

Bayard Public Schools

ANNUAL REPORT

October - 2008

Nebraska Department of Education, Rule 10, requires that each school district prepare and distribute annually a report to the patrons of the district. The material included has been compiled and distributed to establish a communications process between the Bayard School System and the people it serves.

The Bayard School District is legally described as District #21 Morrill County, Nebraska. The district covers 262 square miles and includes properties located in Morrill, Scotts Bluff, Banner and Box Butte Counties. The district is a Class III school, organized as a K-6 elementary and a 7-12 secondary.

Bayard Public Schools utilizes a staff composed of 3 administrators, 1 school counselor, 34 certified instructors and 25 classified staff members. Classified staff includes food service personnel, clerical positions, custodial and maintenance positions, transportation personnel, teacher aides and a school nurse.

BOARD OF EDUCATION

- Gene Claver – President
- Randy Eirich – Vice President
- Becky Henkel – Secretary
- Tom Bauer – Member
- Cinda Ross - Member
- Greg Schmall - Member

DEMOGRAPHICS
2008-2009 School Year
District Enrollment

Grade Level	Number of Students	Grade Level	Number of Students
K	35	7	40
1	31	8	31
2	35	9	41
3	29	10	35
4	34	11	35
5	33	12	29
6	32	Total K-12	440

Ethnic Rates

Black	1/2 %
Hispanic	15 %
Native American	1-1/2 %
White	83 %

NEBRASKA STATE WRITING ASSESSMENT 2008

The state writing assessment was administered in the spring of 2008. The test was given to 4th, 8th and 11th grade students in the state to determine the numbers of students who have met the Nebraska writing standards.

A panel of experienced teachers determined a cut score for each grade level. The cut score represents the minimum level of proficiency needed to meet the Nebraska writing standards. This level of proficiency demonstrates that students meeting this score have met the writing standards measured by the assessment.

The table below indicates the percentage of Bayard students meeting or exceeding the writing standards.

Grade Level	Students Meeting or Exceeding Standards
4	97%
8	82%
11	94%

READING/SPEAKING/LISTENING STANDARDS

Students in grades 4, 8, and 11 were administered criterion reference examinations during the 2007-2008 school year to assess progress on the Nebraska Reading/Speaking/Listening Content Standards. The results indicate the performance levels on each of the standards by the students. Students performing at the proficient or advanced level are considered to have met the standards for Reading/Speaking/Listening. Those students performing at the beginning or progressing level have not yet met the standards. The following results indicate the percentage of Bayard students at each performance level.

GRADE 4

STANDARD	PERFORMANCE LEVEL			
	BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
READING				
4.1.3 Identify basic facts & essential ideas	0%	10%	21%	69%
4.1.4 Locate, access & evaluate resources	0%	7%	40%	53%
4.1.6 Identify & apply knowledge of structure, elements and meaning of fiction	0%	3%	31%	66%
4.1.7 Identify & apply knowledge of structure, elements and meaning of nonfiction	0%	4%	41%	55%
4.1.8 Identify similar ideas across a variety of narratives and stories	0%	6%	28%	66%

GRADE 8

STANDARD	PERFORMANCE LEVEL			
	BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
READING				
8.1.1 Identify basic facts & essential ideas	0%	5%	23%	72%
8.1.2 Locate, access & evaluate resources	0%	3%	18%	79%
8.1.4 Identify the structure & elements of fiction	0%	11%	35%	54%
8.1.5 Identify and apply knowledge of structure, elements, and meaning of nonfiction	3%	5%	35%	57%
SPEAKING				
8.3.2 Make oral presentations	0%	8%	21%	71%

GRADE 11

STANDARD	PERFORMANCE LEVEL			
	BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
READING				
12.1.1 Identify basic facts & essential ideas	0%	0%	52%	48%
12.1.2 Locate, access & evaluate resources	0%	3%	25%	72%
12.1.5 Identify, analyze and apply knowledge of elements of fiction	0%	4%	35%	61%
12.1.6 Identify, analyze and apply knowledge of elements of nonfiction	0%	3%	24%	73%
12.3.2 Make oral presentations	0%	3%	76%	21%

MATHEMATICS STANDARDS

Students in grades 4, 8, and 11 were administered criterion reference examinations during the 2007-2008 school term to assess progress on the Nebraska Mathematics Content Standards. The results indicate the performance levels on each of the standards by the students. Students performing at the proficient or advanced level are considered to have met the standards for Mathematics. Those performing at the beginning or progressing level have not yet met the standards. The following results indicate the percentage of Bayard students at each performance level.

