

Bennington Public Schools

School Profile



The Mission of the Bennington Public Schools is to provide educational opportunities in a safe, caring environment that will prepare all students to meeting the challenges of the future.

- ❖ All students will improve essential reading skills, alphabetic, fluency & comprehension.
- ❖ Students will take responsibility for learning and behavior while demonstrating respect for self, others and property.

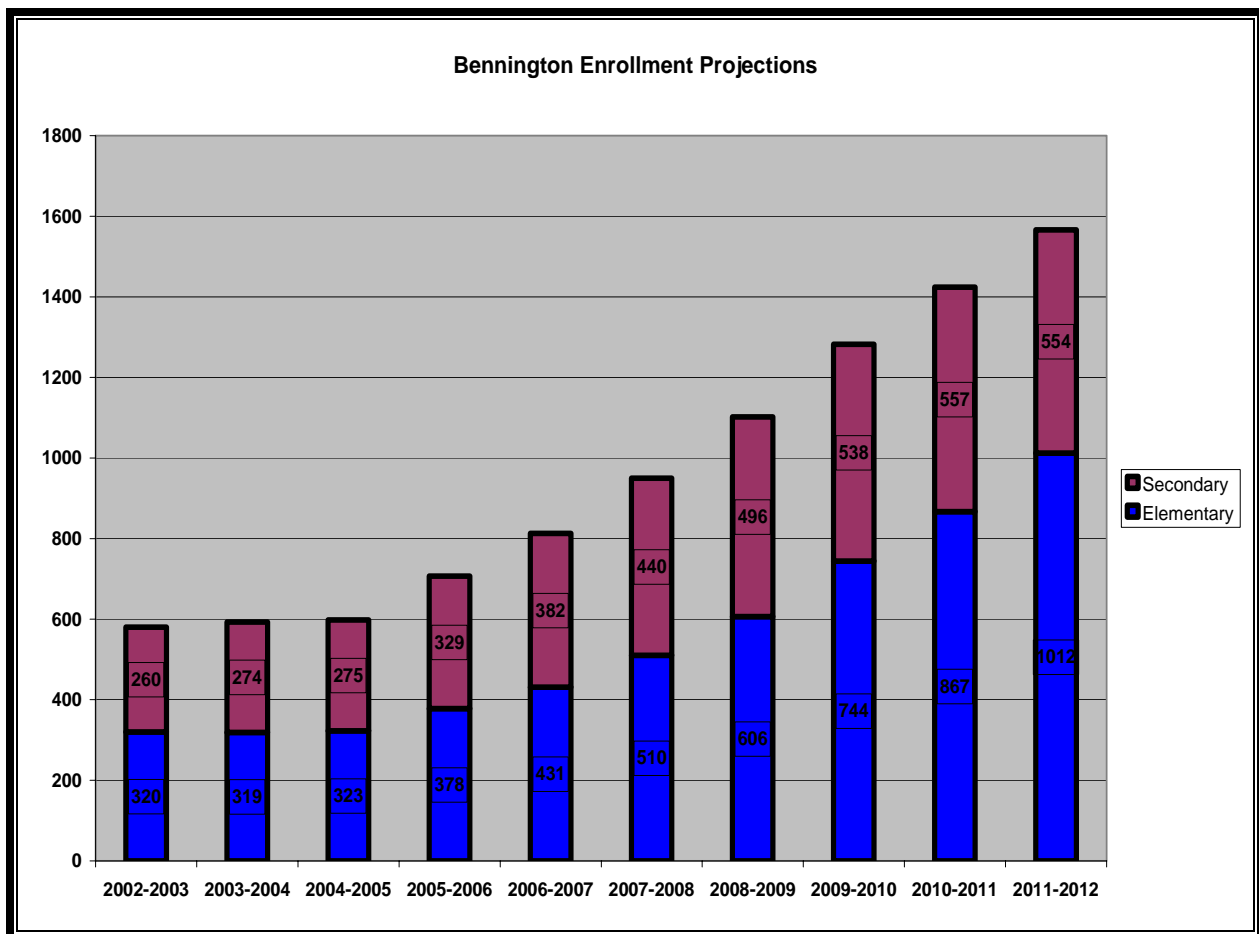
October, 2006

11620 North 156th Street
Bennington, NE 68007

The Bennington Community

Bennington Public Schools is a rapidly growing suburban school district located on the northwest edge of the Omaha metropolitan area. The district offers the best of rural and suburban living with the friendliness and personal involvement of a smaller community combined with the cultural, educational, and retail advantage of a larger city. The district currently serves over 800 students. For more than 110 years Bennington Public Schools existed as one K-12 building. The district opened a new secondary facility in the fall of 2005 transitioning from one educational facility to a renovated PK-6 building and a new K-12 building.

The student population in Bennington Public Schools is quickly changing due to the rapid development of 13 housing developments surrounding the city of Bennington. The Bennington Board of Education is very aware of the need for long range planning when dealing with rapid growth. They conducted an enrollment projection study with the help of The DLR Group in 2005. The results are found in the following graph and table.



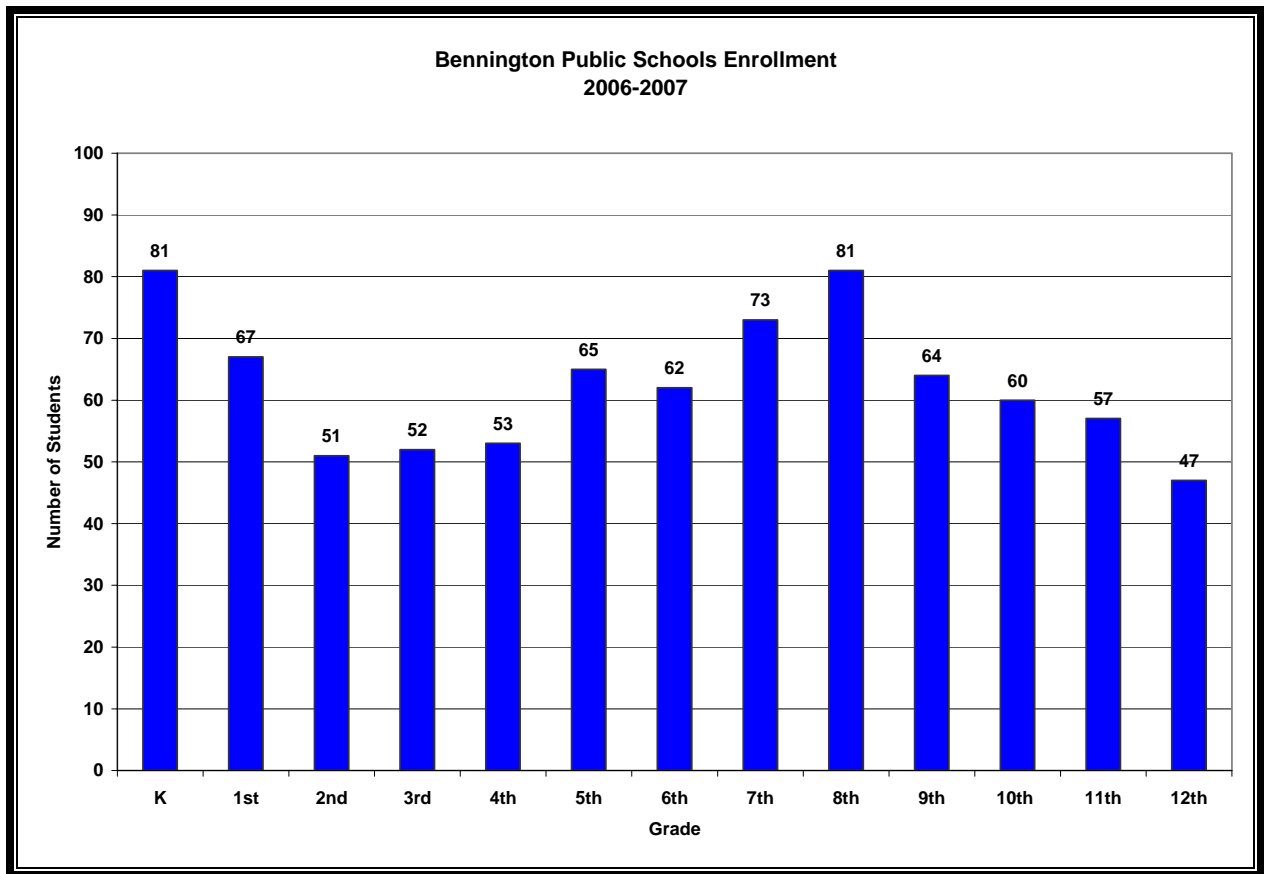
District Enrollment Projections			
Year	Elementary	Secondary	Total
2002-2003	320	260	580
2003-2004	319	274	593
2004-2005	323	275	598
2005-2006	378	329	707
2006-2007	431	382	813
2007-2008	510	440	950
2008-2009	606	496	1102
2009-2010	744	538	1282
2010-2011	867	557	1424

In the table below, there is a detailed listing of the current subdivisions under construction within Bennington's School District. Also included are the future subdivisions that have not yet begun construction but are projected for the next 5 years. The student projections as seen in this table are reflected in the graph above.

Current Subdivision	Available Lots	Occupied Lots	Student Projection
Bennington Park	202	160	118
Stone Creek & Village	456	196	267
Shiloh Ranches	29	21	17
Waterford	108	17	63
Woodlands Crossing	56	3	33
Newport Landing	271	65	159
Pine Creek	512	62	300
Meadow Ridge I	135	124	79
Meadow Ridge II	192	115	112
Shadowbrook I	141	102	82
Shadowbrook II	108	15	63
Various Small Developments	30	10	18
Total Current	2240	891	1311
Future Subdivisions			
Shadowbrook III	201		118
Spring Hill	50		29
Celebrity Project	673		394
Heritage	1062		621
Rainwood Ridge	121		71
Stratford Park	700		410
Hanover Falls	700		410
Ridgewood	142		83
Total Future	3649		2136
Grand Total	5889		3447

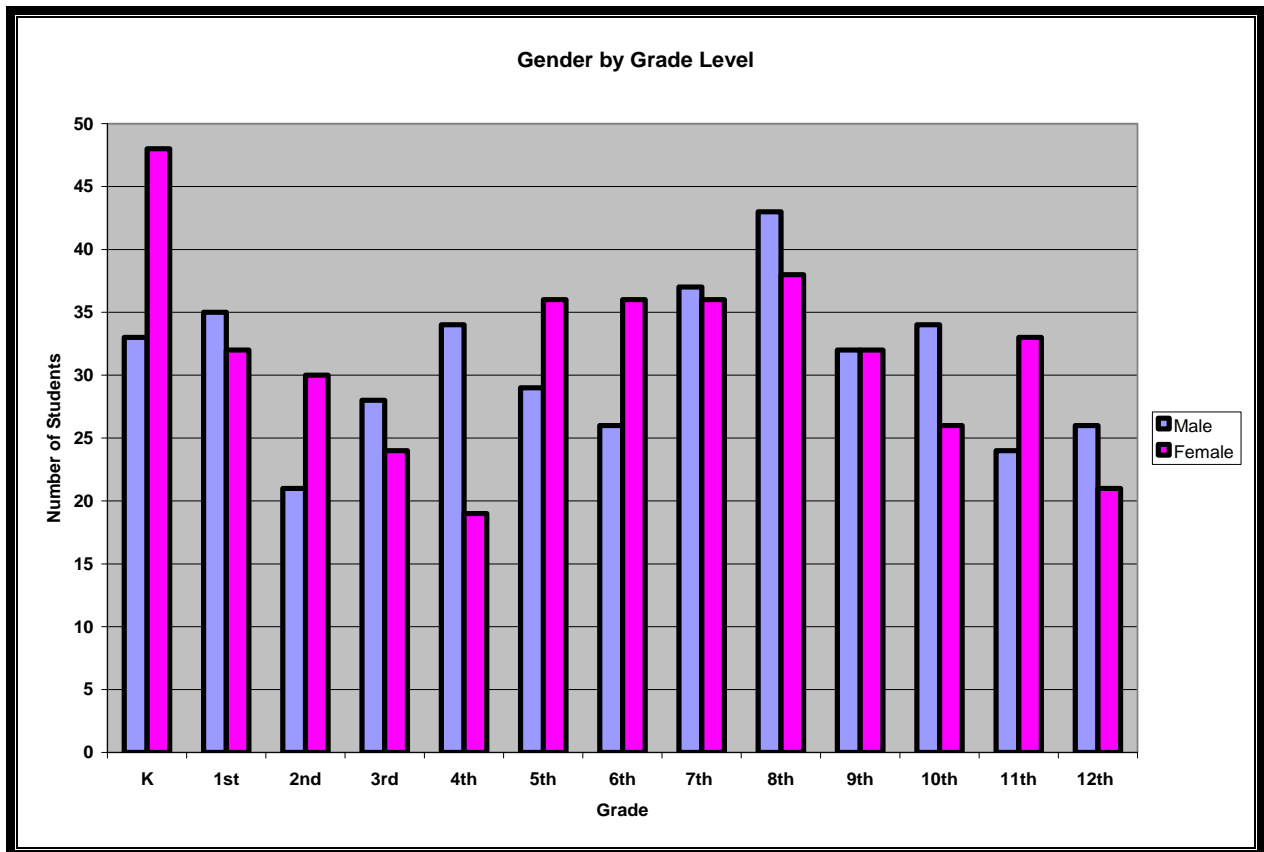
Bennington Student Population

The current enrollment is shown in the following graphs and tables.



**Bennington Public Schools Enrollment
2006-2007
By Grade**

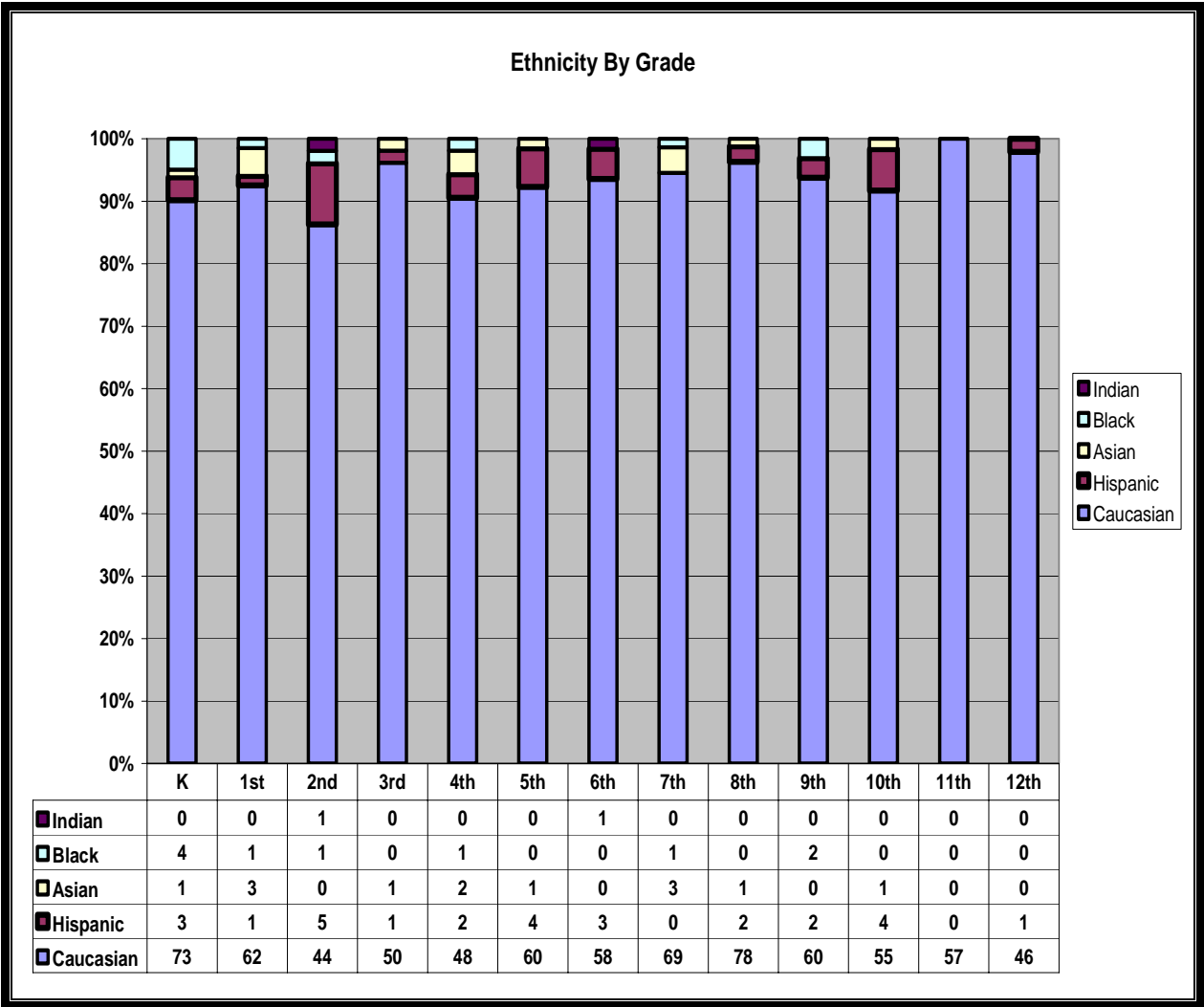
Grade	Number of Students
Kindergarten	81
1 st	67
2 nd	51
3 rd	52
4 th	53
5 th	65
6 th	62
7 th	73
8 th	81
9 th	64
10 th	60
11 th	57
12 th	47



**Bennington Public Schools Enrollment
2006-2007
By Grade & Gender**

Grade	Males	Females	Number of Students
Kindergarten	33	48	81
1 st	35	32	67
2 nd	21	30	51
3 rd	28	24	52
4 th	34	19	53
5 th	29	36	65
6 th	26	36	62
7 th	37	36	73
8 th	43	38	81
9 th	32	32	64
10 th	34	26	60
11 th	24	33	57
12 th	26	21	47

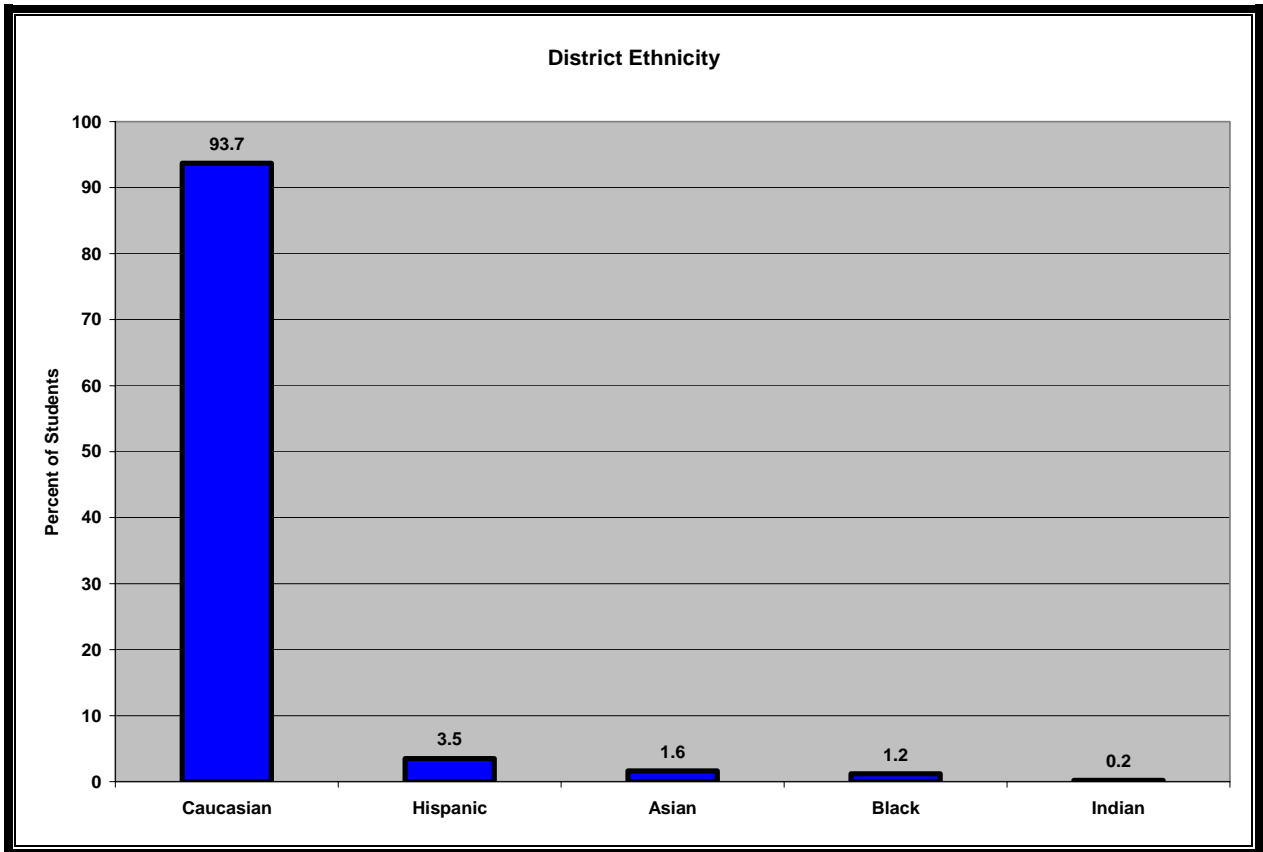
Bennington Public Schools is a predominately Caucasian community. There are small groups of different ethnicities represented in our student population.



