

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Daryl Wayne Rinne

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Kearney High School

(As it should appear in the official records)

School Mailing Address 715 E. 19th St.

(If address is P.O. Box, also include street address.)

Kearney

Missouri

64060-8453

City

State

Zip Code+4(9 digits total)

County Clay

State School Code Number* 024-086-1050

Telephone (816) 628-4585

Fax (816) 628-3383

Web site/URL www.kearney.k12.mo.us

E-mail rinned@kearney.k12.mo.us

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

Date _____

Principal's Signature

Name of Superintendent Dr. David Christopher Belcher Ed.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kearney R-1 School District

Tel. (816) 628-4116

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Brian Virden Thomas

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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: _____ 5 Elementary schools
 _____ 1 Middle schools
 _____ 1 Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 8 TOTAL
2. District Per Pupil Expenditure: _____ 7020
 Average State Per Pupil Expenditure: _____ 8687

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 14 Number of years the principal has been in her/his position at this school.
 _____ 4 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9			0
2			0	10	153	154	307
3			0	11	158	138	296
4			0	12	145	140	285
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							888

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 1 | % Hispanic or Latino |
| 96 | % White |

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year 8 %

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	27
(2)	Number of students who transferred from the school after October 1 until the end of the year	43
(3)	Total of all transferred students [sum of rows (1) and (2)]	70
(4)	Total number of students in the school as of October 1	874
(5)	Total transferred students in row (3) divided by total students in row (4)	0.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 1 %
- | | |
|---|---|
| 1 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 49

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: $\frac{6}{51}$ % 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.

<u>7</u>	Autism	<u>7</u>	Orthopedic Impairment
<u> </u>	Deafness	<u>28</u>	Other Health Impairment
<u> </u>	Deaf-Blindness	<u>1</u>	Specific Learning Disability
<u>5</u>	Emotional Disturbance	<u>1</u>	Speech or Language Impairment
<u> </u>	Hearing Impairment	<u> </u>	Traumatic Brain Injury
<u>2</u>	Mental Retardation	<u> </u>	Visual Impairment Including Blindness
<u> </u>	Multiple Disabilities	<u> </u>	

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>4</u>	<u>0</u>
Classroom teachers	<u>49</u>	<u>1</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support Staff	<u>21</u>	<u>2</u>
Total number	<u>81</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of 23 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	93 %	93 %	94 %	94 %	96 %
Daily teacher attendance	96 %	97 %	97 %	96 %	96 %
Teacher turnover rate	6 %	5 %	7 %	5 %	5 %
Student drop out rate (middle/high)	2 %	2 %	1 %	3 %	2 %
Student drop-off rate (high school)	8 %	8 %	7 %	9 %	7 %

Please provide all explanations below

Student attendance went from 96% in 2003 to 94% and 93% the next four years. The 2003 attendance was exceptional. Attendance at the high school has been consistently around 93 or 94%. Student dropout rates remained steady between one and two %.

Teacher attendance and turnover has also been consistent. Seven staff have retired in the last five years. Those that leave do so because of getting married and moving away, taking head coaching positions or moving to administrative posts in other districts.

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

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

Graduating class size	248	
Enrolled in a 4-year college or university	45	%
Enrolled in a community college	22	%
Enrolled in vocational training	7	%
Found employment	21	%
Military service	3	%
Other (travel, staying home, etc.)	1	%
Unknown	1	%
Total	100	%

PART III - SUMMARY

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

Kearney High School is located in northern Clay County and a small section of southern Clinton County. The district is considered a fast growing, small suburban district with an agricultural history. The towns of Holt and Kearney are both located on a major interstate that provides a quick commute to the greater Kansas City area. The City of Kearney has a population of around 7,000 and offers all the services and most of the necessary shopping facilities for a residential community. A number of civic organizations are active in programs to serve and enhance the city. Kearney is a community of churches with most denominations represented.