GRADE 4

STANDARD	PERFORMANCE LEVEL			
	BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
4.1.1 Place value	3%	11%	55%	31%
4.1.3 Order & compare numbers	0%	14%	31%	55%
4.2.1 Whole numbers-estimate, add, subtract, multiply & divide	3%	11%	45%	41%
4.3.1 Metric unit measurements	0%	13%	37%	50%
4.3.2 Standard unit measurements	3%	10%	37%	50%
4.4.3 Compare geometric figures	0%	10%	32%	58%
4.5.1 Data collection, recording & interpretation	0%	17%	30%	53%
4.6.2 Arithmetic patterns	3%	4%	73%	20%

GRADE 8

STANDARD	PERFORMANCE LEVEL			
	BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
8.1.2 Equivalences of fractions, decimals & percents	13%	31%	15%	41%
8.2.2 Select appropriate operations for word problems	3%	16%	55%	26%
8.2.3 Solve word problems	0%	19%	35%	46%
8.3.1 Metric & standard unit measurements	0%	6%	61%	33%
8.4.3 Perimeter & area	12%	36%	26%	26%
8.5.2 Data comparisons & predictions	2%	16%	41%	41%
8.6.2 Linear equations	0%	12%	54%	34%
8.6.3 Mathematical relations	2%	28%	42%	28%

GRADE 11

STANDARD	PERFORMANCE LEVEL			
	BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
12.2.1 Solve applied problems	3%	6%	53%	38%
12.4.1 Calculate perimeter, area, volume & surface area	0%	12%	38%	50%
12.4.6 Geometric properties to solve problems	3%	12%	52%	33%
12.5.1 Gathering data, analyzing results, and make inferences	3%	12%	44%	41%
12.5.3 Applying theoretical probability	6%	25%	38%	31%
12.6.1 Graph algebraic relations & inequalities	3%	32%	23%	42%
12.6.2 Solve using equations & inequalities	0%	25%	45%	30%

SOCIAL STUDIES STANDARDS

Students in grades 5, 8, and 11 were administered criterion reference examinations during the 2007-2008 school term to assess progress on the Nebraska Social Studies Content Standards. The results indicate the performance levels on each of the standards by the students. Students performing at the proficient or advanced level are considered to have met the standards for Social Studies. Those performing at the beginning or progressing level have not yet met the standards. The following results indicate the percentage of Bayard students at each performance level.

GRADE 5

STANDARD	PERFORMANCE LEVEL			
	BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
5.1.1 Demonstrate skills for historical analysis	0%	6%	42%	52%
5.3.1 Structure and operation of the U.S. economy and the role of citizens	3%	12%	44%	41%
5.3.2 Summarize the rights and responsibilities of U.S. citizens	0%	3%	65%	32%
5.4.1 Skills in historical research and geographical analysis	0%	12%	27%	61%

GRADE 8

STANDARD	PERFORMANCE LEVEL			
	BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
8.3.6 Compare the U.S. economic system to systems in other countries	3%	11%	50%	36%
8.3.7 Summarize the rights and responsibilities of U.S. citizens	0%	22%	54%	24%
8.4.2 Demonstrate skills for historical analysis	0%	24%	68%	8%
8.4.6 Skills in historical research and geographical analysis	0%	13%	57%	30%

GRADE 11

STANDARD	PERFORMANCE LEVEL			
	BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
12.1.13 Develop skills for analysis	0%	16%	61%	23%
12.2.11 Demonstrate historical research and geographical skills	0%	35%	42%	23%
12.3.13 Examine the basic economic indicators and fundamentals of trade	0%	16%	74%	10%
12.3.9 Explain the rights, freedoms, responsibilities and benefits of citizenship in the U.S.	0%	9%	52%	39%
12.4.3 Compare and contrast distribution, growth rates and characteristics of human population	3%	4%	45%	48%
12.4.4 Analyze patterns of urban development	3%	14%	35%	48%
12.4.6 Analyze the forces of conflict and cooperation	0%	36%	45%	19%
12.4.7 Apply geography to interpret the past, understand the present and plan the future	0%	26%	42%	32%

SCIENCE STANDARDS

Students in grades 5, 8, and 11 were administered criterion reference examinations during the 2007-2008 school term to assess progress on the Nebraska Science Content Standards. The results indicate the performance levels on each of the standards by the students. Students performing at the proficient or advanced level are considered to have met the standards for Science. Those performing at the beginning or progressing level have not yet met the standards. The following results indicate the percentage of Bayard students at each performance level.

GRADE 5

STANDARD	PERFORMANCE LEVEL			
	BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
5.2.1 Develop the abilities needed to do scientific inquiry	3%	15%	32%	50%
5.3.2 Develop an understanding of motion and forces	0%	21%	38%	41%
5.4.1 Develop an understanding of the structure and function in living systems	3%	6%	12%	79%
5.5.1 Develop an understanding of the structure of the earth	0%	11%	74%	15%

GRADE 8

STANDARD	PERFORMANCE LEVEL			
	BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
8.2.1 Develop abilities needed to do scientific inquiry	2%	6%	31%	61%
8.3.1 Develop an understanding of properties and changes of properties in matter	0%	8%	32%	59%
8.3.2 Develop an understanding of motion and forces	0%	0%	56%	44%
8.3.3 Develop an understanding of the forms of energy and how energy is transferred	5%	6%	75%	14%
8.4.1 Develop an understanding of the structure and function in living systems	0%	0%	39%	61%
8.4.2 Develop an understanding of reproduction and heredity	0%	3%	64%	33%
8.4.3 Develop an understanding of regulation and behavior	0%	5%	42%	53%
8.4.4 Develop an understanding of populations and ecosystems	0%	5%	39%	56%
8.4.5 Develop an understanding of diversity and adaptations of organisms	0%	0%	31%	69%
8.5.1 Develop an understanding of the structure of the earth	0%	10%	36%	54%
8.5.2 Develop an understanding of the earth's history	0%	2%	22%	76%
8.5.3 Develop an understanding of the earth in the solar system	0%	0%	57%	43%