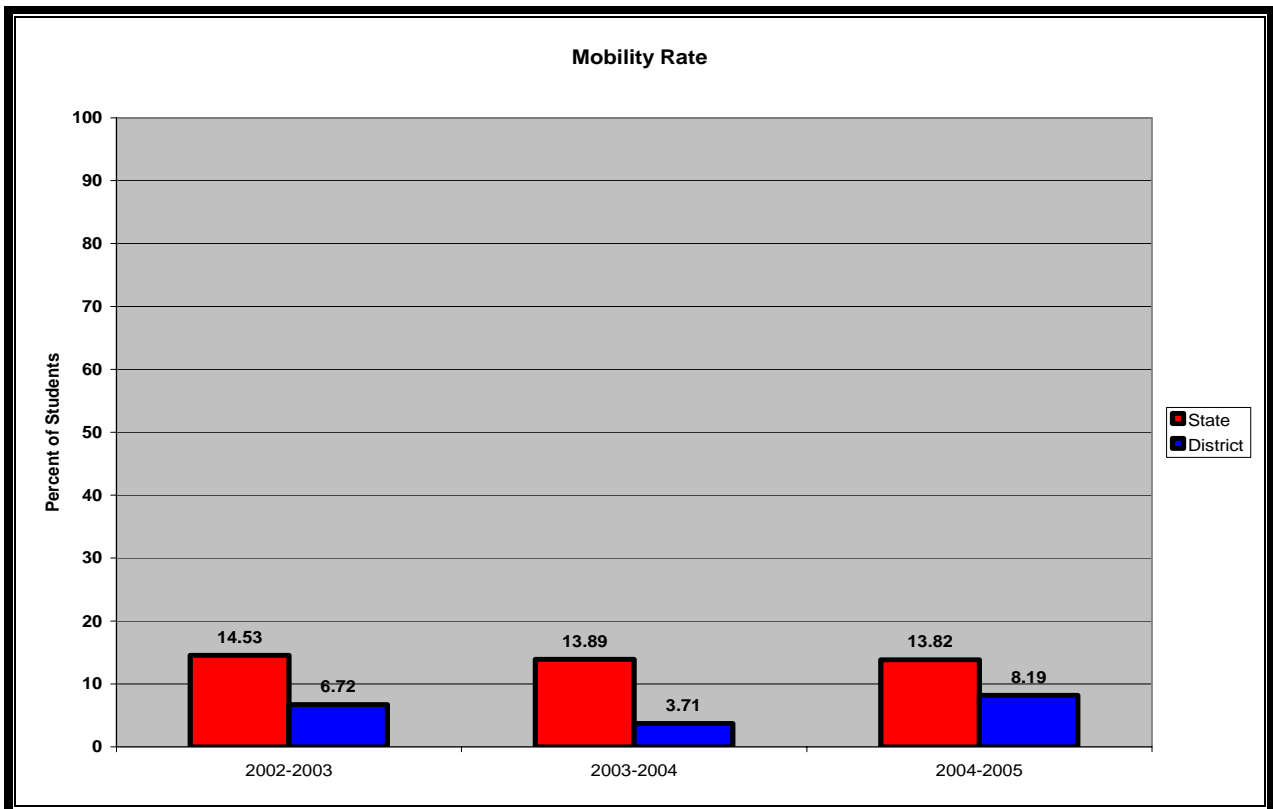
The percent of students who are not Caucasian has increased over the last five years. In the 2000-2001 school year, only 2.5% of the population was not Caucasian, while in 2006-2007 this percentage has increased to 6.5%.

**Bennington Public Schools Enrollment
2006-2007
District Ethnicity**

Ethnicity	Percent of Students
Caucasian	93.7%
Hispanic	3.5%
Asian	1.6%
Black	1.2%
Indian	0.2%



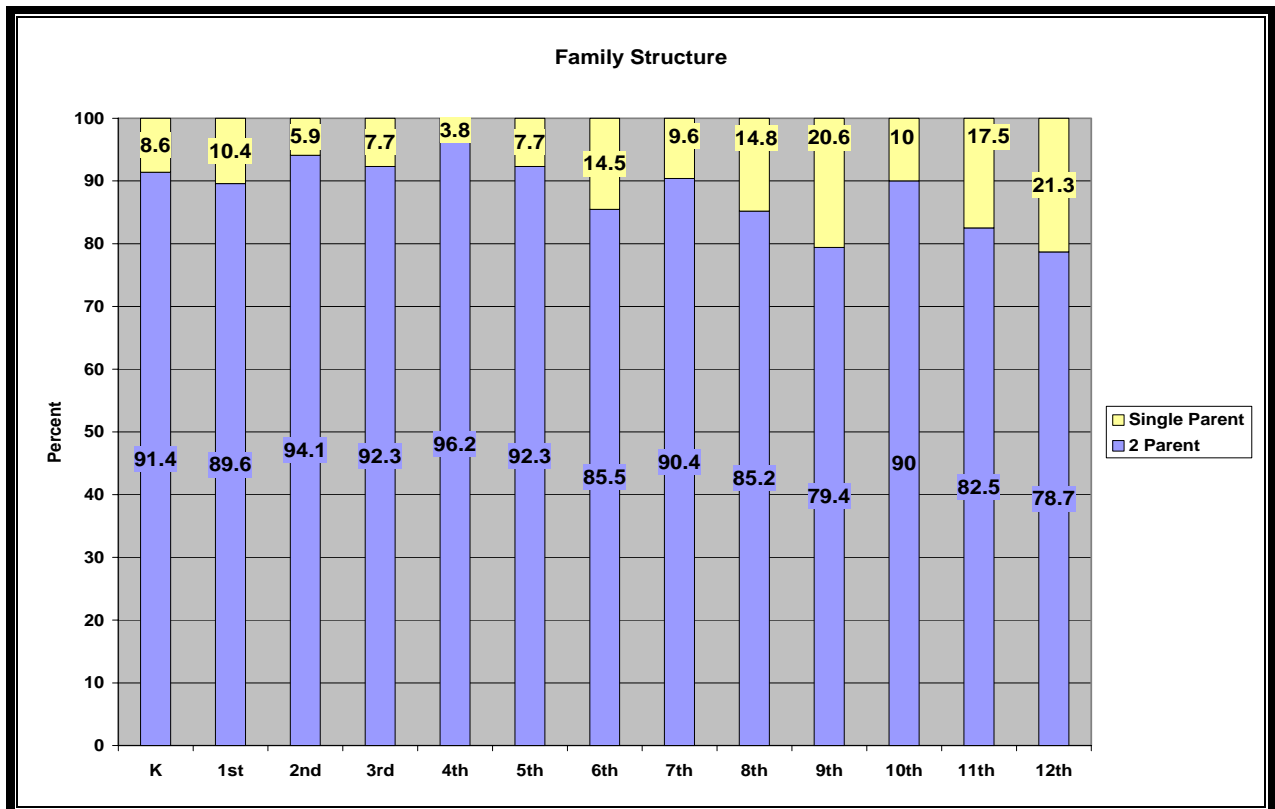
Students who enter or leave school between the last Friday in September and the last day of school are counted in the mobility rate. Bennington's rate is consistently below the state average. The following graph and table shows the mobility rate for the years 2002-2005 for the district and the state.



**Mobility Rate
Percent of Student Population
2002 – 2005**

Years	State	District
2002-2003	14.53%	6.72%
2003-2004	13.89%	3.71%
2004-2005	13.82%	8.19%

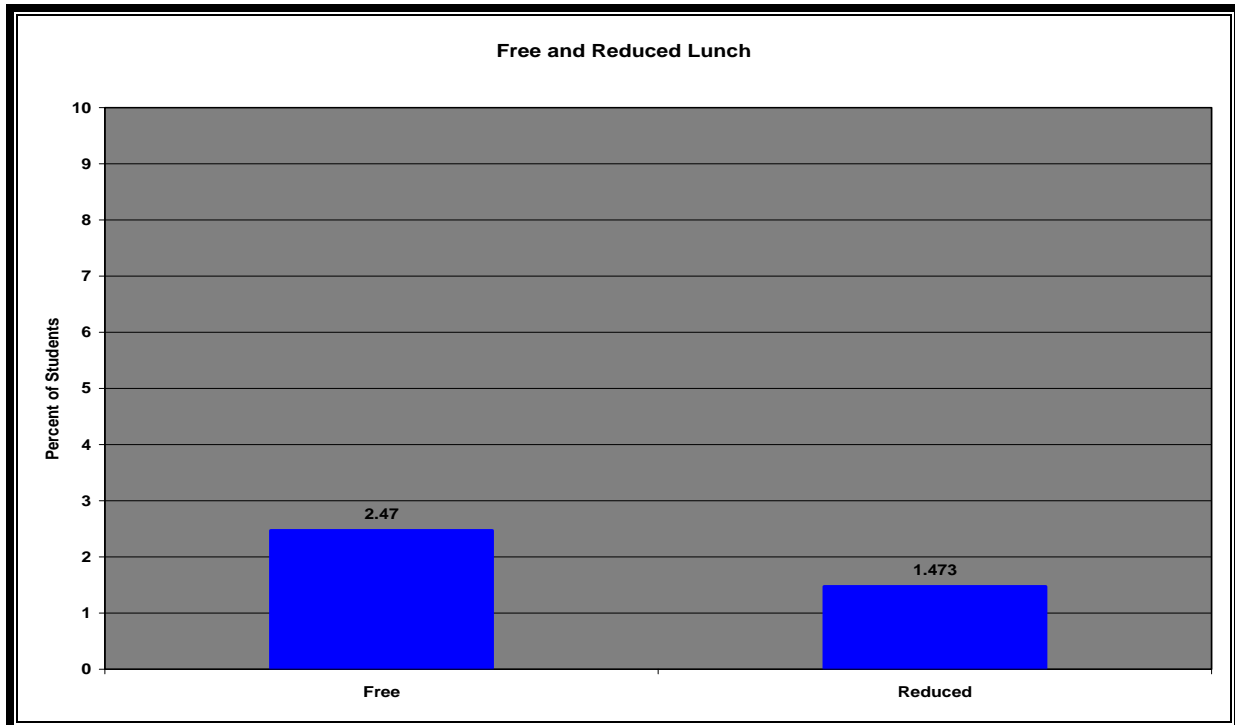
The percentage of students at Bennington that came from single parent households in the year 2000-2001 was 17%. Currently there is approximately 12% of the student population residing in single parent households. The following graph and table shows the percentage by grade.



Family Structure
Percent of Students from Single or Two Parent Households
2006-2007

Grade	Single Parents	Two Parents
Kindergarten	8.6%	91.4%
1 st	10.4%	89.6%
2 nd	5.9%	94.1%
3 rd	7.7%	92.3%
4 th	3.8%	96.2%
5 th	7.7%	92.3%
6 th	14.5%	85.5%
7 th	9.6%	90.4%
8 th	14.8%	85.2%
9 th	20.6%	79.4%
10 th	10%	90%
11 th	17.5%	82.5%
12 th	21.3%	78.7%

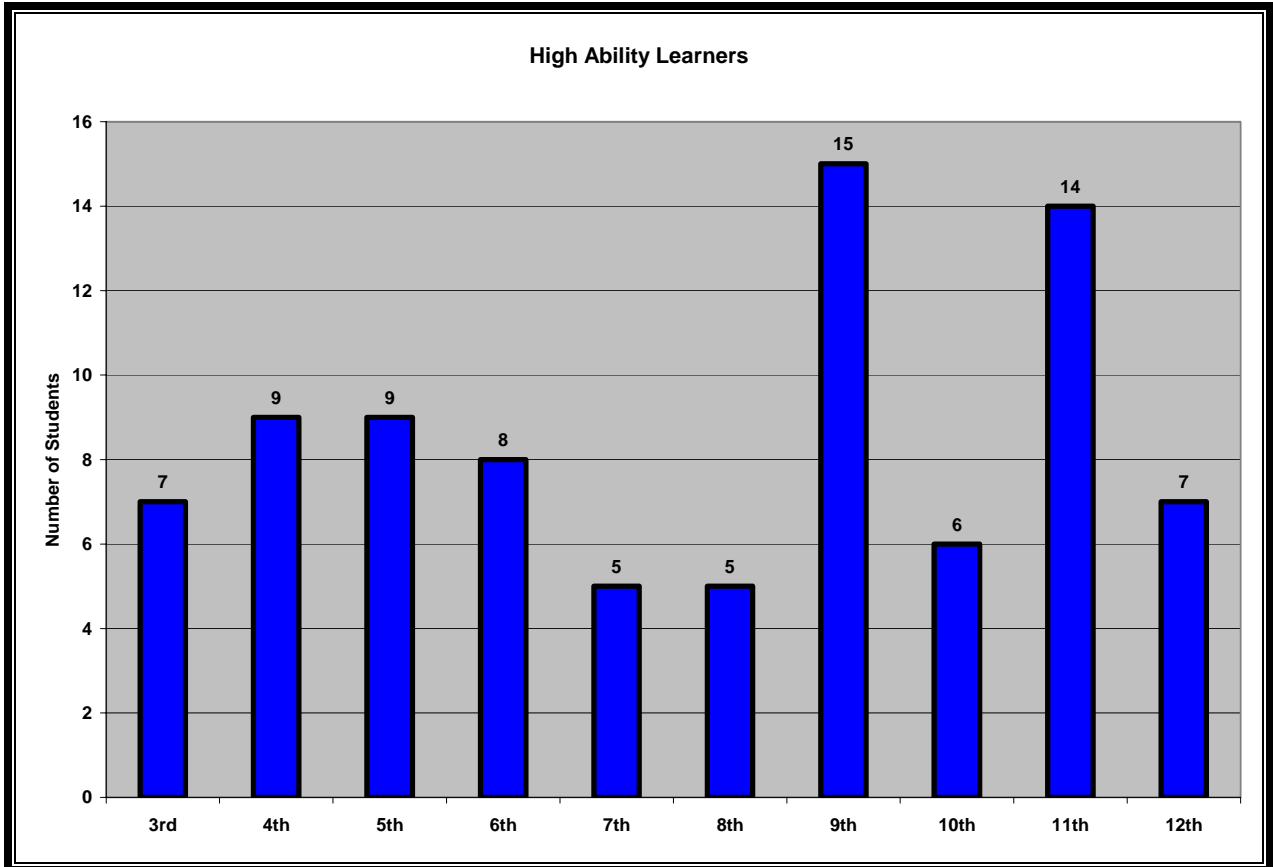
The normal predictor of socioeconomic make-up for a school district is the percent of families receiving free and reduced lunch. In Bennington Public Schools less than 4% of the student population receives this benefit. This is a decrease from 2000-2001 school year of about 6%. The following graph and table shows a comparison between free and reduced lunch.



Socioeconomic Status
Free and Reduced Price Meals
2006-2007

Category	Percent of Students
Free	2.47%
Reduced	1.47%

Bennington identifies students in special populations. This identification gives students the opportunity to participate in and receive services that meet their special individualized needs. High Ability Learners (HAL) are identified through a process that examines norm referenced tests, classroom grades, and teacher recommendations. 7% of Bennington's students have been identified as HAL. The following graph and table show the number of HAL students by grade from the 2004-2005.



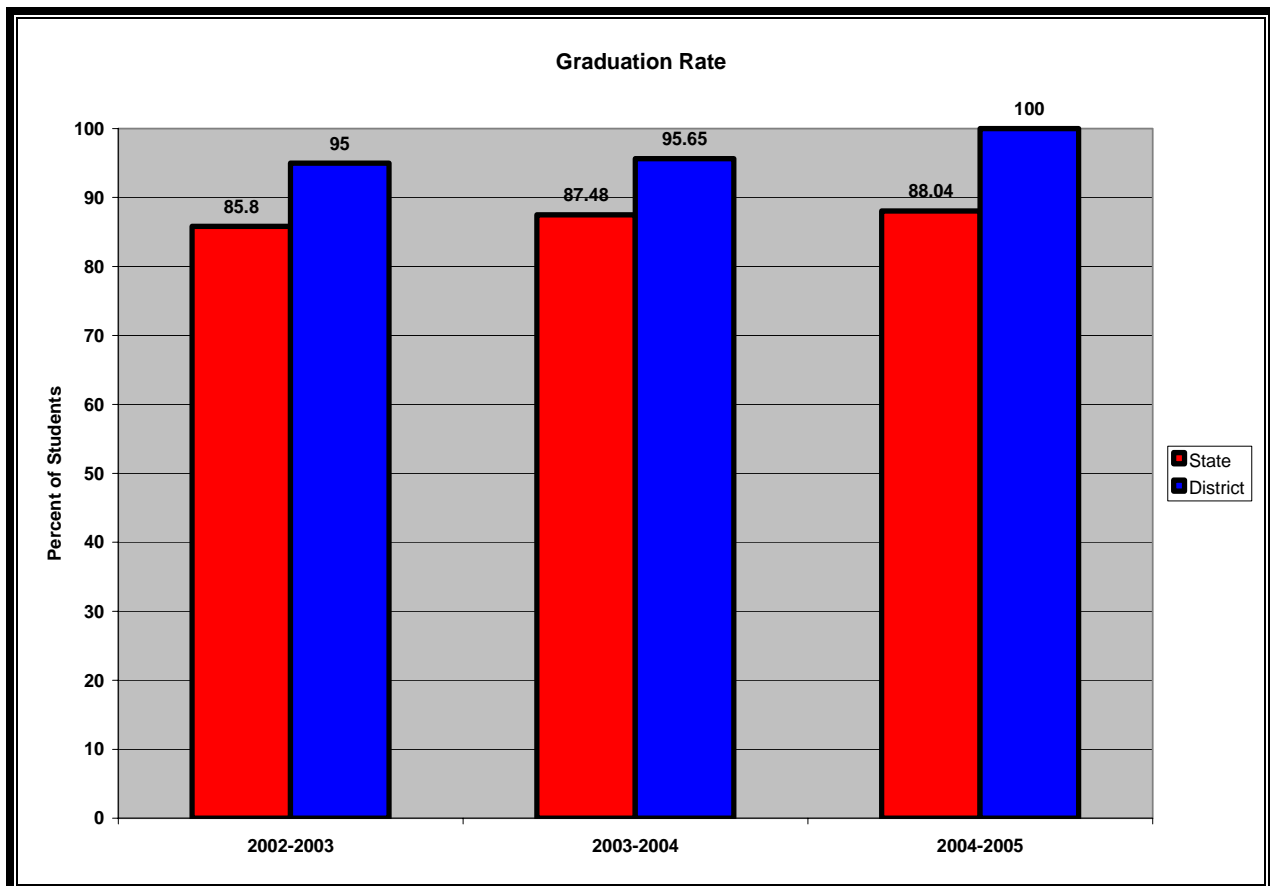
**High Ability Learners (HAL)
2004-2005
By Grade**

Grade	Number of Students
3 rd	7
4 th	9
5 th	9
6 th	8
7 th	5
8 th	5
9 th	15
10 th	6
11 th	14
12 th	7

Students receiving special education services are identified through a student assistance team (SAT) and then a determination is made by the school psychologist as to the eligibility and type of disability. 14% of Bennington's student population qualifies for special education services, which are individually designed to meet their needs. The table below shows the number of students in each disability category.

