

Stanton Community Schools

NCA School Profile

Updated December 2021



School District #84-0003

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School and Community Description

Stanton is located 10 miles southeast of Norfolk on U.S. Highway 24. Stanton is a rural community with a population of one thousand five hundred seventy-seven. Stanton is a bedroom community. Most employment for our patrons is in Norfolk. The school district boundaries fall entirely within Stanton County. The population of both the community and school has dipped over the past 10 years.

Crop farming and livestock production are the major facets of the agricultural economy. Within the past 10 years, agriculture land valuation has seen double digit percent increases with slight decreases the past 2 years. This increase has caused the district to lose all its state aid leaving only net option enrollment funding as the only source of revenue received for the Nebraska Department of Education.

The district started serving preschool children during the 2019-2020 school year at a rented location separate from any other school building. Students in kindergarten through fourth grades attend school in their own separate building while the fifth through twelfth students attend another facility. During the past year, the district completed a facility study and currently is in the process of designing a master K-12 facility plan. The plan will address current and future building needs. Finding a potential site has been challenging.

The elementary building was built in 1969. The elementary facility also includes 2 modular buildings which were purchased in approximately 1984. The elementary site currently serves as the attendance center for kindergarten through fourth grade. Stanton has two teachers per grade level up through the sixth grade with exception of first grade. Stanton offers full day, 4 days/week preschool and full day, every day kindergarten.

The middle school building was constructed in 1953. An addition of a library, band/music room, art room, and superintendent's office were completed in 1975. The new addition in 1996 separated the high school and middle school. The new construction added a gym, locker rooms, multi-purpose room, and two stories of classrooms. The heating, ventilating, and air conditioning system was updated in the 1953 and 1975 additions in 2014.

The Stanton Community School system is a Class III, Nebraska and North Central Accredited school staffed by a superintendent, two principals, thirty-eight teachers, one librarian, one guidance counselor, and twenty-six non-certified staff. The student/teacher ratio is 12/1. One hundred percent of the teachers teach in their endorsed area.

The Stanton Community Schools has identified nine areas in which continued improvement is necessary for the school to grow. These nine areas are: 1) Building, Grounds, & Transportation, 2) Budget, Finance, & Grants, 3) Technology, 4) Community, 5) Personnel, 6) Instruction, Curriculum, & Assessment, 7) Activities, 8) Governance & Americanism and 9) Special Education. These committees are represented by patrons, staff members, administrators, and school board members. The Instruction, Curriculum, & Assessment committee is responsible to select student achievement goals for the district's school improvement process.

Mission Statement

“The Stanton Community Schools exist to create, foster, and provide a positive learning environment in which all students can become responsible and productive members of the United States of America through academic, physical, social, vocational, technical, and emotional growth.”

Goal Statements

The students will:

1. Engage in a 21st century learning environment by
 - a. Exceeding learning standards in the core curricular areas of Language Arts, Mathematics, Science, and Social Science.
 - b. Acquiring lifelong learning skills such as self-direction, adaptability, and higher-order thinking/problem solving. Also included in these learning skills are researching information & reporting results, developing inter-personal & cross-cultural relationships, and utilizing the student’s curiosity & creativity.
 - c. Utilizing learning technologies to explore & investigate concepts; access, manage, analyze, & synthesize information; and communicate & produce quality products.
2. Be prepared to compete in a global society following graduation.
3. Develop respect and a positive attitude for themselves and others.
4. Assume civic responsibility as a member of a family, community, nation, and world.
5. Develop an appreciation for the visual and performing arts.
6. Be provided with vocational and technological skills.
7. Have the knowledge and skills needed to maintain healthy and fit bodies throughout their lives.
8. Be provided an environment that stimulates emotional growth.
9. Assume responsibility and ownership for their education.

