

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NE1

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Mr. Gordon Goodman

Official School Name: Burwell Elementary School

School Mailing Address: 204 S 4th Street
PO Box 790
Burwell, NE 68823-0790

County: Garfield State School Code Number*: 36-0100-003

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<http://burwellpublicschools.org/vnews/display.v/SEC/Burwell%20Elementary>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Daniel Bird Superintendent e-mail: danbird@esu10.org

District Name: Burwell Public Schools District Phone: (308) 346-4150

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Lynn Ballagh

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

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

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to [Aba Kumi, Director, National Blue Ribbon Schools \(Aba.Kumi@ed.gov\)](mailto:Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to [Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.](mailto:Aba.Kumi@ed.gov)

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 configuration includes one or more of 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 (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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

1. Number of schools in the district 2 Elementary schools (includes K-8)
 0 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 3 Total schools in district
2. District per-pupil expenditure: 12935

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	9	11	20
1	12	14	26
2	11	16	27
3	14	11	25
4	16	17	33
5	8	15	23
6	16	8	24
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			178

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
98 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2011	174
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 47%
 Total number of students who qualify: 76

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%
 Total number of students served: 24

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>5</u>
Paraprofessionals	<u>6</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>2</u>
Total number	<u>23</u>	<u>10</u>

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

19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	96%	96%	96%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	_____	0
Enrolled in a 4-year college or university	_____	0%
Enrolled in a community college	_____	0%
Enrolled in vocational training	_____	0%
Found employment	_____	0%
Military service	_____	0%
Other	_____	0%
Total	_____	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

It is the mission of Burwell Public Schools to provide educational opportunities that promote lifelong learning, to encourage the desire for greater knowledge, to strive for excellence with involvement of parents and community and to prepare every person to be a productive and responsible citizen in a diverse, changing society.

Burwell Elementary School is a part of Burwell Public Schools. Located on the edge of the Sandhills, Burwell Public Schools is in the township of Burwell, NE. Our school system is K-12 with an additional K-6 attendance center located 25 miles north of Burwell. Our current elementary enrollment is 167 students strong, 1 administrator, 23 full time and 10 part-time teachers and personnel. Approximately 47% of our students live at the poverty level or below. Burwell Elementary has a strong, well educated, and very dedicated faculty and staff. The teachers have had vast experiences and taken many courses that help them in their classroom preparations. The elementary employs a Reading Specialist that assists our students with appropriate reading interventions for students that are struggling. Classes over 20 students in the lower elementary are split into two smaller sections, allowing for more student/teacher contact. We have a group of paraprofessionals who work with students one-on-one and assist the teachers with many projects and activities. Our Art and Music instructors provide quality instruction 3 days a week for music and 1, 40 minute period a week for Art ensuring time for creativity in the visual/performing arts . We have a physical education teacher who provides opportunities on a daily basis for exercise, team sports, and life long physical activities. We also have a librarian/media specialist that teaches weekly library skills classes, gives each student an opportunity to participate in “Brain Power” classes (classes once a week that go above and beyond the standard curriculum), and teaches Spanish to all grades twice a week. We have numerous volunteers who give time to help children read, help tutor students in problem areas, and donate time to help in our library. The Team Mates mentoring program is also a part of our schools. Currently, we have 21 mentors in the program. The elementary is a well-kept building that provides a clean, safe learning environment thanks to our janitors. Burwell is a community that is involved in its schools. I’m sure you have heard the African proverb,” It takes a village to raise a child”, and Burwell believes this to be true in their community.

Burwell Elementary has many traditions that are an important part of our school. In conjunction with our Accelerated Reader program, we have a quarterly celebration for students who have made their reading goals. The largest (and most anticipated) celebration is the year-end AR parade in which the fire truck leads the students to downtown Burwell where the businesses and citizens throw candy to the children. Burwell has been named a Read-Aloud community by our governor.

Another tradition is the yearly Reading for Touchdowns which is held the week before the Super Bowl game. Students read for one of the two teams that are in the game: points are gathered and the class with the most points for the winning Super Bowl team is crowned champion the Monday after Super Bowl. We also have a Longhorn Pride assembly every month. Students are “caught” doing good things and are given recognition for their good deeds at this assembly.

Burwell Elementary has met AYP (Adequate Yearly Progress) every year since its inception. This past year we were extremely proud of our student body. The results of our NeSA (Nebraska Standards Assessments) testing ranked our elementary, 5th in Reading, 8th in Science, and 20th in Mathematics. These were our positions when compared to the 249 school districts in the state of Nebraska.