Special Education		
Verification		#
Speech & Language Impaired	SLI	51
Specific Learning Disability	SLD	24
Other Health Impaired	OHI	19
Mental Handicap	MH	8
Developmental Delay	DD	7
Behavior Disordered	BD	3
Orthopedic Impaired	OI	1
Autistic	AU	1
Visually Impaired	VI	1
Hearing Impaired	HI	0
Total		115

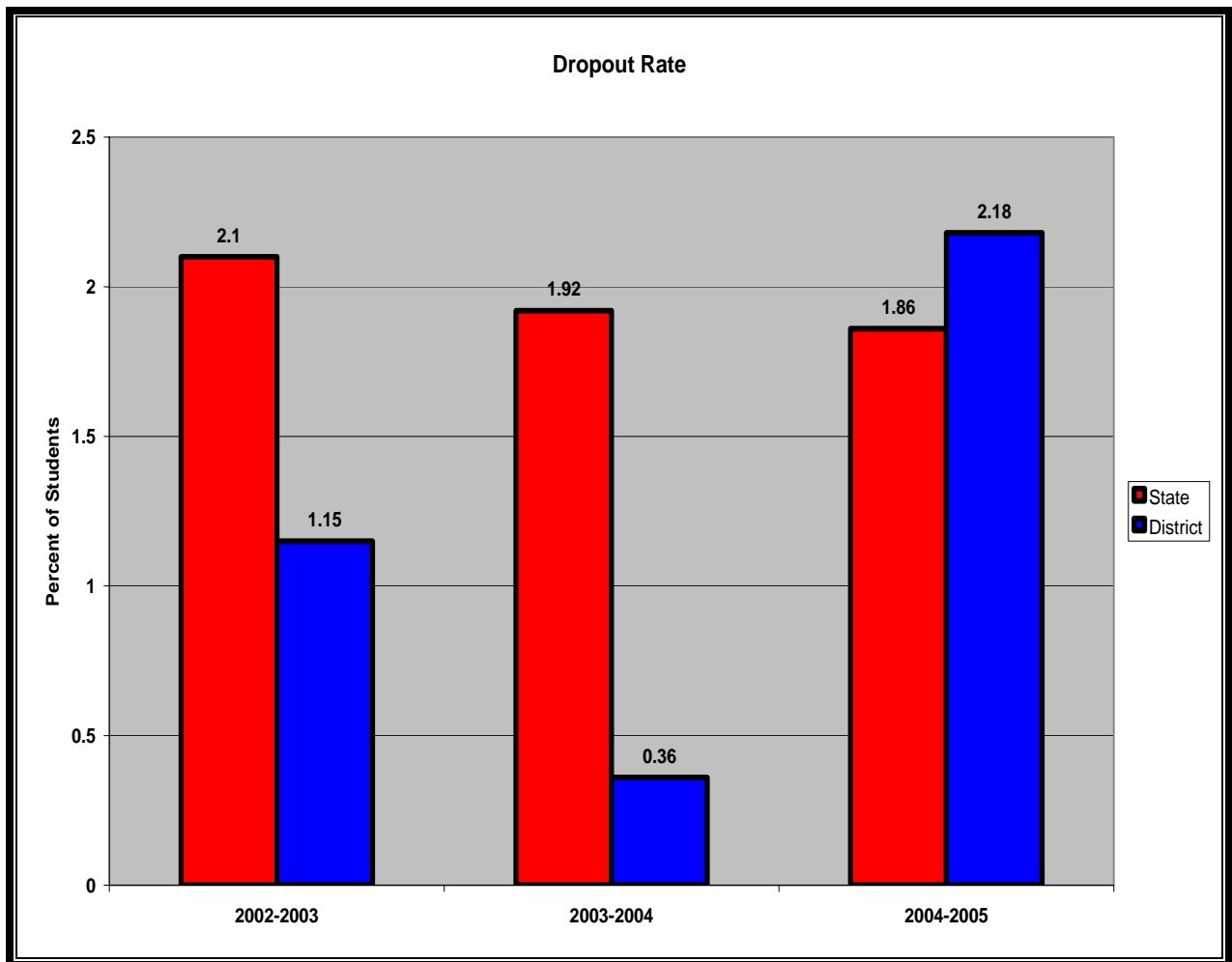
High School graduation rate is calculated using both dropout and high school completion information. Students are tracked throughout their high school career to ensure the goal of graduation has been achieved. The state goal for graduation rate is 83.97%. Bennington has exceeded this goal throughout the last three years. The following graph and table compares the state graduation rate to Bennington's graduation rate for the years 2002-2005.



**Graduation Rate
Percent of Student Population
2002 – 2005**

Years	State	District
2002-2003	85.8%	95%
2003-2004	87.48%	95.65%
2004-2005	88.04%	100%

Dropout rate is calculated by dividing the number of students who have dropped out of school to the total number of students that are enrolled. Dropout numbers do not include students that transfer to another school or are suspended, expelled, or in non-attendance due to illness. The following graph compares the state dropout rate to Bennington's for the years 2002-2005. In the last year of this data the district's rate was higher than the state rate. This is an unusual occurrence for Bennington to have this high of a dropout rate.

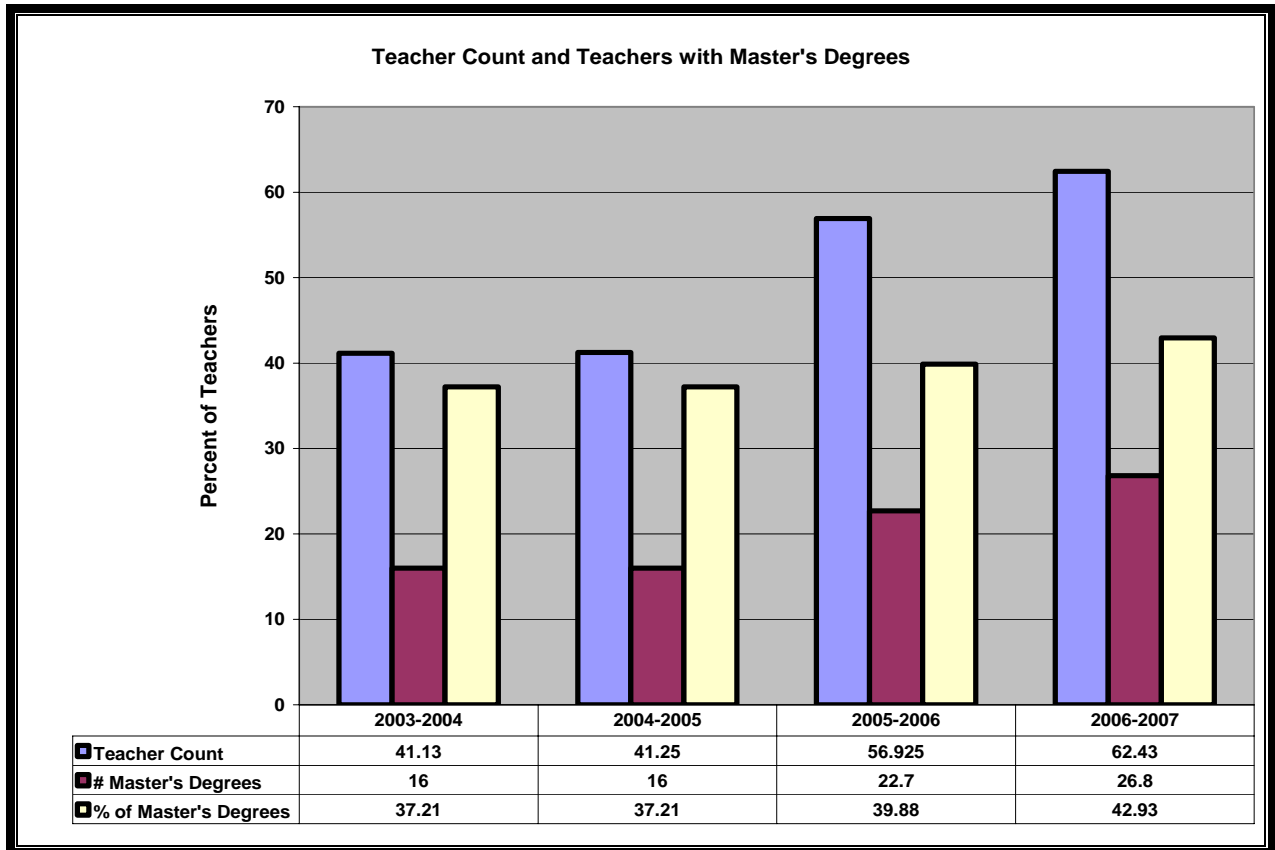


**Dropout Rate
Percent of Student Population
2002 – 2005**

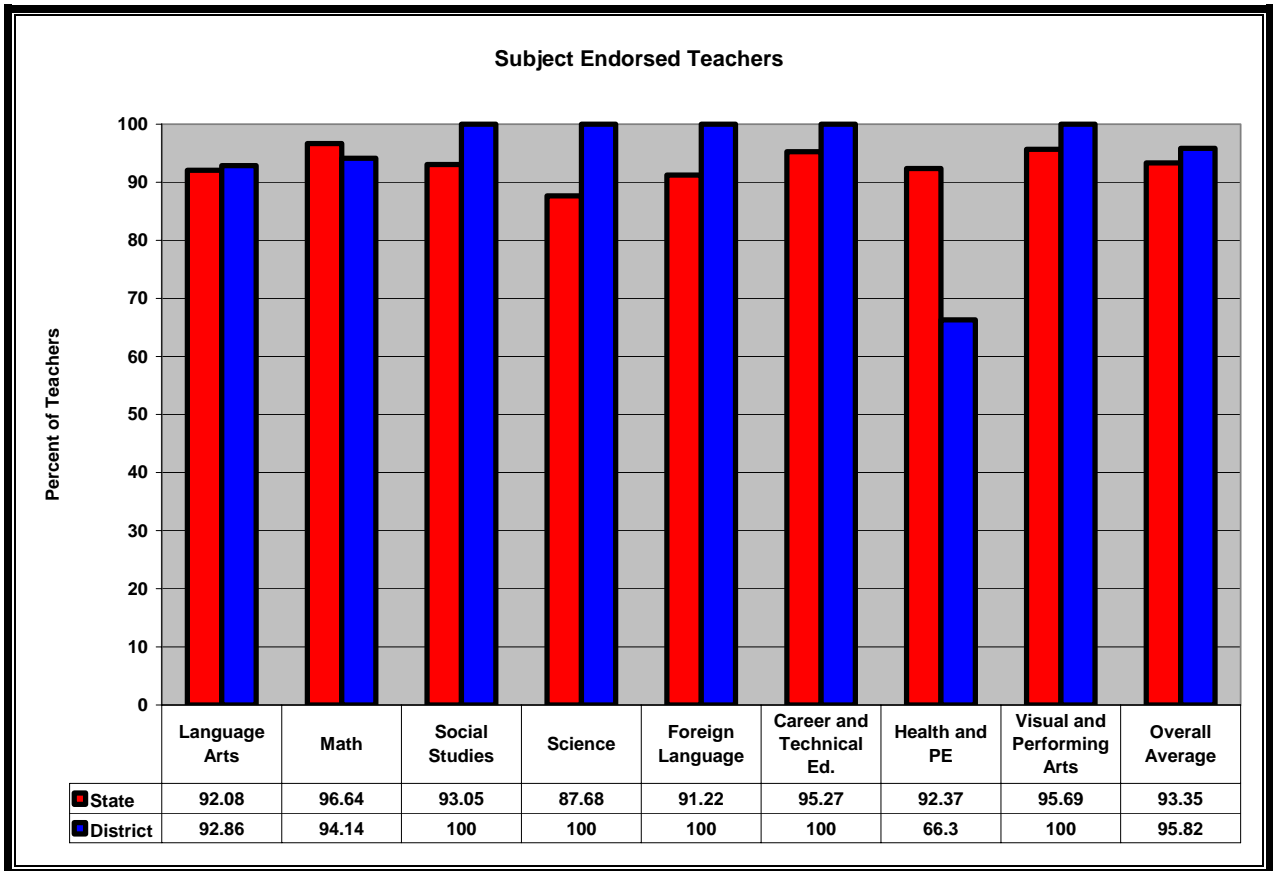
Years	State	District
2002-2003	2.1%	1.15%
2003-2004	1.32%	0.36%
2004-2005	1.86%	2.18%

Bennington Teaching Staff

The Bennington certified educational staff is growing as the enrollment increases. Currently there are 62.43 full time equivalency teachers in the district. There are 34.4 teachers in the elementary school and 28.03 at the high school. The graph below shows the growth in number of teachers over the years 2003-2006. The graph also shows the numbers of Master's degrees and the percent of staff holding Master's degrees.



Most of Bennington's Secondary teachers are endorsed in the subjects they teach. The graph below shows a comparison between Nebraska teachers as a group and Bennington teachers.



The chart below shows the level of certified instructional staff. The average number of years for the staff is 15.5 years of experience. 15 members of the teaching staff have all of their teaching experience in Bennington Public Schools.

Teacher Experience	
Years	Number of Teachers
0-5	17
6-10	12
11-15	14
16-20	7
21-25	1
26-30	6
31-35	4
36-40	3
41-45	1
Total	63

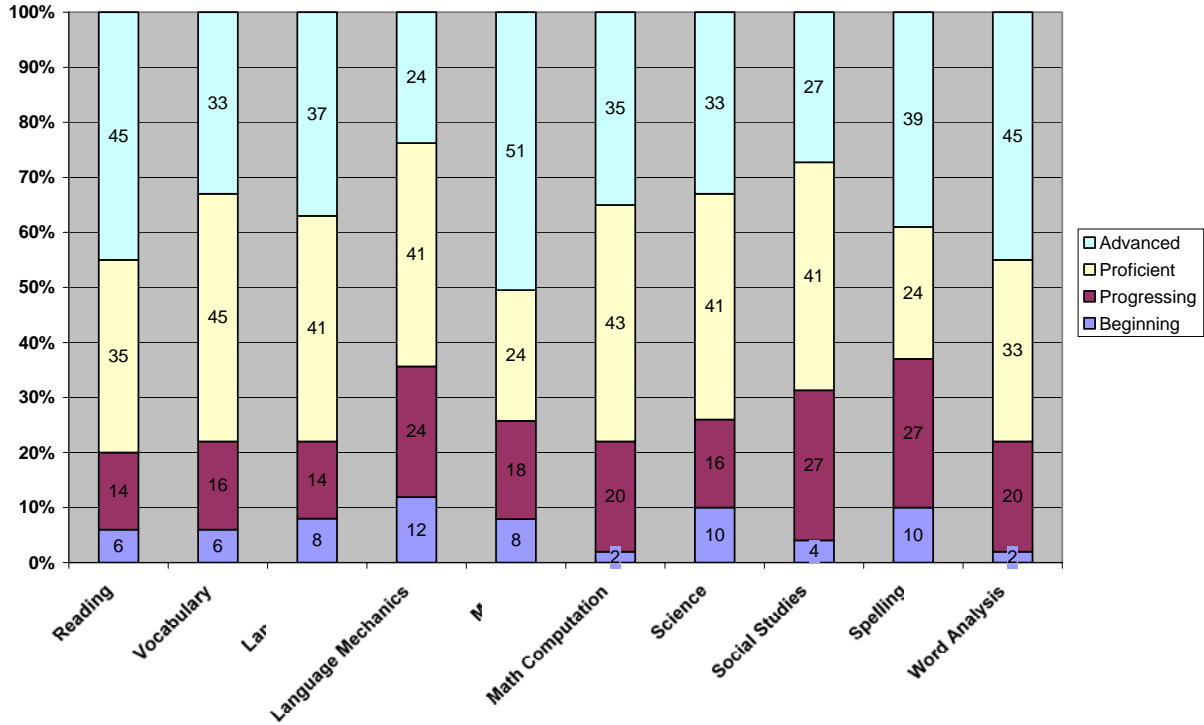
Bennington Students' Achievement

Bennington Public Schools uses a combination of Norm Referenced Tests (NRT) and Criterion Referenced Tests (CRT). The NRTs are used to as a measure to compare Bennington's students to other students nationally. Bennington currently uses the Terra Nova, EXPLORE, PLAN, and ACT in grades 2-12 to assess students. The Terra Nova is taken in grades 2-7 and 11. The EXPLORE is taken in 8th grade followed by the PLAN in grade 10. The ACT is taken by students in grades 11 and 12 who are planning to attend college.

The CRTs are designed to measure student progress on Nebraska's academic standards in the curricular areas of Language Arts, Math, Science, and Social Studies. CRTs are also used to help teachers review instructional strategies and student growth on educational goals. CRTs are administered in all grades K-12, and reported to the Nebraska Department of Education at grades 3-8 and 11. They are also reported locally for all grades in all subjects to the Bennington Board of Education.

The graphs below show the percentage of Bennington students achieving in each of the four quartiles 0-24th percentile = Beginning, 25-49th percentile = Progressing, 50-74th percentile = Proficient, and 75-99th percentile = Advanced on the Norm Referenced Tests for 2005-2006 school year. Each graph is identified by grade level, assessment name, and sub-tests.

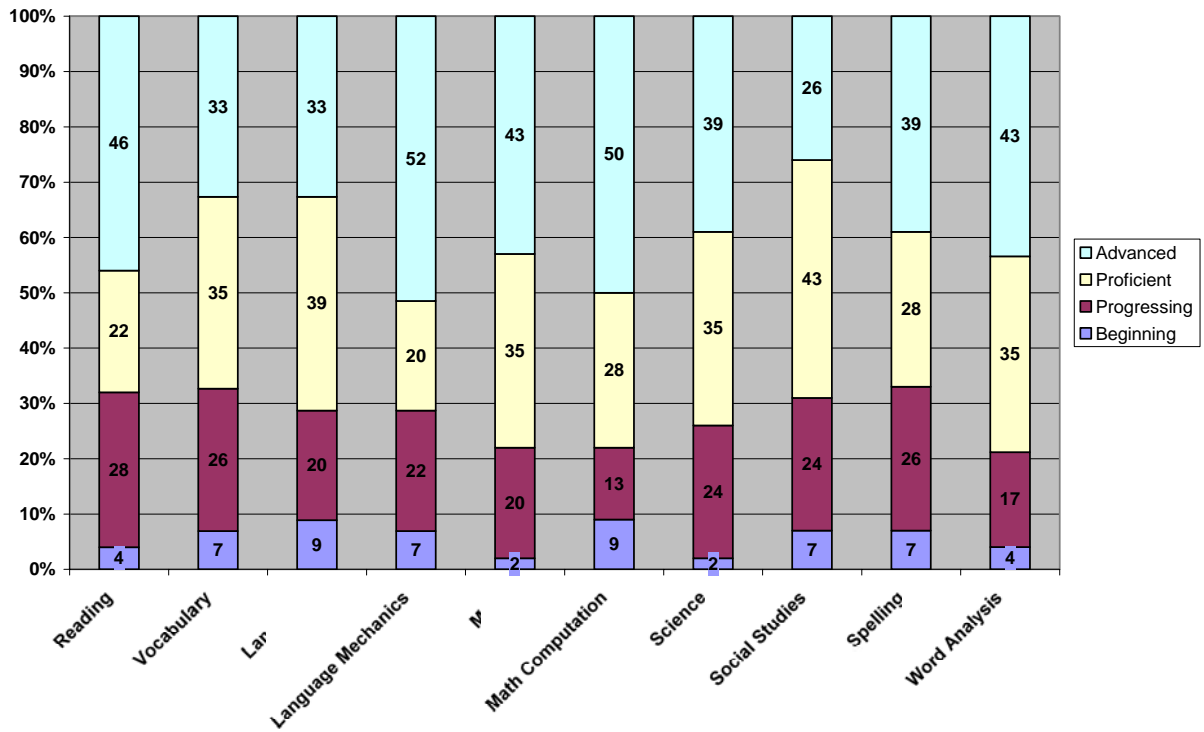
Terra Nova Grade 2 Total Class 2005-2006



Terra Nova Grade 2 Total Class 2005-2006

Subtest	Beginning NP 0-24	Progressing NP 25-49	Proficient NP 50-74	Advanced NP 75-99
Reading	6	14	35	45
Vocabulary	6	16	45	33
Language	8	14	41	37
Language Mechanics	12	24	41	24
Math	8	18	24	51
Math Computation	2	20	43	35
Science	10	16	41	33
Social Studies	4	27	41	27
Spelling	10	27	24	39
Word Analysis	2	20	33	45

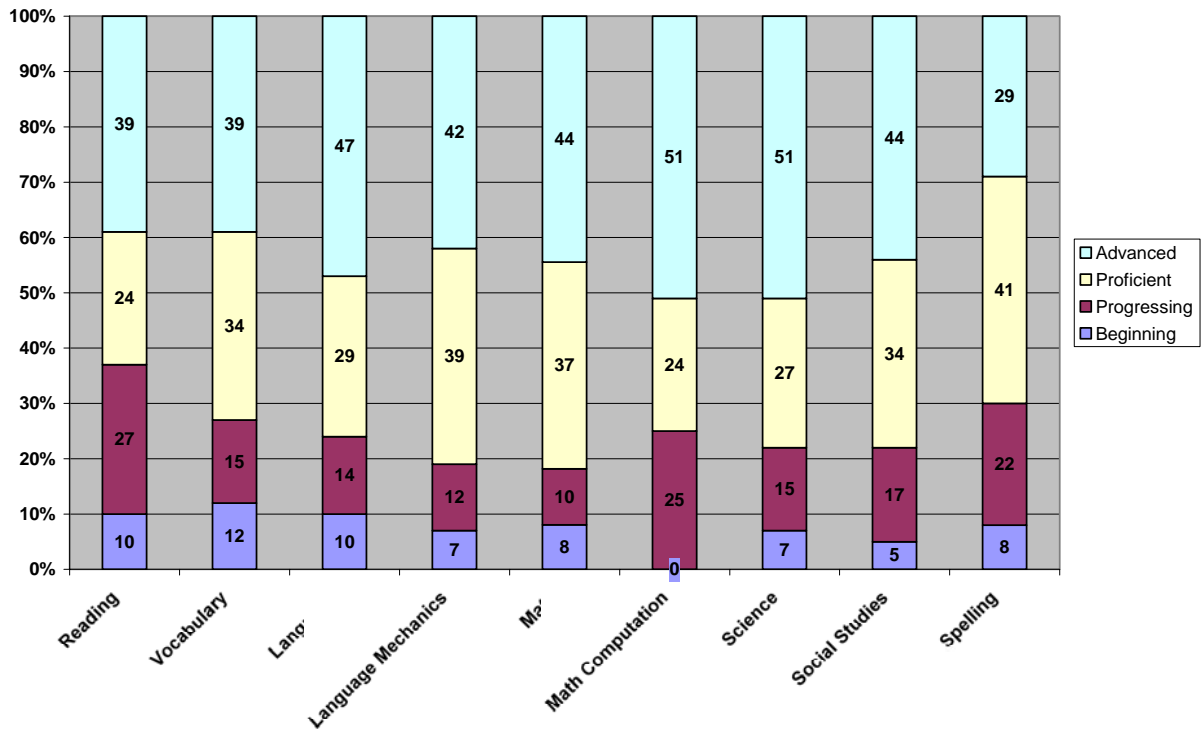
Terra Nova Grade 3 Total Class 2005-2006



