

REVISED 3-22-05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal: Mrs. Cynthia R. Wobig
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Valentine Elementary
(As it should appear in the official records)

School Mailing Address: 615 E. 5th St.
(If address is P.O. Box, also include street address)

Valentine NE 69201-1642
City State Zip Code+4 (9 digits total)

County: Cherry School Code Number*: 16-0001-001

Telephone (402) 376-3237 Fax (402) 376-1032

Website/URL: www.valentineschools.org E-mail: cwobig@esu17.org

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.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Jamie S. Isom
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Valentine City Schools Tel. (402) 376-3367

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson: _____ Mrs. Susan Beel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

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

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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 schools
 1 Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 2 TOTAL
2. District Per Pupil Expenditure: \$7,622 (2002-03)
 Average State Per Pupil Expenditure: \$7,476 (2002-03)

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. 7 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				7			
K	17	17	34	8			
1	17	19	36	9			
2	20	29	49	10			
3	28	17	45	11			
4	26	23	49	12			
5	20	29	49	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							262

10. Students receiving special education services: $\frac{12}{32}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>14</u> Speech or Language Impairment
<u>9</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>16</u>	<u>1</u>
Special resource teachers/specialists	<u>8</u>	<u>1</u>
Paraprofessionals	<u>9</u>	<u>2</u>
Support staff	<u>3</u>	<u>5</u>
Total number	<u>38</u>	<u>9</u>

12. Average school student-“classroom teacher” ratio: 16:1

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 schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96 %	96 %	96 %	96 %	97 %
Daily teacher attendance	96 %	96 %	97 %	96 %	96 %
Teacher turnover rate	4 %	8 %	8 %	4 %	4 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

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

Graduating class size	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	100 %

PART III - SUMMARY

Narrative Snapshot

Valentine Elementary serves the children of the small community of Valentine in north central Nebraska. The community is the trade and service center for an area of cattle ranching and tourism. The school was built in 1963. A six-room addition was added in 1998, allowing the school to reduce the teacher-student ratio. Visitors to the school always comment on our clean, well-kept building and grounds. The physical surroundings enhance the climate of our school, supporting student learning and teacher satisfaction. The students, teachers, parents, and community have high expectations for learning and character development. We all believe it is essential that we prepare our children for success in the world, whether their futures take them far away or they stay and become the adults of the community. The mission of the school says that we "... will provide a quality education for all students preparing them to lead productive, responsible, and fulfilling lives in an ever-changing world."

In order to realize our mission, we must focus on the needs of individual learners in relation to our top priority, the learning goals. The learning goals are outlined in our curricula and assessed through a variety of formative and summative assessments. Student academic learning is supported through nonacademic instruction and experiences. The students receive daily instruction in music and physical education. Students have access to computers in the classroom, a computer lab, and a mobile computer lab. Keyboarding skills are taught in grades 3 through 5. The library provides a wide range of books and magazines for student and teacher use. The local Arts Council provides an artist-in-residence every year, as well as occasional professional performances. Our school's character goals are promoted through daily teacher reinforcement of four character traits and monthly guidance lessons by our counselor. The community and school worked together to choose the four character traits that we consider to be essential: honesty, respect, compassion, and responsibility.

The students of our school were asked to list things that are important about our school. There were comments about the books, the building, and the playground, but the most common answer was our teachers. Valentine Elementary has a teaching staff that is committed to student growth, whatever the needs of the students. A recent visitor commented that throughout the building he saw students working in small groups or one-to-one with a teacher or a Para educator. Teachers also work to build a personal relationship with each student. We believe that in order to learn, each student must know and believe that he/she matters and that we care about him/her. Our average class size is 15. Grades kindergarten through

three are self-contained. Grades four and five are departmentalized. Special needs are met through two resource teachers, a speech pathologist/special education coordinator, a Title 1 teacher, an upper level reading teacher, a guidance counselor, a part time media person, and Para educators. Teachers in grades K-2 are provided with a Para educator during part of the reading block to allow for individual and small group instruction and assessment. The Title teacher's time is prioritized for reading and math at first through third grades. The reading teacher works with upper level readers in grades three through five. Both the guidance counselor and the special education coordinator are instrumental in analyzing the special needs of students and planning appropriate interventions.