What makes Burwell Elementary worthy of National Blue Ribbon status? The saying our students so proudly project at our Longhorn Pride Assemblies, “When you do good things, good things happen”. We at Burwell Elementary make this statement come alive. With a hard-working and determined staff, our school has accomplished many good things. We have a consistently high-scoring student body in yearly

testing. Our reading specialist and classroom teachers have saved many students who otherwise would have fallen through the academic cracks. These students are now competent readers, making great gains in one school year. The Village of Burwell, which consists of a strong community and a school board that provides the financial support so that all students can be educated and given opportunities to flourish. There is an elementary principal who motivates his staff and students to be innovative and creative. The school is blessed with a well educated, energetic staff, encouraging students to continue successful activities, and always go 'the extra mile". The school has a dedicated group of support personnel (paraprofessionals, school secretary, custodians) who give their time and talents to ensure that our students will succeed. Burwell Elementary has a group of hard-working students who strive to achieve goals and want to be the best they can be. Our school has been blessed with many extras (the good things) that help enrich and educate our children.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

All students at Burwell Elementary participate in the Nebraska State Accountability Assessments (NeSA). In the spring of the school year all students are assessed in the following subject areas: Reading, Math, and Science. Fourth graders take the NeSA Writing Test in February. According to the Nebraska Department of Education, the NeSA is designed to measure knowledge against state standards. Our curriculum at Burwell Elementary is aligned to the Nebraska state standards. Scores on these tests are grouped into three performance levels:

- a) Below the Standards--overall student performance reflects unsatisfactory performance on the standards and insufficient understanding of the content;
- b) Meets the Standards--overall student performance reflects satisfactory performance and sufficient understanding of the content associated with the standards;
- c) Exceeds the Standards--overall student performance reflects high academic performance on the standards and a thorough understanding of the content.

The MAP (Measure of Academic Performance) is another assessment that we administer to students in grades three through ten. The MAP assessment was purchased through the Northwest Evaluation Association (NWEA). We currently participate in a consortium sponsored through our Educational Service Unit in Kearney (ESU 10). The MAP assessment is aligned to the state standards and is used as our norm referenced test. Students take the MAP test in the fall and spring. The instrument is used to determine student growth throughout the school year. Students who score above the 50th percentile are considered to be proficient. The MAP assessment tests students in the following areas: Reading, Language Usage, Math, and Science.

Burwell Elementary's goal for all students is to meet or exceed the state standards. In 2011-2012, our students achieved an average Reading proficiency scale score of 129.33, which ranked Burwell Elementary students 5th out of 249 school districts in Nebraska (89.5% met or exceeded the Nebraska reading standards). On the NeSA Math Assessment, the average scale score was 124.76, which ranked Burwell Elementary students 20th out of 249 school districts in Nebraska (90.25% met or exceeded the Nebraska math standards). Burwell Elementary had 100% participation in the statewide NeSA tests. The current trend for our students is that they have scored very well on the NeSA Reading and Math assessments.

The focus of student assessment is to measure student growth and to help all our students reach their potential. Meeting the needs of all our students requires early intervention. DIBELS (Dynamic Indicator on Basic Early Literacy Skills) is an instrument we use to help identify students who are not performing at grade level in the areas of reading comprehension, phonemic awareness, vocabulary, fluency, and alphabetic principles. Students who do not score at grade level are identified and worked with on an individual basis. Student growth is then monitored periodically throughout their elementary grades. All teachers are provided training with how DIBELS is designed to work, and we have hired an elementary teacher who administers DIBELS and works as a reading coach to assist students as they improve as readers.

All students at Burwell Elementary are monitored and assessed to determine areas where intervention will benefit them most. Students that are identified as having a "verified" disability will receive extra help to learn the skills that are required to become proficient readers. Curriculum materials have been purchased to assist students as they become better readers.

In the area of math education, in 2011 the district adopted the Saxon math series. Math has been chosen as our district-wide school improvement goal. Improvement in Math skills has been our focus for five

years, and we are seeing an upward trend in math scores in all grade areas. We attribute this to the interventions we have put in place and the new math series we adopted in grades K-11.

2. Using Assessment Results:

To analyze and to use student assessment data, we have divided our teachers into seven professional learning teams: Reading/Language Team, Math Team, Science Team, Social Studies Team, ILCD Team (Improving Learning for Children with Disabilities), Multicultural Team, and Data Team. At the end of the school year, we ask the professional learning teams to meet and to look at student assessment data to determine how all students have performed. It is through this process, that we identified math as the subject area most in need of improvement. As we triangulated our student data, the professional learning teams determined that improving math skills should be our school improvement goal. Reading had been our goal for several years. However, the student assessment data clearly showed that math was an area where we needed to focus more time and resources.