Terra Nova Grade 3 Total Class 2005-2006

Subtest	Beginning NP 0-24	Progressing NP 25-49	Proficient NP 50-74	Advanced NP 75-99
Reading	4	28	22	46
Vocabulary	7	26	35	33
Language	9	20	39	33
Language Mechanics	7	22	20	52
Math	2	20	35	43
Math Computation	9	13	28	50
Science	2	24	35	39
Social Studies	7	24	43	26
Spelling	7	26	28	39
Word Analysis	4	17	35	43

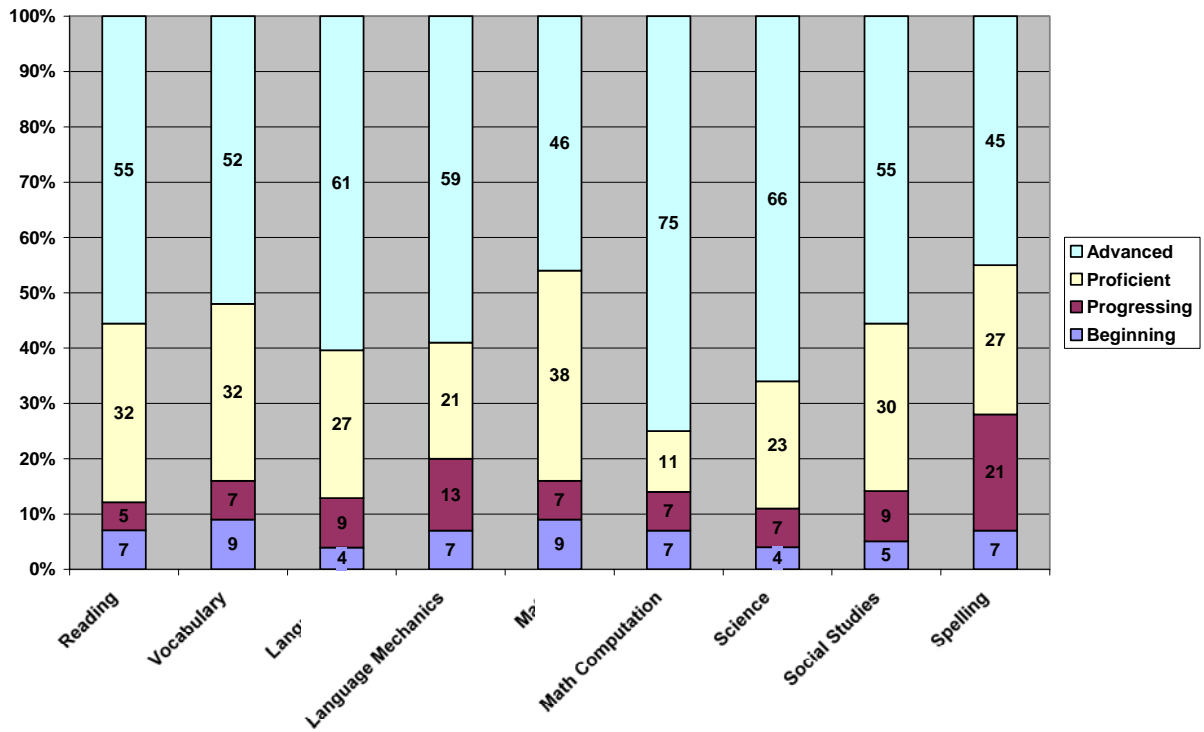
Terra Nova Grade 4 Total Class 2005-2006



Terra Nova Grade 4 Total Class 2005-2006

Subtest	Beginning NP 0-24	Progressing NP 25-49	Proficient NP 50-74	Advanced NP 75-99
Reading	10	27	24	39
Vocabulary	12	15	34	39
Language	10	14	29	47
Language Mechanics	7	12	39	42
Math	8	10	37	44
Math Computation	0	25	24	51
Science	7	15	27	51
Social Studies	5	17	34	44
Spelling	8	22	41	29

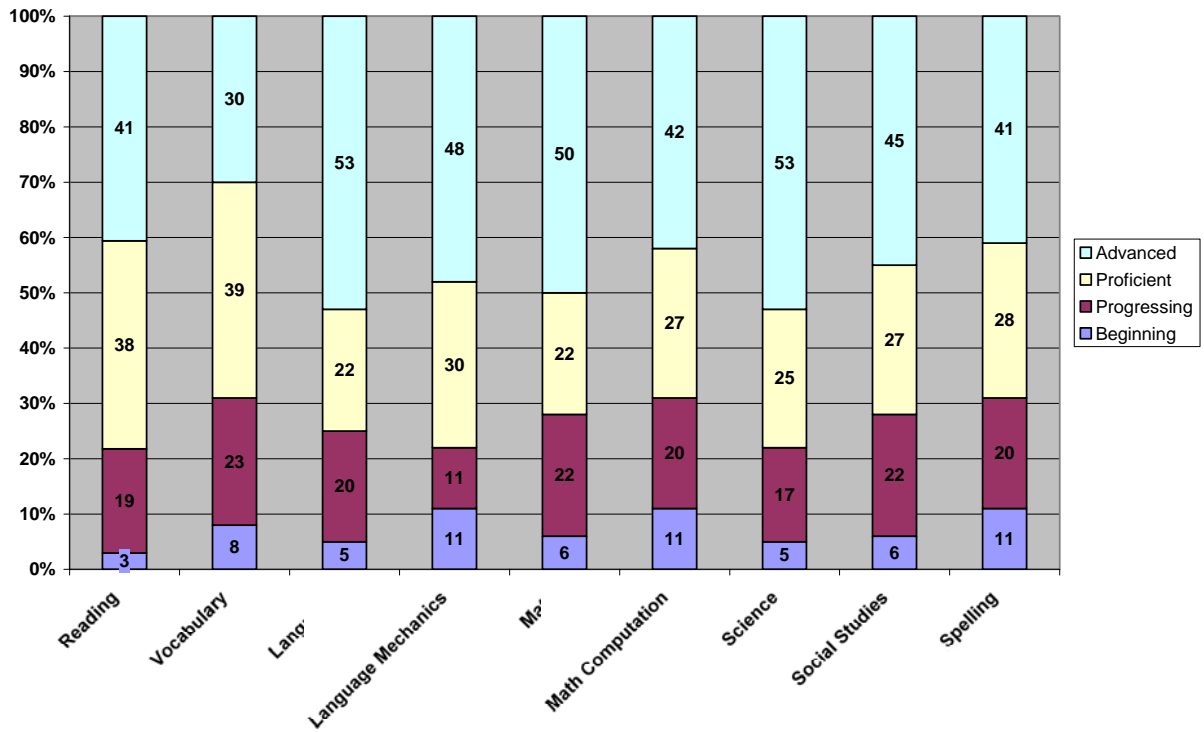
Terra Nova Grade 5 Total Class 2005-2006



Terra Nova Grade 5 Total Class 2005-2006

Subtest	Beginning NP 0-24	Progressing NP 25-49	Proficient NP 50-74	Advanced NP 75-99
Reading	7	5	32	55
Vocabulary	9	7	32	52
Language	4	9	27	61
Language Mechanics	7	13	21	59
Math	9	7	38	46
Math Computation	7	7	11	75
Science	4	7	23	66
Social Studies	5	9	30	55
Spelling	7	21	27	45

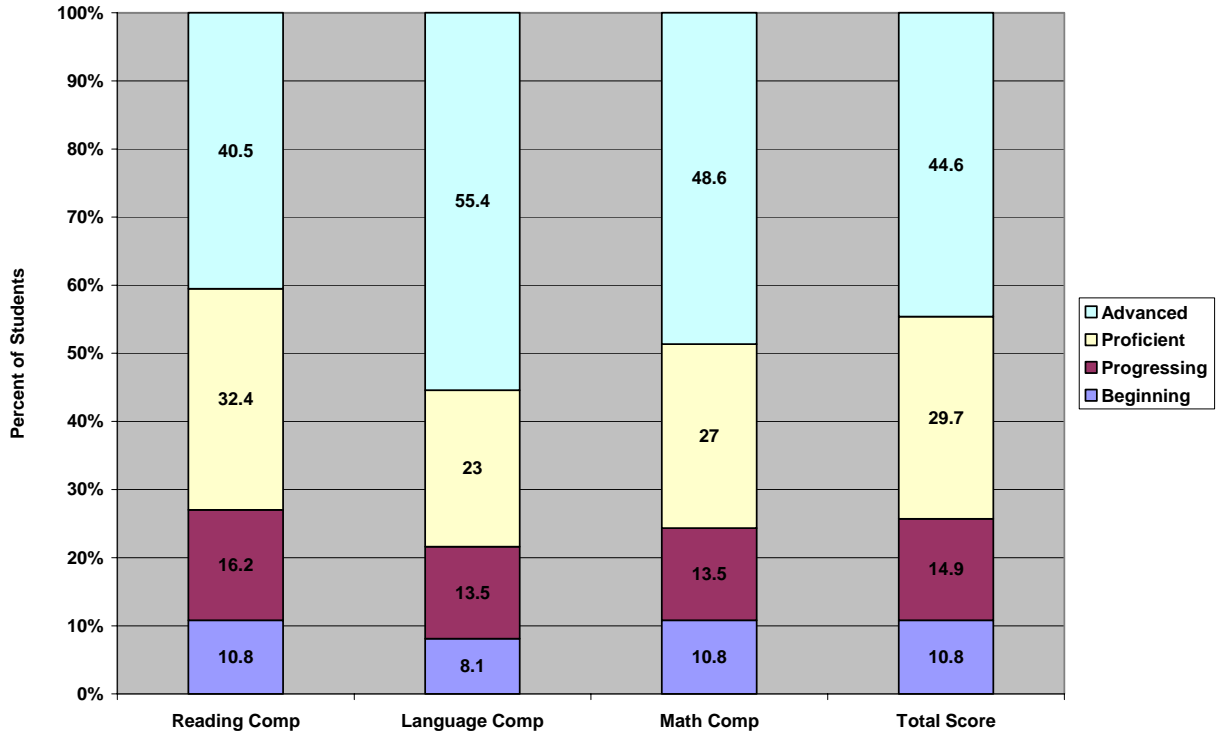
Terra Nova Grade 6 Total Class 2005-2006



Terra Nova Grade 6 Total Class 2005-2006

Subtest	Beginning NP 0-24	Progressing NP 25-49	Proficient NP 50-74	Advanced NP 75-99
Reading	3	19	38	41
Vocabulary	8	23	39	30
Language	5	20	22	53
Language Mechanics	11	11	30	48
Math	6	22	22	50
Math Computation	11	20	27	42
Science	5	17	25	53
Social Studies	6	22	27	45
Spelling	11	20	28	41

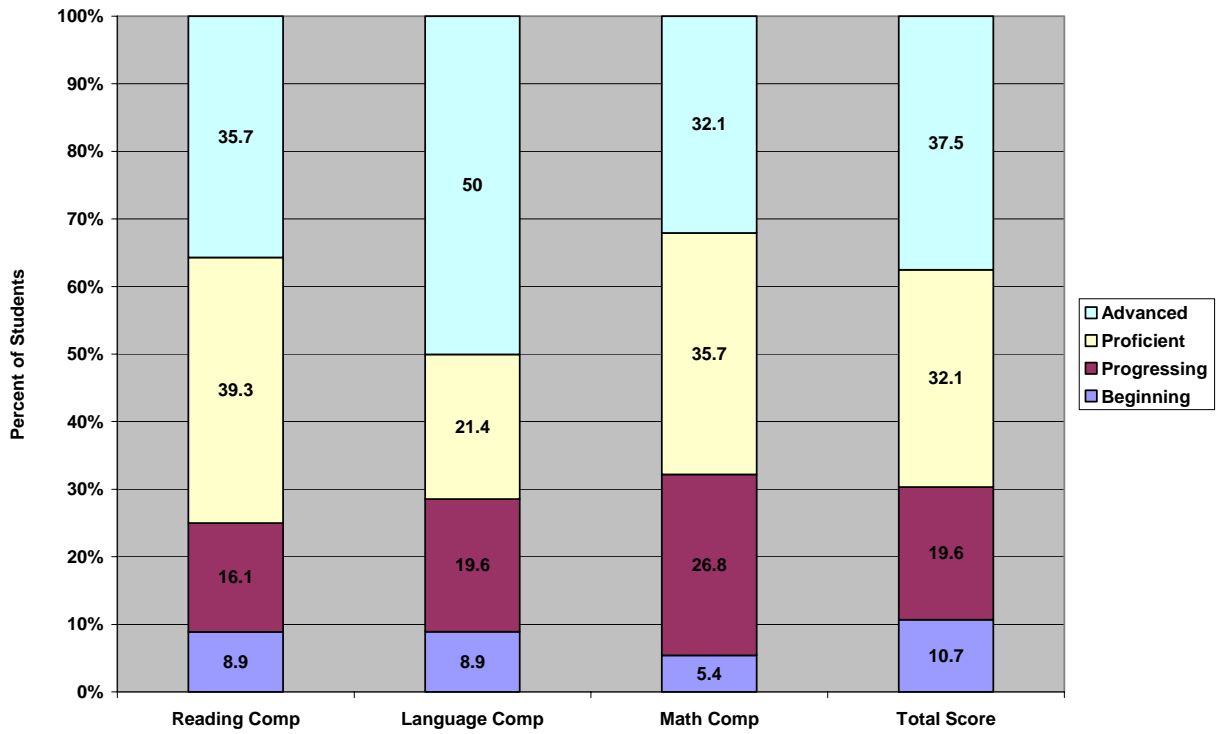
Terra Nova Grade 7 2005-2006



Terra Nova Grade 7 Total Class 2005-2006

Subtest	Beginning NP 0-24	Progressing NP 25-49	Proficient NP 50-74	Advanced NP 75-99
Reading Composite	10.8	16.2	32.4	40.5
Language Composite	8.1	13.5	23	55.4
Math Composite	10.8	13.5	27	48.6
Total	10.8	14.9	29.7	44.6

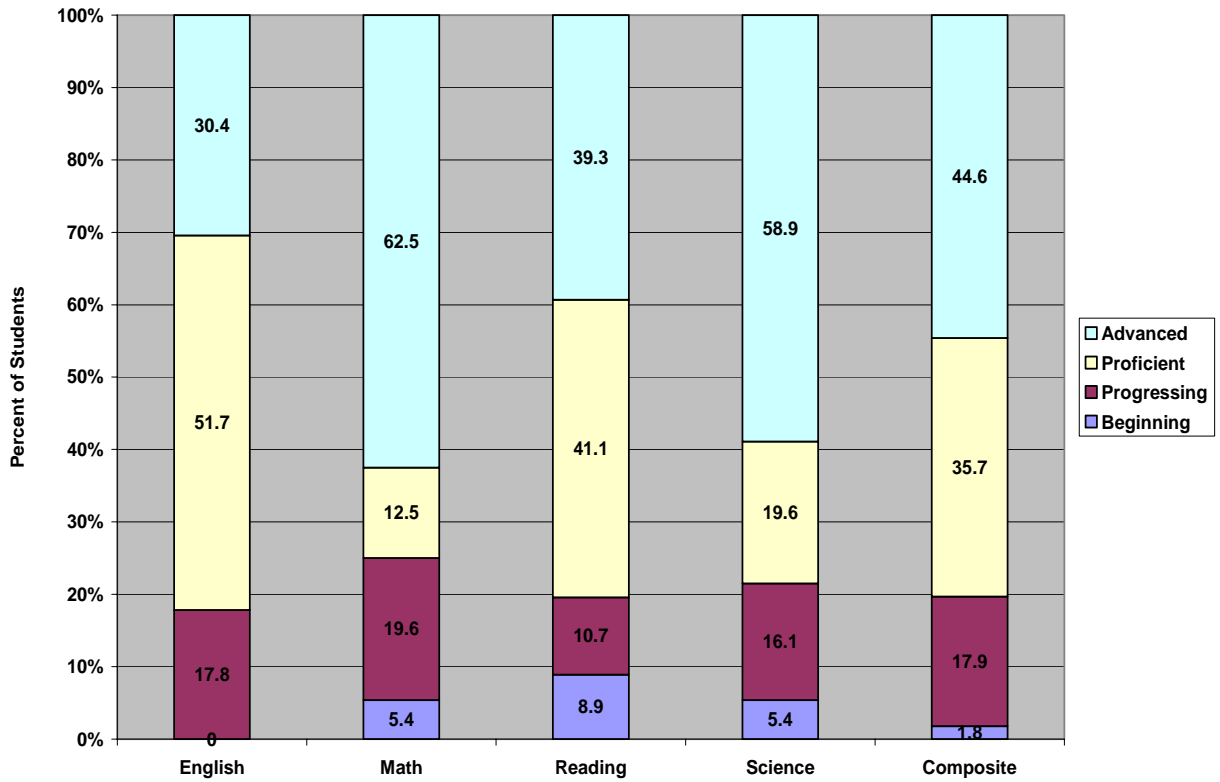
Terra Nova Grade 8 2005-2006



Terra Nova Grade 8 Total Class 2005-2006

Subtest	Beginning NP 0-24	Progressing NP 25-49	Proficient NP 50-74	Advanced NP 75-99
Reading Composite	8.9	16.1	39.3	35.7
Language Composite	8.9	19.6	21.4	50
Math Composite	5.4	26.8	35.7	32.1
Total	10.7	19.6	32.1	37.5

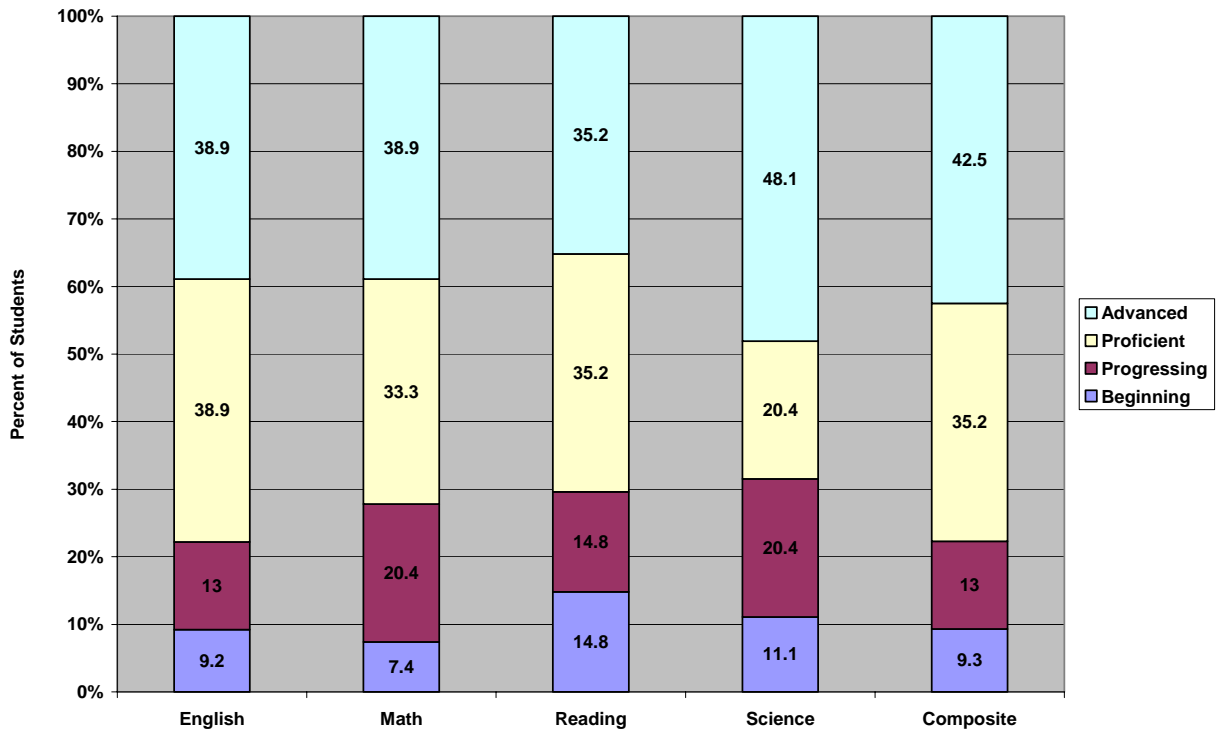
Grade 8 EXPLORE 2005-2006



EXPLORE Grade 8 Total Class 2005-2006

Subtest	Beginning NP 0-24	Progressing NP 25-49	Proficient NP 50-74	Advanced NP 75-99
English	0	17.8	51.7	30.4
Math	5.4	19.6	12.5	62.5
Reading	8.9	10.7	41.1	39.3
Science	5.4	16.1	19.6	58.9
Composite	1.8	17.9	35.7	44.6

