

2005 – 2006 No Child Left Behind – Blue Ribbon Schools Program

U. S. Department of Education

Cover Sheet Type of School: Elementary Middle High K-12
Charter

Name of Principal: Mr. Clay L. Dunlap

Official School Name: Winnett School

School Mailing Address: P. O. Box 167, 205 South Broadway

Winnett Montana 59087-0167

City State Zip Code

County Petroleum State School Code Number LE0642

Telephone (406) 429-2251 Fax (406) 429-7631

Website/URL www.midrivers.com/~whsrams/ E-mail whsspup@midrivers.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent: Mr. Clay L. Dunlap

District Name Winnett School District #1 Telephone (406) 429-2251

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson: Mr. Daniel Iverson

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____

(School Board President's/Chairperson's Signature)

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 K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

DISTRICT (Questions 1 – 2 not applicable to private schools)

1. Number of schools in the district:
- 1 Elementary school
 - 0 Middle schools
 - 1 Junior high school
 - 1 High school
 - 0 Other
- 3 TOTAL
2. District Per Pupil Expenditure: \$7,989
- Average State Per Pupil Expenditure: \$8,040

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 area
 - Suburban
 - Small city or town in a rural area
 - Rural
4. ~~4~~ Number of years the principal has been in her/his position at this school.
 ____ 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
PreK	N/A	N/A	N/A	7	4	5	9
K	2	6	8	8	4	5	9
1	3	3	6	9	5	0	5
2	4	1	5	10	5	3	8
3	7	2	9	11	1	7	8
4	1	7	8	12	5	5	10
5	1	3	4	Other			
6	8	3	11				

TOTAL STUDENTS IN THE APPLYING SCHOOL →	100
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[Throughout the document, round numbers to avoid decimals.]

6. Racial/Ethnic composition of the students in the school:
- | | |
|-----|--------------------------------|
| 96% | White |
| 2% | Black or African American |
| 2% | Hispanic or Latino |
| 0% | Asian/Pacific Islander |
| 0% | American Indian/Alaskan Native |

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: 6%

[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.	4
(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)].	6
(4)	Total number of students in the school as of October 1.	100
(5)	Total transferred students in row (3) divided by total students in row (4).	6%
(6)	Amount in row (5) multiplied by 100.	6

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

0 Total Number Limited English

Proficient

Number of languages represented: 0

Specify languages:

9. Students eligibly for free/reduced-priced meals: 69%

Total number students who qualify: 69

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: 11%

11 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	0 Other Health Impaired
0 Deaf-Blindness	7 Specific Learning Disability
0 Emotional Disturbance	3 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	1 Visual Impairment Including Blindness
0 Multiple Disabilities	

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

	<u>Number of Staff</u>	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	0	1
Classroom teachers	9	1
Special resource teachers/specialists	0	1
Paraprofessionals	0	0
Support staff	4	3
Total number	13	5

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE classroom teachers: 7:1

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high school need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	95%	96%	97%	95%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	16%	0%	0%	16%	8%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

14. **(High Schools Only)** Show what the students who graduated in Spring, 2004 are doing as of September, 2004.

Graduating class size	4
Enrolled in a four-year college or university	50%
Enrolled in a community college	0%
Enrolled in a vocational training	25%
Found employment	25%
(Staff member for Representative Reburg)	
Military service	0%
Other (travel, staying home, etc.)	0%
Total	100%

PART III – SUMMARY

The Winnett School is a K-12 school with 100 students. The school is the only educational facility in Petroleum County, which consists of 1,680 square miles with a population of 493. The major economic activities in this sparsely populated county consist of very large ranches with some dry land farming and limited irrigation in certain areas. A recent article in The Economist ranked Petroleum County in Montana second from the bottom in a national list for average wages and salaries. Because of the extreme poverty evident in the county, the Winnett K-12 School District has been designated for a school-wide Title I program.

The mission of the Winnett School District in conjunction with the greater rural community is to provide a quality education for all in a safe and challenging environment. Students are encouraged and indeed expected to achieve high degrees of academic, physical, and social development.

The curriculum for a youngster in grades seven through twelve is quite simple; all students take everything! To graduate from Petroleum County's only high school youngsters in grades seven through twelve must take and pass six years of mathematics, six years of science, six years of English, six years of social studies, six years of technology, four years of health and physical education, two years of art, and one year of a foreign language. The only electives are band and choir. These requirements, of course, far exceed state requirements. Despite the rigor of this curriculum, the district has experienced zero dropouts for the past ten years! The key to the curriculum is to expose youngsters to as many options as possible. Moreover, it is the goal of the school to keep as many career option doors open as possible. It is foolish to allow thirteen and

fourteen year old children to make career decisions and consequently lock themselves out of future career choices based upon their poor curricular choices at such a young age.