Valentine Elementary has seen a changing population. Increases in poverty and diversity have created a wider range of learning needs. Small class size and access to support personnel allow the use of formative assessments that guide instruction and interventions that are matched to the students' learning needs. The increased poverty and diversity have resulted in a greater student need for vocabulary instruction. The Reading Team is in the process of researching vocabulary instruction. Our school has started to use collaborative learning teams to study research and address problems. Past learning team topics included reading, brain research, differentiation, and instructional strategies. The learning teams have increased the collective knowledge of the staff and have helped the school stay abreast of educational research.

Valentine Elementary has great students, great teachers, great support personnel, great parents, and a great community! We all work together to increase student learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

The Meaning of the Assessment Results

The State of Nebraska assesses the achievement of every 4th, 8th, and 11th grade student on all reading and math standards. Prior to 2003-04, the reading and math standards were assessed in alternate years. The State of Nebraska also assesses the writing performance of 4th, 8th, and 11th grade students. Prior to 2004-05, the grade levels were assessed on a rotating schedule so each grade was not assessed each year. Due to those assessment schedules, Nebraska schools do not have writing data for each year, and there are years that the reading and math data was not compiled at the state level. Schools were required to assess their students each year, but they did not have to report them to the State.

Schools in Nebraska developed their own assessments to measure student performance of the state standards. Those assessments and the assessment process are evaluated by the State each year to determine their quality. Valentine Elementary received exemplary ratings for each of the past three years for both assessment quality and student performance. There are four student performance levels: beginning, progressing, proficient, and advanced. Beginning and progressing are nonmastery levels, and proficient and advanced are mastery levels. The charts at the end of this document show the performance of Valentine Elementary 4th graders on norm-referenced tests in reading, language, and math; plus performance on criterion-referenced tests in reading, math, and writing. Our students consistently achieve at high levels. The Nebraska State report card is available at <www.nde.state.ne.us>.

Data analysis at Valentine Elementary focuses on looking for patterns of strengths and concerns and for evidence of the impact of interventions. Whenever data is analyzed, it is important to maintain an open mind. Perceptions of the meaning of the data may change. The small size of our school population and extremely small size of our subgroups create additional problems for finding the meaning of the data. The reliability of the results and the meaning that can be derived from the data diminish with a small number

of scores.

Looking across Valentine Elementary data for three years, we identified two strengths: our students achieved at high levels on both norm-referenced and standards-based assessments, and math was our strongest area for both norm-referenced and standards-based assessments. Two concerns were identified: language and writing scores were lower for the three-year period than math and reading. Writing was the area of greatest concern, so writing was prioritized for the 2004-05 school year, and interventions were selected and implemented.

Disparities are evident for both Free and Reduced Students and Native American Students. Those two groups did not perform as well as the total population. It was found that the two groups performed significantly better on the criterion-referenced state assessments than the norm-referenced assessments. That may be an indication that the students are learning what we teach. What we teach is more closely matched to the criterion-referenced standards tests than the norm-referenced tests. (The criterion-referenced standards tests compare a student's performance to a standard, not to the performance of other test takers. The items test the objectives of the standards, thus what the students have been taught. The norm-referenced Terra Nova test compares a student's performance to the performance of the students in the norming group. Scores of the norming group have a bell curve distribution. The items may or may not test what the students have been taught.) We plan to keep track of the subgroup scores for each standard in order to address the disparities and prioritize interventions to maximize student learning.

Use of Data

Valentine Elementary uses data from many sources to understand and improve student learning and performance. Using data begins with teachers analyzing the interrelationship of the learning goals, the assessments used to determine progress toward those goals, and the strategies used to promote student learning. With that understanding in place, teachers will know what the data says, and they will have ideas about the implications of the data.