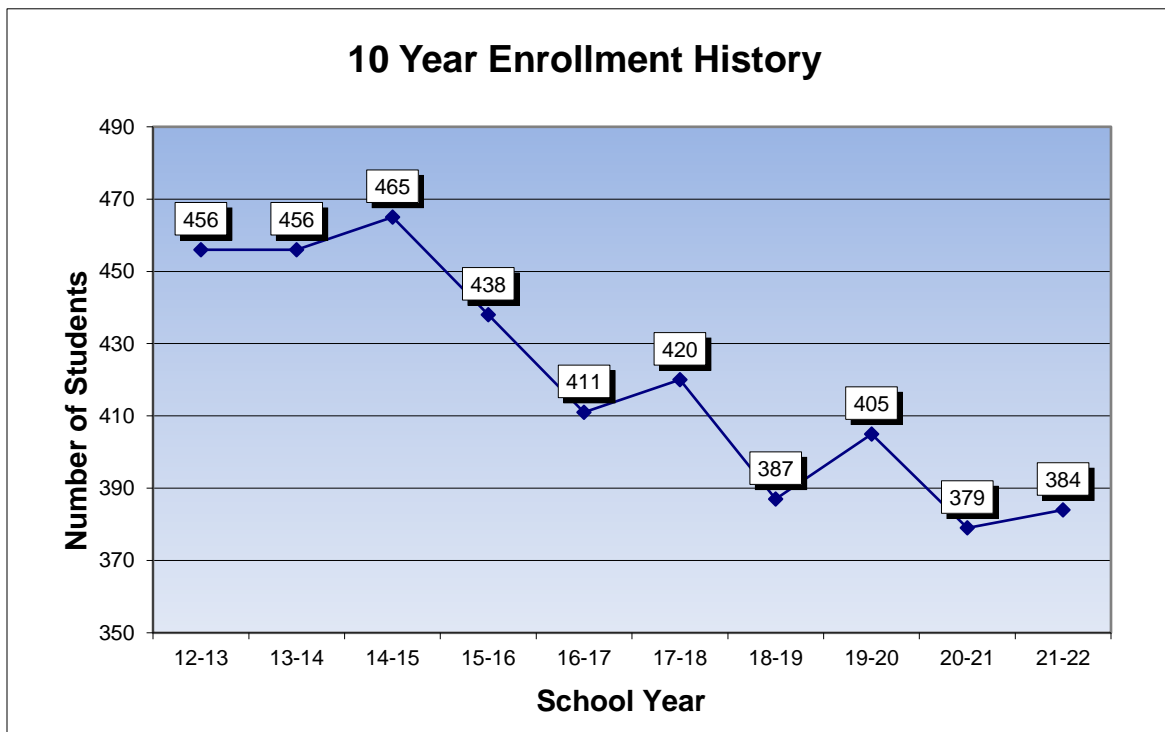
Board Approved February 10, 2020

Section 1 - Students

Characteristics

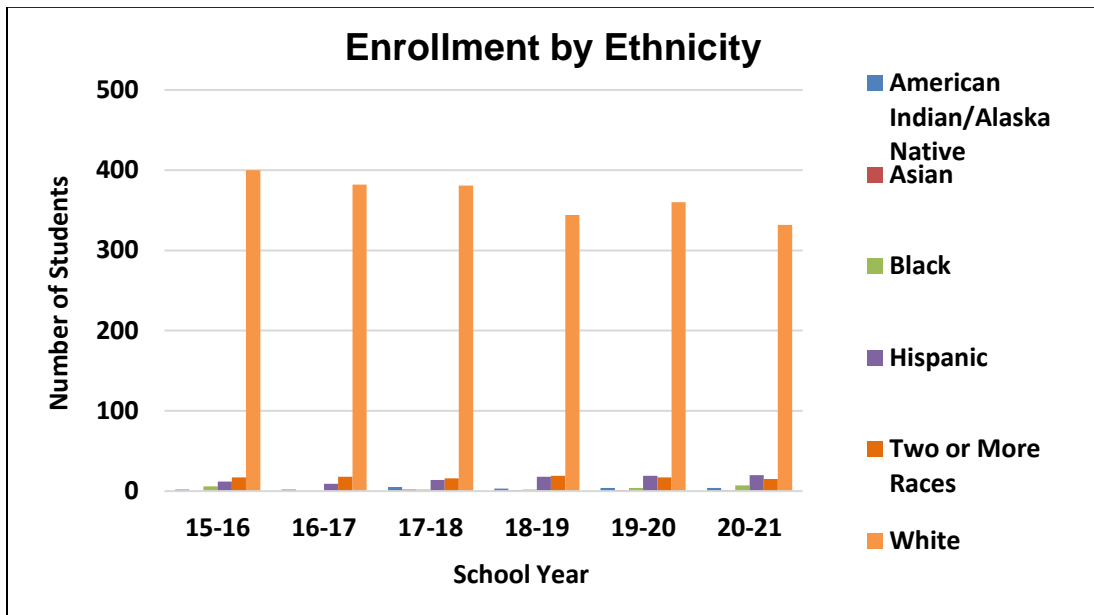
Enrollment

Student enrollment has held constant until the 15-16 school year. The enrollment chart below shows that the district had our greatest enrollment during the 10-year period in the 10-11 school year. Following that year, the district experienced a slight decrease in students until the 12-13 school year. The following three years have yielded slight increase in enrollment. The 15-16 through the 18-19 school years saw a decrease in enrollment due to large graduating classes and small kindergarten classes. The district predicts that enrollment will continue to drop slightly over the next couple of years as we continue to graduate large classes and enroll smaller ones.



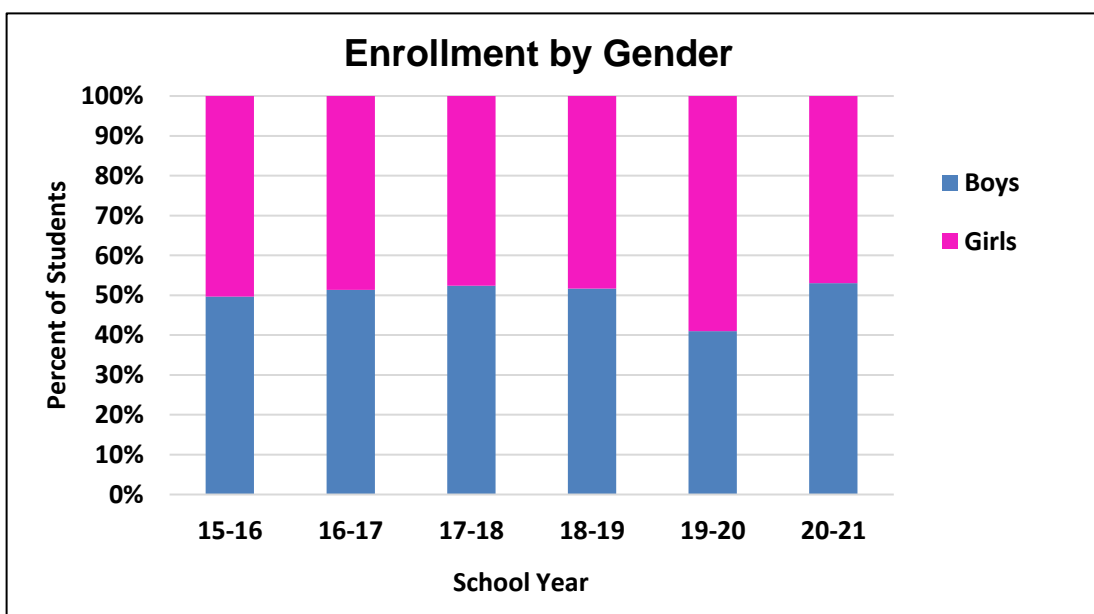
Ethnicity

About ninety-one percent of the student population is Caucasian. Students who identified Hispanic or Latino is the second leading student population with about five percent. (See *Additional Graphs & Charts*)



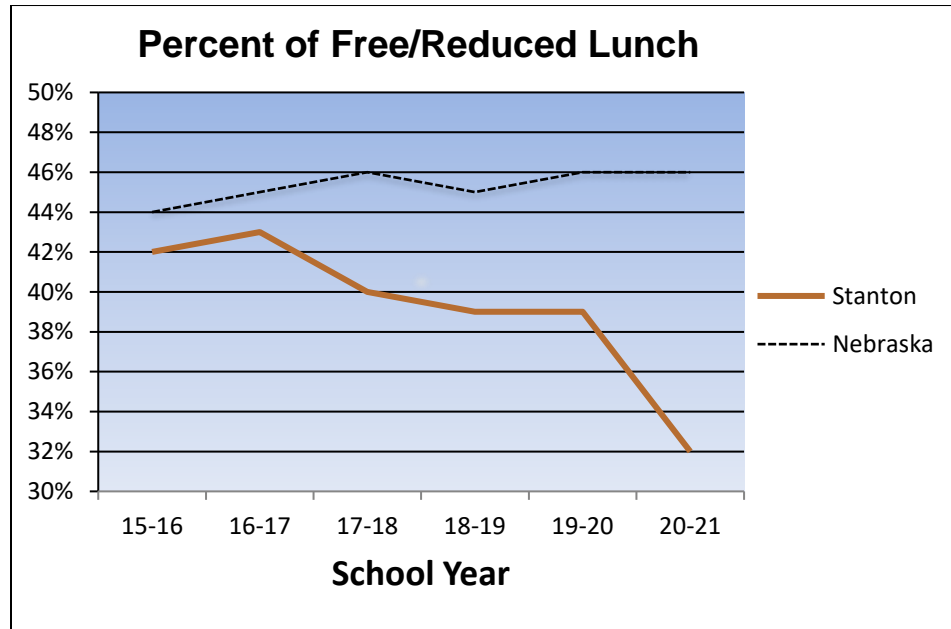
Gender

The female to male proportion is about one to one. (See *Additional Graphs & Charts*)