In addition to a demanding class schedule, students are actively involved in co-curricular activities. One hundred percent of junior high and high school students are involved in at least one school-sponsored function, including cross country, football, volleyball, basketball, track and field, and SkillsUSA. Furthermore, one hundred percent of the junior high students participate in the school’s music program while only one high school student has chosen not to take part in this program. Students in grades nine through twelve also participate in various academic activities, including Montana Academic Challenge sponsored by a local television station in Billings, Montana, Brain Busters through the aegis of the University of Montana, and Envirothon under the patronage of Montana Conservation Districts.

The district also stresses character development. The school has officially adopted the Character Counts! Education initiative. Educators of the school are constantly emphasizing the six pillars that are the foundation for this program. The six pillars consist of trustworthiness, respect, responsibility, fairness, caring, and citizenship.

A unique feature of the Winnett School is the combination of the Petroleum County Library with the school’s library, which occurred in 1973. In sparsely settled Petroleum County, this action was a very wise decision in that it combined the finite financial and personnel resources of the county to produce a more viable service.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Each spring, two tests are administered to all students in the state of Montana. The Iowa Test of Basic Skills (ITBS), published by the Riverside Publishing Company is a norm-referenced test (NRT), which compares a student’s achievement with that of a national norm group. Throughout the state, these tests are administered to grades four, eight, and eleven in reading, language arts, mathematics, social studies, and science. All Winnett Public School students in grades kindergarten through twelve take these tests.

The second test administered annually is the MontCAS, Phase II Criterion-Referenced Test (CRT), published by Measured Progress, Incorporated. This test, required and funded by the No Child Left Behind Act, compares a student’s achievement to Montana’s content standards. For the past two years, this test has been administered to grades four, eight, and ten in reading and mathematics. The state of Montana has developed state performance levels for the ITBS and the MontCAS CRT exams.

Iowa Test of Basic Skills		MontCAS, Phase II Criterion-Referenced Test	
Novice	1% - 25%	Novice	200 – 224
Nearing Proficiency	26% - 39%	Nearing Proficiency	225 – 249
Proficient	40% - 90%	Proficient	250 – 282
Advanced	91% - 100%	Advanced	283 - 300

For a student to be considered making adequate yearly progress, he/she must score at the proficient or advanced levels of both of these annually administered tests.

The Winnett School student population consists of the following subgroups: ninety-six white students, two black students, two Hispanic students, sixty-nine economically disadvantaged students, and eleven special needs students. Because of the Family Educational Right to Privacy Act, the scores of the subgroups with less than ten students necessitates that these test results remain anonymous. However, if these guidelines were strictly adhered to, very few test scores would be reported due to the small class sizes of the school. Therefore, scores of the black students, the Hispanic students, and the special needs students will not be reported while scores for the economically disadvantaged students and the white student population will be presented.

Traditionally, the economically disadvantaged students have performed very well in the two administered tests. For example, on the 2004 – 2005 ITBS language arts test, seventy-eight percent of these students in grades three through twelve scored at the proficient and advanced levels compared to eighty-three percent of the total student population. On the ITBS mathematics test, eighty-one percent of the students scored at the proficient and advanced levels compared to eighty-four percent of the total student population.

The performance levels of the economically disadvantaged students in grades five, six, seven, nine, ten, eleven, and twelve on the MontCAS, Phase II CRT language arts test of 2004 – 2005 are eighty percent compared to the total student population percentage of ninety-two. The mathematics performance levels for these two groups are seventy-seven percent for the economically disadvantaged students compared to eighty-nine percent for the total student population.

Information concerning Montana's state assessment system can be found at <http://www.opi.mt.gov/index.html>.

2. Using Assessment Results: Every spring, all students from kindergarten through grade twelve participate in the ITBS. At the beginning of each school year in the fall, these test results are communicated to the appropriate individuals, including the student, the teachers, and the parents/guardians. Subsequently, meetings of the school's educators are conducted to produce goals and objectives for each individual student. The same procedure is utilized with the results of the MontCAS CRT. However, with this test, specific standards are reviewed and an amelioration plan is established.

During the school year, every Monday the professional staff of grades seven through twelve meets to discuss the academic performance of all students. Any student who fails to maintain a "C" average in a class is reported to a program coordinator who compiles a report. This report is sent to the administrator, the student, and his/her parents/guardians. The program coordinator and the appropriate teacher meet with the "at risk" student to establish a time either before school, during study hall time, or after school for adequate tutoring. The school's class schedule is arranged so that during the Title I study hall, all core educators are available to provide extra assistance to the students who need

additional help. As an added incentive, co-curricular eligibility is an additional facet of this intervention program. Once again, any student falling below a “C” average for two consecutive weeks in a specific class is ineligible to participate in any co-curricular activity for that week. In addition, students who fall below this criterion may be required to report to an after-school study session rather than attend the sport’s practice time. While this procedure seems quite severe, the school has experienced a minimal number of ineligible students.

3. Communicating Assessment Results: The Winnett School communicates student performance to students, parents, and the community in a plethora of ways.

