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)

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

Name of Principal   Mr. Jerry Rempe

<div style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)</div>

Official School Name   Southern Elementary School

<div style="text-align:center">(As it should appear in the official records)</div>

School Mailing Address   315 West 2nd Street P.O. Box 158

<div style="text-align:center">(If address is P.O. Box, also include street address.)</div>

Blue Springs   Nebraska   68318-0158

City   State   Zip Code+4(9 digits total)

County   Gage   State School Code Number* 34-0001-002

Telephone (402) 645-3359   Fax   (402) 645-3740

Web site/URL www.southernschools.org   E-mail   jrempe@esu5.org

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   Mr. William Michael Shimeall

<div style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</div>

District Name _____   Tel. _____

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   Mrs. Margaret Michaelis

<div style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</div>

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
	Middle schools
	Junior High Schools
	High schools
1	Other
2	TOTAL

2.   District Per Pupil Expenditure: 10788

Average State Per Pupil Expenditure: 9521

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
     [   ]   Small city or town in a rural are
     [X]   Rural

4.   1   Number of years the principal has been in her/his position at this school.

          2   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		2	2		7			0
K	17	19	36		8			0
1	17	19	36		9			0
2	18	18	36		10			0
3	24	17	41		11			0
4	17	17	34		12			0
5	15	21	36		Other			0
6	18	13	31					
					TOTAL STUDENTS IN THE APPLYING SCHOOL			252

6. Racial/ethnic composition of the school:

5	%	American Indian or Alaska Native
	%	Asian or Pacific Islander
1	%	Black or African American
4	%	Hispanic or Latino
90	%	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 yea ___0___ %

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	0
(2)	Number of students who transferred from the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	252
(5)	Total transferred students in row (3) divided by total students in row	0.00
(6)	Amount in row (5) multiplied by 100	0

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 ___54___ %

Total number students who qualify: ___137___

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: ___28___ %

                                          ___70___ Total Number of Students Serve

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

3	Autism	2	Orthopedic Impairment
0	Deafness	12	Other Health Impairment
0	Deaf-Blindnes	27	Specific Learning Disabilit
5	Emotional Disturbanc	9	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
2	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	3
Special resource teachers/specialist	4	1
Paraprofessionals	11	0
Support Staff	5	1
Total number	35	5

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   ___18___ **: 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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	95 %	95 %	95 %
Daily teacher attendance	87 %	88 %	85 %	84 %	83 %
Teacher turnover rate	10 %	15 %	0 %	0 %	10 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Southern Elementary School is a small rural Pre K-6 school in Blue Springs, Nebraska in the Southeastern part of the state. Blue Springs is located South of Lincoln and nine miles north of the Kansas border.

The Southern School District consists of the communities Wymore and Blue Springs which are located within a mile of each other. The communities of Holmesville, Barneston, and Liberty lie within this district but no longer contain schools. The population of the district is 2,500, as reported on the 2000 U.S. Census.

The stated mission of the district is: 'The Southern School District exists for the benefit of its children and prepares students as responsible citizens and lifelong learners. The District promotes a positive, active learning environment with relevant and challenging instruction and high expectations for every student.'

To fulfill the district's mission, Southern Elementary School has incorporated the following beliefs regarding its students and their learning's.

*All students can learn.
*Students learn best when their physical, emotional, and social needs are met.
*Students learn best when there are positive and challenging experiences.
*Students learn best when they see the relevance of learning.
*Students should be lifelong learners.
*Student should develop thinking skills.
*Students should become responsible citizens.
*Students learn best with parental/guardian guidance and support.