Our school participates in the Nebraska Statewide Writing Assessment. Every fourth grade student writes a response to the state prompt. All writing is sent to the state for scoring. Student writing scores fell in 2003-04. The scores were within the confidence interval, but indicated possible problems with narrative writing. We analyzed possible interventions in terms of time, people, and materials. As a result, the language arts block was reorganized to focus more time on writing. The need for writing in every curricular area was reinforced. Teachers met with our district writing coordinator for a discussion and update on 6 Trait Writing. A student friendly narrative writing rubric was developed to encourage student reflection and effort.

A computer-based system is used to assess the Nebraska Reading and Math Standards. Scores are computed immediately, so the student is the first to know if he/she has met the standard. We believe that student ownership encourages effort. The teacher also knows immediately which students performed at which levels, helping the teacher focus on the needs of individuals and prioritize for individuals and the class. Data is also analyzed on a building level at the end of the year. Hypotheses are made about what the data might mean and what we might do about it in terms of our resources of time, people, and materials. Each year brings changes that we hope will improve student learning and performance.

The District Data Team looks at the annual results from the norm-referenced achievement tests to see how the school and specific grade levels are doing in comparison to the state and nation. Possible problems and solutions are analyzed.

Communication of Student Performance

Students and teachers are the initial users of learning and performance data. Students are required to fix all errors on daily math and reading work in order to increase understanding. The corrected daily work, plus quiz and test scores are sent home to families. Teachers communicate informally with parents through notes and phone calls. Formal communication consists of quarterly report cards and three conferences: the September Student-Parent-Teacher Goal Setting, the October Parent-Teacher Conference, and the February Goal Setting Follow-up and Conference. Parents also receive individual student reports on the Nebraska State Standards Assessments and the norm-referenced achievement tests.

The Board of Education receives student learning and performance data for the Nebraska Reading and Math Standards, including a rating on the quality of the assessments, Adequate Yearly Progress data, the Nebraska Statewide Writing Scores, norm-referenced achievement test data, and NAEP data when applicable. Timely newspaper articles, radio spots, and an annual district report card are distributed within the community. The report card follows the format of the Nebraska State Report Card.

Valentine Elementary Collaborates and Shares Successes with Other Schools

Three levels of collaboration exist for sharing successes with other schools. First, day-to-day concerns and successes are shared with the other two schools in our system, Valentine Middle School and Valentine Rural High School. At the second level, Valentine Elementary is an active participant in a consortium of all elementary schools in Cherry County. Cherry County encompasses approximately 6000 square miles, but is very sparsely populated. Our isolation makes it imperative that schools work collegially and share ideas. We work together on many aspects of curriculum and assessment, plus select most of the textbooks used for elementary students. At the third level, Valentine Elementary is a part of the Educational Service Unit that serves four counties in north central Nebraska. All schools in the Educational Service Unit receive up-to-date information from the State of Nebraska on educational practices, including assessment and instruction. Teachers meet on a regular basis, talking and thinking together about what students should know and be able to do and the best ways to teach those things. This system of collaboration enables small, rural districts to connect with each other and with the most promising practices of the day.

PART V – CURRICULUM AND INSTRUCTION

1. Valentine Elementary Curriculum

The Nebraska Standards and Assessment System (STARS) is a guiding framework for Nebraska schools. Teachers are trained in writing standards based curriculum, developing appropriate assessments to measure the standards, and analyzing the assessment data. The sequence of instruction is outlined so students have optimal instructional time and opportunity to master the content. The State is currently disseminating information on research-based instructional strategies. The curricular areas follow.

Reading/Language Arts: The language arts are tools that help students learn about their world and express themselves effectively. The Reading Curriculum addresses the Nebraska Reading Standards and focuses on the five areas identified by the National Reading Panel: Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary. A basal series is the primary delivery system. The basal is supported with several supplemental programs and strategies. Student learning and performance is measured through informal observations, basal assessments, DIBELS assessments, (Dynamic Indicators of Basis Early Literacy Skills), and Nebraska Standards Assessments. Information about DIBELS is available at <<http://dibels.uoregon.edu/>>. The Nebraska Writing Standards are taught and assessed with 6-Trait Writing and grammar. 6-Trait Writing focuses on: Ideas, Organization, Conventions, Word Choice, Sentence Fluency, and Voice. Information about 6-Trait Writing is available at <www.nwrel.org/>. Spelling is taught with a locally developed program. Handwriting is taught both as a separate subject and within context.