At the beginning of each school year, a “Welcome Back Picnic” is held for all citizens of Petroleum County. At the conclusion of the social portion of this evening, parents/guardians are invited to visit with their child’s teacher, who reviews the child’s performances on the various assessment tools utilized by the Winnett School District. Furthermore, at this time, the child’s goals and objectives for the school year are discussed.

Parent-Teacher conferences are conducted twice a year with an attendance rate of approximately ninety percent. A variety of assessment data from formal standardized tests along with informal assessments are communicated to parents/guardians at this time. On the other hand, any parent/guardian can request a conference to discuss his/her child’s progress.

Each year, the district communicates assessment data to the general public through a newsletter, which is sent to every resident in the county. The assessment information consists of data involving the attainment of adequate yearly progress as determined by the test results of the MontCAS CRT, student attendance percentage, percentage of students taking the test, number of highly qualified teachers, and percent of students graduating.

Quarterly report cards are sent home as well as weekly progress reports utilized by the elementary school staff.

The guidance department provides assessment results for SAT, ACT, PSAT/NMSQT, and PLAN tests. Meetings with parents and students are scheduled to review the results and to discuss possible implications. All involved parties are informed that post-secondary options are related to the results of these assessments.

4. Sharing Success: The Winnett School plans to build upon its reputation as a leading educational institution in the area. In 1999, the district was featured in the leading regional paper, the Billings Gazette. The author of the article described the school’s curriculum as “Winnett’s Way: Small School Sets Lofty Standards.” A companion article in the Lewistown Argus News was entitled “Making the Grade: Winnett School Sets High Standards with Its Unique Curriculum Standards.”

As a Gear-Up school, the Winnett School’s administrators recently were the keynote speakers at a statewide Gear-Up conference at which time the merits of a non-elective

curriculum were presented as well as the unique early intervention program for at-risk students.

In addition, Montana's Office of Public Instruction yearly publishes on the statewide website a comprehensive report card listing all of the schools' test scores and other assessment information. Furthermore, the district extensively utilizes press releases and monthly newsletters citing students' accomplishments in academics and co-curricular activities. A unique communicative technique is the use of "Honor Roll Tents" listing high achievers for each quarter. These tents are placed in all businesses in the Winnett community.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The curriculum of the Winnett School is closely aligned with state and national standards as well as addressing the principles set forth by the No Child Left Behind Act. Educators of the school have developed benchmarks for each grade level that are in alignment with Montana State Standards and evaluate themselves periodically to determine which benchmarks they have achieved throughout the school year.

Arts: Dance, Music, Theater, Visual Arts: Winnett students create, perform, exhibit, and respond to the various artistic areas as well as synthesize and evaluate connections among the arts, other subject areas, life, and work. The long-term art instructor at the school has developed a unique art curriculum. This program progresses in a sequential format from kindergarten through grade twelve with each grade level building upon the previously presented artistic skills, knowledge, and attitudes. Students in kindergarten through grade four art classes are introduced to a variety of media and techniques as well as viewing and discussing masterworks in conjunction with the medium, technique, or principle they are exploring. Grades five and six students focus upon learning to draw realistically. High school students learn and use principles and elements of art in two-dimensional and three dimensional art. All junior high students are required to participate in band and chorus. Traditionally, over ninety percent of these youngsters have continued to pursue their music endeavors at the high school level. The dance and theater benchmarks of the Winnett School curriculum standards are met by students at all grade levels through their participation in theatrical and dance productions held throughout the year. Some of these productions include the Missoula Children's Theater presentations as well as various school plays and concerts.

Career and Vocational/Technical Education and Workplace Competencies: The Winnett School's vocational program is, once again, a rather unique system made possible by small class numbers. Seventh graders begin the technology sequence by taking keyboarding and introduction to technology. Subsequently, in a six-year period, students will pursue basic woods, introduction to drafting, Microsoft applications, welding, advanced woods, advanced welding, and computer assisted drafting.

Health Enhancement: The health and physical education curriculum focuses on physical fitness and healthy life skills. The physical fitness portion encompasses the principles of endurance, strength, flexibility, coordination, agility, balance, relaxation, and socialization culminating in the Bigger, Faster, Stronger program at the junior high

and high school levels. In addition, students are exposed to a variety of team sports and individual sports. The fitness program/physical education class meets on alternate days with the health enhancement and life skills class meeting on the other days of the week. The health program consists of various subject areas, including achievement motivation, living a healthy life style, lifetime skills like communication skills, fiscal responsibility, making healthy diet choices, first aid techniques, and education regarding the adverse effects of alcohol, tobacco, and other commonly abused drugs.

Library Media: Students in kindergarten through the sixth grade in the Winnett School have organized and structural lessons instructing them on the proper methods of research utilizing the computer, analyzing and evaluating materials from a variety of cultures and non-print information, and learning to enjoy good literature. Junior high and high school students continue to develop their library skills while completing a variety of research projects and compositions required by their core subject areas.