All teachers participated in professional development activities to learn how to analyze and disaggregate student data. This training showed teachers how to identify and then start to develop a plan to meet individual student needs.

Involving the various stakeholders throughout the assessment process is extremely important. There are a variety of methods used to share student achievement data which in turn strengthens the overall mission at Burwell Elementary. Report cards, progress reports, parent teacher conferences, state test reports and progress monitoring through the DIBELS assessment process are a few of the ways in which we keep parents informed about how students are performing on assessments. It is also through this communication process that we share information as it pertains to interventions that are in place which will help all students reach their goals. Patrons of the community also receive an annual report and a State of the Schools Report to show how Burwell Elementary students are performing on the statewide tests and norm referenced tests. This information can be accessed through the District website or the Nebraska Department of Education Website.

In determining whether or not a student has a verified disability, we start with our Response to Intervention (RTI) process. Teachers and administrators use the assessment data as a road map to determine what interventions work and which ones have not been effective. This process will then serve as a baseline in determining whether or not additional educational testing is needed. If it is confirmed that the student does have a verified disability, then an Individual Education Plan (IEP) is established.

Improving Learning for Children with Disabilities (ILCD) is a state-mandated special education improvement process. ILCD has four phases of self assessment and planning. Planning is the first phase, self assessment is the second phase, development of improvement plans is the third phase, and documentation of outcomes is the final phase. The local district works with the Nebraska Department of Education and the regional Educational Service Unit to self assess and plan the overall effectiveness of how students with special needs are being served at Burwell Elementary. The ILCD committee serves as one of our seven professional learning teams and it serves a vital role in making sure all our students are being served.

3. Sharing Lessons Learned:

We are very proud of our school system. Burwell Elementary has hosted visitors from area schools. Teachers have visited our school to get a better understanding of how we have implemented certain aspects of the curriculum. One example of this occurred after we had adopted our new Treasurers

Reading series. A neighboring school sent teachers over to talk to our teachers and see how students responded to the new series.

To continue growing and learning as a school, we encourage our teachers and administrators to live outside the walls of our schools. By participating in a wide range of professional learning activities, they can learn and then share new and exciting changes in education that happen throughout the state. The Educational Service Unit provides regional trainings that teachers participate in. For example, Burwell's elementary teachers attended a specific training on writing called the "Write Tools." These opportunities not only provide our teachers with an opportunity to learn but also allow them to bring back information that can benefit our entire staff.

The building principals are encouraged to participate in regional activities. Last year, we hosted an area principal meeting here in Burwell. A variety of topics was discussed, including a review of walk-through teacher evaluations. We plan to organize these meetings in the future because they provide a great opportunity to network and address issues that impact our schools.

4. Engaging Families and Communities:

Burwell Elementary is a School-wide Title I School. Each year we ask our parents and teachers to sign a Schoolwide Compact, which serves as a contract that communicates the programs and interventions we have in place that are designed to help all students learn.

Through our district newsletters, website, and direct mailings from the school, we encourage parents to take an active role in shaping their children's education. The State of the Schools Report and State Report Card provides an up-to-date snapshot of our district. Everything from daily attendance rates to assessment results provide patrons with an overview of how our school is doing. As part of our Rule 10 accreditation process, an annual report is provided to the patrons of the district. This report includes not only financial information but also academic/assessment data.

Teachers are encouraged to involve parents as they deal with issues that impact student learning. An open communication between the school and home are essential in shaping student goals. We hold parent teacher--conferences twice a year; however, we encourage both parents and teachers to communicate more directly when needed.

Several programs have been initiated to encourage the community to get more involved in our school. The Longhorn Pride Program is designed to reward and promote good citizenship. On the first Friday of the month, the students at Burwell Elementary have a Longhorn Pride Celebration, at which time they recognize students who have demonstrated good citizenship. Community leaders are asked to donate to the program, and they have been asked to participate on certain occasions.

Through our school-wide accelerated reader program, each student sets quarterly goals. At the end of each quarter, the students have a celebration to recognize all students who have met their goals. Reading for Touchdowns is a week-long reading program, where we invite the community and family members to come in and read with their respective students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Burwell Elementary's core curriculum is aligned with the Nebraska State Standards. It is important to us that the curriculum at Burwell Elementary addresses student's needs to become a well-rounded individual, who not only can attain good grades but can also work cooperatively with others.