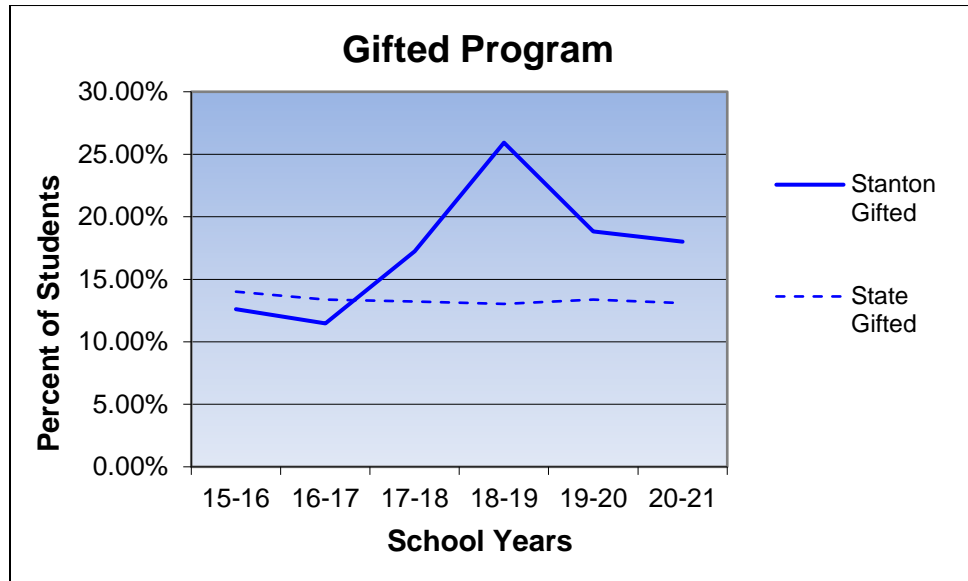
Low Income

The percent of students qualifying for free/reduced lunches has decreased slightly to about 31.93% while the state average has increased to about 46.33%.

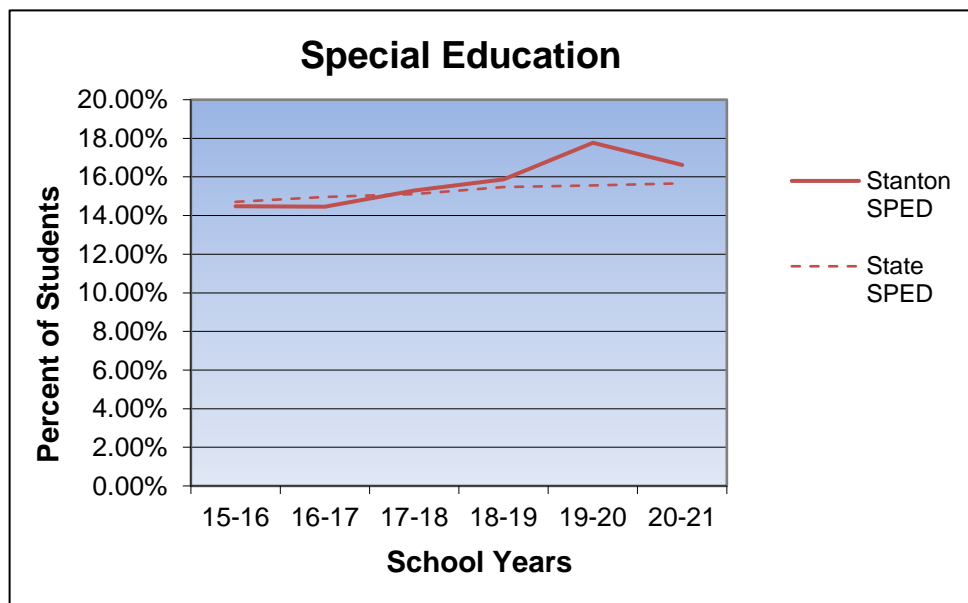


Participation in Programs

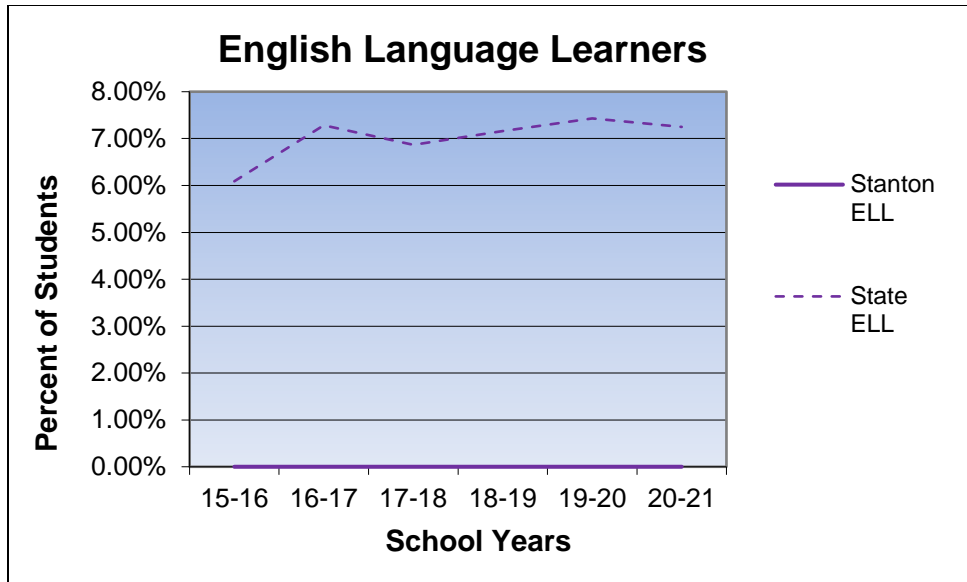
The district offers special education, gifted education, and Title I. As of the 2017-18 school year, the district's gifted and special education numbers are slightly more than the state average.



Percent of students qualifying as a gifted student has slightly increased over the six-year period while the state average has been stable.

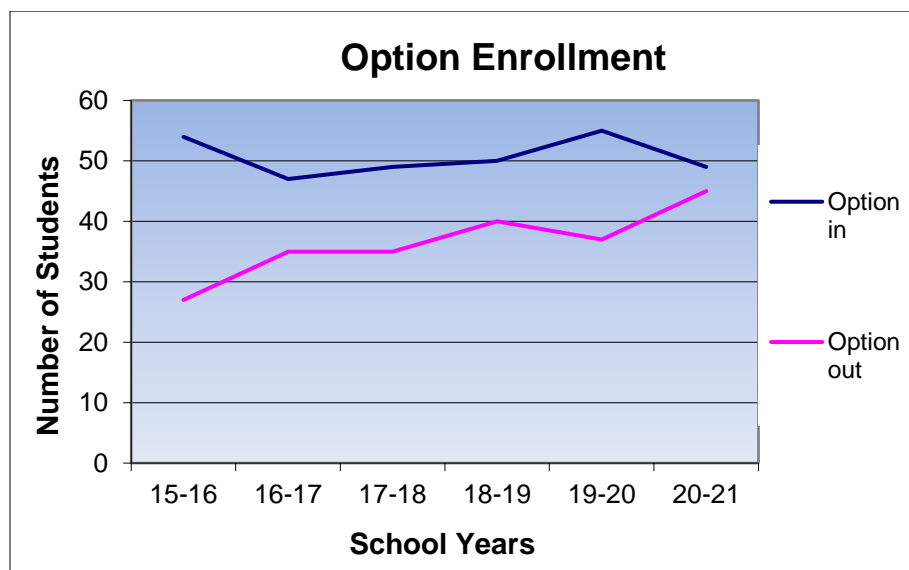


The chart above indicates that there has been a slight decrease over the past year in the percent of students who qualify for special education.



The district currently has no students that are classified as English Language Learners (ELL).