Mathematics: In the mathematics classes, emphasis is placed upon applying mathematical processes rather than mere memorization in kindergarten through grade twelve. Beginning at the junior high level, the mathematics curriculum is semi-individualized with students allowed to pace themselves throughout any studied topic, progressing as quickly as they can or as slowly as they must within parameters and guidelines. One of the primary purposes of this curriculum is to develop and nurture an individual work ethic, stressing creativity.

Reading/Literature: In this program, Winnett students are exposed to a variety of materials of a literal and figurative nature. Elementary students are involved in a sequential reading series that incorporates vocabulary, grammar, high frequency words, spelling, and phonics. In conjunction with the reading series, additional grade-appropriate novels are also read and discussed. The junior high and high school curriculum continues to stress grammar mechanics, spelling, and language usage. Furthermore, all students of the school are involved in an Accelerated Reader program.

Science: Winnett students plan, conduct, and interpret experimental investigations and draw inferences that relate to realistic world applications in the various science classes. Students also describe and analyze connections and interactions between and among technology, science, and society.

Social Studies: In the school's social studies classes, emphasis is placed on cognitive accumulation along with character development. Civic responsibility is stressed from grades kindergarten through twelve to enhance social studies skills. Geography and map skills are incorporated with history classes at the elementary level and taught as a separate class at the junior high and high school levels. Furthermore, the study of Native American's cultures is stressed throughout the school system.

Speaking and Listening: From kindergarten through grade twelve, stress is placed upon the importance of speaking and listening as well as the importance of choosing the appropriate type of speaking and listening for a variety of audiences, purposes, and situation.

Technology/Media: Students from kindergarten through grade twelve progressively evaluate and apply appropriate technology skills and procedures, matching the appropriate technology for a specific task. Furthermore, students routinely analyze, evaluate, and apply technological skills to create original work and solve problems in multidisciplinary contexts. At the high school level, an entire nine-week period is devoted to preparing, evaluating, and presenting multimedia presentations utilizing intricate computer programming skills in conjunction with a Smart Board.

World Languages: Students comprehend and respond to oral and/or written communication intended for a native speaker, use a variety of language strategies to convey meaning in the target language, and integrate and apply information and skills to familiar and unfamiliar contexts.

Writing: In the Winnett School, all students receive instruction on how to write clearly, effectively, and fluently for a variety of purposes and in different genres. Students also evaluate their writing, respond to feedback from others, and improve the final product. Students make use of current and emerging technologies to communicate. Junior high and high school students utilize their compositional skills by producing research projects appropriate for the various grade levels.

2a. Elementary Reading: The Winnett Elementary School has adopted the Houghton Mifflin reading series for grades kindergarten through six. This reading series provides a sequential approach to reading strategies and comprehension with a focus on decoding words, spelling, and vocabulary development. Different reading levels from basic to advanced are provided in this series. In addition, various grammar components are presented at the appropriate grade levels. Many writing exercises are presented in this reading curriculum.

Other reading supplemental materials that are utilized in the Winnett School include the use of Zoo Phonics for kindergartners, the use of American Sign Language to reinforce phonics in kindergarten through the second grade, the Accelerated Reading Program, which serves as a motivational device for all students, the Tread Naturally Program for first and second graders, and the computerized Lexia phonics program for students in kindergarten through the second grade.

The elementary educators chose the Houghton Mifflin series because it integrates such areas as vocabulary, grammar, high frequency words, spelling, and phonics. Furthermore, the writing activities are cross curricular, and many supplemental activities are provided. The stories that are presented are age appropriate and written by popular authors for the various reading levels.

2b. Secondary School English: The Warriner's English Composition and Grammar series is used for junior high through high school students. This series incorporates grammar mechanics, spelling, and language usage as well as a focus on effective composition and the entire writing process. Furthermore, PLATO, an individualized English curriculum, is available for teacher-student use.

For those students who are reading below grade level, the English teacher tutors these youngsters stressing spelling, phonics, and reading skills in an attempt to improve the students' abilities in the diagnosed weaknesses.

3. Integrated Social Studies and Reading: A major goal of the district is to develop responsible citizens. Toward this end, a variety of cross-curricular materials are utilized in an attempt to inculcate the six pillars of character, which include trustworthiness, respect, responsibility, fairness, caring, and citizenship. As Theodore Roosevelt stated, "To educate a person in mind and not in morals is to educate a menace to society."

The social studies curriculum is the McDougal Littell series, which emphasizes historical and geographical knowledge. Lessons are presented utilizing a PowerPoint approach that necessitates skill building in note taking. Another aspect of the social studies classes is a segment of CNN morning news followed by a discussion of pertinent issues.

The district is also embarking upon a more sequential system of building academic vocabulary. The materials of Robert Marzano of Association for Supervision and Curriculum Development (ASCD) are being used to design and implement a comprehensive approach to teaching academic vocabulary throughout the district.