Reading curriculum includes phonemic awareness, alphabetic principle, comprehension, vocabulary, and fluency. Each classroom develops new aptitude for these areas building upon prior knowledge with routine and repetition. Burwell Elementary strives for the 90 minutes of reading skills daily.

Math, being our school's target goal, has guided us into the Saxon Math Program. The program took a new look at the delivery of the curriculum. We like that the math curriculum content is combined with a responsive, interactive teaching style, making learning come naturally to students.

Science at Burwell Elementary helps build inquisitive minds for our students. All areas of science are investigated and explored through many grade appropriate hands on activities. Learning to hypothesize and draw conclusions expands learning in many areas of student experiences.

Language Arts helps our students to be well-rounded in oral and written communication. Students begin correctly formulating their language and progress to performing in front of an audience.

Social Studies for our students having civic competence, having an understanding of the historical happenings so they can make informed, reasonable decisions for the public good. We hope students develop an emotional connection to their family, community and nation.

Physical Education and Health are vital components to a student's education. Learning how to be healthy, teaches us how to be happy. Life long physical activities and habits enhance the lives of our students and the people they will encounter throughout their life.

Foreign Language is not addressed at the Elementary level of the Nebraska State standards, but it is an area that Burwell Elementary felt was important to offer their English-speaking students. Therefore, twice a week students meet with a Spanish teacher and have the opportunity to practice speaking and learning new vocabulary as they advance from Kindergarten through 6th grade.

Fine Arts come in many forms at Burwell Elementary. Group and individual performances come to life in the auditorium with live performances and in the halls as students display their artistic talents. Many pieces are selected to be displayed in public areas around the community/state depicting talent, flair and skillfulness.

Techno-Kids is the technology curriculum for Burwell Elementary. The students are quick to learn how to continuously grow in computer knowledge as society's educational needs change. At the elementary we strongly encourage and implement technological endeavors across the curriculum.

2. Reading/English:

Burwell Elementary researched reading programs for a whole year before choosing the Treasures, McMillan McGraw Series. We invested in a program that includes technology along with the Big Five (comprehension, phonemic awareness, vocabulary, fluency, and alphabetic principle) reading skills. We chose this program because it addresses each of these areas with diverse and structured lesson plans. It also has many support components for the below--level, on--level and advanced--level students, which

allows us to serve the needs of all students. The series also has programs for the students who need more practice at more intensity.

DIBELS (Dynamic Indicator of Basic Early Literacy Skills) is given to assess students in each of the reading areas. Because students are placed at the correct level, instruction can be directed to areas of need. Students are exposed to 70-80 minutes of uninterrupted reading instruction. Instruction includes activities for each of the big five areas. Some of the activities include peers timing each other, working on flashcards, listening for vocabulary words in a sentence produced by another student, reading to or with peers in small groups, one on one, as a whole group or in centers. These are just a few examples of how students acquire foundational reading skills. Textbook selections are stories written by well-known children's authors and familiar to the students. Leveled readers and the corresponding workbooks can be diversified for any of the three levels from the high achievers to the strugglers.

Using Accelerated Readers as a supplement to our reading series helps provide students with motivation for reading. Individual goals are set. If met each quarter, students are rewarded with an activity that becomes school-wide and creates a feeling of accomplishment. Our end-of-the year activity features an AR parade downtown, where businesses throw candy to the students. Reading has been a target area for Burwell Elementary in their school improvement for many years. Producing competent readers is preparing our students to take their place in a rapidly-changing world.

3. Mathematics:

The goal at Burwell Elementary is to let the students know that "Math is everywhere".

It was important to find a math program that was aligned with NE State standards, but more important, that the math program chosen would produce students who could think abstractly and logically and perform consistently over time.

The math program that the elementary utilized, works well for both struggling learners and the students who excel. Adaptations for students with learning disabilities (visual motor, lack of focus, spatial organization, math anxiety) use methods with manipulatives, modeling, and continued practice over time. Each adapted lesson begins with a summary which is an important reference tool for the student and their parent while doing homework. The advanced learner also has adapted lessons that coincide with the daily lesson and opportunities to go online for real-world investigations along with calculator and exploration activities that support the lesson concepts.

Burwell Elementary's math program uses retention principles as we teach skills in distributed parts rather than the traditional units. Using a concept from each of the math strands (geometry, algebra, data analysis, and measurement) at each grade level provides students with fast paced introductions of these concepts and the skills and concepts are kept alive through daily practice at school and at home. Math connections are made stronger through written practice sets, integrated practice and strategically placed assessments. Some of the students' favorite math computer programs (Timez Attack, Math Facts in a Flash, ALEKS, and Moby math) provide practice and individualized learning opportunities that parent and students can access from home, school or even their personal cellular phones.

