement in the upper levels were extremely rigorous.  To gain Proficient or Advanced status, a student/class had to be considerably above grade level.  Throughout years of testing, Stanberry consistently improved its scores.  Our original goal was to lift our students out of the bottom two levels.  Once this was achieved, our next goal was to drive them into the top two levels.  While working toward reaching these goals, our Annual Performance Reports (APR) were exceptional as were our school reviews.  Historically, schools could satisfactorily earn the APR by either showing improvement (moving students into Proficient and Advanced) or through high scores.  Our high school consistently had high score averages.  With the addition of No Child Left Behind (NCLB), we also met its early goals and have consistently been ahead of the Annual Proficiency Targets in both Communication Arts and Mathematics - several cases more than double these target percentages for the 7-12 grade span.

   In the spring of 2006, Missouri's state assessments were revised to accommodate further NCLB regulations.  An 'expanded MAP' required yearly testing for Mathematics and Communications Arts in the third through eighth grades.  The high schools still required tenth grade testing in Mathematics and eleventh grade assessment in Communication Arts.  Science will be required this spring at the fifth, eighth and eleventh grade levels; there currently is no mandated Social Studies testing.  In conjunction with this 'expanded MAP,' Missouri condensed its assessment reporting requirements to four, more realistic levels to include  Below Basic, Basic, Proficient and Advanced.  Again, in both Mathematics and Communication Arts, our scores were exceptional as they related to our Annual Performance Report.  During the past two years for Communication Arts (grades 7, 8 and 11), Stanberry has averaged having 56 percent of its students earning Proficient and/or Advanced levels with an average of only 2.6 percent in the Below Basic category.  Comparatively, the state averages were 43 percent and 11 percent, respectively.  In this same time frame for Mathematics (grades 7, 8 and 10), the results were even better with 69 percent gaining Proficient and/or Advanced ratings with only 4 percent in Below Basic; state averages in Mathematics were only 43 percent and 21 percent, respectively.

   Information for school statistics and data can be found at-http://www.dese.mo.gov/schooldata/school_data.html. Information for all the schools in the state are found in the drop down menus.  The specific page for Stanberry R-II is located at-http://dese.mo.gov/planning/profile/038045.html.  Educational Performance data links for all areas are located in the lower right corner.

2. **Using Assessment Results**

   The school uses its current assessment results as well as graduate follow-up data to aid in decisions about individual classes and overall curriculum.  Such assessments include our district's selected Stanford test (grades K-6) as well as others, specifically the EXPLORE (grade 9) and the PLAN (grade 10).  However, the majority of data studied in the high school pertains to the state mandated MAP tests.  This data helps us track trends and gaps in the curriculum as they relate to this state testing series. Test preparation essentially switches over to the ACT during the junior and senior year for those students opting for postsecondary education.  For motivational purposes, we track testing data as it relates to our ranking among our conference schools; this has created a healthy rivalry which both our students and teachers seem to enjoy.  While we mainly use test data to fine tune curriculum in classes and to improve scores on next year's standardized test, our main goal is to improve student achievement throughout the learning spectrum.

   In other words, our top goal is to prepare our youth for college, vocational training, the world of work or the military.  Our school is not geared to pass a test, but rather to prepare our students for the future.  Our staff is highly motivated and reviews data to track trends and gaps not only in

relation to group results, but also for individual students.  Again we want to emphasize that our curriculum is geared for college bound students as well as non-college bound students.  We simply do not just want to improve scores and, therefore, base our entire curriculum upon this intention.

3. **Communicating Assessment Results**

Assessment results are communicated in various ways.  Newspapers are a very large part of this communication.  A regional newspaper usually prints major articles on our area schools' state results as well as their federal information.  The local newspaper is a major venue in which data is disseminated in a general scale.  Since we are a small town, the paper is very supportive in writing articles or accepting administrative columns that describe the success and, sometimes, the shortcoming of our school. The 'Superintendent's Column' is very informative on a broad range of topics.  Sometimes our elementary and high school principals also provide information for articles written by its newspaper staff.  Another major source to disseminate information is our school newspaper; published by our mass media class on a monthly basis, it is provided free of charge to all or our district patrons and is highly regarded.

Individual assessment results are disseminated at our fall Parent/Teacher Conferences; this works out extremely well since we usually have an excellent turnout at this event.  Along with grade cards, test scores from the spring MAP testing series are given to parents. Parents have the opportunity to discuss these test scores either with the counselor or the staff who, for maximum coverage, are all located in the gymnasium.  This system works almost too well at times as parents and staff end up visiting once class and test talk is over, causing other parents to wait!!!  Test results are also disseminated to students on a group basis.  All students have the option to visit individually with the counselor for further interpretation.  Of course, ACT test scores - which many students believe to be the 'Holy Grail' of tests - are usually discussed between student and counselor at various points and sometimes with parents, as these scores are received at home as well.