A reading series developed by Jamestown Publishers is extensively used to develop moral character and to develop reading speed and comprehension. In a six-year period, youngsters read twelve different critical reading books, each containing twenty-one high interest non-fiction articles dealing with social studies issues. At the conclusion of each story, youngsters record their reading speed; they then complete a series of exercises that determine the level of comprehension. In addition, a series of higher-level thinking activities culminate each exercise.

4. Instructional Methods: A highly qualified instructor relies upon a plethora of instructional strategies to meet the various needs of their students. One program that has worked extremely well in the Winnett School is cross-curricular instruction. High school seniors have a "buddy" at the kindergarten level with whom they meet on a weekly basis. Surprisingly, most of the benefit of this program seems to accrue to the older students.

Moreover, a variety of large group, small group, and individualized instruction is utilized throughout the school in an attempt to meet the individualized needs of each and every student. Some of the instructional methods that are utilized at various grade levels include the use of manipulative devices, visual aids, computer assisted instruction, cooperative learning, production of dioramas and student learning modules.

Team teaching is also utilized, especially with youngsters with an Individualized Education Program (IEP). It is an avowed practice of the school to mainstream youngsters as much as possible. In the Winnett School District, the least restrictive environment is not merely a theory and a goal; it is thoroughly practiced with the help and assistance of aides and a certified special education instructor.

5. Professional Development: The district belongs to two technology consortiums; therefore, the teachers have received extensive training in technology education. Several

instructors recently completed an Intel® Teach to the Future workshop, which incorporated the utilization of various modules to enhance education, including the use of Internet resources; the creation of multimedia presentations, publications, and educational support materials; and developing appropriate electronic portfolios.

The Winnett School is also a member of the Montana Small Schools Alliance (MSSA), which provides a minimum of four days of in-service per year. In the past, teachers have received training in curriculum mapping, utilizing a standards-based curriculum, developing and achieving educational benchmarks, and how to teach the curriculum and not just cover the curriculum.

By virtue of the fact that the district is a Gear-Up school, all educators have been trained in the use of the PLATO curriculum.

Furthermore, teachers of the Winnett School have release time to attend the Montana Education Association's convention held each fall in order to improve their teaching methodologies. In addition, there are several elementary staff members who are extremely active in the Montana Reading Council.