4. Additional Curriculum Area:

At Burwell Elementary, we are dedicated to providing opportunities for students to achieve their highest potential. The Social Studies/History area of our curriculum is one that contains a variety of activities for enrichment and exploration. Our school utilizes the Scott Foresman series for Social Studies in Grades 2, 3, 5, and 6. Grade 4 uses Nebraska Weekly and nebraskastudies.com. Kindergarten and First grade teach curricula that support the core standards and the Nebraska state standards. Grades 1-6 incorporate Scholastic Reader for classroom use. Of particular note are the weekly K-6 library/media classes which feature a Passport to...program. Each grade "travels" to a different country, learning its geography,

history, and culture. Students learn songs, dances, games, and celebrations of each country. Each grade has an end-of-the-unit event, ranging from a Chinese New Year party to a New Zealand high tea.

The library/media classes also have a weekly K-6 Geography Challenge in which student teams use maps, globes, and atlases to answer five geography questions. The teams earn points for correct answers, and the highest-scoring team is declared champions for the school quarter.

Our school also has a Grades 1-6 before-school program called Brain Power/Geography Club. Included in the program are history competitions that range from “Do you know your Presidents?” to “Name that famous person in history.” The Geography portion of the program has several components. One is called “Fun Food Factory.” Students watch a video about a popular food being manufactured. The students then must find the factory and its location on a map. After sampling the fun food, students will then discuss and illustrate how the fun food was brought to our hometown. The classes also study the different regions of the United States, learning the characteristics of each region—climate, geography, history and culture. The class then cooks a recipe from the region, wrapping up the study of that area. “Pick a Country” is the final aspect of the Geography Club. The names of a variety of countries are placed in a jar and a student is selected to choose a country. The students then buy their airline tickets and make all the preparations necessary to travel to that country. Using the Internet and reference materials, the students plan an itinerary for the country, making a list of all the places that they want to visit. The class also cooks a recipe from the country as a way to conclude the unit.

It is our belief that providing situations for students to explore their country and their world makes them stronger and more informed learners able to deal with an ever-changing planet.

5. Instructional Methods:

Burwell Elementary has built a repertoire of instructional methods around their students by providing professional development for their teachers. Pre-teaching, use of white board, peer/cross--age tutoring, implementation of music in curricular areas, Readers Theaters, Quantum Learning (a multi-sensory, multi- intelligence, brain--compatible approach to learning,) along with the use of many technological devices such as clickers (used for quick class assessment), e-boards and Mobis (small/large group work and interactive), and computers (individualized activities for individualized learning) have provided opportunity to differentiate instruction. Our teachers work constantly to provide the means of learning that each student requires.

The use of multiple assessment (formative, summative, and teacher--written along with the State Standards) are the spokes of the wheel that drive our instruction at Burwell Elementary. Everyone from parents to the administration is involved.

Universal screenings occur early in the year so that teachers and students can view results and set goals. Then teachers form instructional plans with the use of resources, such as curricular scope and sequence, to keep students on track for their educational achievement. Programs such as Reading Eggs, Sound Partners, Triumphs, and Reading Recovery support and encourage students along with enabling them to feel successful. Forward thinking students are referred to progressive technological programs like ALEKS that move them on to higher levels of learning on an individual time line, as are students struggling to find meaning in curriculum concepts. Many schools support their non-English--speaking students. Here at Burwell Elementary we are supporting our English--speaking students by teaching them another language. We feel giving students this opportunity at an early age is opening up brain paths to encourage new learning in all academic areas. Instructional methods at Burwell Elementary are designed for the students, often with the students and because of the students. The parents, teachers, administration, School Board members, students and community are all working together to create learners.

6. Professional Development:

Teachers and administrators are divided into seven professional learning teams. It is through the professional learning teams that we seek input on areas where professional development will be most effective. Each of the professional learning teams have been asked to share and update the board of education on what is new with their respective learning team. The professional learning teams meet three to four times a year.

We also have an Academic Team and Technology Committee that meet at both the elementary and secondary grade levels. Building principals seek input from staff members on professional development issues that impact the school.

We also utilize the services and programs that are administered through our Educational Service Unit in Kearney. We rely heavily on our ESU 10 to provide specific professional training in areas that seem to impact a number of schools. This past week, the ESU 10 came to Burwell and provided a training on how to disaggregate and use student data. Teachers were given student achievement test results and went through an organizational activity designed to disaggregate the data to determine which students are in need of interventions.