GRADE 11

STANDARD	PERFORMANCE LEVEL			
	BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
12.2.1 Develop the abilities need to do scientific inquiry	3%	13%	31%	53%
12.3.1 Develop an understanding of the structure of the atom	0%	6%	75%	19%
12.3.2 Develop an understanding of the structure and properties of matter	0%	9%	78%	13%
12.3.3 Develop an understanding of chemical reactions	0%	18%	69%	13%
12.3.4 Develop an understanding of motions and forces	3%	18%	63%	16%
12.3.5 Develop an understanding of the conservation of energy and increase in disorder	0%	25%	56%	19%
12.3.6 Develop an understanding of the interactions of energy and matter	0%	0%	94%	6%
12.4.1 Develop an understanding of the cell	0%	41%	53%	6%
12.4.2 Develop an understanding of the molecular basis of heredity	0%	6%	94%	0%
12.4.3 Develop an understanding of the theory of biological evolution	8%	13%	63%	16%
12.4.4 Develop an understanding of the interdependence of organisms	3%	6%	47%	44%
12.4.5 Develop an understanding of matter, energy, and organization in living systems	3%	3%	88%	6%
12.4.6 Develop an understanding of the behavior of organisms	13%	28%	50%	9%
12.5.1 Develop an understanding of energy in the earth system	0%	10%	59%	31%
12.5.2 Develop an understanding of geochemical cycles	0%	15%	72%	13%
12.5.3 Develop a scientific understanding of the origin of the earth system	6%	9%	66%	19%
12.5.4 Develop a scientific understanding of the origin of the universe	0%	24%	63%	13%

SCHOOL IMPROVEMENT PROCESS

The school improvement process is an on-going process at Bayard Public Schools. Nebraska Rule 10 of the Department of Education requires that the following activities be included in the process at least one time in each five-year period.

- Review and update of a mission or vision statement.
- Collection and analysis of data about student performance, demographics, learning climate, and former high school students.
- Selection of improvement goals with at least one goal directed toward improving student performance.
- Development and implementation of a plan that includes procedures, strategies, or actions to achieve goals.
- Evaluation of progress toward improvement goals.

The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. The external team visits must occur at least once each five years.

Bayard Public Schools **School Improvement Plan**

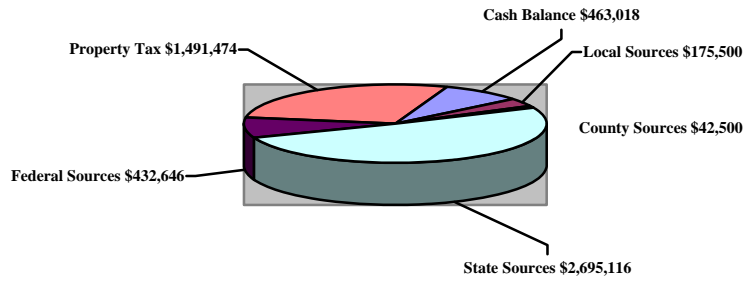
The Bayard Public Schools (K-12) has developed a continuous concept oriented curriculum process to facilitate the students' application mathematics computation within the curriculum. The district's assessment process compliments the curriculum and allows the district to examine the progression of the students' abilities at various grade levels. The process has led to the development of the individual and group improvement goals and reports for students, parents and staff. The mission of the school is to empower the students to prepare for the future by stimulating interest, promoting positive accomplishments, and political awareness in a global society and life-long learners. The district's improvement goals are as follows: to train staff on the implementation of the student goal, to include integrated the student goal into in the student's learning environment, to enhance the development of the required skill, and to continue to evaluate and revise the student goal and seven NCA Quality Standards¹. Integrated into the district improvement plan and the seven NCA Quality Standards¹ that comprises the school's improvement plans for accreditation with the North Central Association is the student learning goal: **The students will improve mathematics computation.** The NRT and CRT assessments, community, parent, staff, and student surveys, the school profile and the examples of evidence and artifacts of the seven Quality Standards¹ will measure the student learning goal and Quality Standards¹ for North Central Association. The data gained will be analyzed to assist in the District in the verification process that the assessments and curriculum are in alignment and that the students are increasing their learning.

¹ Seven Quality Standards are as follows:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Services
6. Stakeholder Communication and Relationships
7. Commitment to Continuous improvement

**FINANCIAL INFORMATION – GENERAL FUND
2008-2009 SCHOOL TERM**

**General Fund - 2008-2009
Budgeted Revenue Sources**



**General Fund - 2008-2009
Budgeted Expenditures**