Option Enrollment Numbers



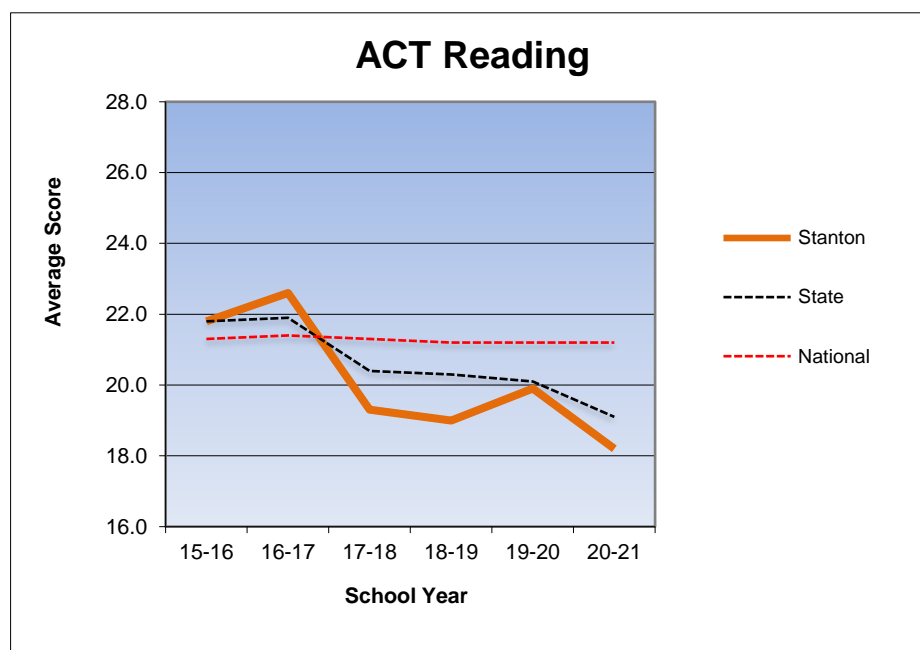
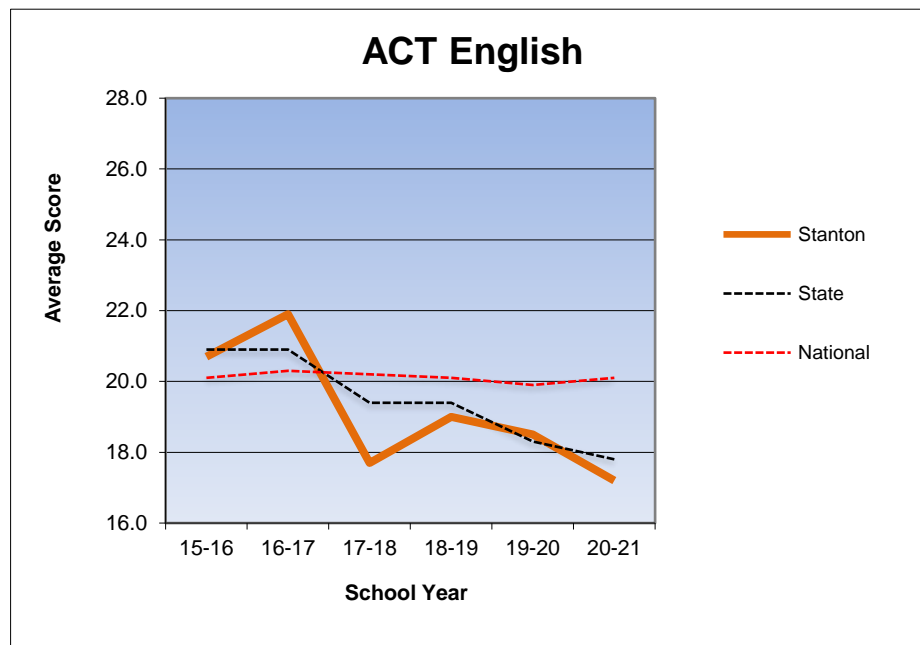
Over the past 6 years, the district's number of "option in" students have exceeded the number of "option out" students. The total number of "option in" students continued to increase until the 15-16 school year. During the 15-16 and 16-17 school years of the 6-year period, the number of "option in" decreased. Over the same 6-year period, the number of "option out" students have slightly increased each year.

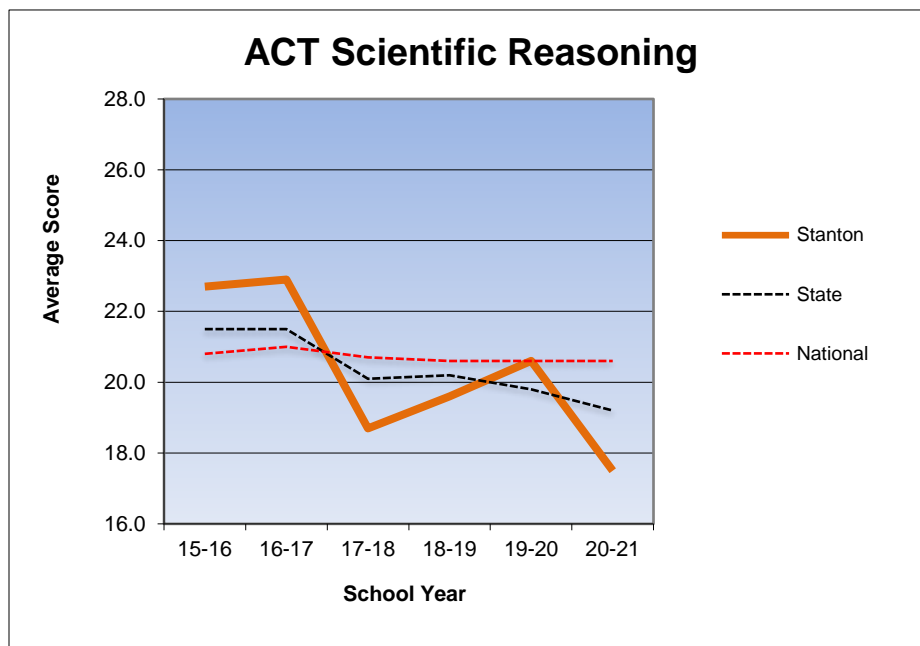
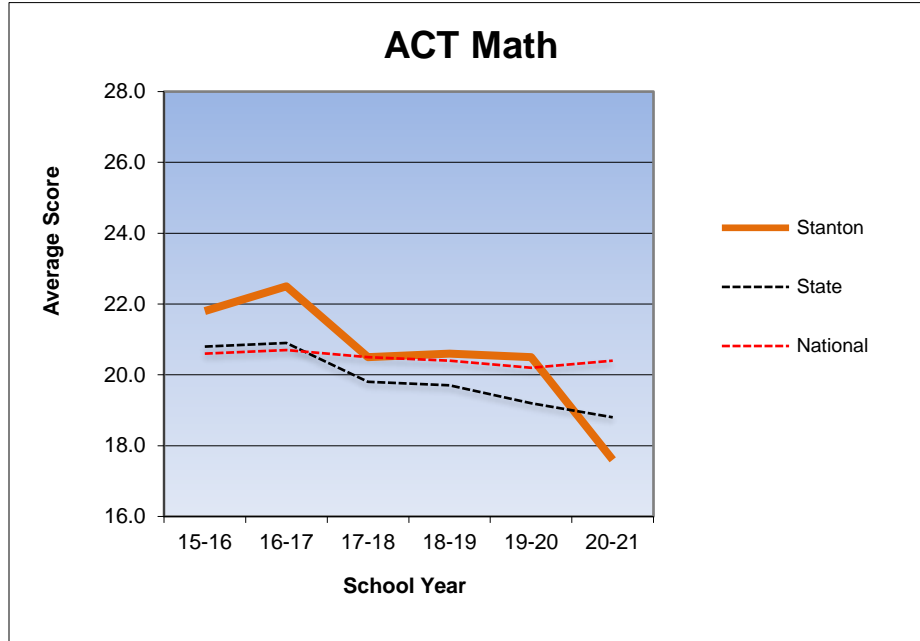
Scholarships