7. School Leadership:

Burwell Elementary is a rural school located in north central Nebraska. The local school board consists of six elected board members who have the responsibility of setting policy for the district. The district superintendent works closely with the board of education to make sure all state and federal guidelines are met.

The administrative team concept is the structural overview of how many of the decisions are made at the school. We encourage a team approach to dealing with issues that impact student learning. Open communication and avoiding surprises are reinforced as we build a culture of trust throughout the district.

The elementary principal and the classroom teachers work to create a learning environment that is student centered. A site-based management style is used at the elementary school to make sure the school is running smoothly. The elementary principal is actively involved in hiring a qualified staff. Providing leadership for the students, teachers and staff is a major role of the elementary principal.

Teachers are divided into seven professional learning teams. Each team is established to serve an advisory role to the administrative team and school board. Key decisions that impact the curriculum and students are first addressed and researched by the respective learning teams. The seven professional learning teams are: Reading/Language Arts, Math, Social Studies, Science, Multicultural, Data and ILCD (Improving Learning for Children with Disabilities). This process also guides our continuous school improvement process. It is through our committee/team process that we disaggregate student data and formulate ideas that impact student learning. All teachers participate in the process. Other committees that make up the school include: Crisis Response Committee, Safety Committee, Academic Committee and Technology Committee.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NeSA Math

Edition/Publication Year: 2011

Publisher: Nebraska Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standards	81	92	100	100	100
Exceeds the Standards	33	13	95	89	100
Number of students tested	27	24	21	19	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standards	79	100	100	Masked	Masked
Exceeds the Standards	29	9	92	Masked	Masked
Number of students tested	14	11	13	8	5
2. African American Students					
Meets or Exceeds the Standards	0	0	0	0	0
Exceeds the Standards	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds the Standards	0	0	0	0	0
Exceeds the Standards	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Meets or Exceeds the Standards	Masked	Masked	Masked	Masked	Masked
Exceeds the Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	3	2	2
5. English Language Learner Students					
Meets or Exceeds the Standards	0	0	0	0	0
Exceeds the Standards	0	0	0	0	0
Number of students tested					
6. White, not Hispanic					
Meets or Exceeds the Standards	81	92	100	100	100
Exceeds the Standards	33	13	95	89	100
Number of students tested	27	24	21	19	17
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The STARS Reading test was developed by the ESU 10 Consortium and was given from 2005-2009. NeSA-Reading Test was developed by the state and was given for the first time in 2010. 00 Data has been masked to protect the identity of the students using one of the following criteria. 1. Fewer than 10 students were reported in a grade or standard. 2. All students reported in a single performance category. 000 Data- Not available.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: NeSA Reading

Edition/Publication Year: 2010 Publisher: Nebraska Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standards	93	100	81	100	100
Exceeds the Standards	37	46	33	68	76
Number of students tested	27	24	21	19	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standards	93	100	77	Masked	Masked
Exceeds the Standards	21	27	23	Masked	Masked
Number of students tested	14	11	13	8	5
2. African American Students					
Meets or Exceeds the Standards	0	0	0	0	0
Exceeds the Standards	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds the Standards	0	0	0	0	0
Exceeds the Standards	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Meets or Exceeds the Standards	Masked	Masked	Masked	Masked	Masked
Exceeds the Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	3	2	2
5. English Language Learner Students					
Meets or Exceeds the Standards	0	0	0	0	0
Exceeds the Standards	0	0	0	0	0
Number of students tested					
6. White, not Hispanic					
Meets or Exceeds the Standards	93	100	81	100	100
Exceeds the Standards	37	46	33	68	76
Number of students tested	27	24	21	19	17
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The STARS Reading test was developed by the ESU 10 Consortium and was given from 2005-2009. NeSA-Reading Test was developed by the state and was given for the first time in 2010. 00 Data has been masked to protect the identity of the students using one of the following criteria. 1. Fewer than 10 students were reported in a grade or standard. 2. All students reported in a single performance category. 000 Data- Not available.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: NeSA Math