4. **Sharing Success:**

The Department of Elementary and Secondary Education maintains an extensive website where all Missouri public school testing data can be viewed and thus compared. This website is also a starting point for many schools to research the 'best practices' of successful schools throughout our state.  Upon request, the Stanberry high school principal has been sought out to present our school's 'best practices' in breakout sessions at the following Missouri venues: Special Education Conference, Show-Me Curriculum Administrators Conference, and the Missouri Association of Secondary School Principals.  Our information has also been shared at principals' meetings; presentations have been made at other schools while we continued to conduct our own school in-services.

Our faculty members and school are highly acknowledged by area colleges as a good site for all student teachers.  Some of these same faculty members present professional development activities at our local level.  We are a small school, and everyone works together; therefore, information is passed via word of mouth in our building as well as through local in-service opportunities.  Many faculty members are involved with their subject area beyond our local level in both district and state associations; they maintain a network not only with local colleagues, but also with other professionals well beyond our geographic area.

# PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Stanberry High School is very proud of its curriculum in grades 7-12.  For a small school we employ a lot of staff who enable us to provide a wide variety of classes; there is ample opportunity for students to gain advanced and rigorous coursework.  We offer over 100 classes per day; some may have up to two sections and some are offered during only one class period.  Class sizes are generally very small, normally with 15 students or less in each; double sections enable us more opportunity to instill the curriculum as well as enable our students to have some flexibility when creating their class schedules.  Typically, a student's schedule is more structured with required classes in junior high; high school provides more elective offerings such as Calculus or Contemporary Novels for the college bound or vocational Building Trades at our Regional Career Center.  In other words, our curriculum is designed to benefit all of our students' postsecondary preparatory plans.

Graduation requirements are based on Missouri's mandated 24 units of credit at the high school level.  Such requirements include four units of Communication Arts; three units each of Mathematics, Science and Social Studies; one unit each of Fine Art and Physical Education. Local requirements include a half unit each of Health and Keyboarding as well as Personal Finance and Business Technology.  Seven elective units complete the requirements.  We operate on a seven-period day, and most students surpass the required 24 units of credit to earn the maximum 28 credits while studying coursework in their postsecondary areas of interest.  Our college-bound will generally choose most of their electives in the English, math and science areas yet still try to include an interest area or two outside the core academic offerings.  Depending on their aptitude or postsecondary plans, other students tend to choose vocational style classes.

A basic outline, although far from conclusive, in one page follows. (English and Math will be explained in the next section).

Science in junior high revolves around Life Science and Earth/Space Science.  Physical Science is required of freshmen with Biology being the required progression for the sophomore year.  Juniors have the option of Chemistry I, generally followed by Chemistry II (dual credit at the Chemistry I college level) for our seniors. This has proven to be excellent preparation for our college students.  Other upper level options include Environmental Science, Forensics, and Physics; we have found that a mix of both college-bound and vocational students enroll in these classes.

Social Studies in junior high consists of Ancient History followed by US History to 1877 which includes the US Constitution component.  Ninth graders enroll in US History from 1877 which contains the Missouri Constitution component.  Due to staff requirements, the high school principal teaches two dual credit semester classes (American History II and Western Civilization II) which are options for juniors and seniors.  World History and separate semesters of either Sociology and/or Psychology are also upperclassmen options.  Our high school principal also teaches a college level outreach summer night course at our school.

Fine Arts are a source of pride at our small school.  We currently offer art, instrumental music and vocal music at both the junior and senior high levels.  Grades 7-8 are required to complete at least one semester of any fine art with grades 9-12 needing at least two semesters of their choice.  Beyond the basic curriculum, the fine arts programs include many individual and group competitive options through public and Missouri State High School Activities Association's direction and are well received by the community of Stanberry.  Our marching band performs at various parades throughout the fall before it moves into concert season for local performances and the spring competitions.  Our vocal music has grown exponentially during the past few years through an extracurricular program which also performs and competes throughout the year.

Physical Education in the junior high is combined into Health and Physical Education and is offered every other day on a year long basis.  Health is required for a semester at the high school level; we also offer several other classes of physical education.

The Practical Arts curriculum areas include Business, Family and Consumer Science, Industrial Arts, Agriculture, and Trade-Technical offerings at our area Regional Career Center.  Our junior high students are required to complete at least one semester of a practical art.  High school students have varied course offerings to satisfy their needs.  For example, those who will pursue a business vocation may choose the heavily technology-oriented classes which include Computer Applications, dual credit Micro-Computers, Accounting I & II, and our required Personal Finance and Business Technology.  The ability to include FFA and FCCLA through our Ag and FACS program are valuable to our students.  Students who want to concentrate in a particular vocational field can attend our Regional Career Center in the mornings of both their junior and senior years in such areas as welding, auto body, auto mechanics, building trades, or health occupations.