Speaking and Listening: The Nebraska Speaking and Listening Standards are the focus for the curriculum. Students have opportunities to communicate in different ways and different settings and to use effective communication skills to acquire new knowledge and enhance learning.

Math: Math instruction and assessment are organized about the areas in the Nebraska Math Standards: Numeration/Number Sense, Computation/Estimation, Measurement, Geometry/Spatial, Data Analysis/Probability/Statistical Concepts, and Algebraic Concepts. Instruction is based on a basal and supplemented with various programs and strategies. Our goal is to help students develop strong basic math skills and learn to think mathematically to solve everyday problems.

Social Studies: The core content areas of the Nebraska Social Studies Standards are History, Geography, Civics, Economics, and Government. The main purpose of the Social Studies Standards is to promote “civic competence.” The Standards help our school organize and prioritize instruction from the basal. Students develop an appreciation of our social heritage, a perspective for evaluating contemporary issues, and an understanding of the democratic process.

Science: The science curriculum is based on the Nebraska Science Standards. We adapt instruction from the science basal to match the Science Standards. Students learn the basic concepts of science and refine and use thinking skills. One of our goals is to stimulate curiosity to keep children interested in the why, how, and what of our world.

Physical Education, Music, Art, and Foreign Language: The goals of the physical education curriculum are to enhance the intellectual, emotional, and social development, as well as the physical well being of the student. Students participate in activities organized on a developmental continuum that will lead to the development of coordination, strength, skill, endurance, and improved self-concept. The music curriculum builds a foundation incorporating opportunities that encourage knowledge of musical

concepts, self-expression, appreciation, and enjoyment. Art is taught in the regular classroom and often used to enrich the core disciplines. Students are exposed to a variety of art mediums to develop an appreciation for art and to learn about basic art history. We do not currently have Foreign Language.

2. Reading Curriculum

The Reading Curriculum is built around the Nebraska Reading Standards and the five areas identified in the National Reading Panel Report. We believe it is important to begin with the assessment goal and determine the appropriate steps and sequence for instruction. At the beginning of the 2004-05 school year, we adopted the use of DIBELS as an additional tool to monitor and assess students. The next step is a complete review of the reading curriculum during the summer of 2005 in light of current research and best practice.

Valentine Elementary uses a basal as the core delivery system. Basals are effective and promote consistent instruction. We supplement the basal series with several different components from the five areas of reading in order to offer comprehensive reading instruction. Phonemic awareness instruction and materials were weak in the basal. The National Reading Panel determined that instruction in phonemic awareness is essential for beginning readers. We started screening students for phonemic awareness and taught strategies to the teachers. Now, our teachers have high levels of knowledge about phonemic awareness, and phonemic awareness instruction is occurring in classrooms instead of only within intervention settings. Phonics has been a strength of our school for many years. A supplemental text is available in addition to the basal. Teachers are currently working to prioritize skills for instruction. Comprehension instruction is the most difficult area to address effectively. The basal offers many excellent strategies, and the entire staff has been trained in the shared inquiry discussion method. The Reading Team has analyzed comprehension research and is currently choosing additional methods to share with their fellow teachers. Vocabulary is taught through the basal and other content area texts. Several graphic organizers are used to promote learning. The Reading Team has selected a text and articles on vocabulary instruction for the study group.

The Nebraska Standards and the five areas of reading guide decisions about regular classroom instruction, assessments, and interventions. This method helps us address student needs more effectively.

3. Math Curriculum

The Valentine Elementary Math Curriculum focuses on knowledge and skill in the following areas: Numeration/Number Sense, Computation/Estimation, Measurement, Geometry/Spatial, Data Analysis/Probability/Statistical Concepts, and Algebraic Concepts. In order for students to realize the mission of the school and become “productive, responsible, and fulfilled (citizens) in their ever-changing world,” it is critical that students learn essential math concepts and become accomplished, real world problem solvers. We believe that it is important for students to develop automatic recall of math facts so they can be accurate in computation and flexible in reasoning. Grades one through five use a math facts practice program. The program consists of repeated drill at each student’s level of competency. The core math concepts are taught through a basal. Teachers enhance instruction with a variety of hands on strategies. Problem solving is an area of concern. Classroom assessment records show a pattern of difficulty with problem solving. Teachers are investigating possible interventions to promote more effective problem solving strategies.