The school district lies in a low social-economic area and many of the parents need to work one or more jobs in order to provide for their children's needs. Approximately 87% of the all parents work outside the home. Fifty-four percent of the school's students are identified for free or reduced lunches. At the secondary level, seventy-nine percent of students, if they complete a college program would be the first generation of their family to so so. As a result, too many children were failing to master their basic academic skills, dropping out of school, abusing drugs and alcohol, embroiling themselves in violent behavior, and slowly, but surely, narrowing their future to one that is hopelessly mired in cyclical, abject poverty. The district also has a high percentage of one parent families. In addition, twenty-eight percent of Southern Elementary students are identified as Special Education. To help meet this challenge, Southern Elementary School has invested a high proportion of its resources, both financial and human, in programs that give its most challenged students enhanced opportunities to gain success. This effort and commitment is helping the school community to meet that challenge.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 **Assessment Results:**

As a school in the state of Nebraska, we are part of the STARS (School-based, Teacher-led Assessment Reporting System) state assessment system. This system is based upon school improvement, is classroom based, and provides public accountability. There are four mastery levels within the Nebraska STARS system, 1) beginning, 2) progressing, 3) proficient, 4) advanced. A number of teachers from Southern participated in the process of determining the cut scores for the four mastery levels using the Modified Angoff Method. Strict guidelines were followed in order for the process to be both valid and reliable. In order for a student to meet the state standard, a student must score in the proficient or advanced category. At this time we currently use Nebraska Online Assessment, which provides automation to the assessment process, including immediate feedback for the students taking the tests. Further information about Nebraska's STARS system can be found at www.nde.state.ne.us/stars/index.html. We will look at the results for reading for Southern Elementary and try to explain to you the meaning of the scores that we have reported. In 2002-03 69.09 % of all students at Southern Elementary met or exceeded the STARS standards. In special education, students meeting or exceeding the STARS standards was 51.82 %. As of 2006-07, 98.72 % of students met or exceeded the STARS standards, with 95.45 % of special education students meeting or exceeding the STARS standards. This is an increase of 29.09 % overall and 43.63 % for the special education population. In the area of Mathematics in 2003-04, 67.01 % of all students at Southern Elementary met or exceeded the STARS standards, with 41.88 % of the special education students meeting or exceeding the STARS standards. In 2006-07, 100 % of all students met or exceeded the STARS standards, which included all special education students involved in the testing. In addition to the STARS system, Southern Elementary follows the state assessment plan as set forth by Reading First. This plan includes kindergarten through third grade. We use DIBELS three times per year in all grades, Gates McGinitie (comprehension, vocabulary) with 2nd and 3rd grade, a subsample of GORT-4 in 1st grade, and continually monitor progress with in-program Reading and Language tests. The DIBELS has shown us that those students who started out in Direct Instruction in kindergarten are closing the gap that once existed. In the fall of kindergarten in 2006-07, 22% of those students were at benchmark. As we followed that class through to first grade, in Winter of 2007-08, 82% of the class is at benchmark. Although this is only our second year as part of Reading First, we have found the assessment data to be a driving force behind our instructional decisions.

2. **Using Assessment Results:**

Southern Elementary is a part of Southern Public Schools, which since 1999 has been very active in the assessment process for both Reading and Mathematics. The school since has also taken on the projects of assessment in Science and Social Studies. The school has worked with consortium schools to help in the development of assessments for the students of their districts. The process has involved 60 % of the teachers of Southern Elementary. They have been involved in looking at data, working with the schools curriculum, and helping to devise test appropriate to align to the Nebraska State Standards. Being involved in a Reading First Grant Southern Elementary has also had to document and utilize frequent progress monitoring with all students in Reading and Language. With the Reading Program, a leadership team meets weekly to go over data and develop specific instructional plans for individual students as well as groups of students.

The continuous in-program progress monitoring ensures that students are at mastery and that they are being taught at the correct instructional level. In other areas our school has also taken upon itself to use in-service time to continue to monitor data through the online testing system to continue to update curriculum and teaching methods. We are constantly updating our curriculum based assessment results to assure that our students are getting the highest educational opportunity to learn.