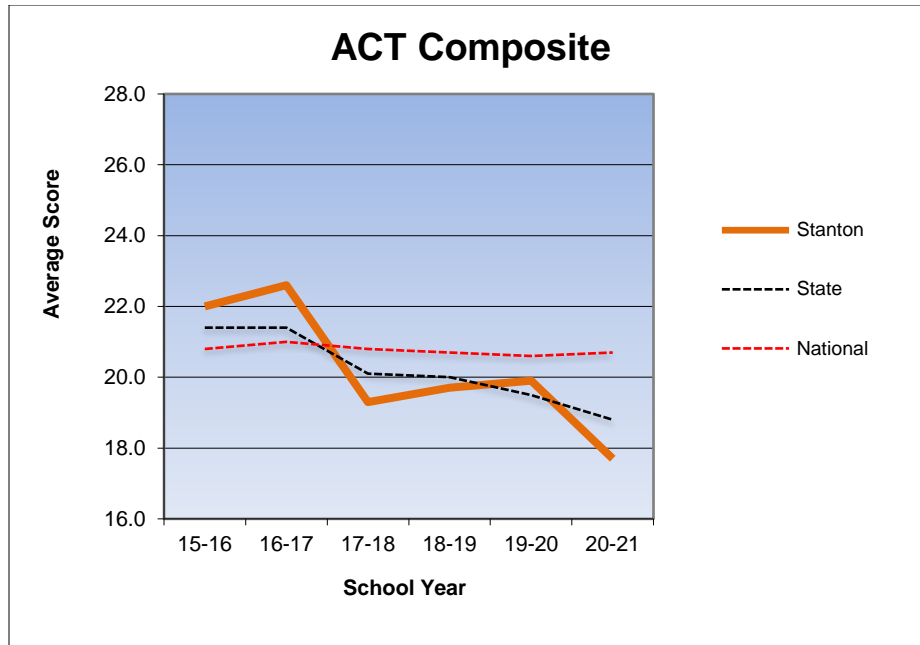
Approximately 92% of the 2021 graduating class received scholarships. These scholarships totaled about \$805,000.

Performance

ACT



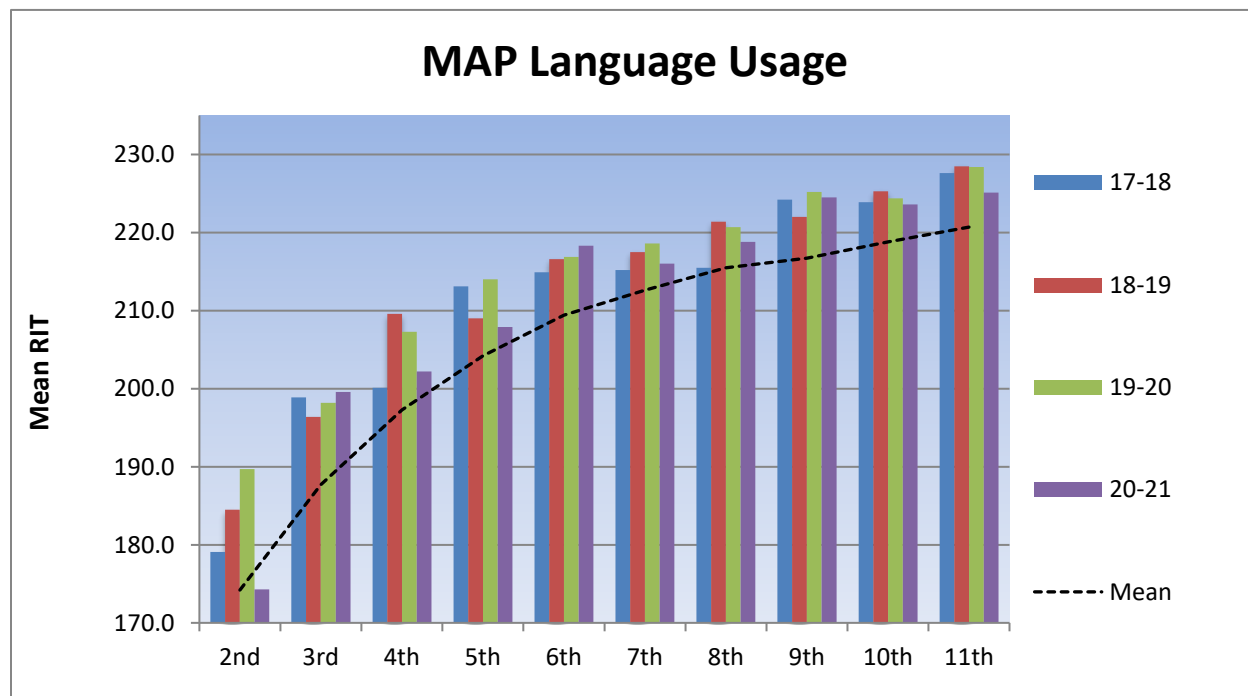
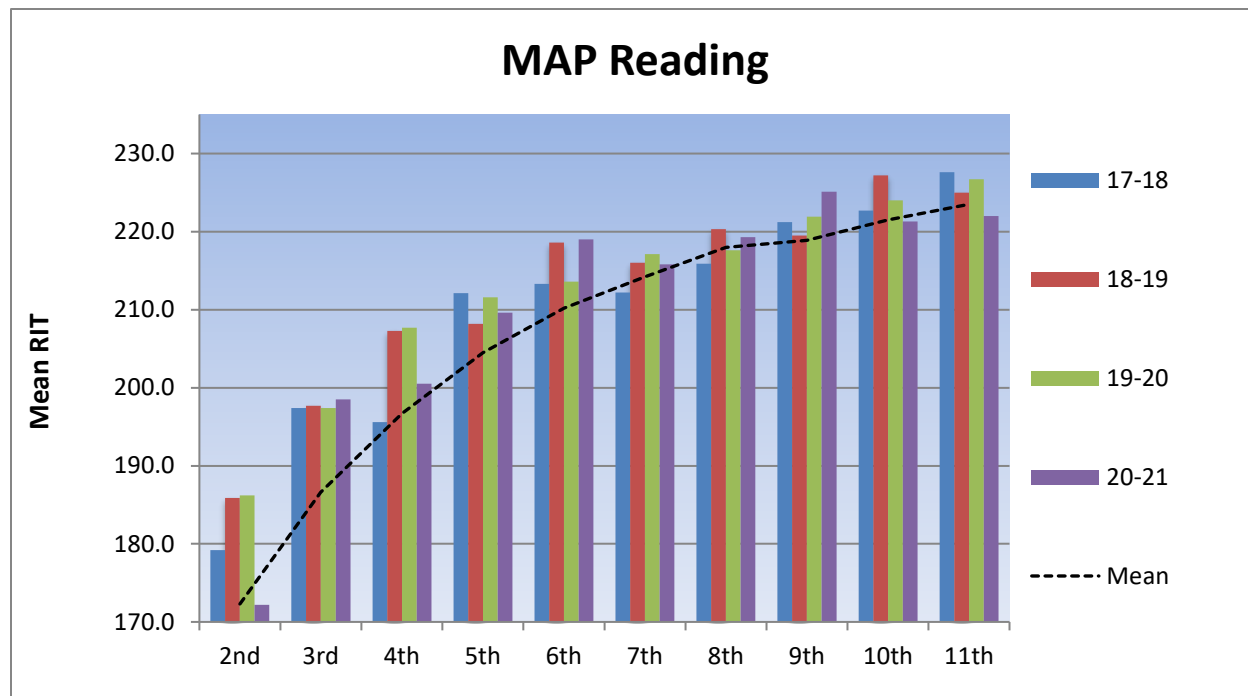