4. Instructional Methods

Valentine Elementary uses a variety of instructional methods to promote learning and skill development. Building-wide, teachers individualize as much as possible. That may include individual or small group work, differentiation, or supplemental work. The entire staff has been trained in 6-Trait Writing, Junior Great Books shared inquiry discussions, student goal setting, and a locally developed decision making model that students and staff use to address problems. The decision making model is applicable to both social and practical problems. (Information about Junior Great Books is available at www.greatbooks.org.)

Other strategies are used in particular subject areas, at particular grade levels, and with different students. Teachers identify areas of need, and then seek research-based strategies to address those needs. Currently, the Reading Team is prioritizing comprehension strategies and studying the research on vocabulary to select instructional strategies to be used in reading instruction and content area reading. Math teachers are reviewing problem solving strategies. School-wide, we try to reinforce effort in order to promote student success.

5. Professional Development

Professional development at Valentine Elementary focuses on areas of need that are identified through teacher concerns, achievement data, and the school improvement plan. The areas of need are prioritized and research-based strategies are selected to address the needs. Teachers are trained, materials are acquired, and the implementation is planned. The content, process, and context for the professional development vary with the situation and the source of the need, including: individual teacher(s), subject area(s), and/or grade level(s).

Recent examples of professional development include: school-wide integration of 6 Trait Writing, phonemic awareness training for K-2 teachers, and school-wide implementation of student goal setting. Currently, the Reading Team is sharing reading research with teachers, and DIBELS assessment has been implemented school-wide.

Our district, Valentine City Schools, acknowledges that teachers cannot be expected to implement more than a few new practices a year, therefore changes are planned strategically. Professional development includes more than bringing presenters into the school or going out to a meeting. Professional development also includes collaboration. Inquiry and sharing is encouraged among teachers. Valentine Elementary currently has monthly staff meetings that include a professional development component. The goal for the school is to operate as a collaborative learning community.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): _____
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes _____ No _____

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____ K	\$ _____ 1 st	\$ _____ 2 nd	\$ _____ 3 rd	\$ _____ 4 th	\$ _____ 5 th
\$ _____ 6 th	\$ _____ 7 th	\$ _____ 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$ _____

5. What is the average financial aid per student? \$ _____

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

PART VII - ASSESSMENT RESULTS

READING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 4 Test CTBS Complete Battery Plus-Terra Nova

Edition/Publication Year 1997 Publisher CTB/McGraw-Hill

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES			
Total Score (NP of the mean NCE)	72%	81%	70%
Number of students	43	32	52
Number of students tested	40	32	52
Percent of total students tested	93%	100%	100%
Number of students alternatively assessed*	3	0	0
Percent of students alternatively assessed*	7%	0%	0%
Number in the bottom quartile (1-24%)	3	2	4
Number in the 2 nd quartile (25-49%)	6	2	10
Number in the 3 rd quartile (50-74%)	12	10	12
Number in the top quartile (75-99%)	19	18	26
SUBGROUP SCORES			
Eligible for Free or Reduced Lunch	24	10	23
Number of students tested	21	10	23
Number in bottom quartile (1-24%)	3	2	3
Number in the 2 nd quartile (25-49%)	4	1	6
Number in the 3 rd quartile (50-74%)	8	3	7
Number in the top quartile (75-99%)	6	4	7
Native American			
Number of students tested	5	3	3
Number in the bottom quartile (1-24%)	1	1	2
Number in the 2 nd quartile (25-49%)	2	1	1
Number in the 3 rd quartile (50-74%)	2	1	0
Number in the top quartile (75-99%)	0	0	0

*These students were alternatively assessed. Due to the nature of their disabilities, they are not working toward the same standards as their same-age peers. They participate in a modified or altered curriculum consisting of functional academics.