Kearney High School reorganized for the final time in 1964 to consolidate surrounding rural schools to what we know today. The student population of Kearney High School for grades 10-12 is 880, with a majority of the students coming from the city of Kearney. Over 15 million dollars of bond issues have been approved since 2000 to provide classroom space to accommodate rapid population increases. The completion of the new Dogwood Elementary School in 2005 allowed the district to offer all-day kindergarten and reduce elementary school class sizes. In addition, the secondary school reorganization was finalized with the completion of the middle school in 2007. We now have one middle school for grades six and seven, a junior high school for grades eight and nine, and the high school consists of grades ten through twelve.

The Kearney High School mission strives to prepare students to successfully enter the work force or post secondary education. We are committed to providing a rigorous academic program that integrates the use of reading, writing, and math in real world applications. This is evident by course offerings that encourage dual credit and advance placement enrollment. Students have opportunities to participate in such programs as Speech and Drama, FBLA, Spanish Club, Chess Club, Show Choir, Marching Band, National Honor Society, Science Club, Student Council and Math Club. A full array of twenty extracurricular activities such as Volleyball, Soccer, Football, Basketball, Track, Baseball, Softball and Golf compliment the academic program. Over forty five percent of the student body was involved in at least one extra curricular event in the fall of 2007.

The Kearney R-1 School District has been awarded with 'Distinction in Performance' by the Missouri Department of Elementary and Secondary Education for high academic performance for the last four years. Through a curriculum revision cycle, curriculums and resources are updated to keep pace with the ever changing needs of students and testing requirements. This past year, the district's Professional Development Committee, consisting of teachers, has committed itself to reviewing all curriculums to ensure that they align with the Grade Level Expectations, Missouri Show Me Standards, the ACT, and No Child Left Behind so that student test scores on the Missouri Assessment Program can continue to increase. The last two years of data confirm the effectiveness of the curriculum as student achievement in communication arts and math have shown steady and impressive improvement.

In conclusion, Kearney High School takes great pride in a strong tradition of excellence but is committed to continual improvement. Our latest academic improvements have been celebrated with assemblies, student recognition, and a challenge to do even better this year.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Kearney High School participates in various assessment measures of performance. The Missouri Assessment Program (MAP) is a performance-based assessment used by all of the public schools in the state. The test is designed to measure student performance on the Missouri Show-Me Standards and Grade Level Expectations (GLE's) which are representative of the knowledge students are expected to know and understand to be graduates prepared for post-secondary opportunities.

The MAP uses three types of questions including multiple choice, constructed response and performance events. The test results for each student are presented in a range depending on the scores they receive. The four categories of scores are Below Basic, Basic, Proficient, and Advanced. The school's goal is to have as many student score in the top two categories, increasing that number each year while decreasing the number of students who score in the bottom two categories.

Kearney High School has shown improving MAP scores for the past several years on the Math and Communication Arts MAP test. In 2006, the tenth graders scored at the 93rd percentile on the Math test and in 2007 scored at the 97th percentile. In Communication Arts, the eleventh graders scored at the 78th percentile in 2006 and at the 94th percentile in 2007. The district has been selected to receive the 'Distinction in Performance' award from the Department of Elementary and Secondary Education four years in a row, and the scores at the high school level have contributed to that designation.

To show evidence of Reading performance, the schools administer the Stanford Reading Diagnostic Test to all students in grades 3 through 10. This is a test scored on national norms and measures reading process and comprehension. At the tenth grade level, 91 percent of the students were reading at or above grade level according to the 2007 results.

The district also gives district-developed common assessments that are used to determine the level of student achievement as compared to district curriculum and objectives. One of the assessments is a district developed writing assessment that is given to determine if the students are able to use all of the important elements of writing in their essays. This assessment helps to better prepare our students to perform at higher levels on the MAP assessments each spring.

One subgroup of our population that is having difficulty meeting the expected performance level on the MAP is the group of students who have an Individualized Education Program (IEP) to receive special services in the area of Communication Arts. The district has developed and implemented an intervention plan that will help these students improve their communication arts skills and move them toward proficient levels of achievement on the MAP assessment. Information about the Missouri Assessment Program can be found at the Missouri Department of Elementary and Secondary Education website at www.dese.mo.gov.