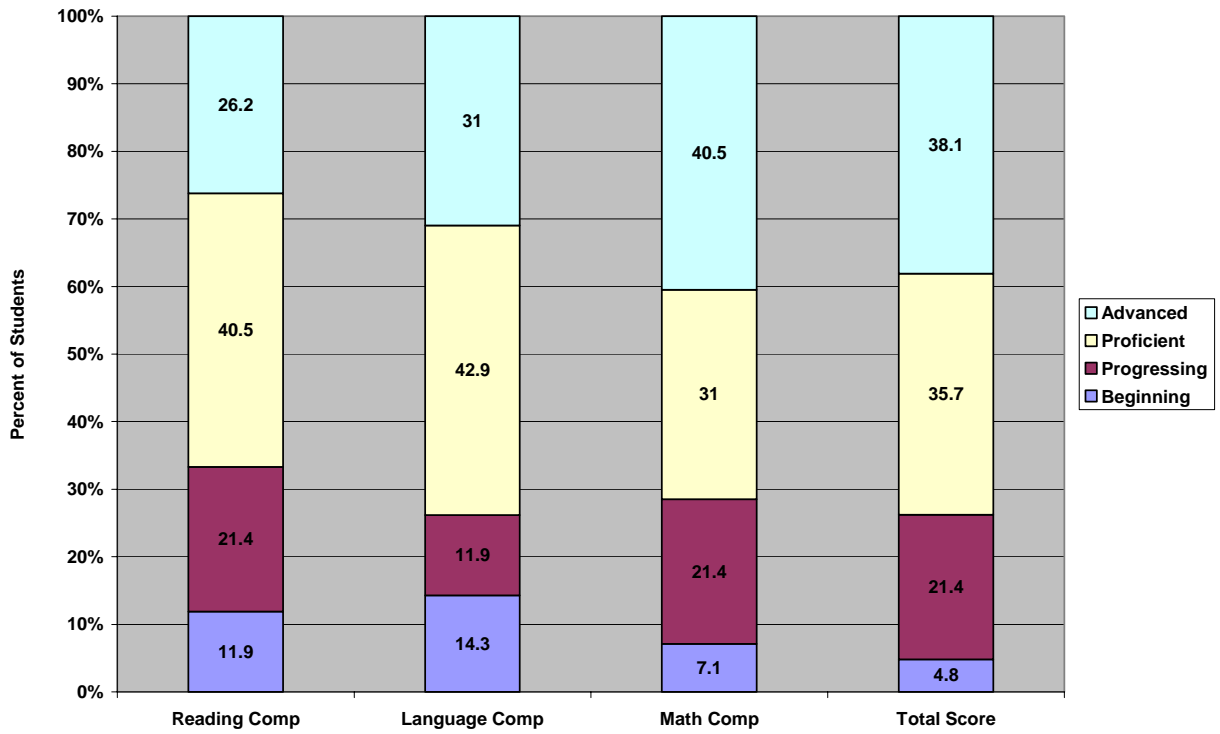
PLAN Grade 10 2005-2006



PLAN Grade 10 Total Class 2005-2006

Subtest	Beginning NP 0-24	Progressing NP 25-49	Proficient NP 50-74	Advanced NP 75-99
English	9.2	13	38.9	38.9
Math	7.4	20.4	33.3	38.9
Reading	14.8	14.8	35.2	35.2
Science	11.1	20.4	20.4	48.1
Composite	9.3	13	35.2	42.5

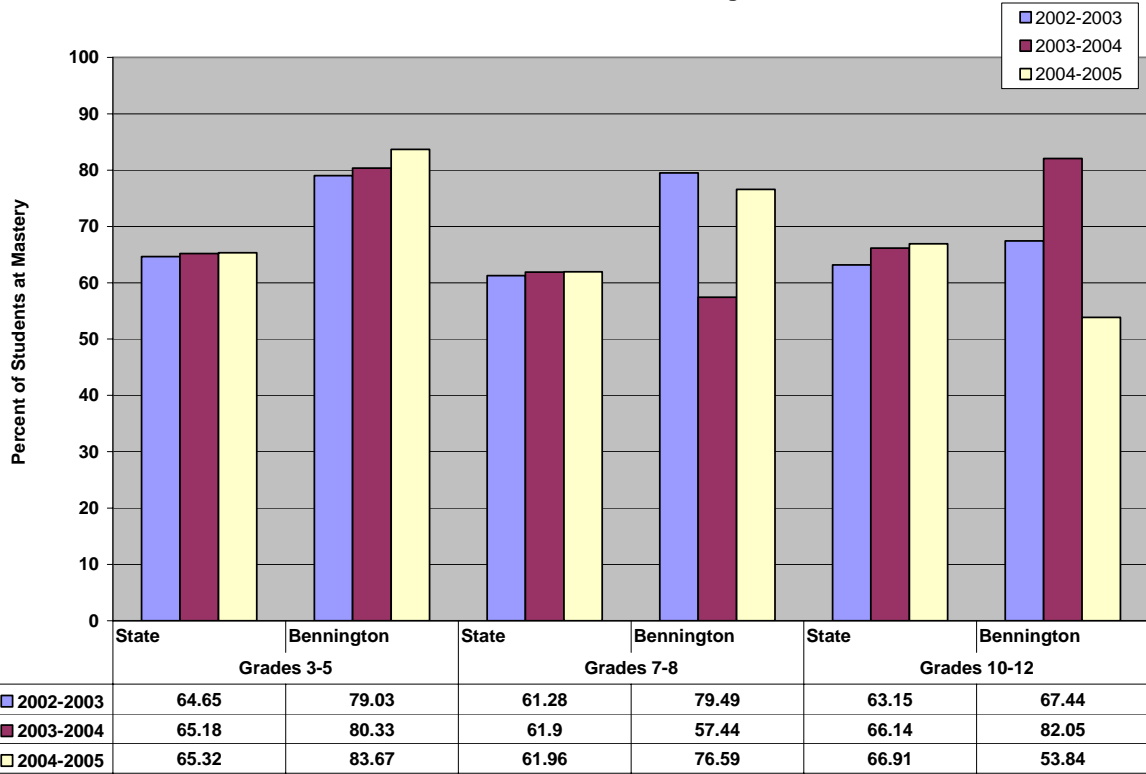
Terra Nova Grade 11 2005-2006



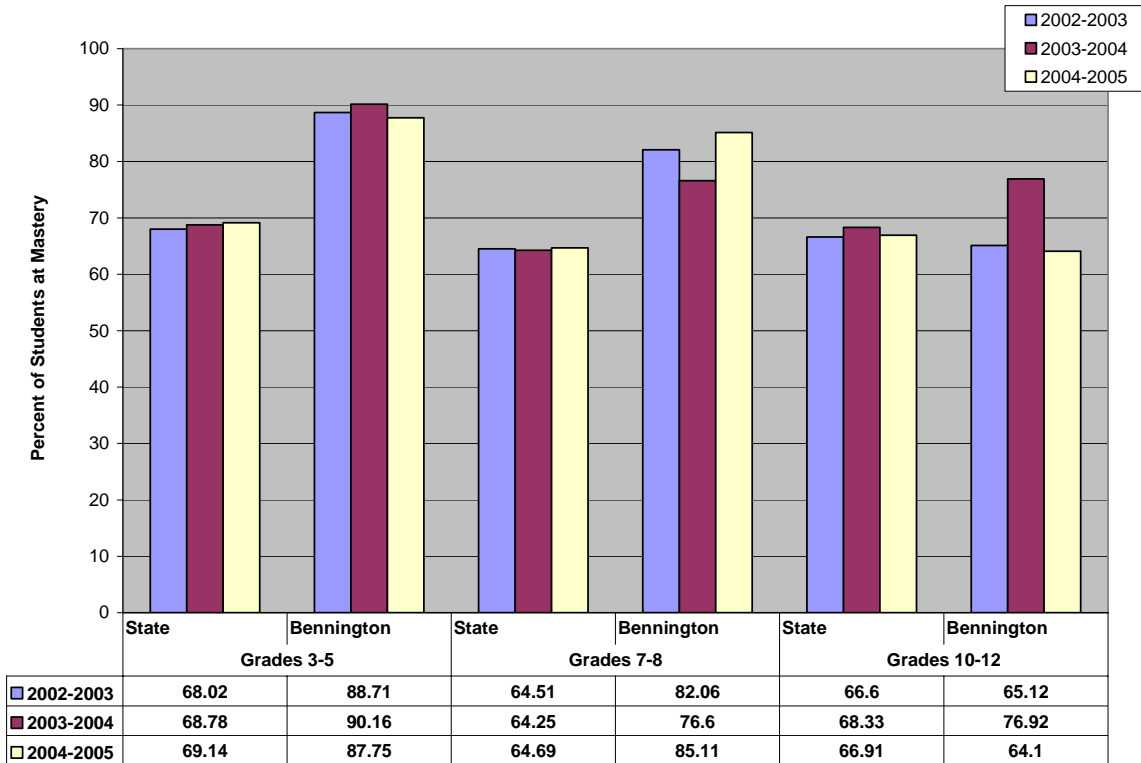
Terra Nova Grade 11 Total Class 2005-2006

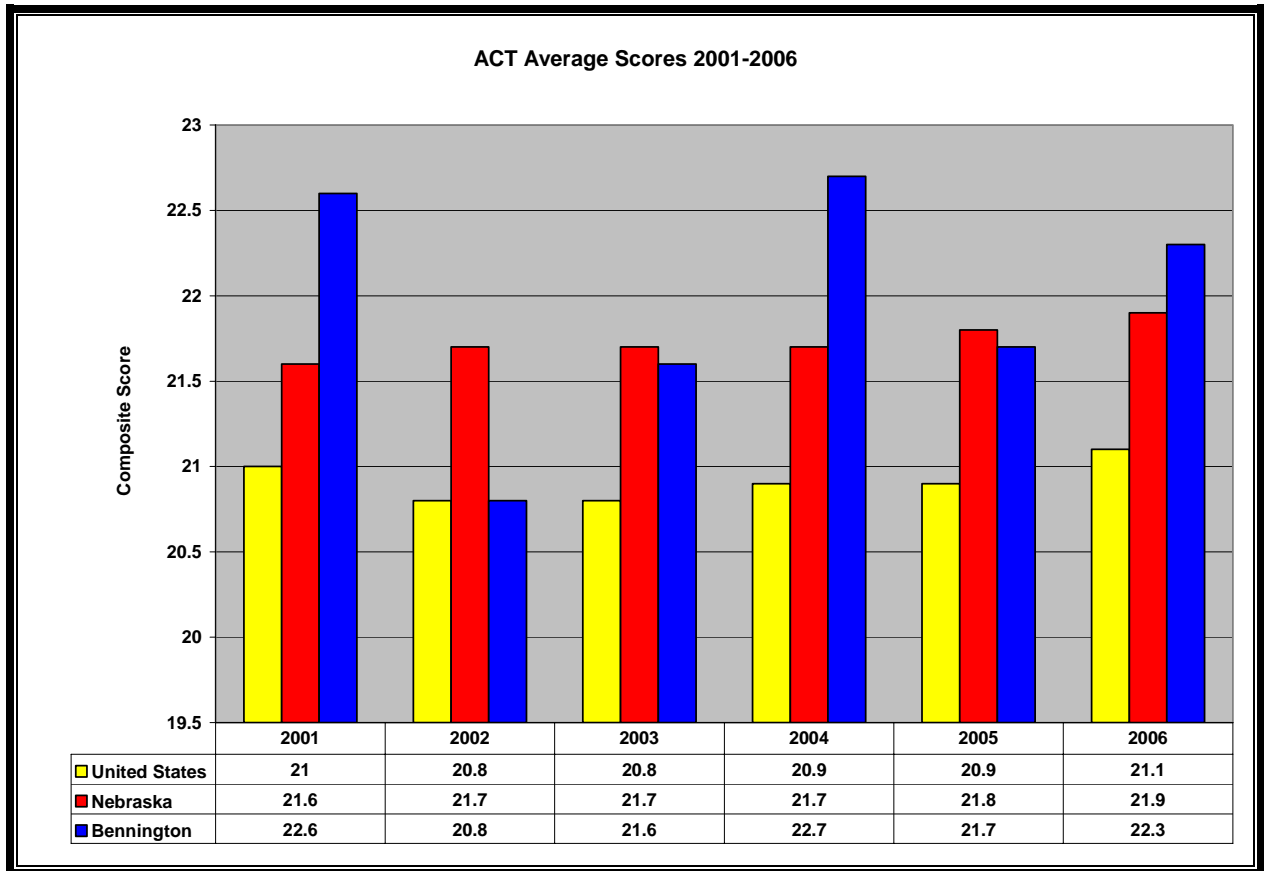
Subtest	Beginning NP 0-24	Progressing NP 25-49	Proficient NP 50-74	Advanced NP 75-99
Reading Composite	11.9	21.4	40.5	26.2
Language Composite	14.3	11.9	42.9	31
Math Composite	7.1	21.4	31	40.5
Total	4.8	21.4	35.7	38.1

Standardized Tests - Reading



Standardized Tests - Math

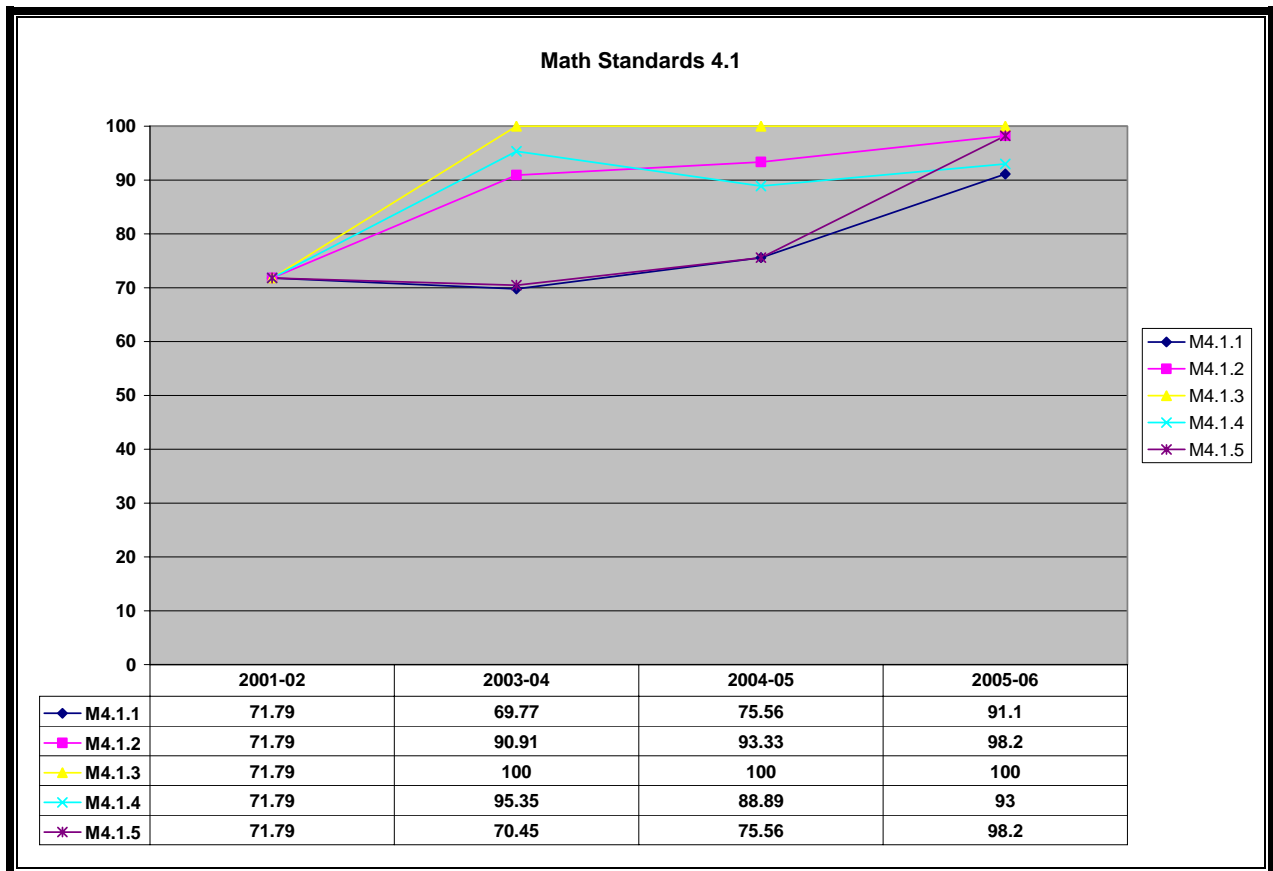




Bennington Students' Performance Nebraska Academic Standards Criterion Referenced Assessments

Bennington's Board of Education has adopted the Nebraska Academic Standards as the achievement targets for the students in Bennington Public Schools. Students are assessed on each of the academic standards in the areas of Language Arts (Reading, Writing, Speaking & Listening), Mathematics and Science. Assessments have been developed by the teaching staff in conjunction with and under the guidance of the Professional Development staff of Educational Service Unit #3. These assessments have been developed using the six Quality Criteria required by the Nebraska Department of Education.

Students are assessed on identified standards for Grades 1, 4, 8, and 11. The results from the past several years are shown in the graphs below for the reportable grades 4, 8, and 11.



Numeration & Number Sense

4.1.1 Students will demonstrate place value of whole numbers through the millions & decimals to the hundredth place. Read & write numerals (in digits & words) through the millions place & decimals to the hundredth place. Order & compare whole numbers through the millions place & decimals to the hundredth place using the symbols $>$, $<$ and $=$. Round whole numbers to the nearest named place, such as rounding 1,234 to the nearest hundred would be 1,200.

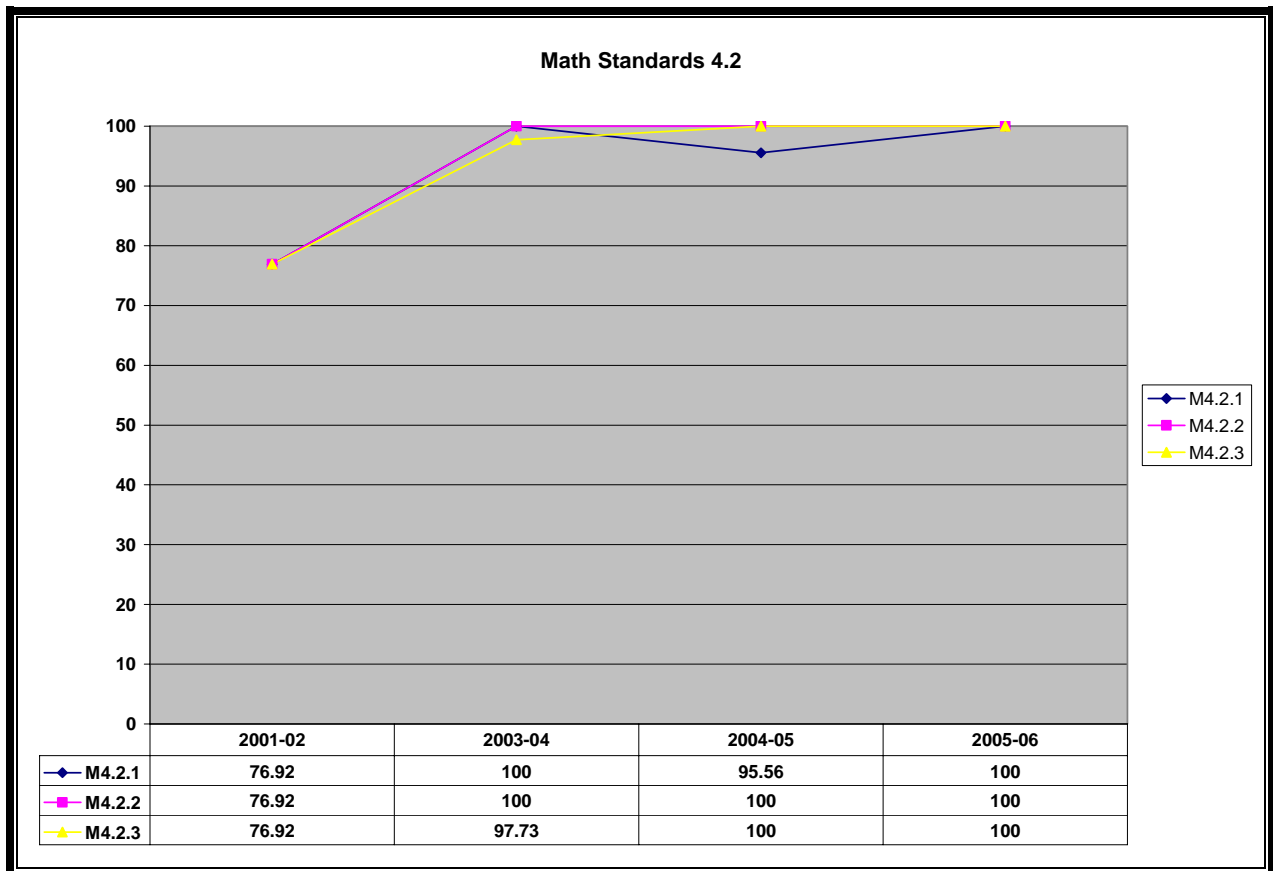
4.1.2 Students will write & illustrate equivalences of whole numbers, decimals & fractions by order, comparison & operation. Write numbers in expanded form, such as $432 = 400 + 30 + 2$. Represent equivalent fractions with denominators of 2, 4, 5, 8 & 10 ($1/2 = 2/4$) using concrete objects. Write equivalent decimals ($.4 = .40$). Write decimals as fractions using denominators of 10 & 100 ($.68 = 68/100$).