PART VII – ASSESSMENT RESULTS

The following pages consist of language arts and mathematics results for the last three years in accordance with the criteria used by the Montana Office of Public Instruction to determine if a school achieved adequate yearly progress.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS			
IOWA TEST OF BASIC SKILLS			
Subject: Reading		Grade: 9	
Test: Iowa Test of Basic Skills		Edition/Publication Year: 2001-2002	
Publisher: Riverside Publishing			
Scores are reported here as: Percentiles			
	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March
School Scores			
Total Grade Scores/Percentiles	74%	61%	93%
Proficient and Advanced Percentage	80%	67%	100%
Advanced Percentage	20%	17%	50%
Number of students tested	5	6	4
Percent of total students tested	100%	100%	100%
Number alternatively assessed	0	0	0
Percent alternatively assessed	0	0	0
Subgroup Scores			
1. Economically Disadvantaged			
Proficient and Advanced Percentage	75%	60%	100%
Advanced Percentage	25%	0%	33%
Number of Students Tested	4	5	3
2. Black			
Proficient and Advanced Percentage			
Advanced Percentage			
Number of Students Tested	0	0	0
3. White			
Proficient and Advanced Percentage	80%	90%	100%
Advanced Percentage	20%	20%	50%
Number of Students Tested	4	5	4
4. Hispanic			
Proficient and Advanced Percentage	*	*	
Advanced Percentage	*	*	
Number of Students Tested	1	1	0
Montana State Standards:		*Hispanic: Because of FERPA, the scores of this student cannot be reported.	
Novice:	1% - 25%		
Nearing Proficiency	26% - 40%		
Proficient	41% - 90%		
Advanced	91% - 100%		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS			
IOWA TEST OF BASIC SKILLS			
Subject: Mathematics		Grade: 9	
Test: Iowa Test of Basic Skills		Edition/Publication Year: 2001-2002	
Publisher: Riverside Publishing			
Scores are reported here as: Percentiles			
	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March
School Scores			
Total Grade Scores/Percentiles	75%	66%	86%
Proficient and Advanced Percentage	80%	67%	100%
Advanced Percentage	40%	33%	25%
Number of students tested	5	6	4
Percent of total students tested	100%	100%	100%
Number alternatively assessed	0	0	0
Percent alternatively assessed	0	0	0
Subgroup Scores			
1. Economically Disadvantaged			
Proficient and Advanced Percentage	75%	60%	100%
Advanced Percentage	25%	20%	0%
Number of Students Tested	4	5	3
2. Black			
Proficient and Advanced Percentage			
Advanced Percentage			
Number of Students Tested	0	0	0
3. White			
Proficient and Advanced Percentage	100%	90%	100%
Advanced Percentage	50%	40%	25%
Number of Students Tested	4	5	4
4. Hispanic			
Proficient and Advanced Percentage	*	*	
Advanced Percentage	*	*	
Number of Students Tested	1	1	0
Montana State Standards:		*Hispanic: Because of FERPA, the scores of this student cannot be reported.	
Novice:	1% - 25%		
Nearing Proficiency	26% - 40%		
Proficient	41% - 90%		
Advanced	91% - 100%		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS			
IOWA TEST OF BASIC SKILLS			
Subject: Reading		Grade: 10	
Test: Iowa Test of Basic Skills		Edition/Publication Year: 2001-2002	
Publisher: Riverside Publishing			
Scores are reported here as: Percentiles			
	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March
School Scores			
Total Grade Scores/Percentiles	71%	71%	70%
Proficient and Advanced Percentage	88%	89%	75%
Advanced Percentage	38%	11%	25%
Number of students tested	8	9	8
Percent of total students tested	100%	100%	100%
Number alternatively assessed	0	0	0
Percent alternatively assessed	0	0	0
Subgroup Scores			
1. Economically Disadvantaged			
Proficient and Advanced Percentage	100%	100%	100%
Advanced Percentage	0%	0%	67%
Number of Students Tested	3	3	3
2. Black			
Proficient and Advanced Percentage			
Advanced Percentage			
Number of Students Tested	0	0	0
3. White			
Proficient and Advanced Percentage	88%	89%	75%
Advanced Percentage	38%	11%	25%
Number of Students Tested	8	9	8
4. Hispanic			
Proficient and Advanced Percentage			
Advanced Percentage			
Number of Students Tested	0	0	0
Montana State Standards:			
Novice:	1% - 25%		
Nearing Proficiency	26% - 40%		
Proficient	41% - 90%		
Advanced	91% - 100%		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS			
IOWA TEST OF BASIC SKILLS			
Subject: Mathematics		Grade: 10	
Test: Iowa Test of Basic Skills		Edition/Publication Year: 2001-2002	
Publisher: Riverside Publishing			
Scores are reported here as: Percentiles			
	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March
School Scores			
Total Grade Scores/Percentiles	75%	87%	70%
Proficient and Advanced Percentage	88%	100%	88%
Advanced Percentage	38%	33%	13%
Number of students tested	8	9	8
Percent of total students tested	100%	100%	100%
Number alternatively assessed	0	0	0
Percent alternatively assessed	0	0	0
Subgroup Scores			
1. Economically Disadvantaged			
Proficient and Advanced Percentage	100%	100%	100%
Advanced Percentage	0%	0%	0%
Number of Students Tested	3	3	3
2. Black			
Proficient and Advanced Percentage			
Advanced Percentage			
Number of Students Tested	0	0	0
3. White			
Proficient and Advanced Percentage	88%	100%	88%
Advanced Percentage	38%	33%	13%
Number of Students Tested	8	9	8
4. Hispanic			
Proficient and Advanced Percentage			
Advanced Percentage			
Number of Students Tested	0	0	0
Montana State Standards:			
Novice:	1% - 25%		
Nearing Proficiency	26% - 40%		
Proficient	41% - 90%		
Advanced	91% - 100%		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS			
IOWA TEST OF BASIC SKILLS			
Subject: Reading		Grade: 11	
Test: Iowa Test of Basic Skills		Edition/Publication Year: 2001-2002	
Publisher: Riverside Publishing			
Scores are reported here as: Percentiles			
	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March
School Scores			
Total Grade Scores/Percentiles	59%	64%	77%
Proficient and Advanced Percentage	71%	71%	100%
Advanced Percentage	14%	29%	33%
Number of students tested	7	7	6
Percent of total students tested	100%	100%	100%
Number alternatively assessed	0	0	0
Percent alternatively assessed	0	0	0
Subgroup Scores			
1. Economically Disadvantaged			
Proficient and Advanced Percentage	50%	75%	100%
Advanced Percentage	25%	25%	33%
Number of Students Tested	4	4	3
2. Black			
Proficient and Advanced Percentage			
Advanced Percentage			
Number of Students Tested	0	0	0
3. White			
Proficient and Advanced Percentage	83%	71%	100%
Advanced Percentage	17%	29%	33%
Number of Students Tested	6	6	6
4. Hispanic			
Proficient and Advanced Percentage	*	*	
Advanced Percentage	*	*	
Number of Students Tested	1	1	0
Montana State Standards:		*Hispanic: Because of FERPA, this student's scores cannot be reported.	
Novice:	1% - 25%		
Nearing Proficiency	26% - 40%		
Proficient	41% - 90%		
Advanced	91% - 100%		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS			
IOWA TEST OF BASIC SKILLS			
Subject: Mathematics		Grade: 11	
Test: Iowa Test of Basic Skills		Edition/Publication Year: 2001-2002	
Publisher: Riverside Publishing			
Scores are reported here as: Percentiles			
	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March
School Scores			
Total Grade Scores/Percentiles	61%	69%	70%
Proficient and Advanced Percentage	71%	86%	83%
Advanced Percentage	29%	29%	17%
Number of students tested	7	7	6
Percent of total students tested	100%	100%	100%
Number alternatively assessed	0	0	0
Percent alternatively assessed	0	0	0
Subgroup Scores			
1. Economically Disadvantaged			
Proficient and Advanced Percentage	50%	75%	100%
Advanced Percentage	25%	25%	33%
Number of Students Tested	4	4	3
2. Black			
Proficient and Advanced Percentage			
Advanced Percentage			
Number of Students Tested	0	0	0
3. White			
Proficient and Advanced Percentage	83%	83%	83%
Advanced Percentage	17%	33%	17%
Number of Students Tested	6	6	6
4. Hispanic			
Proficient and Advanced Percentage	*	*	
Advanced Percentage	*	*	
Number of Students Tested	1	1	0
Montana State Standards:		*Hispanic: Because of FERPA, this student's scores cannot be reported.	
Novice:	1% - 25%		
Nearing Proficiency	26% - 40%		
Proficient	41% - 90%		
Advanced	91% - 100%		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS			
IOWA TEST OF BASIC SKILLS			
Subject: Reading		Grade: 12	
Test: Iowa Test of Basic Skills		Edition/Publication Year: 2001-2002	
Publisher: Riverside Publishing			
Scores are reported here as: Percentiles			
	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March
School Scores			
Total Grade Scores/Percentiles	73%	62%	77%
Proficient and Advanced Percentage	90%	82%	90%
Advanced Percentage	20%	0%	10%
Number of students tested	10	11	10
Percent of total students tested	100%	100%	100%
Number alternatively assessed	0	0	0
Percent alternatively assessed	0	0	0
Subgroup Scores			
1. Economically Disadvantaged			
Proficient and Advanced Percentage	80%	100%	80%
Advanced Percentage	20%	0%	0%
Number of Students Tested	5	5	5
2. Black			
Proficient and Advanced Percentage			
Advanced Percentage			
Number of Students Tested	0	0	0
3. White			
Proficient and Advanced Percentage	90%	82%	90%
Advanced Percentage	20%	0%	10%
Number of Students Tested	10	11	10
4. Hispanic			
Proficient and Advanced Percentage			
Advanced Percentage			
Number of Students Tested	0	0	0
Montana State Standards:			
Novice:	1% - 25%		
Nearing Proficiency	26% - 40%		
Proficient	41% - 90%		
Advanced	91% - 100%		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS			
IOWA TEST OF BASIC SKILLS			
Subject: Mathematics		Grade: 12	
Test: Iowa Test of Basic Skills		Edition/Publication Year: 2001-2002	
Publisher: Riverside Publishing			
Scores are reported here as: Percentiles			
	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March
School Scores			
Total Grade Scores/Percentiles	85%	74%	76%
Proficient and Advanced Percentage	100%	82%	90%
Advanced Percentage	30%	27%	30%
Number of students tested	10	11	10
Percent of total students tested	100%	100%	100%
Number alternatively assessed	0	0	0
Percent alternatively assessed	0	0	0
Subgroup Scores			
1. Economically Disadvantaged			
Proficient and Advanced Percentage	100%	80%	100%
Advanced Percentage	20%	20%	20%
Number of Students Tested	5	5	5
2. Black			
Proficient and Advanced Percentage			
Advanced Percentage			
Number of Students Tested	0	0	0
3. White			
Proficient and Advanced Percentage	100%	82%	90%
Advanced Percentage	30%	27%	30%
Number of Students Tested	10	11	10
4. Hispanic			
Proficient and Advanced Percentage			
Advanced Percentage			
Number of Students Tested	0	0	0
Montana State Standards:			
Novice:	1% - 25%		
Nearing Proficiency	26% - 40%		
Proficient	41% - 90%		
Advanced	91% - 100%		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS		
MontCAS, Phase II, Criterion-Reference Test		
Test: MontCAS, Phase II	Grade: 9	
Criterion-Reference Test	Edition/Publication Year: 2004	
	Publisher: Measured Progress	
Scores are reported here as: Percentiles		
	Language Arts	Mathematics
	2004-2005	2004-2005
Testing Month	April	April
School Scores		
Novice Percentage	0%	0%
Nearing Proficiency Percentage	0%	20%
Proficient Percentage	40%	40%
Advanced Percentage	60%	40%
Number of students tested	5	5
Percent of total students tested	100%	100%
Number alternatively assessed	0	0
Percent alternatively assessed	0	0
Subgroup Scores		
1. Economically Disadvantaged		
Proficient and Advanced Percentage	100%	75%
Advanced Percentage	50%	25%
Number of Students Tested	4	4
2. Black		
Proficient and Advanced Percentage		
Advanced Percentage		
Number of Students Tested	0	0
3. White		
Proficient and Advanced Percentage	100%	80%
Advanced Percentage	60%	40%
Number of Students Tested	4	4
4. Hispanic		
Proficient and Advanced Percentage	*	*
Advanced Percentage	*	*
Number of Students Tested	1	1
Montana State Standards:		
Novice:	200 - 224	*Hispanic: Because of FERPA, this student's scores cannot be reported.
Nearing Proficiency	225 - 249	
Proficient	250 - 282	
Advanced	283 - 300	