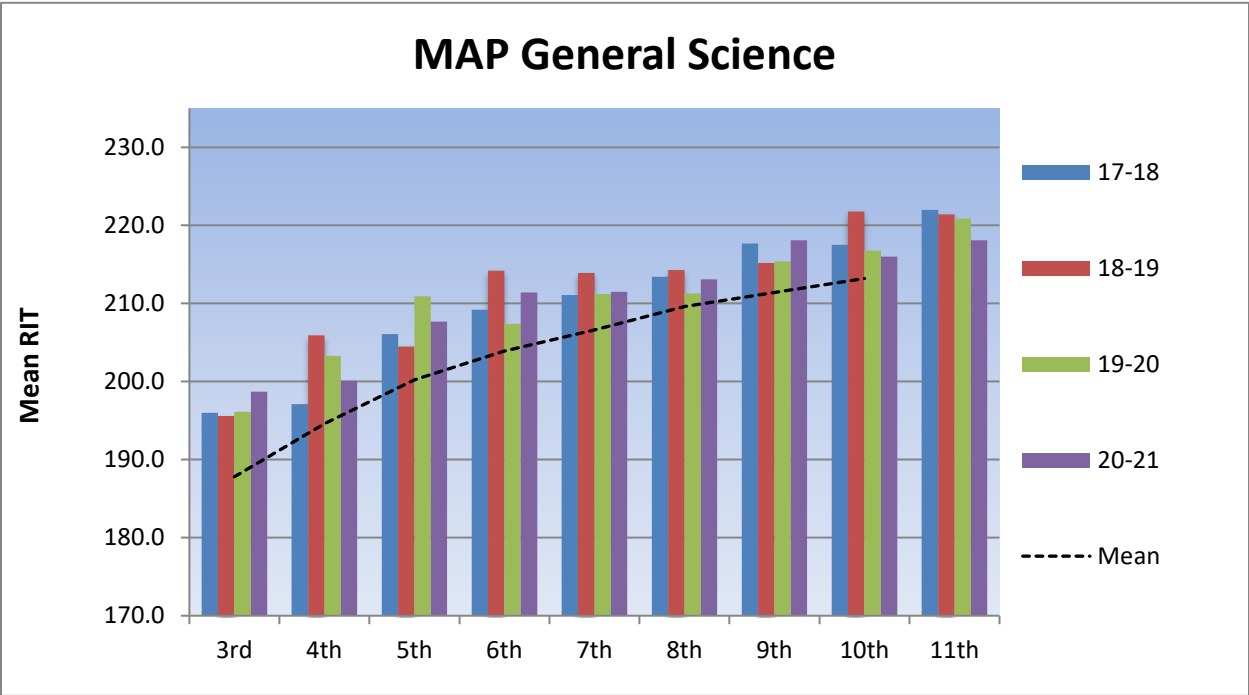
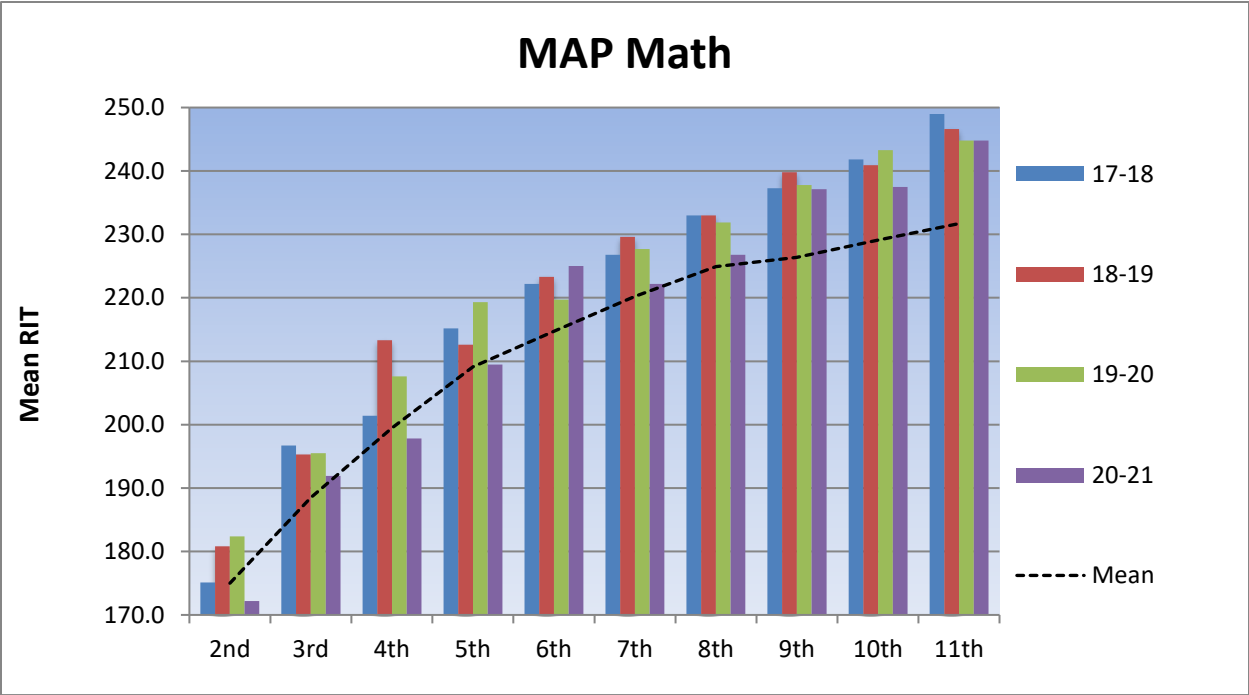


During the past several years, the district has implemented John Baylor Test Prep to increase test preparation on the ACT. Beginning in the 17-18 school year, all juniors in Nebraska were required to take the ACT; hence, the decrease in scores for both the state and locally. The district's average continues to meet the state average and exceed the national average until the past couple of years. Interesting, the 17-18 ACT math scores were higher than the state average and matched the national average. The district has a goal to consistently score above the state average. *(See Additional Graphs & Charts)*