Edition/Publication Year: 2011

Publisher: Nebraska Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standards	100	100	100	100	95
Exceeds the Standards	38	36	95	84	73
Number of students tested	24	22	21	19	22
Percent of total students tested	100	100	95	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standards	100	100	100	Masked	91
Exceeds the Standards	42	17	92	Masked	73
Number of students tested	12	12	13	5	11
2. African American Students					
Meets or Exceeds the Standards	0	0	0	0	Masked
Exceeds the Standards	0	0	0	0	Masked
Number of students tested					1
3. Hispanic or Latino Students					
Meets or Exceeds the Standards	0	0	0	Masked	0
Exceeds the Standards	0	0	0	Masked	0
Number of students tested				1	
4. Special Education Students					
Meets or Exceeds the Standards	Masked	Masked	Masked	Masked	Masked
Exceeds the Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	3	2	5
5. English Language Learner Students					
Meets or Exceeds the Standards	0	0	0	0	0
Exceeds the Standards	0	0	0	0	0
Number of students tested					
6. White, not Hispanic					
Meets or Exceeds the Standards	100	100	100	100	100
Exceeds the Standards	38	36	95	83	76
Number of students tested	24	22	21	18	21
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The STARS Reading test was developed by the ESU 10 Consortium and was given from 2005-2009. NeSA-Reading Test was developed by the state and was given for the first time in 2010. 00 Data has been masked to protect the identity of the students using one of the following criteria. 1. Fewer than 10 students were reported in a grade or standard. 2. All students reported in a single performance category. 000 Data- Not available.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: NeSA Reading

Edition/Publication Year: 2010 Publisher: Nebraska Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standards	100	95	63	100	95
Exceeds the Standards	50	36	37	68	77
Number of students tested	24	22	19	19	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standards	100	92	Masked	Masked	91
Exceeds the Standards	50	25	Masked	Masked	73
Number of students tested	12	12	7	5	11
2. African American Students					
Meets or Exceeds the Standards	0	0	0	0	Masked
Exceeds the Standards	0	0	0	0	Masked
Number of students tested					1
3. Hispanic or Latino Students					
Meets or Exceeds the Standards	0	0	0	Masked	0
Exceeds the Standards	0	0	0	Masked	0
Number of students tested				1	
4. Special Education Students					
Meets or Exceeds the Standards	Masked	Masked	0	Masked	Masked
Exceeds the Standards	Masked	Masked	0	Masked	Masked
Number of students tested	3	4		2	6
5. English Language Learner Students					
Meets or Exceeds the Standards	0	0	0	0	0
Exceeds the Standards	0	0	0	0	0
Number of students tested					
6. White, not Hispanic					
Meets or Exceeds the Standards	100	95	63	100	95
Exceeds the Standards	50	36	37	67	76
Number of students tested	24	22	19	18	21
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The STARS Reading test was developed by the ESU 10 Consortium and was given from 2005-2009. NeSA-Reading Test was developed by the state and was given for the first time in 2010. 00 Data has been masked to protect the identity of the students using one of the following criteria. 1. Fewer than 10 students were reported in a grade or standard. 2. All students reported in a single performance category. 000 Data- Not available.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: NeSA Math

Edition/Publication Year: 2011

Publisher: Nebraska Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standards	96	85	100	96	100
Exceeds the Standards	43	30	70	65	80
Number of students tested	23	20	20	23	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standards	93	70	Masked	91	100
Exceeds the Standards	29	10	Masked	73	70
Number of students tested	14	10	7	11	10
2. African American Students					
Meets or Exceeds the Standards	0	0	0	Masked	0
Exceeds the Standards	0	0	0	Masked	0
Number of students tested				1	
3. Hispanic or Latino Students					
Meets or Exceeds the Standards	0	0	Masked	0	0
Exceeds the Standards	0	0	Masked	0	0
Number of students tested			1		
4. Special Education Students					
Meets or Exceeds the Standards	Masked	0	Masked	Masked	0
Exceeds the Standards	Masked	0	Masked	Masked	0
Number of students tested	4		2	4	
5. English Language Learner Students					
Meets or Exceeds the Standards	0	0	0	0	0
Exceeds the Standards	0	0	0	0	0
Number of students tested					
6. White, not Hispanic					
Meets or Exceeds the Standards	96	85	100	95	100
Exceeds the Standards	43	30	68	64	80
Number of students tested	23	20	19	22	20
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The STARS Reading test was developed by the ESU 10 Consortium and was given from 2005-2009. NeSA-Reading Test was developed by the state and was given for the first time in 2010. 00 Data has been masked to protect the identity of the students using one of the following criteria. 1. Fewer than 10 students were reported in a grade or standard. 2. All students reported in a single performance category. 000 Data- Not available.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: NeSA Reading