4.1.3 Students will describe & apply relationships between whole numbers, decimals & fractions by order comparison & operation. Order & compare whole numbers, common fractions & decimals using the symbols $>$, $<$, and $=$. Illustrate mathematical concepts by using objects and drawing pictures or diagrams (subtraction as the opposite of addition and multiplication as repeated addition). Solve & check a mathematical problem by using related facts.

4.1.4 Students will identify examples of positive & negative numbers & zero.

Demonstrate simple concepts of positive and negative numbers (a thermometer for temperature or distances to the right or left of zero on a number line).

4.1.5 Students will make change & count out in amounts up to \$20.00. Count back change from purchase price to amount given using fewest coins possible. Calculate change through subtraction and choose correct bills & coins to make this amount.



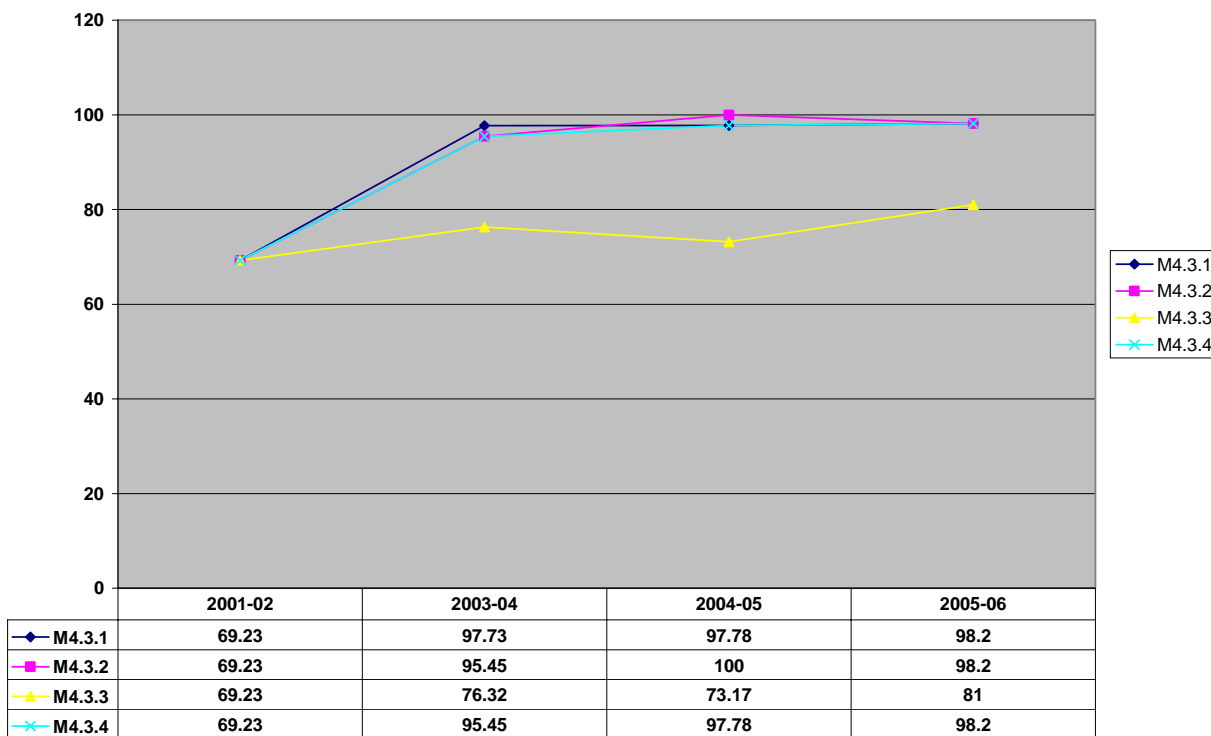
Computation & Estimation

4.2.1 Students will estimate, add, subtract, multiply & divide whole numbers without & with calculators & solve word problems. Demonstrate with accuracy & reasonable speed the basic facts of addition (1-20), subtraction (1-20), multiplication (1-144) & division (1-144). Add & subtract five-digit numbers including columns of numbers. Multiply up to a three-digit number by a two-digit number. Divide up to a three-digit number by a one-digit number. Choose correct operation & solve word problems.

4.2.2 Students will estimate, add & subtract decimals without & with calculators & solve word problems. Add & subtract decimals to the hundredth place.

4.2.3 Students will estimate, add & subtract fractions with like denominators without calculators & solve word problems. Solve problems involving fractions of halves, fourths & eighths using the operations of addition & subtraction.

Math Standards 4.3



Measurement

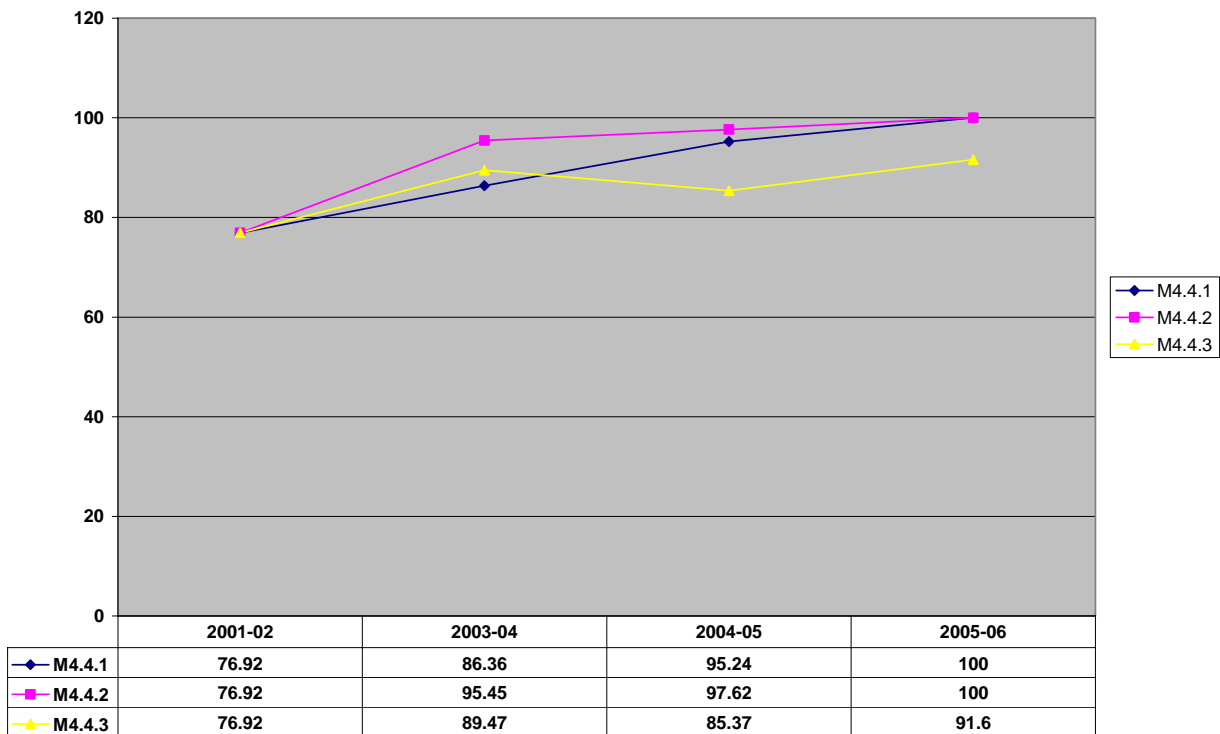
4.3.1 Students will estimate, measure & solve word problems using metric units for linear measurement, area, mass/weight, capacity & temperature. Use the appropriate units of measurement. Estimate & accurately measure length to the nearest meter or centimeter & calculate area. Estimate & accurately measure mass/weight to the nearest gram. Estimate & accurately measure capacity to the nearest milliliter. Measure & read temperature accurately to the nearest degree using Celsius thermometer.

4.3.2 Students will estimate, measure & solve word problems using standard units for linear measurement, area, mass/weight, capacity & temperature. Use the appropriate units of measurement. Estimate & accurately measure length to the nearest yard, foot, inch & quarter-inch and calculate area. Estimate & accurately measure mass/weight to the nearest ounce & pound. Estimate & accurately measure capacity to the nearest fluid ounce. Measure & read temperature accurately to the nearest degree using Fahrenheit thermometer.

4.3.3 Students will tell & write the correct time to the minute using an analog clock. Set an analog clock to a given time. State time in different ways (8:35, 35 minutes after 8:00, or 25 minutes until 9:00). Identify time of day (am, pm, noon, midnight).

4.3.4 Students will measure & determine the perimeter of a many-sided figure without a formula using standard and metric units of measure.

Math Standards 4.4



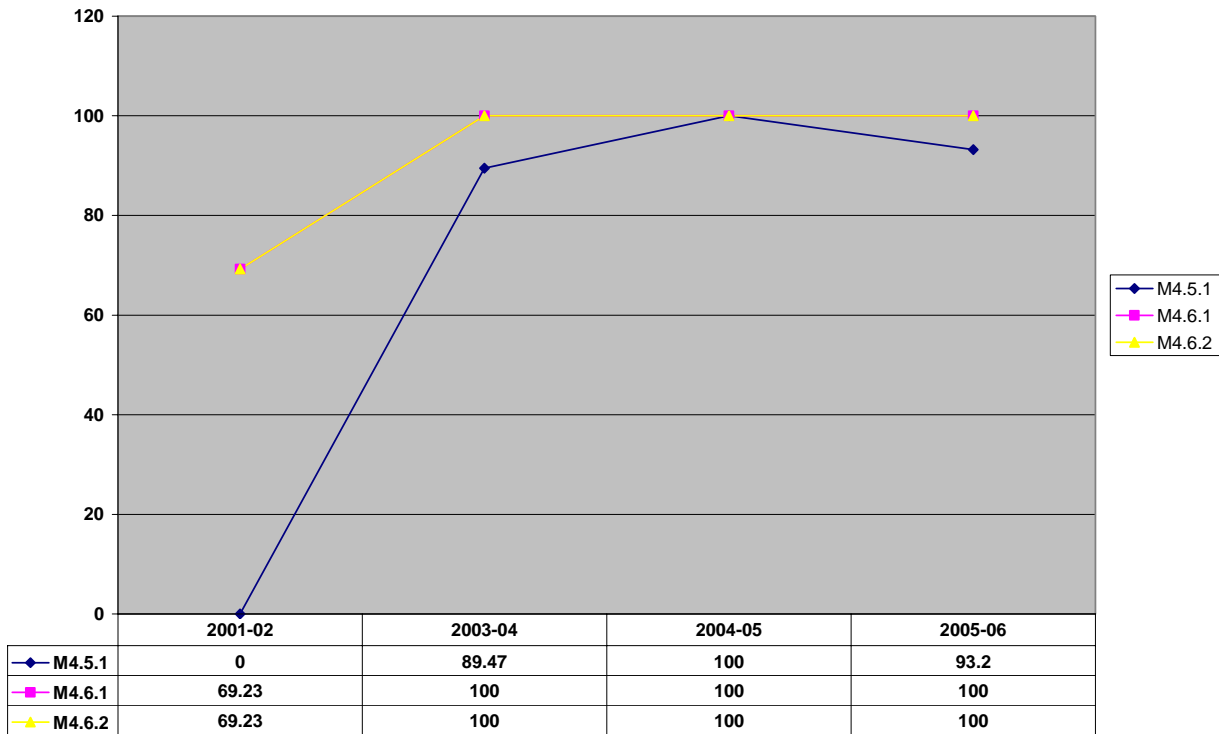
Geometry

4.4.1 Students will identify, describe & create two- and three-dimensional geometric shapes.

4.4.2 Students will identify & draw points, lines, line segments, rays & angles.

4.4.3 Students will identify, analyze & compare two-dimensional geometric figures using congruence, symmetry, similarity & simple transformations.

Math Standards 4.5 & 4.6



Probability, Statistical Analysis & Algebraic Concepts

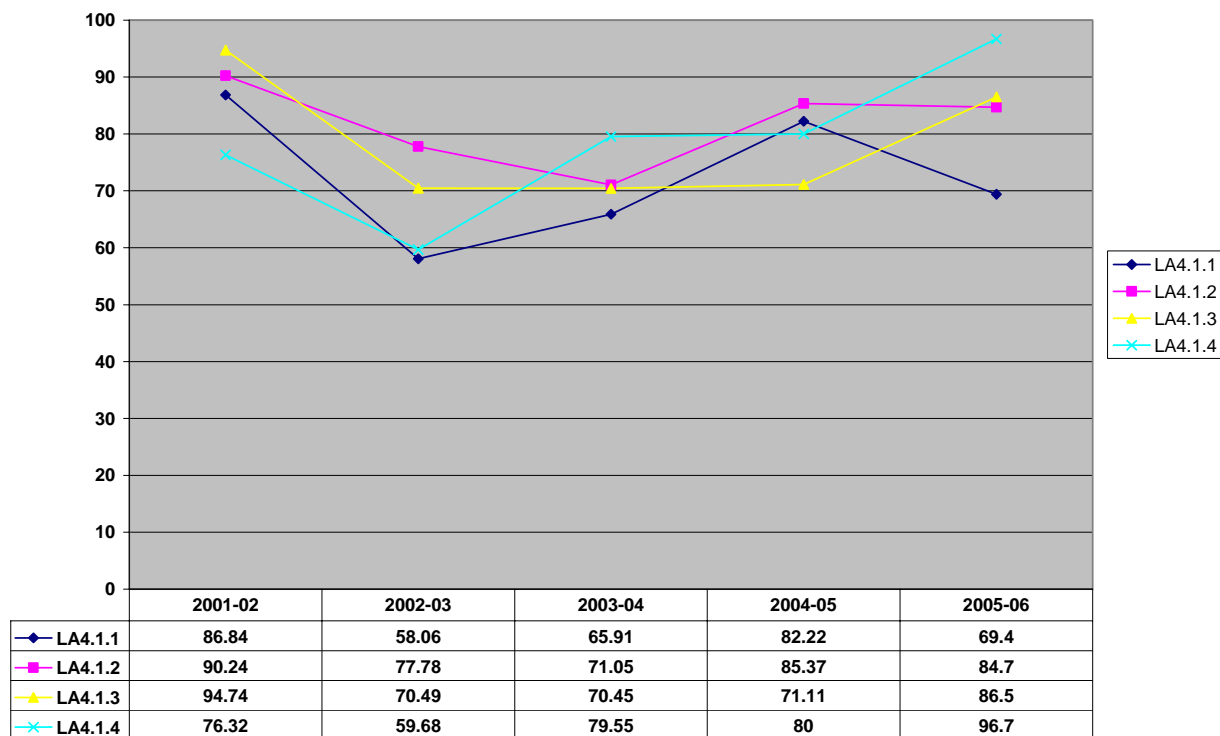
4.5.1 Students will collect, organize, record & interpret data & describe the findings.

Collect, organize & interpret data in line plots, tables, charts & graphs (pie graphs, bar graphs & pictographs).

4.6.1 Students will use & interpret variables & mathematical symbols to write & solve one-step equations. Use letters, boxes or other symbols to stand for any number, measured quantity or object in simple situations to demonstrate the beginning concept of a variable & writing formulas. Identify & use various indicators of multiplication (parentheses, x, *) and division (/, ,).

4.6.2 Students will identify, describe & extend arithmetic patterns, using concrete materials & tables. Use Input/Output or function box to identify & extend patterns.

Reading Standards 4.1.1-4.1.4



Reading

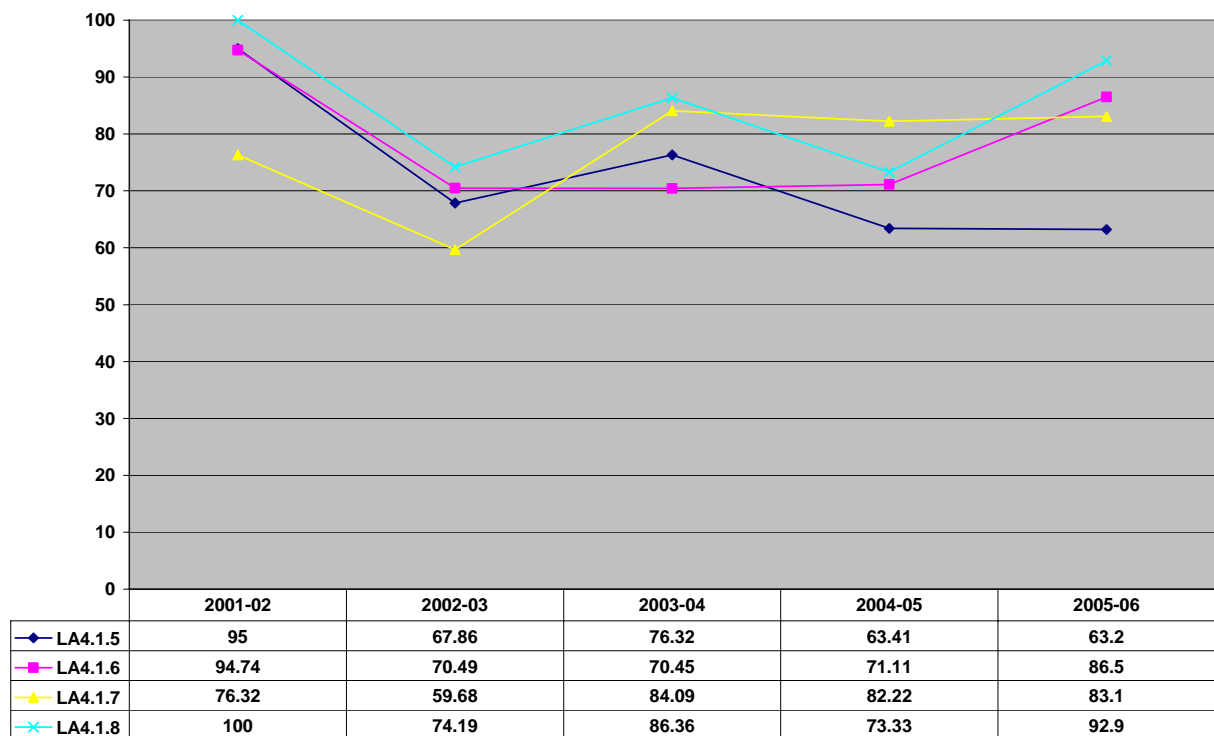
4.1.1 Students will demonstrate the use of multiple strategies in reading unfamiliar word & phrases. Use phonics & word structure to read. Use context clues to confirm accuracy of their reading.

4.1.2 Students will demonstrate the use of multiple strategies to increase their vocabulary. Identify & use meanings associated with common prefixes, suffixes & roots. Identify & use antonyms, synonyms, compounds, homophones & homographs. Use a dictionary to learn & confirm word meanings.

4.1.3 Students will identify the main idea & supporting details in what they have read. Identify purpose for reading, recall prior knowledge & preview illustrations & headings to make predictions. Interpret information from diagrams, charts & graphs. Answer literal, inferential/interpretive & critical questions.

4.1.4 Students will identify the resource appropriate for a specific purpose & use the resource to locate information. Use general reference materials (dictionary, thesaurus, encyclopedia, atlas, telephone book, almanac). Use electronic resources (CD-ROM, software programs, online resources). Use library resources (card or electronic catalog). Identify & use parts of a book (title page, table of contents, glossary, index).

Reading Standards 4.1.5-4.1.8



Reading

4.1.5 Students will identify & use characteristics to classify different types of text.

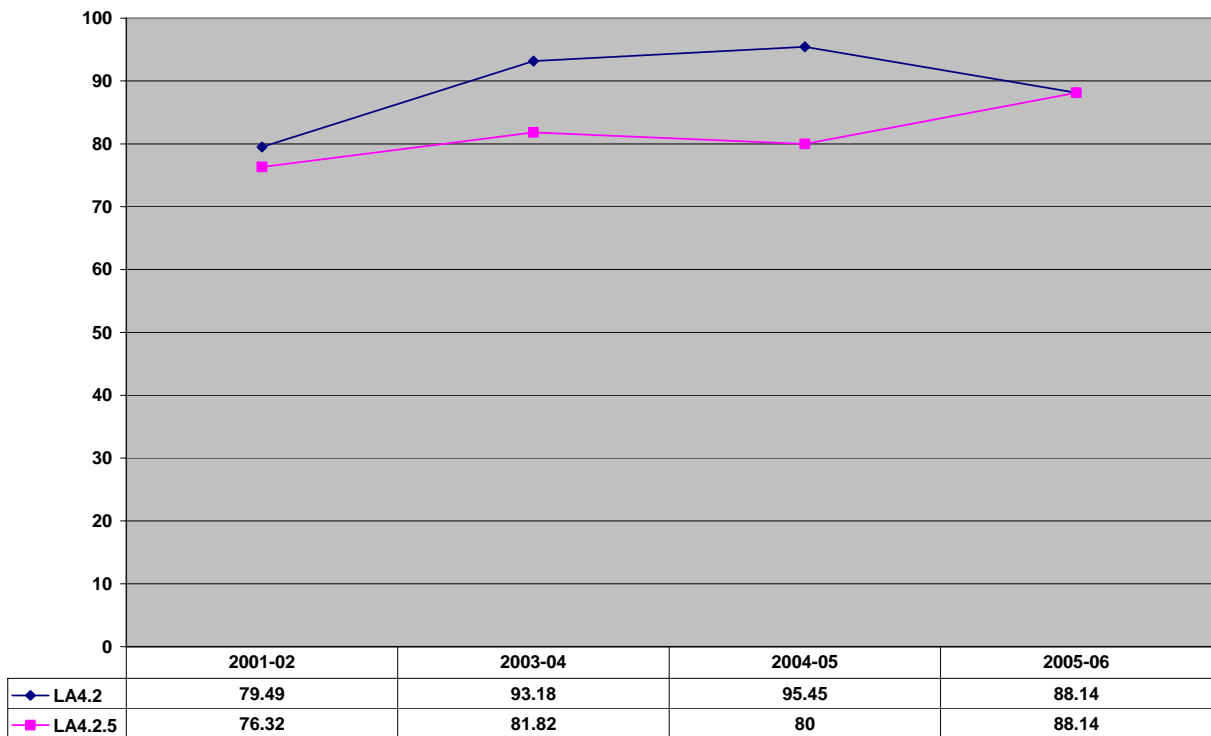
Distinguish among common forms of literature such as fiction, nonfiction, poetry & drama. Identify characteristics of different types of fiction (folktales, fairytales, tall tales, realistic fiction, science fiction, historical fiction. Identify characteristics of different types of nonfiction (autobiography, biography, informational text).