Under the 'miscellaneous category' at the high school level, we have the ability to offer the foreign language of Spanish I-III.  Additionally, we consider ourselves extremely fortunate to offer Computers I-IV which include tremendous amounts of various programming and computer language content that articulate with our math programs. There are three computer labs used by high school students.  Our computer teams are extremely successful at the competitive level with schools of all sizes.  We consider both of these programs to be valuable assets for a school of our size.

All in all, students have tremendous choices throughout their career at our small school.  Our faculty is conservative and very knowledgeable.  However, we recognize the importance of technology and strive to implement it within our curriculum for student preparation in today's technology driven world.  Delivery styles may vary, but the focus of our faculty members is to get students the information they need as well as to keep students engaged and on task.  Our curriculum truly promotes our mission statement in creating well-rounded students who strive for excellence.

2a.  **(Elementary Schools) Reading:**


2b.  **(Secondary Schools) English:**

At Stanberry, we believe the success of the English program in any school pre-determines a level of success in every other area.  In seventh and eighth grades, students enroll in language arts classes that include the content of spelling, grammar, vocabulary, and literature. An additional reading class is also mandatory for all 7th graders.  This class is flexible in course content, depending on the determined needs of that particular class.  We added this offering to the schedule years ago in order to boost test scores as well as the overall reading ability in all students.  We believe reading to be vitally important for maximum student comprehension to occur in all subject areas.

In grades 9-12, the natural progression of Language Arts I-IV is offered.  While it appears archaic, these courses all include large doses of spelling, vocabulary and grammar across the board.  Language Arts I-II are a combination of literature and developing writing skills. Language Arts III focuses upon American literature and informational as well as college-bound writing skills.  Language Arts IV includes British literature in combination with college-bound writing skills.  Vocational English for our juniors and seniors emphasizes basic reading, writing and employment communication skills for those who do not plan to attend postsecondary school.  Mass Media, Speech and Contemporary Novels complete our curriculum offerings.  A college credit outreach speech class is offered at our school during evenings of the spring semester.

The success of our students depends on two full time and one half time Language Arts teachers that are knowledgeable, motivated, dedicated to their area and demand excellence in all classes. For those students that are struggling, staff members are not afraid to put in massive amounts of extra tutoring time.  In addition, our Special Education department is essential in filling out our Language Arts curriculum as well as others. They work individually with identified students to increase reading skills.

3.  **Additional Curriculum Area:**

We are extremely proud of our math at Stanberry, and it becomes our logical choice for

discussion as an additional curriculum area.  It would also be impossible to achieve the success we have seen without mentioning the fine staff in the upper elementary that send us extremely prepared students.  We follow the Saxon math progression in the elementary and high school through Algebra II.  In addition, we supplement wherever necessary for state assessments.  While the Saxon program is not popular in some circles, it works very well for us and benefits all students.

Once our students reach junior high, they are academically sectioned into either a normal progression math course or into an advanced offering.  Test scores, work ethic, and parent-teacher conferencing all help determine which course a seventh grader will take.  Normal and higher ability students are now in two separate sections.  Advanced eighth graders will take Algebra I.  Once a student reaches ninth grade, dependent upon ability, there are four math options in which a student can enroll.  Also, a student could be on a 'jobs-orientated track' and would choose a math progression to include two applications type courses culminating in Algebra I.  A college-bound student might begin with the Algebra II as a freshman then take Geometry as sophomore.  Advanced juniors and seniors culminate their coursework by taking either Math Analysis, Trigonometry or Calculus or possibly all three courses.  While some schools try to incorporate and combine many areas, we still believe in 'stand alone' math classes with curriculums that follow a natural progression.  We do not believe in combining 'a little of Algebra I with a little of Geometry' during the same course.

A culture has been created within the school and community during the past decade and a half that math is important, and that students truly need to take plenty of it before going to college or even before entering the job market immediately upon high school graduation.  Many of our students will graduate with four or five math units of credits plus non-credit bearing Algebra I that was taken during eighth grade.  Again, much of our success can be accredited to two full-time and one half-time outstanding math teachers standing in front of the room who have almost one hundred years of experience among them. The only 'silver bullet' of math knowledge we have is a cadre of teachers who are knowledgeable, hard working, and bring out the best in students on a daily basis.  Our student achievement levels, but more importantly how our students fare pursuing further education, are testimony to our program and the goals of our mission statement.