LANGUAGE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Language Grade 4 Test CTBS Complete Battery Plus-Terra Nova

Edition/Publication Year 1997 Publisher CTB/McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES			
Total Score (NP of the mean NCE)	68%	83%	69%
Number of students	43	32	52
Number of students tested	40	32	52
Percent of total students tested	93%	100%	100%
Number of students alternatively assessed*	3	0	0
Percent of students alternatively assessed*	7%	0%	0%
Number in the bottom quartile (1-24%)	3	2	6
Number in the 2 nd quartile (25-49%)	10	3	6
Number in the 3 rd quartile (50-74%)	11	6	15
Number in the top quartile (75-99%)	16	21	25
SUBGROUP SCORES			
Eligible for Free or Reduced Lunch	24	10	23
Number of students tested	21	10	23
Number in the bottom quartile (1-24%)	3	1	4
Number in the 2 nd quartile (25-49%)	7	1	4
Number in the 3 rd quartile (50-74%)	6	2	6
Number in the top quartile (75-99%)	5	6	9
Native American			
Number of students tested	6	3	3
Number in the bottom quartile (1-24%)	1	0	1
Number in the 2 nd quartile (25-49%)	2	1	2
Number in the 3 rd quartile (50-74%)	1	1	0
Number in the top quartile (75-99%)	1	1	0

*These students were alternatively assessed. Due to the nature of their disabilities, they are not working toward the same standards as their same-age peers. They participate in a modified or altered curriculum consisting of functional academics.

MATH ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 4 Test CTBS Complete Battery Plus-Terra Nova

Edition/Publication Year 1997 Publisher CTB/McGraw-Hill

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES			
Total Score (NP of the mean NCE)	79%	85%	73%
Number of students	43	32	52
Number of students tested	40	32	52
Percent of total students tested	93%	100%	100%
Number of students alternatively assessed*	3	0	0
Percent of students alternatively assessed*	7%	0%	0%
Number in the bottom quartile (1-24%)	2	0	3
Number in the 2 nd quartile (25-49%)	5	2	7
Number in the 3 rd quartile (50-74%)	7	10	17
Number in the top quartile (75-99%)	26	20	25
SUBGROUP SCORES			
Eligible for Free or Reduced Lunch	24	10	23
Number of students tested	21	10	23
Number in the bottom quartile (1-24%)	2	0	3
Number in the 2 nd quartile (25-49%)	5	2	4
Number in the 3 rd quartile (50-74%)	4	4	8
Number in the top quartile (75-99%)	10	4	8
Native American	6	3	3
Number of students tested	5	3	3
Number in the bottom quartile (1-24%)	1	0	1
Number in the 2 nd quartile (25-49%)	2	1	1
Number in the 3 rd quartile (50-74%)	0	2	1
Number in the top quartile (75-99%)	2	0	0

*These students were alternatively assessed. Due to the nature of their disabilities, they are not working toward the same standards as their same-age peers. They participate in a modified or altered curriculum consisting of functional academics.

NEBRASKA STATE WRITING ASSESSMENT

Subject: Writing Grade: 4 Test: Statewide Writing Assessment

	2003-2004	2002-2003	2001-2002
Testing month	February	Not Given	February
SCHOOL SCORES			
Number of students	44		52
Number of students tested	41		51
Percent of students tested	93%		98%
Number of students alternatively assessed*	3		0
Percent of students alternatively assessed*	7%		0%
Number At or Above Proficient	22		46
Percent At or Above Proficient	54%		90%
SUBGROUP SCORES			
Eligible for Free or Reduced Lunch	24		23
Number of students tested with regular assessment	21		22
Number of students tested with alternate assessment*	3		0
Number At or Above Proficient	8		20
Percent At or Above Proficient	38%		91%
Native American	8		3
Number of students tested on regular assessment	7		3
Number of students tested with alternate assessment*	1		0
Number At or Above Proficient	3		3
Percent At or Above Proficient	43%		100%
STATE SCORES			
Percent of State's Students At or Above Proficient	79%	N/A**	73%
Percent of School's Students At or Above Proficient	54%		90%

*These students were alternatively assessed. Due to the nature of their disabilities, they are not working toward the same standards as their same-age peers. They participate in a modified or altered curriculum consisting of functional academics.