4.1.6 Students will identify & apply knowledge of structure, elements & literary techniques to analyze fiction. Identify the structure (e.g. beginning, middle, end). Identify the elements (e.g. characters, plot, setting, events, solution). Identify the literary techniques (e.g. simile, metaphor, onomatopoeia, alliteration, idioms, hyperbole).

4.1.7 Students will identify & apply knowledge of the text structure & organizational elements to analyze nonfiction or informational text. Identify the structure of nonfiction (e.g. question/answer, cause/effect, sequence, comparison/contrast, problem/solution, description). Identify organizational elements of nonfiction texts (e.g. headings, subheadings, italics, bold print, captions). Ask how, why & what-if questions in interpreting nonfiction text.

4.1.8 Students will identify similarities & differences between two 4th grade level reading selections. Compare & contrast reading selections across geographic regions, cultures & time periods. Compare & contrast reading selections to students' present-day lives.

Writing Standards 4.2



Writing

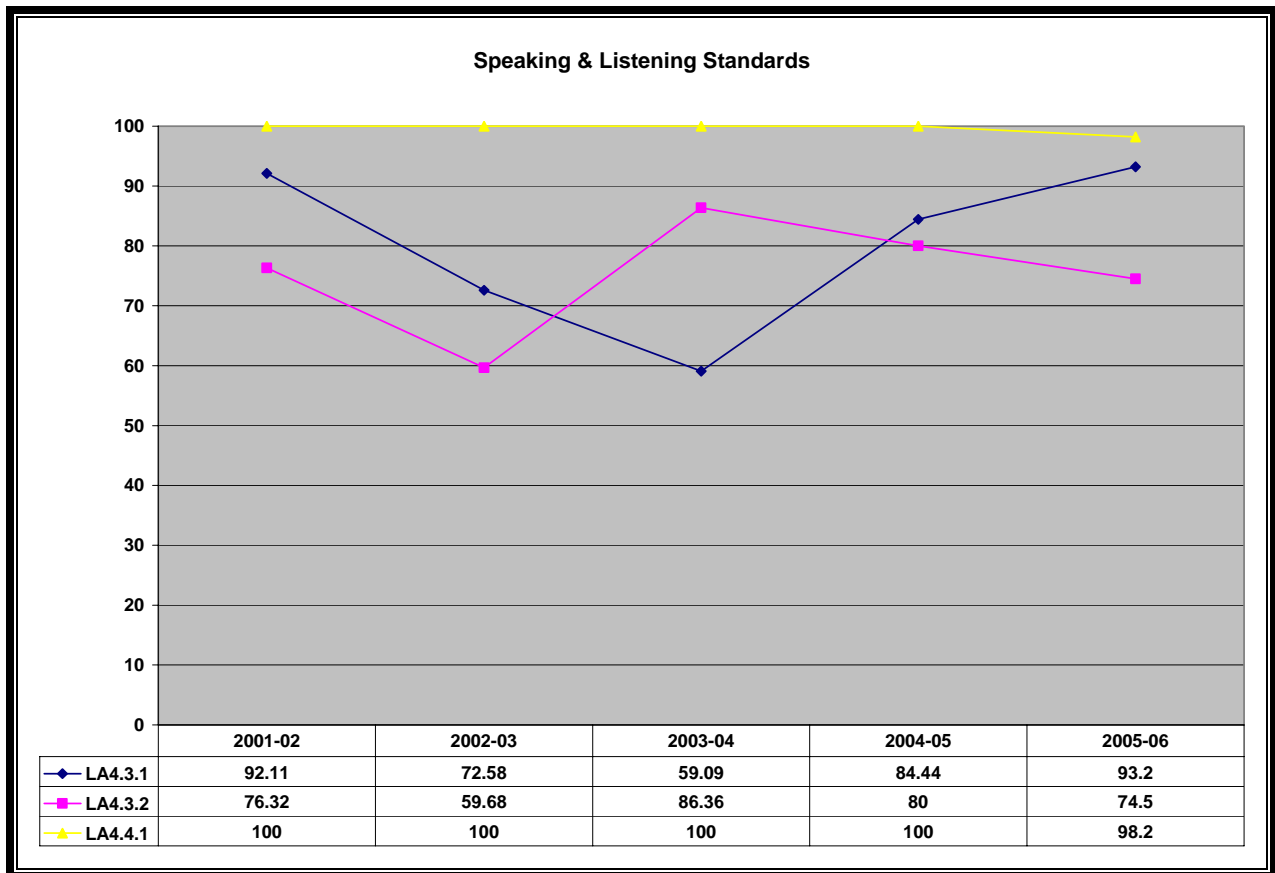
4.2.1 Students will write using standard English (conventions) for sentence structures, usage, punctuation, capitalization & spelling. Identify & use correct capitalization, punctuation, spelling, & paragraph indentation. Identify & use nouns, verbs & personal pronouns.

4.2.2 Students will write paragraphs/reports with focus, related ideas & supporting details. Use a variety of strategies to generate & organize ideas. Write several paragraphs on the same topic. Write compositions with a beginning, middle & end.

4.2.3 Students will revise & edit narrative compositions. Revise to improve organization, content, word choice, voice & sentence fluency. Edit using standard English conventions. Use legible cursive writing and/or a word processor when publishing written work. Use established criteria to evaluate their own writing.

4.2.4 Students will demonstrate the use of multiple forms to write for different audiences & purposes. Write descriptive & narrative compositions about experiences, stories, people, objects & events. Write poems of varied forms. Write letters.

4.2.5 Students will demonstrate the use of self-generated questions, note taking & summarizing while learning. Generate questions in exploration of a topic. Record important ideas from information provided by others. Use summarization methods including outlining & webbing.

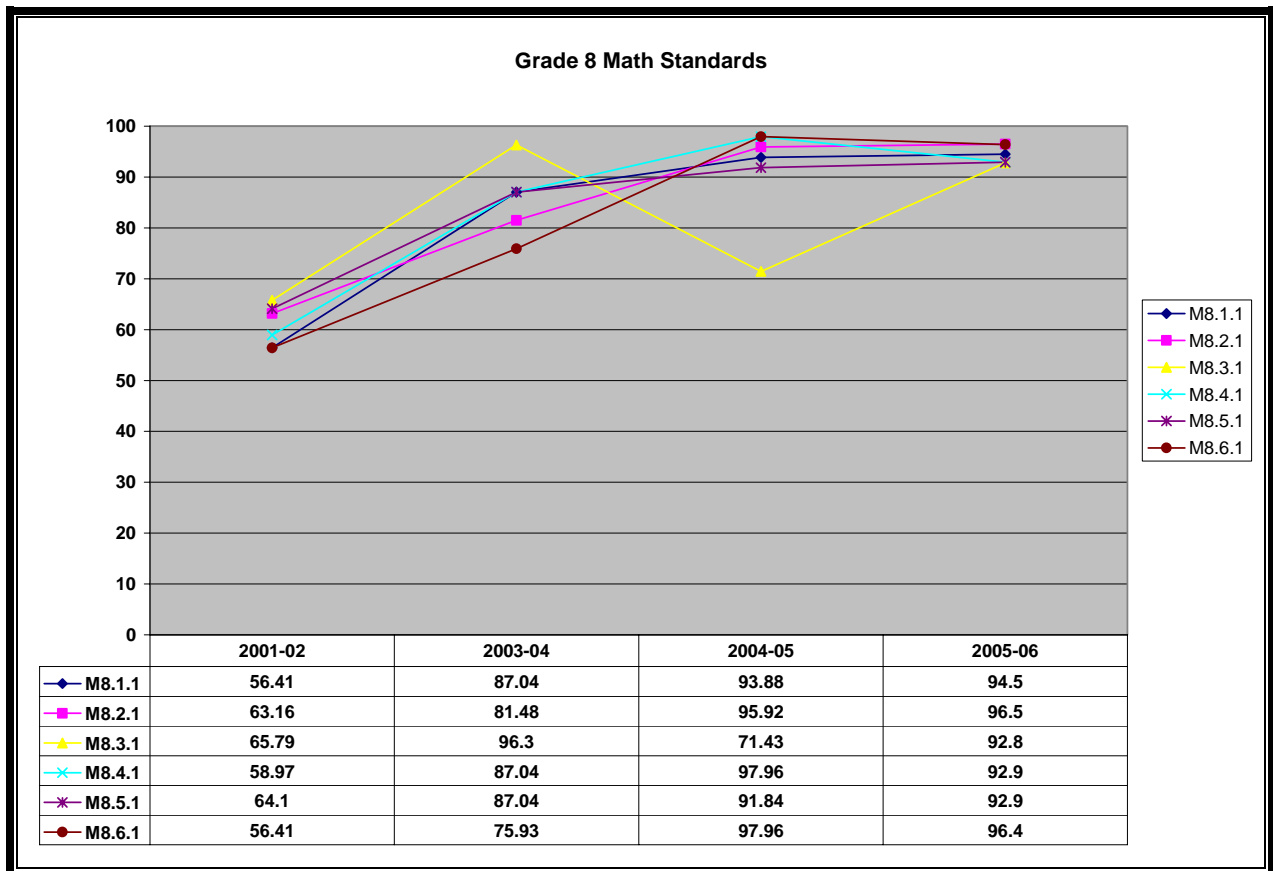


Speaking & Listening

4.3.1 Students will participate in group discussions by asking questions & contributing information & ideas. Contribute information & ask questions relevant to the topic discussed. Use subject-related vocabulary in discussions. Provide accurate directions. Stay on topic or create appropriate transitions to new topics. Gain the floor in appropriate ways.

4.3.2 Students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume & eye contact. Give oral presentations of prose & poetry with fluency & expression.

4.4.1 Students will identify information gained & complete tasks through listening. Listen to & follow multiple-step oral directions. Use active listening, showing consideration of others' contributions to discussions.



Numeration & Number Sense

8.1.1 Students will recognize natural numbers, whole numbers, integers, and rational numbers.

8.1.2 Students will determine equivalencies among fractions, decimals & percents. Find the equivalencies among fractions, decimals, and percents. Solve problems with appropriate equivalencies.

8.1.3 Students will write and use numbers in expanded exponential form and scientific notation. Write numbers in expanded exponential notation. Express small and large numbers using scientific notation.

8.1.4 Students will identify & display numbers including prime and composite, factors and multiples, divisibility, powers, & properties. Properties of numbers may include, but not be limited to, order of operations, commutative, associative, distributive, identity, and inverse.

Computation & Estimation

8.2.1 Students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators with and without the use of technology.

8.2.2 Students will identify the appropriate operation and do the correct calculations when solving word problems.

8.2.3 Students will solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, proportions, and percents) with and without technology. Use proportions to solve scale model problems with fractions and decimals. Problems should be of increasing level of difficulty and involve real-life situations.

8.2.4 Students will apply the order of operations to solve problems with and without the use of technology. Evaluate all types of numerical expressions, including grouping symbols and exponents.

8.2.5 Students will apply strategies of estimation when solving problems with and without the use of technology. Properly round to an appropriate place value if context permits. Perform estimation prior to calculation. Without a calculator, estimate square roots of

whole numbers up to one hundred to the nearest whole number. Use compatible numbers to perform mental math. Use estimation to check reasonableness of an answer.

Measurement

8.3.1 Students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity, and weight/mass in standard and metric units at the designated level of precision.

8.3.2 Students will convert units within measurement systems using standard and metric, given conversion factors. Convert between various units of area and various units of volume (square foot to square yards and cubic decimeters to liters, etc.). Check solutions to problems using unit analysis (feet/second to miles/hour).

Geometry

8.4.1 Students will identify, describe, compare, and classify two- and three-dimensional geometric figures such as plane figures like polygons and circles; solid figures like prisms, pyramids, cones, spheres, and cylinders; and lines, line segments, rays, angles, parallel and perpendicular lines.

8.4.2 Students will use geometric properties, the Pythagorean theorem, and the relationships of congruence, similarity, and symmetry.

8.4.3 Students will use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, trapezoid and triangle, as well as the area and circumference of circles.

8.4.4 Students will solve problems given formulas for volume and surface area of rectangular prisms, cylinders, and cones.

8.4.5 Students will apply transformations to two- and three-dimensional geometric figures. Draw geometric figures using translations or slides, rotations or turns, reflections or flips, and scale.

8.4.6 Students will use geometric terms and representations to describe the physical world.

Probability & Statistical Analysis

8.5.1 Students will collect, construct, and interpret data displays and compute mean, median, and mode. Select appropriate representations of data when constructing data displays (graphs, tables, or charts).

8.5.2 Students will read and interpret tables, charts, and graphs to make comparisons and predictions.

8.5.3 Students will conduct experiments or simulations to demonstrate theoretical probability and relative frequency. Compare results of a simulation (relative frequency) to the theoretical probability (a three color spinner or a coin).

8.5.4 Students will identify statistical methods and probability for making decisions. Identify the use of appropriate sampling techniques. Identify the use of appropriate charts and graphs. Identify the use of measures of central tendency (mean, median, and mode) appropriately.

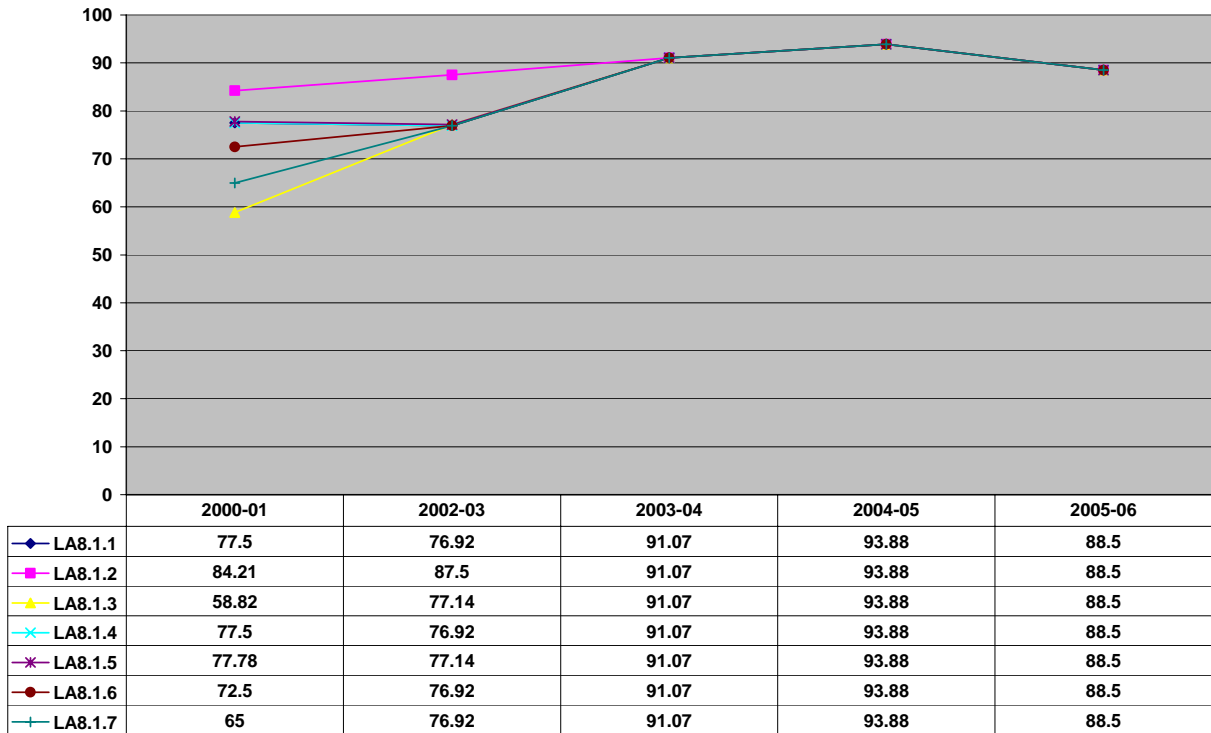
Algebraic Concepts

8.6.1 Students will demonstrate knowledge and use of the one- and two-dimensional coordinate systems. Order numbers on a number line. Graph ordered pairs on a coordinate plane. Generate a table of ordered pairs to graph an equation in two variables.

8.6.2 Students will apply algebraic concepts and operations to solve linear equations and word problems. Solve multi-step equations with one variable. Use the order of operations to evaluate algebraic expressions for given replacement values of the variables. Recognize and apply commutative, associative, distributive, inverse, and identity properties, and the properties of zero.

8.6.3 Students will describe and represent relations, using tables, graphs, and rules. Use variables to recognize and describe patterns.

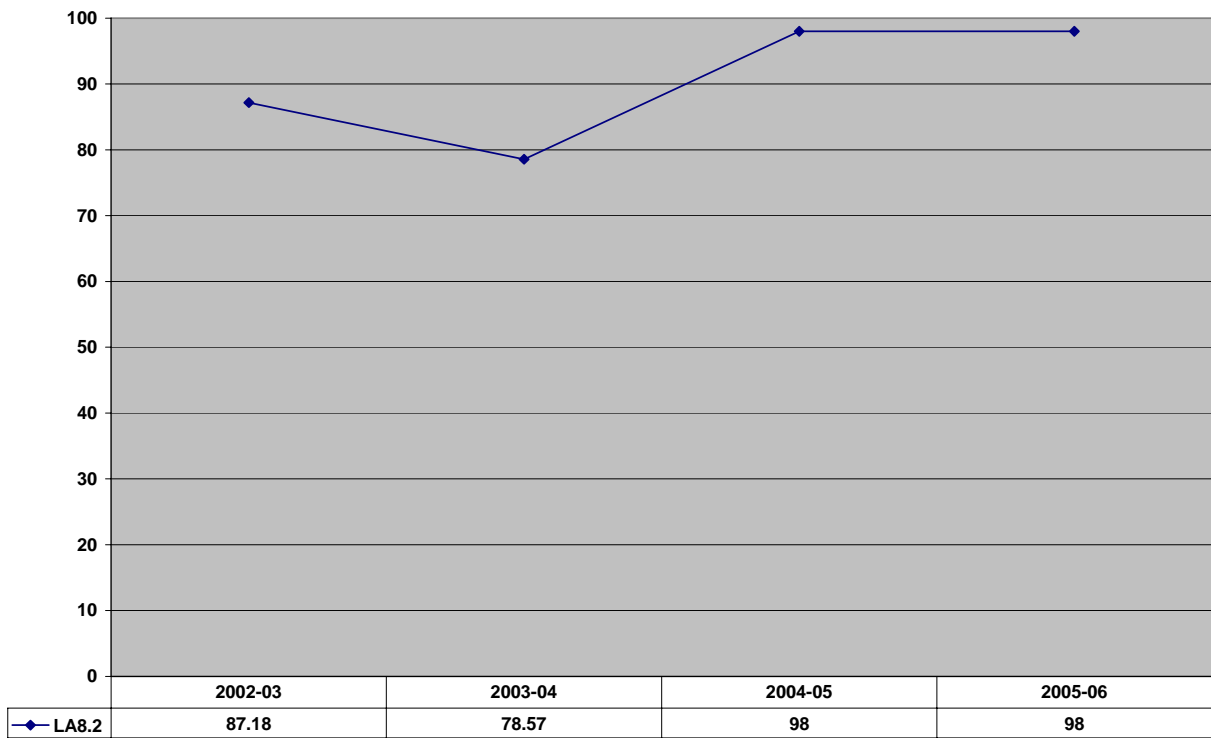
Grade 8 Reading Standards



Reading

- 8.1.1 Students will identify the main idea and supporting details in what they have read.
- 8.1.2 Students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.
- 8.1.3 Students will identify and classify different types of text.
- 8.1.4 Students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.
- 8.1.5 Students will identify and apply knowledge of the text structure and organization elements to analyze nonfiction of informational text.
- 8.1.6 Students will identify similarities and differences across a variety of eighth grade reading selections.
- 8.1.7 Students will demonstrate the ability to analyze literary works, nonfiction, films, or media.