3. **Communicating Assessment Results:**

Southern Elementary places a high emphasis on assessment scores. Students are therefore given the DIBELS reading assessment three times a year these scores are shared with parents at Parent-Teacher Conferences twice a year. Fourth grade students are also assessed using the Terra Nova testing process with the scores also shared with parents. We also do online testing of our students grades 1, 3, 4, 5, 6 in the curricular areas of math, science, social studies and reading/writing/ speaking/listening. The advantages to using the online system are that students receive immediate feedback and also the ability

for parents to get immediate feedback on how their children are doing on their assessments in a particular curriculum area. This information is also shared by the State Department of Education with the Report Card yearly, which then is also publicized in the media. We regularly share our test scores with the Board of Education to validate the instructional processes that we currently use at Southern Elementary. Due to our involvement in Reading First, our DIBELS scores and anecdotal information submitted by teachers is published annually by The Great Plains Institute of Reading and Writing through The University of Nebraska-Lincoln. We have also shared information about our Reading program and some statistics to several community organizations about the improvements in test scores and about the curriculum changes that were made as a result of the implementation of Reading First. We have also revamped the report cards to show proficiency levels of students in Reading and Language.

4. **Sharing Success:**

Southern Elementary has shared and will continue to share its successes with other schools. Currently, we have been chosen as a Showcase Site for the National Institute for Direct Instruction (NIFDI). This distinction has been granted to us because of the fidelity of implementation that our teachers have exemplified, as well as the positive results we have achieved. Additionally, Nebraska Reading First has utilized Southern Elementary as a model site for schools in various levels of implementation. To date, we have hosted five Nebraska Elementary schools, including Fairbury, Centennial, Seward, Bancroft-Rosalie, and Nebraska City. Visitors are encouraged to observe Reading and Language instruction as it occurs in the classroom. In order to get a better understanding of the different aspects of our Direct Instruction model, our staff is available to share materials and answer questions about the expectations of the program. In most cases, the schools that we have hosted have a limited understanding of a full immersion Direct Instruction Model. The opportunity to see our students and teachers in action has proven to be a valuable experience for others considering Direct Instruction. Additionally, being chosen as a Showcase Site has increased the pride that teachers and students have in our school.

PART V - CURRICULUM AND INSTRUCTION

1.   **Curriculum:**

At Southern Elementary, the teachers have invested much time in the process of aligning all curricular areas to the Nebraska State Standards. The newest addition to our curriculum is our full implementation of Direct Instruction in the areas of Reading and Language. We use the Reading Mastery curriculum schoolwide, as well as the Corrective Reading series for intervention in grades 4-6. The Language piece is fulfilled using Language for Learning, Language for Thinking, Expressive Writing, and the Reasoning and Writing series. We follow NIFDI'S (National Institute for Direct Instruction) Accelerated Student Achievement Program to ensure a high level of learning for our students. The time invested in these programs is huge. We spend 90 minutes each morning in grades K-6, 60 minutes each afternoon for grades K and 1, and 47 minutes each afternoon for grades 2-6. This allows us to 'double dose' kindergarten and first graders in order to make lesson progress that is optimum for accelerated learning. Using the Direct Instruction method in these areas ensures that students are actively engaged in learning and responding at their instructional level. The K-3 and Special Education teachers have aligned the Reading Mastery, Language for Learning, Language for Thinking, and Reasoning and Writing curricula to the Nebraska State Standards to ensure that students have an optimum opportunity to learn the skills necessary to meet proficiency level requirements. The cornerstone of the Direct Instruction programs used at Southern Elementary is Mastery Learning. All students are taught to mastery at their instructional level through carefully prescribed instruction. Continual in-program progress monitoring ensure that students don't fall between the cracks.

Although our Math curriculum, Harcourt Math, is not a Direct Instruction program, many teachers use the principles thereof to engage learners. Through our School Improvement process, our Math curriculum has been carefully aligned to the Nebraska State Standards to ensure mastery of the necessary content.

Additionally, 1st through 5th grades participate in a distance learning Spanish program through our local Educational Service Unit. Each class meets once per week, in addition to the regular classroom teacher previewing the vocabulary with the SALSA video series. Performing arts are also an important part of the educational experience at Southern Elementary. Grades K-6 participate in vocal music every other day. Each grade level works toward a public performance at various times throughout the year. Fifth and sixth grades participate in instrumental music, and perform publicly, as well. Upper grade students also get a taste of journalism by serving as 'reporters' who publish articles for our District website.