2. Using Assessment Results

Assessment at Kearney High School provides information about student achievement to students, teachers, parents, and administration as well as the community at large. Emphasis is placed on identifying those students who are found to be below proficient on the MAP assessments and to develop a course of action that will meet the students' needs and improve instruction and achievement.

When test results arrive in the fall, they are shared with the staff in a large group setting and then with individual departments. Teachers are given copies of the Item Benchmark Descriptors (IBD's) for each standard that was assessed. Teachers spend time reviewing the scores and IBD's to find areas of instruction and curriculum that may need to be reviewed and possibly modified. Individual student reports are reviewed as well, so the teachers can see which students are in need of assistance.

Test results are analyzed in departmental meetings and suggestions for improvement areas are

determined by the staff. Course objectives are reviewed to determine proper alignment with the grade level expectations and the Show-Me Standards.

3. Communicating Assessment Results

Kearney High School test results are first reviewed by the principal. The principal then provides the scores and the breakdown of the results to the department heads for their review. The principal and department heads meet to discuss the results together as a team. The department heads then share with their respective staffs, reviewing and analyzing the test results. The results are shared with our local Board of Education by our district test coordinator at the monthly school board meeting. Results are then provided to the local news media for distribution and also included on the school district web site. Individual test scores are distributed to the students by the guidance department the first of the school year. An assembly is held to announce to the students the results of the test scores by class. Individual students that make the target goals of proficient or advanced are honored with prizes and recognition. Results are posted in the state Annual Performance Report (APR) and in the District Report Card. These are made available locally and on the state web site. Two big banners are also displayed in the high school commons announcing to the public the great results from last year's assessments.

4. Sharing Success:

Collaborative professional environments serve as a natural conduit for teachers to share best practices. Kearney High School reorganized the school day in 2006-2007 to include several opportunities for faculty collaboration. First, the high school has a late start for students one day per month. This time is used by faculty to meet in vertical and horizontal teams to deal with the needs of curriculum and instruction. Secondly, department chairpersons were established in 2006-2007. Each department chairperson is provided with an additional plan period. This time is used to support curriculum development, professional development, assessment preparation, and other academic coordination needs. Finally, professional development opportunities are designed by a building based professional development committee. Professional development days usually involve staff working in groups to improve instructional skills, develop assessments, or review student work.

Many of our teachers share ideas and strategies at state and local conferences. Each summer the district hosts the Summer Professional Development Institute where teachers teach teachers. Teachers are provided a stipend for their presentation or some teachers participate without pay and use the experience to support their individual Missouri Career Ladder Plan.

Kearney High School also participates in the preparation of teachers. A partnership was established with William Jewell College in 2006-2007 that allows pre-service teachers to work directly with high school staff. This fifty-hour requirement allows our faculty to shape instructional practice and professional behaviors of young educators. Many of these pre-service teachers will follow this experience with a student teaching block in the high school.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Kearney School, under the supervision of the Assistant Superintendent in charge of curriculum and instruction, revises curriculum by grade level or by department every five years. Curriculum is matched with the Missouri Show Me Standards and the State Grade Level Expectations (GLE). New textbooks are purchased as needed at this time.

Students at Kearney High School are offered curriculum designed to prepare them to enter college, vocational or technical schools, or the work force. Students must earn a minimum of 24 credits to graduate. For the classes of 2008 and 2009, this includes three credits of Language Arts and Science, two and one-half credits of Social Studies and two credits of Math. Credits are also required in Fine Arts, Practical Arts, Health and Physical Education. The class of 2010 is required to have an additional credit in Language Arts, Science and Math as well as Personal Finance. A more rigorous course of academic study is offered which requires 25 credits. This course of study requires four credits of Language Arts, three math, three science, three and one-half Social Studies, two credits of Foreign Language, a semester each of computers and senior seminar/speech, as well as Physical Education, Health, and a Fine Art. Students completing the Academic Course of Study have their transcripts stamped indicating this course of study was completed. Approximately 60% of Kearney High Students complete the Academic Course of Study.

Students have a choice of Language Arts courses to fulfill their three required credits. These include Honors classes and well as an application class for those who may be pursuing a vocational route. Speech, debate, drama, and numerous literature courses are also available. Journalism and Broadcast Journalism are wonderful opportunities for students to gain knowledge and experience with many students pursuing careers in these fields after graduation. Twenty- six different courses are available in this department including two online courses, a dual credit course and an AP course.