Writing Standards Grade 8



Writing

8.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

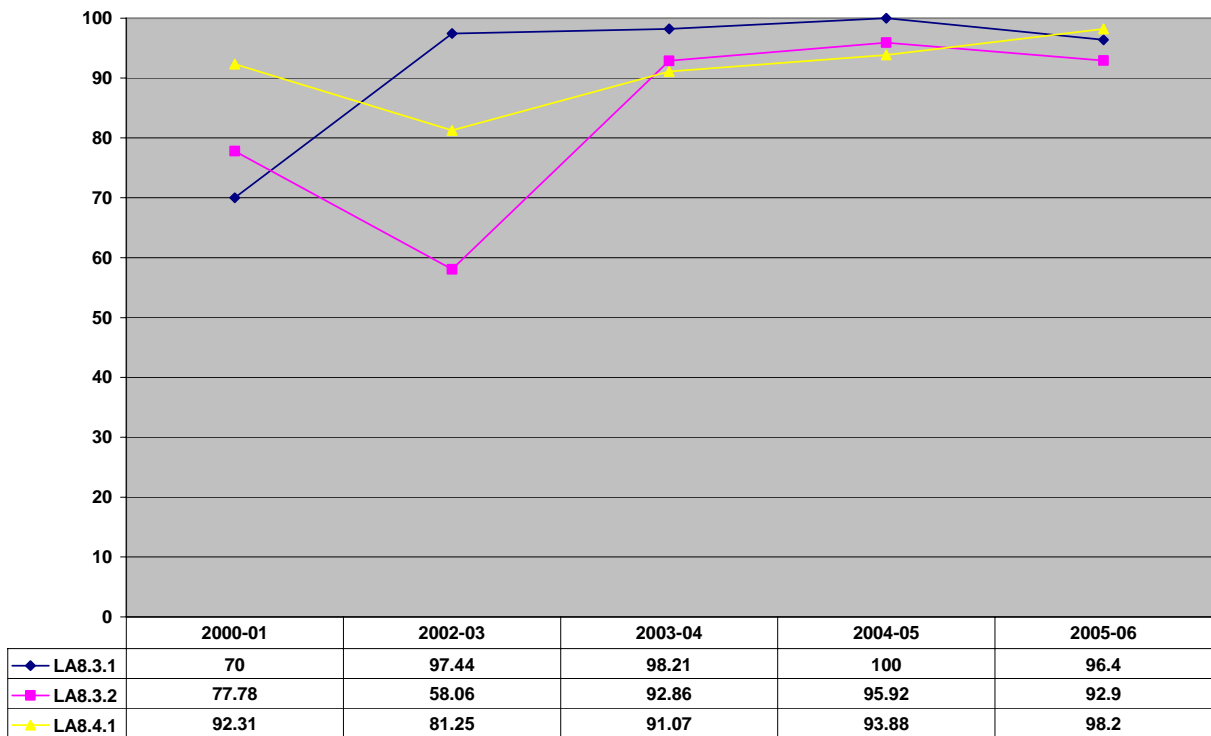
8.2.2 Students will write compositions with focus, related ideas, and supporting details.

8.2.3 Students will revise and edit descriptive compositions.

8.2.4 Students will demonstrate the use of multiple forms to write for different audiences and purposes.

8.2.5 Students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Speaking & Listening Standards Grade 8

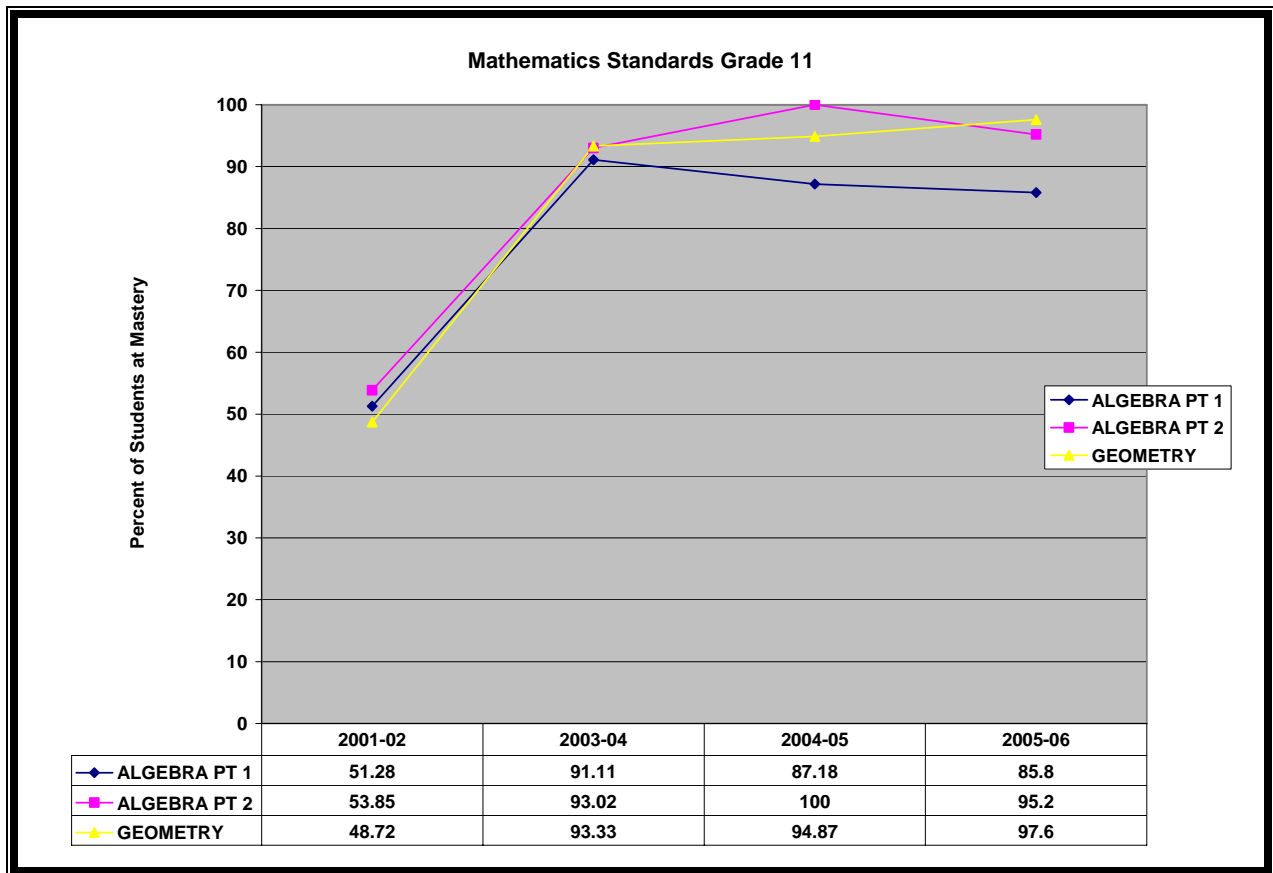


Speaking & Listening

8.3.1 Students will participate in group discussions by asking questions and contributing information and ideas.

8.3.2 Students will use multiple presentation styles for specific audiences and purposes.

8.4.1 Students will identify information gained and complete tasks through listening.



Algebra Assessment Part 1

12.1.1 Students will describe and compare the relationships between subsets of real numbers. Draw Venn diagrams including, but not limited to, natural, whole, integers, rational, irrational, and real numbers. Find intersection and union of two sets of numbers. Given a number, identify which subsets it belongs to. Justify why a number does not belong to a specific set.

12.1.2 Students will express the equivalent forms of number using exponents, radicals, scientific notation, absolute values, fractions, decimals, and percents.

12.2.1 Students will solve theoretical and applied problems using numbers in equivalent forms, radicals, exponents, scientific notation, absolute values, fractions, decimals, and percents, ratios and proportions, order of operations, and properties of real numbers.

12.5.1 Students will select a sampling technique to gather data, analyze the resulting data, and make inferences. Justify the chosen sampling techniques. Use technology to analyze the data.

12.5.2 Students will write equations and make predictions from sets of data. Display data in a scatter plot, describe its shape, and estimate how close the data comes to fitting an equation. Relate the slope of a regression line to the rate of change for the data set. Determine what the y-intercept or beginning value indicates about the data. Determine the validity of predictions made from regressions equations.

12.6.1 Students will graph and interpret algebraic relations and inequalities. Describe a graph by identifying intercepts, slopes, maximum, minimum, increasing, decreasing, parallel, perpendicular. Use families of curves to describe the effect of changing coefficients of an equation.

12.6.2 Students will solve problems involving equations and inequalities. Use appropriate methods to solve linear and quadratic equations.

Algebra Assessment Part 2

12.3.2 Students will convert between metric and standard units of measurement, given conversion factors. Change yards to meters. Change miles/hours to meters/second.

12.4.5 Students will apply right triangle trigonometry to find length and angle measures.

12.5.3 Students will apply theoretical probability to represent problems and make decisions. Explain the likelihood of the next even based on theoretical probabilities.

12.5.4 Students will evaluate how transformations on data affect the measure of central tendency and variability. Describe how adding the same amount to each score changes the mean, median, mode, range, outliers, interquartile points, maximum and minimum. Describe how dropping an outlier changes the other measures.

12.5.5 Students will interpret data represented by the normal distribution and formulate conclusions. Sketch a normal or bell curve, label one and two standard deviations from the mean and fill in approximate percents associated with the deviations. Determine the factors that will produce a curve that is not normal. Describe how sample size is related to a normal curve. Determine position or rank relative to others in a normally distributed group given the standard deviation and mean.

12.5.6 Students will calculate probabilities of independent events. Calculate probabilities using the fundamental counting principle and permutations.

12.6.3 Students will solve problems involving systems of two equations, and systems of two or more inequalities. Solve systems by graphing, substitution, elimination, or matrices.

12.6.4 Students will solve problems using patterns and functions. Apply direct and indirect variations. Recognize patterns of exponential growth and decay and their significance to real-life situations. Represent a problem in multiple formats (words, tables, graphs, and symbols).

Geometry Assessment

12.2.2 Students will justify solutions to mathematical problems. Write an explanation based on the context of the problem stating why the solution is reasonable.

12.2.3 Students will perform estimations and computations of real numbers mentally, with paper and pencil, and with technology.

12.3.1 Students will select and use measuring units, tools, and/or technology and explain the degree of accuracy and precision of measurements. Explain the accuracy of the measurement. Explain the precision of the measurement tool.

12.4.1 Students will calculate perimeter and area of two-dimensional shapes and surface area and volume of three-dimensional shapes.

12.4.2 Students will create geometric models to describe the physical world. Create perspective drawing. Create scale models.

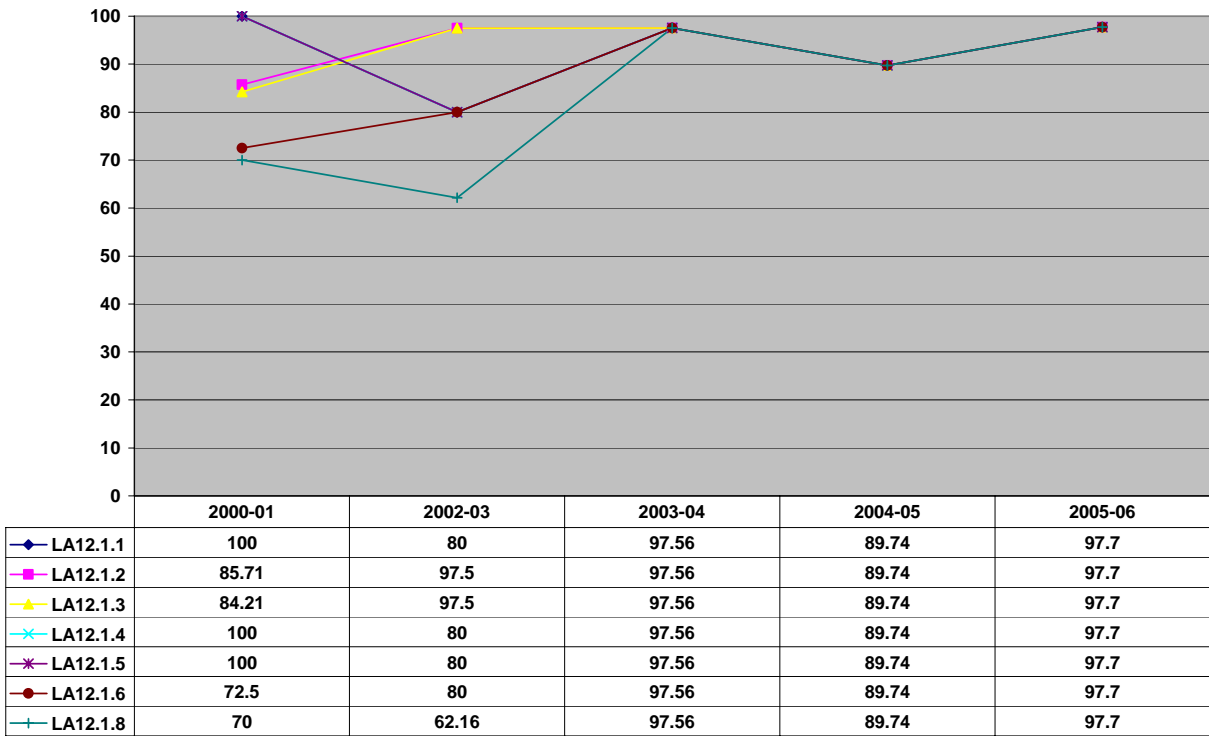
12.4.3 Students will evaluate characteristics and properties of two- and three-dimensional geometric shapes. Classify and compare attributes of two- and three-dimensional shapes. Classify shapes in terms of congruence and similarity and apply these relationships. Determine the effects of changing dimensions on perimeter, area, and volume. Investigate and deduce geometric properties using transformations such as translation, rotations, and reflections.

12.4.4 Students will apply coordinate geometry to locate and describe objects algebraically. Graph a geometric shape and determine the slope of the sides. Identify the missing vertices of a polygon.

12.4.6 Students will apply geometric properties to solve problems. Find the missing angles and lengths of geometric shapes using geometric properties. (Properties may include, but are not limited to, similarity, parallel and line-transversal).

12.4.7 Students will apply deductive reasoning to arrive at conclusion. Justify steps when solving an algebraic equation using properties or real numbers. Use logic statements, paragraph proof, two-column proof, or algebraic proof to arrive at a conclusion.

Grade 11 State Standards - Reading



Reading

12.1.1 Students will identify the main idea and supporting details in what they have read.

12.1.2 Students will locate, evaluate and use primary and secondary resources for research.

12.1.3 Students will identify and use characteristics to classify different types of text.

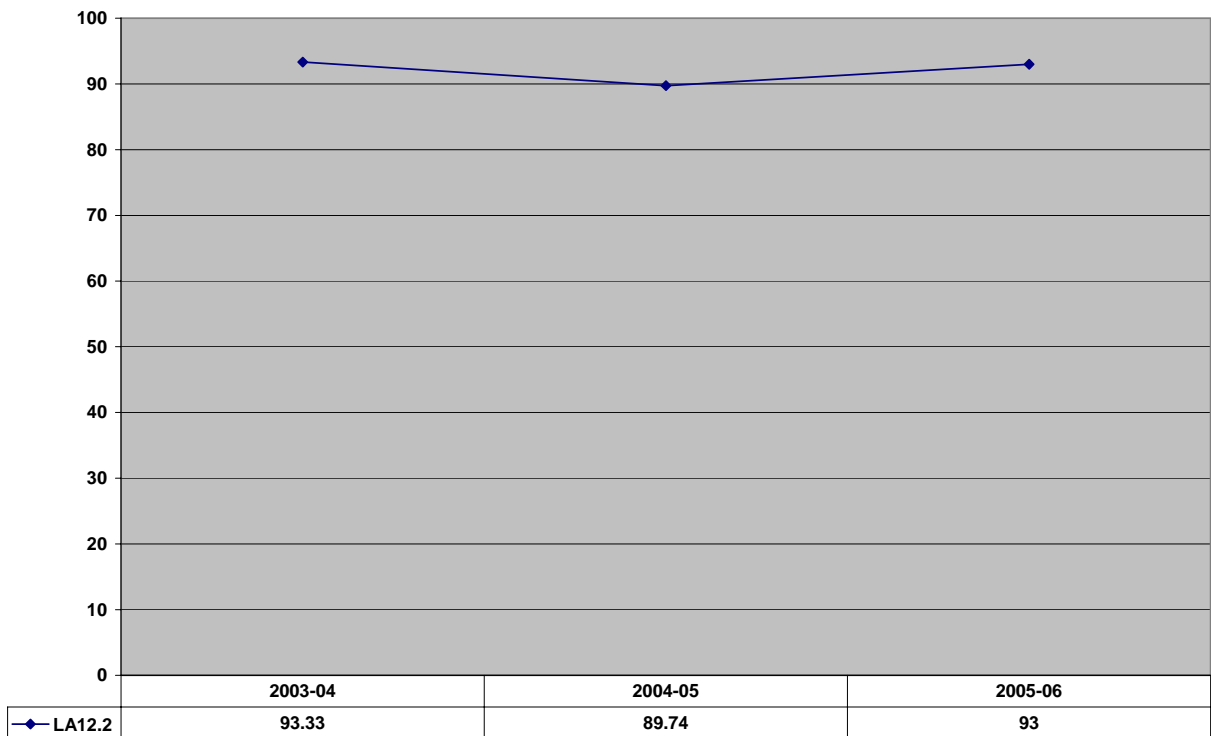
12.1.4 Students will analyze literature to identify the stated to implied theme.

12.1.5 Students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.

12.1.6 Students will identify and apply knowledge of text structure and organizational elements to analyze nonfiction or informational texts.

12.1.8 Students will interpret the meaning of literary works, nonfiction, films, and media via different analytic techniques.

Grade 11 State Writing Assessment



Writing

12.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

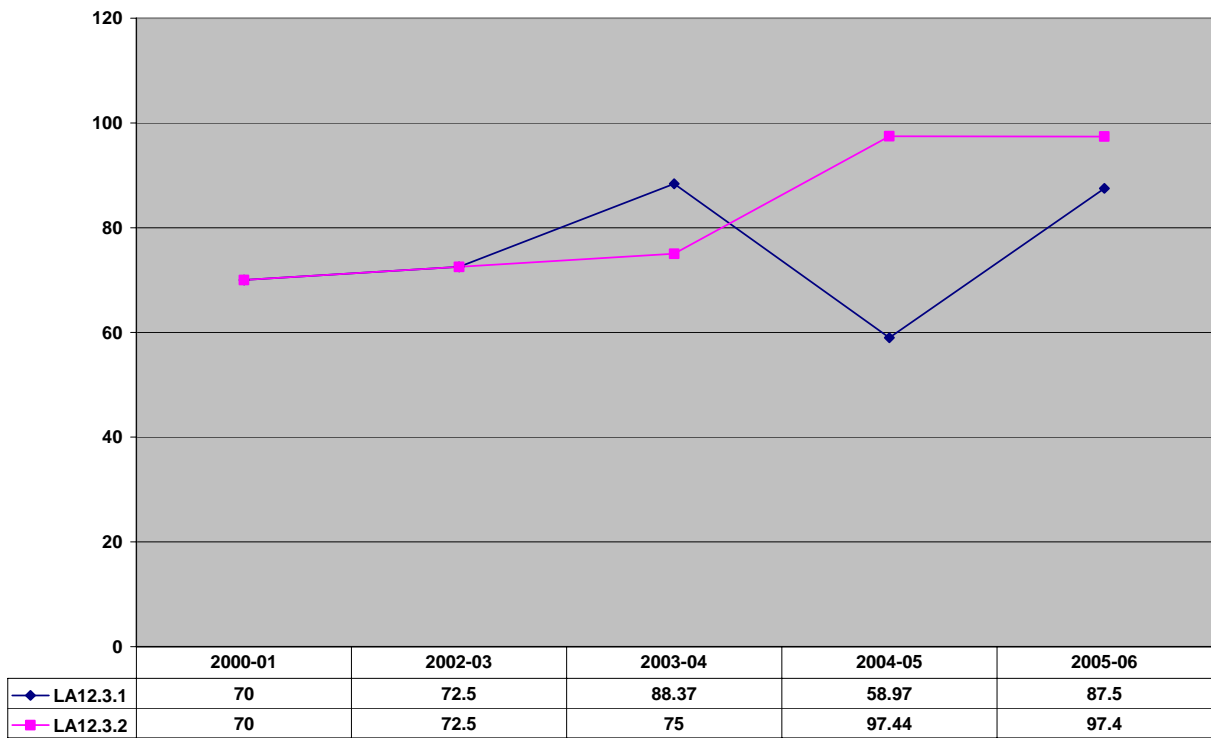
12.2.2 Students will write compositions with a focus, related ideas, and supporting details.

12.2.3 Students will revise and edit persuasive compositions.

12.2.4 Students will use multiple forms to write for different audiences and purposes.

12.2.5 Students will demonstrate the ability to use self-generated questions, not taking, summarizing, and outlining while learning.

Grade 11 Speaking Standards



Speaking

12.3.1 Students will participate in student directed discussions by eliciting questions and responses.

12.3.2 Students will make oral presentations that demonstrate consideration of audience, purpose, and information.