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

Reading Mastery is Southern Elementary's selected reading program. It is supported by scientifically based reading research. As part of the application process for Reading First, we researched various reading curricula to find one that fit our specific needs. That review culminated when our Materials Review Committee, consisting of teachers and administrators, attended a workshop entitled 'Reading Research and Reading First' where we were trained to use A Consumer's Guide to Evaluating a Core Program for Grades K-3. During the review, Southern educators found Reading Mastery to be far superior in the areas of direct, explicit instruction, multiple opportunities for all students to respond, high quality practice in application of skills, and the instructional presentation of skills. The scope and sequence of skills in the curriculum was also far superior in terms of initial presentation and distributed practice.

Students are placed in Reading Mastery levels through in-program placement testing. Once testing has been completed, students are grouped according to performance levels. This means that we have a 'walk to read' program, where students are in multi-age groups that are homogenous in terms of ability. This foundation makes learning concepts to mastery an achievable and realistic goal for both teachers and students. Students start out in the Reading Mastery Classic series. Reading Mastery Classic is a program that develops reading skills and strategies through systematic, small steps that make it possible for all children to learn in a timely manner. It incorporates both decoding and basic comprehension skills. Once students have completed two levels of Reading Mastery Classic, they move into Reading Mastery Plus, which is a reading/language arts program with expanded opportunities for writing and related language arts skills. Both Southern Elementary teachers and consultants hired from NIFDI work together toward clear academic goals that are aligned with Nebraska Reading and Writing Standards.

3. **Additional Curriculum Area:**

positive, active learning environment with relevant and challenging instruction and high expectations for every student.' To assist in implementing its mission the district was awarded a Carol White PEP Grant four years ago. A primary objective of this grant, which centered on Physical Education and Health Education, was to incorporated the attributes of a healthy life style (mind, body and spirit) into all core curriculum areas. Students at Southern Elementary School raised money to put in a half mile paved walking track around their school property. Utilizing the Michigan Model, the school incorporated walking into their various subject areas such as tracking distances and averages into math. The result for the students was that during a period of their life when children normally have seen increased obesity and body fat, Southern students experienced a 2.2 % decrease in their body fat.

4. **Instructional Methods:**

At the present time, one of the effective instructional methods used by all teachers at Southern Elementary is Direct Instruction in the areas of Reading and Language. Direct Instruction actively engages all learners at their appropriate instructional level. The best way to engage all learners is by utilizing choral responding with a signal. This is one of the unique aspects of Direct Instruction, but one that allows for the highest intensity of instruction. Besides the engagement of learners, this model of instruction includes such components as: immediate error correction, active monitoring by the teacher during independent work time, and constant progress monitoring. Student progress is continually monitored through in-program tests, which allows for adjustments in instruction to be made as needed.

Direct Instruction began in grades K-3 at the beginning of the 2006-07 school year, as part of Reading First. Now, in our second year of implementation, grades 4-6 have come on board to create consistency schoolwide. The Board of Education has supported us whole-heartedly in this endeavor, seeing the benefits even after just one year. This method of instruction has positively impacted student behavior and has greatly reduced the number of referrals to special education in the areas of Reading and Language.

In addition to Direct Instruction, the teachers at Southern take great pride in learning through inquiry and application. Throughout the year you can observe Science, Social Studies, Speaking and Math projects that illustrate and extend concepts taught in the classroom, which align to Nebraska State Standards. For example, kids have developed space boxes, replicas of atoms, co2 cars, and produced and performed plays. These methods improve student learning by creating enthusiasm and exemplifying a higher level of understanding through application.

5. **Professional Development:**

As part of Reading First, Southern Elementary has the opportunity and the guidance to put together an effective and sound professional development program. Both teachers and para-educators take part in weekly practice sessions with the Reading Coach in order to fine tune teaching skills. We contract the services of a Project Director and Implementation Manager through NIFDI, which includes monthly on-site visits and weekly conference calls with the leadership team. In addition to the on-site visits from NIFDI, Reading First frequently sends staff to the school for Calibration Visits. Additionally, staff has attended events such as the National Reading First Conference, Nebraska Reading First Conference, Association for Direct Instruction Conference, NIFDI Program Specific Training, and Summer Reading First Institutes to hone in on skills and knowledge. The Reading Coach and Principal also meet monthly with the Statewide Cadre in order to gain necessary skills. This year, we have expanded our 'in house' leadership by bringing five lead teachers on board as part of the leadership team. These teachers, in addition to the Reading Coach, look at and interpret data, observe and give feedback in the classroom, and receive additional training to ensure a solid knowledge base.