The Foreign Language department offers three languages. Spanish and French are offered beginning in the 7th grade and continuing through 12th grade, while German is offered for students in grades 9-12. Students in Spanish V and IV can chose to take these courses for dual credit.

Students may take Algebra I in 8th grade and progress through to either College Algebra or Calculus in 12th grade. A usual progression would be Algebra I, Geometry, Algebra II, Precalculus and then College Algebra or Calculus. Both College Algebra and Calculus are offered as dual credit classes and a Statistics course is offered as an AP course.

Physical Science and Biology are required for all students. Other science offerings include two courses in Chemistry, two additional Biology courses as well as Anatomy and Physiology, Biochemistry, Genetics and Physics. Advanced Biology, Chemistry and Physics are available as dual credit classes.

Students are required to take World Studies, Geography, American Government and American History. Many other social studies electives are offered including online courses.

Fine Arts include visual arts of Art 1-4, Photography, Ceramics and dual credit courses in both 2D art and photography. Performing arts include various Bands and Choirs as well as a dual credit course in Music Theory. Ten students over the past four years have been selected to attend the Missouri Fine Arts Academy.

The Practical Arts include fourteen semester courses in the area of Family and Consumer Sciences, fourteen semester and year courses in Industrial Technology and fifteen courses in Business/Marketing/Technology. Dual credit courses are offered in Child Development and Drafting. Vocational students attend an area career center which offers seven vocational programs. Three of these vocational programs can be taken for college credit.

2a. (Elementary Schools) Reading:

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

First and foremost, the Kearney R-1 High School Communication Arts curriculum focuses on practical writing and language skills as well as college readiness. This program includes writing, grammar, speaking, listening, and reading skills, while targeting personal and cultural literacy. Students are required to compose expository, descriptive, persuasive, narrative, and business pieces, including research as well. Students read and respond to short stories, novels, drama, poetry, and other nonfiction works. Our rigorous curriculum emphasizes reading, writing, and thinking, focusing on a greater depth of knowledge whenever possible.

As requirements have increased for the class of 2010, the curriculum has recently expanded to include additional options for a fourth year of English AP Literature and British Literature. Daily oral language mini-lessons also include reading, writing, and ACT preparation, as we have high expectations for all of our students. In addition, the curriculum covers an intensive media program, which includes award-winning broadcast journalism and video production courses. The Communication Arts curriculum also offers competitive dramatics and debate, drama, introduction to film, novels, short stories, and speech.

As determined by SDRT results and classroom assessments, students who demonstrate difficulties with reading comprehension receive additional instruction and attention in English III Applications and CWC classes. Although the curriculum for all classes focuses on various learning styles, auditory learners and those who may benefit from the use of additional resources listen to most reading selections on tape or these selections may be read by an instructor). Teachers in all Communication Arts classrooms are strongly encouraged to listen to reading selections in class whenever possible. Therefore, by reviewing SDRT results, following IEP modifications, and making formative classroom observations, teachers are able to adjust instruction accordingly to accommodate all students.

Therefore, the Kearney R-1 High School Communication Arts curriculum focuses on reading, writing, speaking, listening, and extended thinking while offering a wide variety of classes and programs to prepare students for further education and/or successful employment. As we move forward and revise our curriculum in the coming year, we will continue to focus on rigorous instructional activities, while aligning our lessons with state and local expectations across disciplines and grade levels.

3. **Additional Curriculum Area:**

The purpose of the Kearney R-1 School District is the pursuit of excellence, which will enable each student to become a productive, contributing member of society into the 21st century. This is the mission statement of the Kearney R-1 School District. The Mathematics Department at Kearney plays an important role in the student becoming that productive, contributing member of society. As the world becomes more advanced, mathematics, science and technology are going to become more important for everyone. The Italian physicist, mathematician, astronomer, and philosopher Galileo Galilei stated, 'Mathematics is the language with which God has written the universe.' The members of the Kearney mathematics department agree with this. The staff set forth with the belief that every student can learn mathematics, and we are determined to find the best instructional techniques that will make that learning process available to them. Our mathematics curriculum allows the students to work in a supportive environment with the students reaching for success through flexible teaching methods and different learning styles offered by the instructors. Students can usually understand mathematical concepts more easily when they work with them in the context or real life situations.