4.  **Instructional Methods:**

We do not have very many great new ideas as far as instruction is concerned.  Our teachers, as well as our students, are basically conservative.  We work diligently, try to protect instructional time, and value content as the background to problem solving.  One key area we are currently working to improve are Instructional Management areas and Kagan style programs to highlight student engagement. The staff will use methods of instruction that vary from lecture, to cooperative learning, to hands-on activities that keep students engaged. As class size varies, and depending upon the personality of the class, varying teaching methodology can be difficult.  Because of small class sizes, much instruction in the advanced courses border on individualized instruction.  In vocational style classes such as agriculture, many activities (e.g., building and welding projects) are literally hands-on.

Again a culture has been created within our school  that education is important. This is reflected in a staff that generally thinks their subject area is very valuable.  Students realize this enthusiasm.  It takes a dedicated, educated and motivated staff to instruct students and make them want to learn.  It also takes students and a community that believes education is important.  We do not follow trends blindly, but we are always looking for ways to improve student achievement with strategies that are applied incrementally.

5.  **Professional Development:**

The school's professional development program is funded through the state foundation formula which mandates that one percent of all funds will be used for professional development.  A professional development committee, comprised of staff throughout all of our grade levels, oversees the professional development program and how our money is used.  Principals are also a part of this team.

This professional development committee is further broken down into an elementary and

a high school portion.  This enables the high school to determine how half of the professional development money is spent so it can be more focused on our grade levels and needs. There are three basic ways the money can be used:  1.) for individual teachers to attend workshops and informational sessions that can improve instruction.  Usually, these relate to student achievement areas for core teachers and subject areas for non-core;  2.) for in-house opportunities during professional development days.  These work well since the entire staff is involved, there is no travel since we bring presenters here, and classroom time is not lost; 3.) for staff motivation.  At times, with all the state and federal mandates, staff just needs motivational and 're-grouping' time.

We try to have professional development activities during times separated from our regular class schedule obligations.  It makes no sense to pull teachers for 'professional development' and then have a group of substitutes in the building.

In addition to formally planned professional development activities, all new faculty are assimilated in a nurturing environment before school starts to acclimate them to our system. Typically, we host an in-house workshop which introduces new staff to our school goals and philosophies down to taking roll and lunch count.  After such an in-house workshop, it culminates in a social luncheon with veteran staff at the principal's house.  On a more formal basis throughout the school year, the professional development program provides mentors for the first- and second-year teachers as well as outside resources to aid the new teachers transitions and make it a more comfortable process.

Overall, we believe the best way to improve student achievement is to have motivated, interested, and knowledgeable teachers in front of the classroom on a daily basis. This is our biggest key to improving and maintaining student achievement.

# PART VII - ASSESSMENT RESULTS

Subject  Math      Grade  10      Test  Missouri Assessment Program

Edition/Publication Year _____    Publisher  CTB McGraw Hill

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | April | April | April | April | April |
| **SCHOOL SCORES*** | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| Proficient and Adanced | 67 | 77 | 29 | 19 | 19 |
| % "Exceeding" State Standards | | | | | |
| Advanced | 15 | 27 | 3 | 10 | 0 |
| Number of students tested | 27 | 22 | 34 | 21 | 27 |
| Percent of total students tested | 100 | 100 | 97 | 100 | 96 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| | | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.  Not Applicable | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 2.  Not Applicable | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 3.  Not Applicable | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | 0 | | |
| 4.  Not Applicable | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

Subject   Reading (LA)        Grade   11        Test   Missouri Assessment Program Communication Arts

Edition/Publication Year _____        Publisher   CTB McGraw Hill

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | April | April | April | April | April |
| **SCHOOL SCORES*** |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standards |  |  |  |  |  |
| Proficient and Adanced | 65 | 55 | 19 | 12 | 19 |
| % "Exceeding" State Standards |  |  |  |  |  |
| Advanced | 25 | 13 | 0 | 0 | 0 |
| Number of students tested | 20 | 31 | 21 | 25 | 26 |
| Percent of total students tested | 95 | 97 | 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.                Not Applicable |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % "Exceeding" State Standards |  |  |  |  |  |
| Number of students tested |  |  |  |  |  |
| 2.                Not Applicable |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % "Exceeding" State Standards |  |  |  |  |  |
| Number of students tested |  |  |  |  |  |
| 3.                Not Applicable |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % "Exceeding" State Standards |  |  |  |  |  |
| Number of students tested |  |  | 0 |  |  |
| 4.                Not Applicable |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % "Exceeding" State Standards |  |  |  |  |  |
| Number of students tested |  |  |  |  |  |