Southern teachers are also active in the School Improvement Process, which is continually changing as the needs of the District evolve. We have a strong Educational Service Unit that is actively involved in providing guidance and training as needed. During the summer months, most teachers attend workshops that are specific to curricular areas, as well.

PART VII - ASSESSMENT RESULTS

Subject Reading (E)   Grade 4   Test Online Assessments

Edition/Publication Year 2002-2007   Publisher ESU#5 Consortium

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	99	96	67	78	69
% "Exceeding" State Standards	61	48	45		46
Number of students tested	31	39	31	40	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	100	100	77	63	81
% "Exceeding" State Standards					
Number of students tested	13	15	13	19	19
2. SPED					
% "Meeting" plus % "Exceeding" State Standard	91	96	39	50	51
% "Exceeding" State Standards	27		20		33
Number of students tested	11	10	7	12	10
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test Online Assessments

Edition/Publication Year 2002-2007   Publisher ESU#5 Consortium

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	97	88	85	67	79
% "Exceeding" State Standards	69	57	58	34	
Number of students tested	32	39	31	43	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	100	75	69	63	81
% "Exceeding" State Standards					
Number of students tested	13	15	13	19	16
2. SPED					
% "Meeting" plus % "Exceeding" State Standard	91	60	52	41	44
% "Exceeding" State Standards	52		29	20	
Number of students tested	11	10	7	13	9
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E)   Grade 3   Test Online Assessments

Edition/Publication Year 2002-2007   Publisher ESU#5 Consortium

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	89			
% "Exceeding" State Standards	92	44			
Number of students tested	38	27			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	100	83			
% "Exceeding" State Standards					
Number of students tested	14	18			
2. SPED					
% "Meeting" plus % "Exceeding" State Standard	91	57			
% "Exceeding" State Standards					
Number of students tested	11	7			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E)   Grade 5   Test Online Assessments

Edition/Publication Year 2003-2006 and   Publisher ESU#5 Consortium

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	79	91			
% "Exceeding" State Standards	21	70			
Number of students tested	33	23			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	75	82			
% "Exceeding" State Standards					
Number of students tested	16	11			
2. SPED					
% "Meeting" plus % "Exceeding" State Standard	55	67			
% "Exceeding" State Standards					
Number of students tested	11	6			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E)   Grade 6   Test Online Assessments

Edition/Publication Year 2002-2007   Publisher ESU#5 Consortium

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	89			
% "Exceeding" State Standards	56	57			
Number of students tested	25	35			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	83	87			
% "Exceeding" State Standards					
Number of students tested	14	15			
2. SPED					
% "Meeting" plus % "Exceeding" State Standard	86	82			
% "Exceeding" State Standards					
Number of students tested	7	16			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test Online Assessments

Edition/Publication Year 2002-2007   Publisher   ESU#5 Consortium

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	66	82			
Number of students tested	38	27			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards					
Number of students tested	14	18			
2. SPED					
% "Meeting" plus % "Exceeding" State Standard	91	100			
% "Exceeding" State Standards					
Number of students tested	11	7			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test Online Assessments

Edition/Publication Year 2002-2007   Publisher   ESU#5 Consortium

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	97	87			
% "Exceeding" State Standards	58	65			
Number of students tested	33	23			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	94	73			
% "Exceeding" State Standards					
Number of students tested	16	11			
2. SPED					
% "Meeting" plus % "Exceeding" State Standard	91	67			
% "Exceeding" State Standards					
Number of students tested	11	6			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 6   Test Online Assessments

Edition/Publication Year 2002-2007   Publisher   ESU#5 Consortium

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	72	71			
% "Exceeding" State Standards	32	17			
Number of students tested	25	35			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	67	53			
% "Exceeding" State Standards					
Number of students tested	6	15			
2. SPED					
% "Meeting" plus % "Exceeding" State Standard	29	50			
% "Exceeding" State Standards					
Number of students tested	7	16			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					