Kearney R-1 mathematics curriculum is designed so that the students will be able to acquire the fundamental knowledge and the basic skills needed to analyze mathematical concepts put to them and generate models and procedures that can lead to successful conclusions. It is also important for the student to realize that in order to solve a typical problem there is usually more than one way to do it, and for the student to recognize the fact that the different methods will still yield the same result. All of the needed mathematical skills and concepts are focused on as the student proceeds through the curriculum from the basic

concepts of Algebra 1 of working with linear equations and functions to the advanced mathematical concepts that they are introduced to in our college credit courses of Calculus and College Algebra. Students develop their reasoning and problem solving skills in a number of mathematical areas. With these skills offered and reinforced in the curriculum, we feel that the student is provided with the best opportunity to be successful and productive.

The Mathematics Department also realizes that the other disciplines are needed and there must be a united effort to integrate these into our classes. English skills play an important part in the student's learning along with the analysis and evaluating process of Science. Mathematics teachers at Kearney try to work with these other departments in such a way that students are exposed to the cross discipline learning that will make the learning process more understandable and thus more successful.

4. Instructional Methods:

The science department at Kearney R-1 High School strives to incorporate research-based, college preparatory instructional strategies into classroom instruction. The national trend is for teachers to move away from the lecture teacher-centered style of education to the student-centered method of instruction. Strategies utilized include cooperative learning, Process Oriented Guided Inquiry Learning (POGIL), small group learning for hands-on activities, graphic interpretation, and the four question strategy. These strategies focus on students developing critical thinking skills, planning and processing skills.

Incorporation of technology in these strategies enables teachers to reach students with all learning styles. The science department has LCD projectors that facilitate student presentations and use technology from the web for classroom instruction. Students utilize technology to research concepts then develop presentations for the class. Student presentations reinforce public speaking skills which will be required in many careers.

As students participate actively in the classroom rather being passive listeners, teachers become facilitators and students develop process skills for their future. By utilizing a variety of student-centered instructional strategies, the students will be better prepared for college because they have developed the ability to think critically and to analyze information.

5. Professional Development:

The Professional Development in our district is constantly evaluating what our staff needs to provide the best possible instruction to our students. Our building's Professional Development Committees follow state criteria by providing elections of members from a group of eager candidates in each building. Evaluation of building and district needs are analyzed from data collected from student scores and staff surveys. Support and input is provided by our building principals, assistant superintendent and superintendent. In-services are included in the schedule and provide a wide variety of choices to fit our staff's needs. Workshops and conferences covering specific instructional areas are encouraged and funded. Training and mentoring of our new teachers has been developed and implemented. Specific teaching skills and strategies are constantly being presented and implemented in the classrooms. School schedules have been altered to allow collaboration of teachers. Electronic means of applying and housing professional development has been implemented across the district.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 10 Test MAP

Edition/Publication Year Yearly Publisher CTB-McGraw

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	72	57	18	11	12
% "Exceeding" State Standards					
Advanced	13	18	2	0	1
Number of students tested	301	296	257	227	237
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Reduced	47	44			
% "Exceeding" State Standards					
Advanced	6	38			
Number of students tested	18	16			
2. IEP					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	26	14	0	0	0
% "Exceeding" State Standards					
Advanceds	0	0	0	0	0
Number of students tested	20	14	15	18	19
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					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	54	46	25	24	19
% "Exceeding" State Standards					
Advanced	16	12	1	0	0
Number of students tested	279	247	215	221	248
Percent of total students tested	100	98	96	98	99
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	40	17			8
% "Exceeding" State Standards					
Advanced	10	0			0
Number of students tested	10	12			14
2. IEP					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	14	0	0	6	0
% "Exceeding" State Standards					
Advanced	7	0	0	6	0
Number of students tested	14	11	15	18	19
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					