Measure of Academic Progress (MAP) Assessments

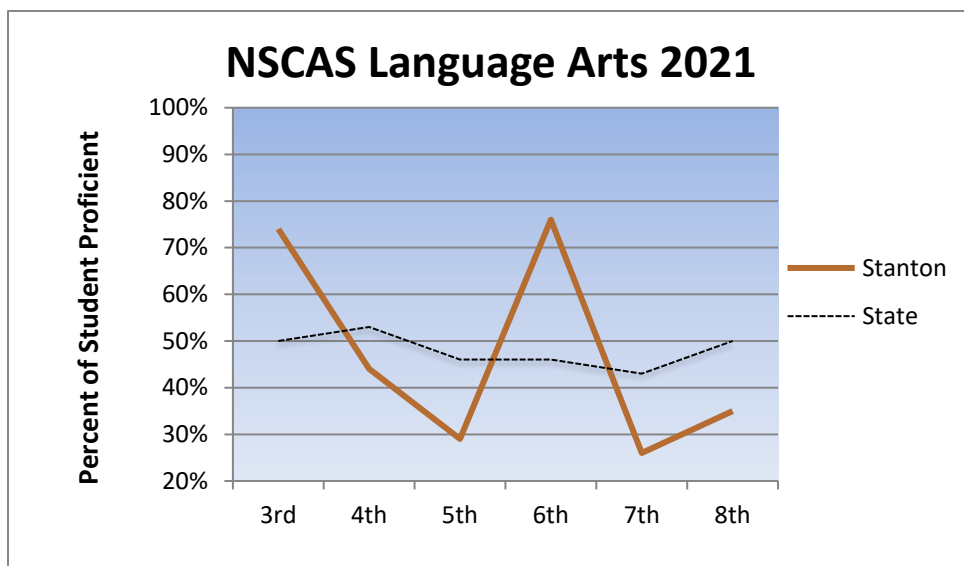
When comparing the mean result of the Stanton students to those who took the assessment nationally, the students of Stanton consistently score slightly above the national mean except in the 7th and 8th grades.