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS		
MontCAS, Phase II, Criterion-Reference Test		
Test: MontCAS, Phase II	Grade: 10	
Criterion-Reference Test	Edition/Publication Year: 2004	
	Publisher: Measured Progress	
Scores are reported here as: Percentiles		
	Language Arts	Mathematics
	2004-2005	2004-2005
Testing Month	April	April
School Scores		
Novice Percentage	11%	0%
Nearing Proficiency Percentage	0%	0%
Proficient Percentage	22%	22%
Advanced Percentage	67%	78%
Number of students tested	9	9
Percent of total students tested	100%	100%
Number alternatively assessed	0	0
Percent alternatively assessed	0	0
Subgroup Scores		
1. Economically Disadvantaged		
Proficient and Advanced Percentage	100%	100%
Advanced Percentage	100%	100%
Number of Students Tested	4	4
2. Black		
Proficient and Advanced Percentage		
Advanced Percentage		
Number of Students Tested	0	0
3. White		
Proficient and Advanced Percentage	89%	100%
Advanced Percentage	67%	78%
Number of Students Tested	9	9
4. Hispanic		
Proficient and Advanced Percentage		
Advanced Percentage		
Number of Students Tested	0	0
Montana State Standards:		
Novice:	200 - 224	
Nearing Proficiency	225 - 249	
Proficient	250 - 282	
Advanced	283 - 300	