Edition/Publication Year: 2010 Publisher: Nebraska Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standards	87	80	75	100	100
Exceeds the Standards	48	35	10	61	55
Number of students tested	23	20	20	23	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standards	79	60	Masked	100	100
Exceeds the Standards	29	10	Masked	55	40
Number of students tested	14	10	7	11	10
2. African American Students					
Meets or Exceeds the Standards	0	0	0	Masked	0
Exceeds the Standards	0	0	0	Masked	0
Number of students tested				1	
3. Hispanic or Latino Students					
Meets or Exceeds the Standards	0	0	Masked	0	0
Exceeds the Standards	0	0	Masked	0	0
Number of students tested			1		
4. Special Education Students					
Meets or Exceeds the Standards	Masked	0	Masked	Masked	0
Exceeds the Standards	Masked	0	Masked	Masked	0
Number of students tested	4		2	4	
5. English Language Learner Students					
Meets or Exceeds the Standards	0	0	0	0	0
Exceeds the Standards	0	0	0	0	0
Number of students tested					
6. White, not Hispanic					
Meets or Exceeds the Standards	87	80	79	100	100
Exceeds the Standards	48	35	11	59	55
Number of students tested	23	20	19	22	20
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The STARS Reading test was developed by the ESU 10 Consortium and was given from 2005-2009. NeSA-Reading Test was developed by the state and was given for the first time in 2010. 00 Data has been masked to protect the identity of the students using one of the following criteria. 1. Fewer than 10 students were reported in a grade or standard. 2. All students reported in a single performance category. 000 Data- Not available.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: NeSA Math

Edition/Publication Year: 2011

Publisher: Nebraska Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standards	81	79	100	100	100
Exceeds the Standards	43	29	88	52	79
Number of students tested	21	24	25	23	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standards	64	Masked	100	100	Masked
Exceeds the Standards	9	Masked	92	46	Masked
Number of students tested	11	6	12	13	7
2. African American Students					
Meets or Exceeds the Standards	0	0	Masked	0	0
Exceeds the Standards	0	0	Masked	0	0
Number of students tested			1		
3. Hispanic or Latino Students					
Meets or Exceeds the Standards	0	Masked	0	0	0
Exceeds the Standards	0	Masked	0	0	0
Number of students tested		1			
4. Special Education Students					
Meets or Exceeds the Standards	0	Masked	Masked	0	Masked
Exceeds the Standards	0	Masked	Masked	0	Masked
Number of students tested		4	4		2
5. English Language Learner Students					
Meets or Exceeds the Standards	0	0	0	0	0
Exceeds the Standards	0	0	0	0	0
Number of students tested					
6. White, not Hispanic					
Meets or Exceeds the Standards	81	78	100	100	100
Exceeds the Standards	43	30	88	50	79
Number of students tested	21	23	24	22	19
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The STARS Reading test was developed by the ESU 10 Consortium and was given from 2005-2009. NeSA-Reading Test was developed by the state and was given for the first time in 2010. 00 Data has been masked to protect the identity of the students using one of the following criteria. 1. Fewer than 10 students were reported in a grade or standard. 2. All students reported in a single performance category. 000 Data- Not available.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: NeSA Reading

Edition/Publication Year: 2010 Publisher: Nebraska Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standards	81	92	72	100	100
Exceeds the Standards	48	38	40	87	80
Number of students tested	21	24	25	23	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standards	63	Masked	58	100	Masked
Exceeds the Standards	27	Masked	42	85	Masked
Number of students tested	11	6	12	13	7
2. African American Students					
Meets or Exceeds the Standards	0	0	Masked	0	0
Exceeds the Standards	0	0	Masked	0	0
Number of students tested			1		
3. Hispanic or Latino Students					
Meets or Exceeds the Standards	0	Masked	0	0	0
Exceeds the Standards	0	Masked	0	0	0
Number of students tested		1			
4. Special Education Students					
Meets or Exceeds the Standards	0	Masked	Masked	0	Masked
Exceeds the Standards	0	Masked	Masked	0	Masked
Number of students tested		4	4		2
5. English Language Learner Students					
Meets or Exceeds the Standards	0	0	0	0	0
Exceeds the Standards	0	0	0	0	0
Number of students tested					
6. White, not Hispanic					
Meets or Exceeds the Standards	81	91	75	100	100
Exceeds the Standards	48	39	41	86	80
Number of students tested	21	23	24	22	20
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The STARS Reading test was developed by the ESU 10 Consortium and was given from 2005-2009. NeSA-Reading Test was developed by the state and was given for the first time in 2010. 00 Data has been masked to protect the identity of the students using one of the following criteria. 1. Fewer than 10 students were reported in a grade or standard. 2. All students reported in a single performance category. 000 Data- Not available.					