**Nebraska did not test 4th graders with a statewide writing assessment in 2002-03

NEBRASKA STATE READING ASSESSMENT

Subject: Reading Grade: 4 Test: Locally Developed State Reading Assessments

	2003-2004	2002-2003	2001-2002
Testing Month	Year-long	Year-long	Year-long
SCHOOL SCORES			
Number of students	43	32	52
Number of students tested	40	32	52
Percent of students tested	93%	100%	100%
Number of students alternatively assessed	3	0	0
Percent of students alternatively assessed	7%	0%	0%
Student Averages (1):			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	93%	100%	98%
% At Advanced	33%	53%	71%
SUBGROUP SCORES			
Eligible for Free or Reduced Lunch	23	10	23
Number of students tested with regular assessment	20	0	23
Number of students tested with alternate assessment	3	0	0
Student Averages (1):			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	85%	100%	96%
% At Advanced	10%	30%	57%
Native American	7	3	3
Number of students tested with regular assessment	6	3	3
Number of students tested with alternate assessment	1	0	0
Student Averages (1):			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	83%	100%	67%
% At Advanced	17%	0%	0%
STATE SCORES (2)			
Nebraska students Meeting or Exceeding Standards	N/A**		N/A**
Valentine Elem. students Meeting or Exceeding Standards		79%	
		93%	

*These students were alternatively assessed. Due to the nature of their disabilities, they are not working toward the same standards as their same-age peers. They participate in a modified or altered curriculum consisting of functional academics.

**Nebraska did not compile state standard reading scores in 2001-02 or 2003-04.

(1) The “Student Average” was computed by averaging all the standards together for each student. Each student’s average was categorized into the following levels: Beginning, < 1.5.1; Progressing, ≥ 1.51; Proficient, ≥ 2.51; Advanced, ≥ 3.51.

(2) The State Score was computed by finding the percent of proficient and advanced students on each standard, then averaging that percentage to arrive at an average of students meeting or exceeding the standards.

NEBRASKA STATE MATH ASSESSMENT

Subject: Math Grade: 4 Test: Locally Developed State Math Assessments

Testing Month	2003-2004	2002-2003	2001-2002
	Year-long	Year-long	Year-long
SCHOOL SCORES			
Number of students	43	32	52
Number of students tested	40	32	52
Percent of total students tested	93%	100%	100%
Number of students alternatively assessed*	3	0	0
Percent of students alternatively assessed*	7%	0%	0%
Student Averages (1):			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	98%
% At or Above Proficient	95%	100%	96%
% At Advanced	58%	81%	60%
SUBGROUP SCORES			
Eligible for Free or Reduced Lunch	23	10	23
Number of students tested with regular assessment	20	10	23
Number of students tested with alternate assessment*	3	0	0
Student Averages (1):			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	96%
% At or Above Proficient	90%	100%	91%
% At Advanced	40%	60%	35%
Native American			
Number of students tested with regular assessment	6	3	3
Number of students tested with alternate assessment*	1	0	0
Student Averages (1):			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	83%	100%	100%
% At Advanced	33%	33%	33%
STATE SCORES (2)			
Nebraska students Meeting or Exceeding Standards	85%	N/A**	78%
Valentine Elem. students Meeting or Exceeding Standards	92%		90%

*These students were alternatively assessed. Due to the nature of their disabilities, they are not working toward the same standards as their same-age peers. They participate in a modified or altered curriculum consisting of functional academics.

**Nebraska did not compile state standard math scores in 2002-03.

(1) The “Student Average” was computed by averaging all the standards together for each student. Each student’s average was categorized into the following levels: Beginning, < 1.51; Progressing, ≥ 1.51; Proficient, ≥ 2.51; Advanced, ≥ 3.51.

(2) The State Score was computed by finding the percent of proficient and advanced students on each standard, then averaging that percentage to arrive at an average of students meeting or exceeding the standards.