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS		
MontCAS, Phase II, Criterion-Reference Test		
Test: MontCAS, Phase II	Grade: 11	
Criterion-Reference Test	Edition/Publication Year: 2004	
	Publisher: Measured Progress	
Scores are reported here as: Percentiles		
	Language Arts	Mathematics
	2004-2005	2004-2005
Testing Month	April	April
School Scores		
Novice Percentage	0%	0%
Nearing Proficiency Percentage	29%	29%
Proficient Percentage	14%	14%
Advanced Percentage	57%	57%
Number of students tested	7	7
Percent of total students tested	100%	100%
Number alternatively assessed	0	0
Percent alternatively assessed	0	0
Subgroup Scores		
1. Economically Disadvantaged		
Proficient and Advanced Percentage	67%	67%
Advanced Percentage	67%	67%
Number of Students Tested	3	3
2. Black		
Proficient and Advanced Percentage		
Advanced Percentage		
Number of Students Tested	0	0
3. White		
Proficient and Advanced Percentage	71%	57%
Advanced Percentage	57%	57%
Number of Students Tested	6	6
4. Hispanic		
Proficient and Advanced Percentage	*	*
Advanced Percentage	*	*
Number of Students Tested	1	1
Montana State Standards:		
Novice:	200 - 224	*Hispanic: Because of FERPA, this student's scores cannot be reported.
Nearing Proficiency	225 - 249	
Proficient	250 - 282	
Advanced	283 - 300	

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS		
MontCAS, Phase II, Criterion-Reference Test		
Test: MontCAS, Phase II	Grade: 12	
Criterion-Reference Test	Edition/Publication Year: 2004	
	Publisher: Measured Progress	
Scores are reported here as: Percentiles		
	Language Arts	Mathematics
	2004-2005	2004-2005
Testing Month	April	April
School Scores		
Novice Percentage	9%	0%
Nearing Proficiency Percentage	0%	18%
Proficient Percentage	45%	18%
Advanced Percentage	45%	64%
Number of students tested	11	11
Percent of total students tested	100%	100%
Number alternatively assessed	0	0
Percent alternatively assessed	0	0
Subgroup Scores		
1. Economically Disadvantaged		
Proficient and Advanced Percentage	100%	100%
Advanced Percentage	40%	60%
Number of Students Tested	5	5
2. Black		
Proficient and Advanced Percentage		
Advanced Percentage		
Number of Students Tested	0	0
3. White		
Proficient and Advanced Percentage	91%	82%
Advanced Percentage	45%	64%
Number of Students Tested	11	11
4. Hispanic		
Proficient and Advanced Percentage		
Advanced Percentage		
Number of Students Tested	0	0
Montana State Standards:		
Novice:	200 - 224	
Nearing Proficiency	225 - 249	
Proficient	250 - 282	
Advanced	283 - 300	