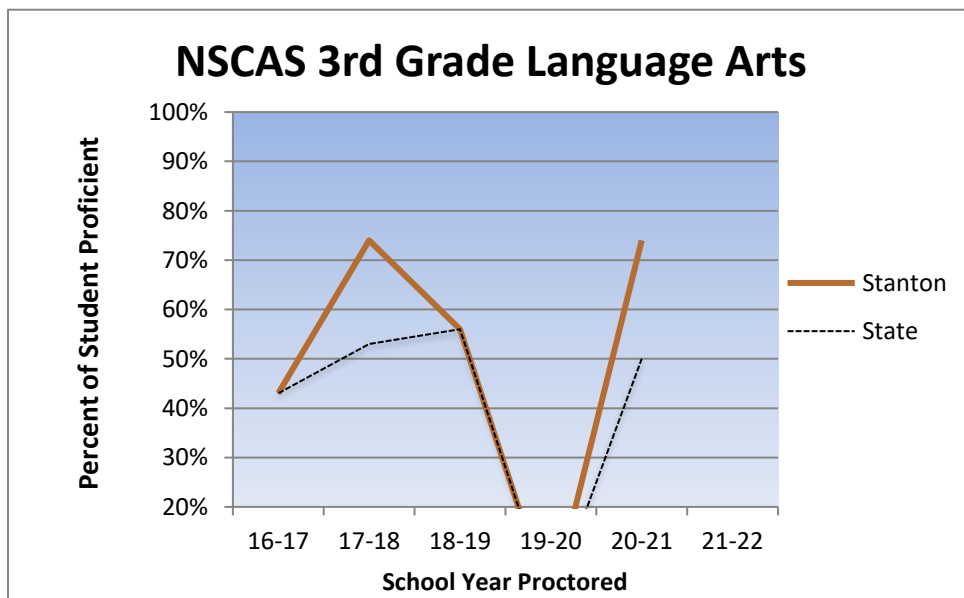


NSCAS Assessment

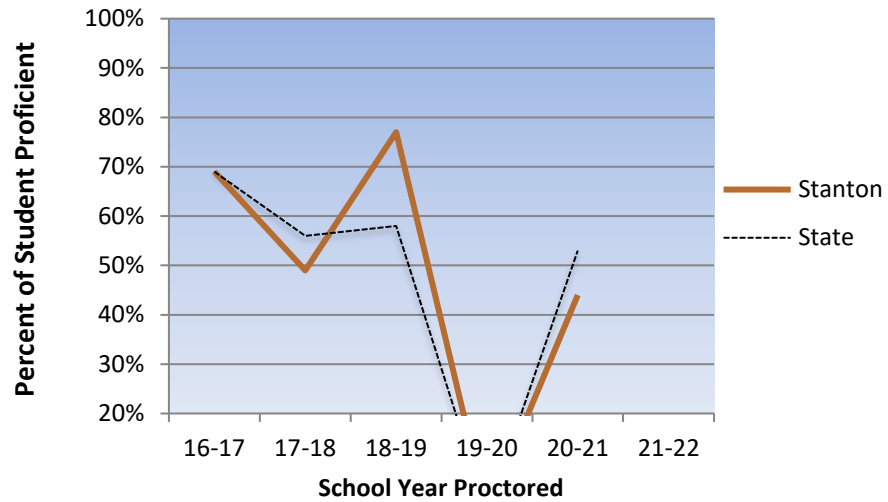
Language Arts



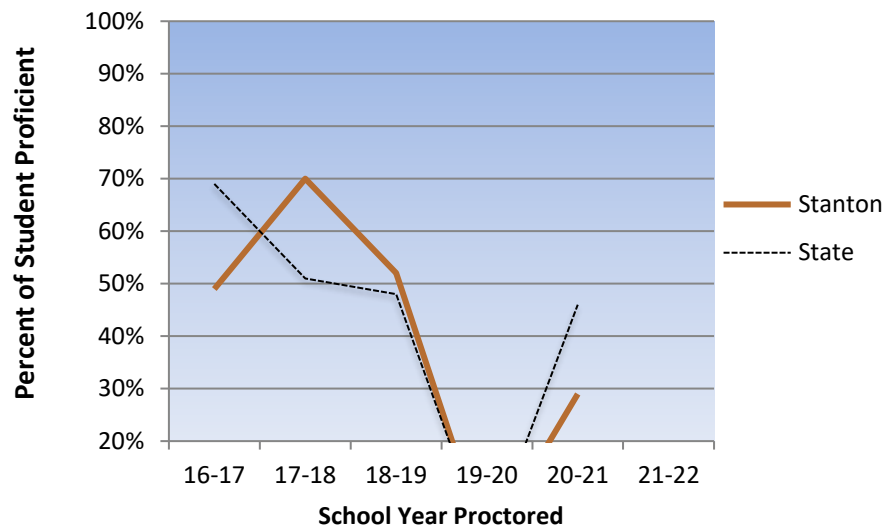
Language Arts by Grade



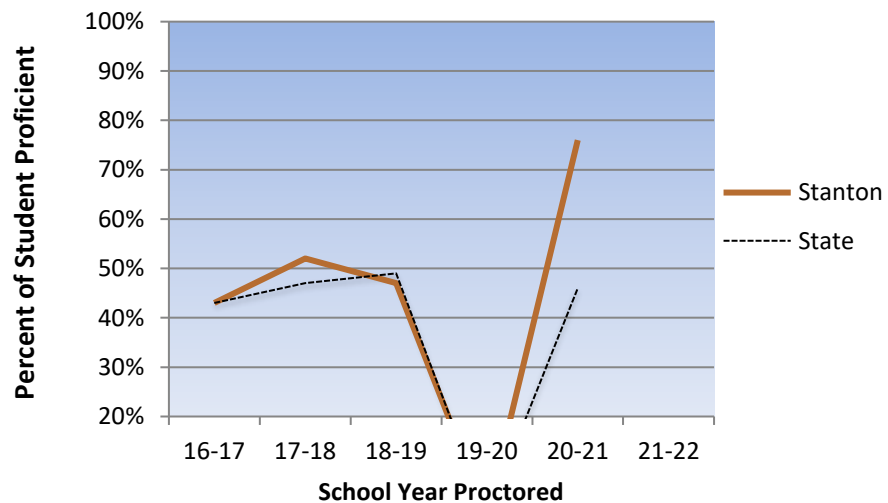
NSCAS 4th Grade Language Arts

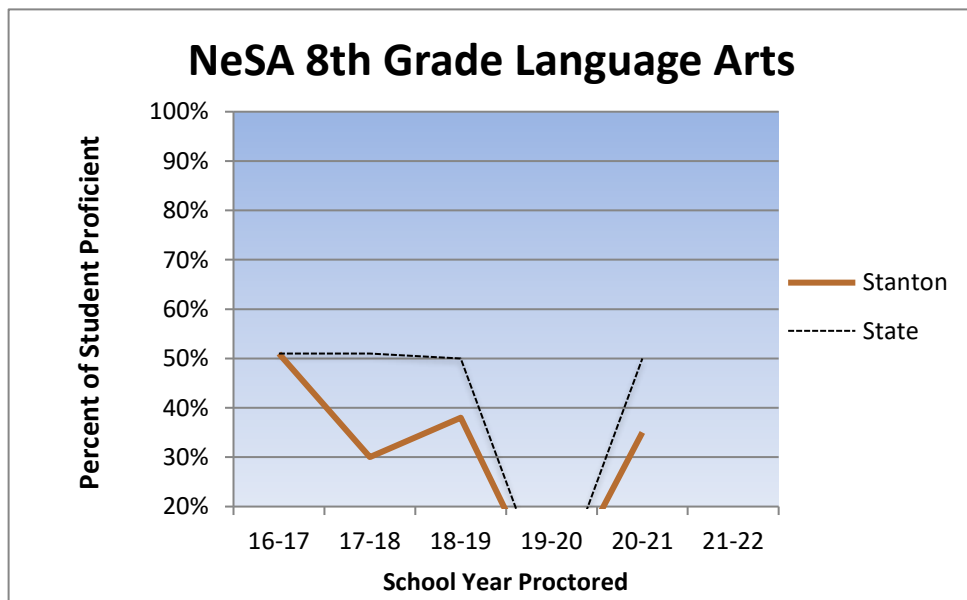
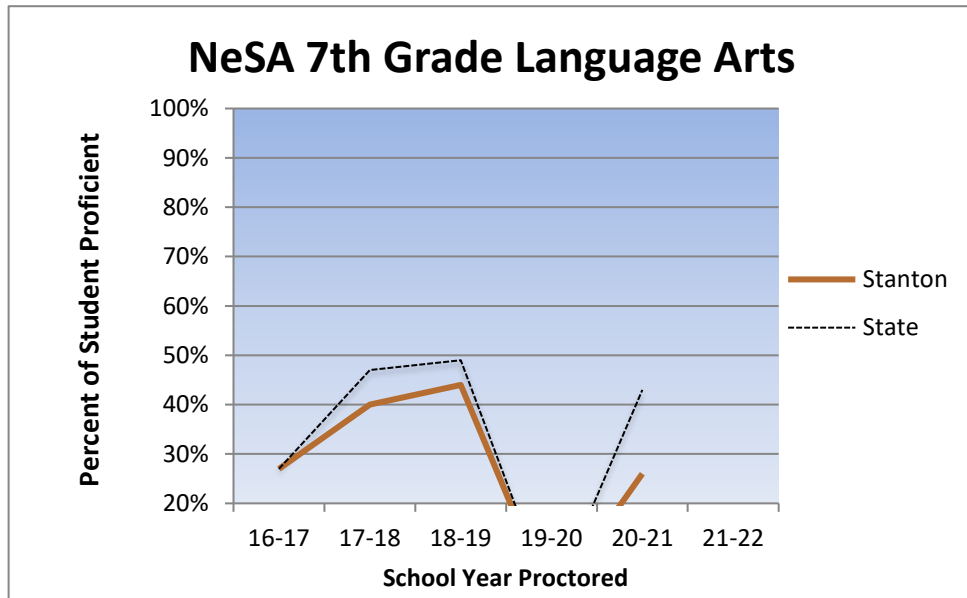


NSCAS 5th Grade Language Arts

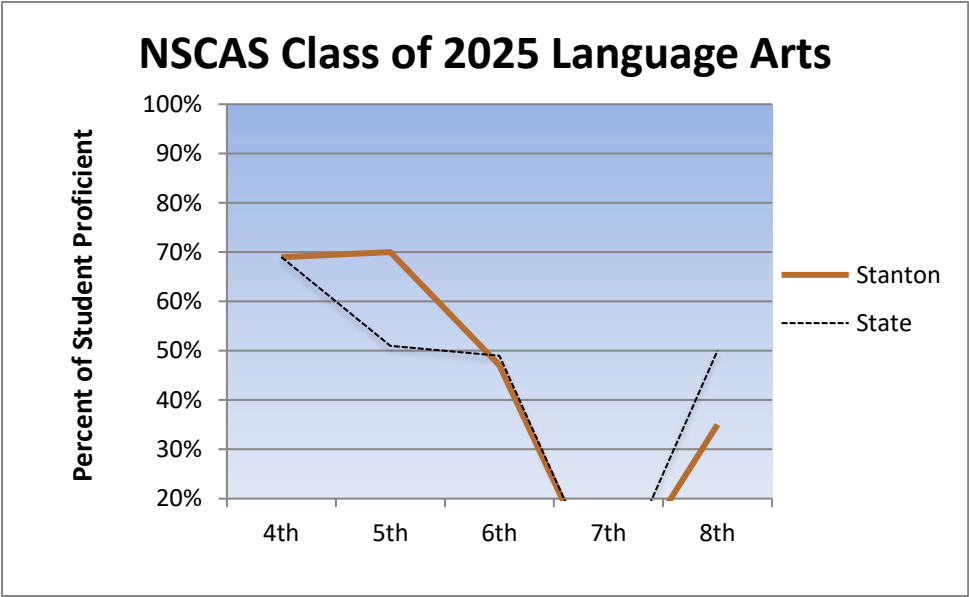
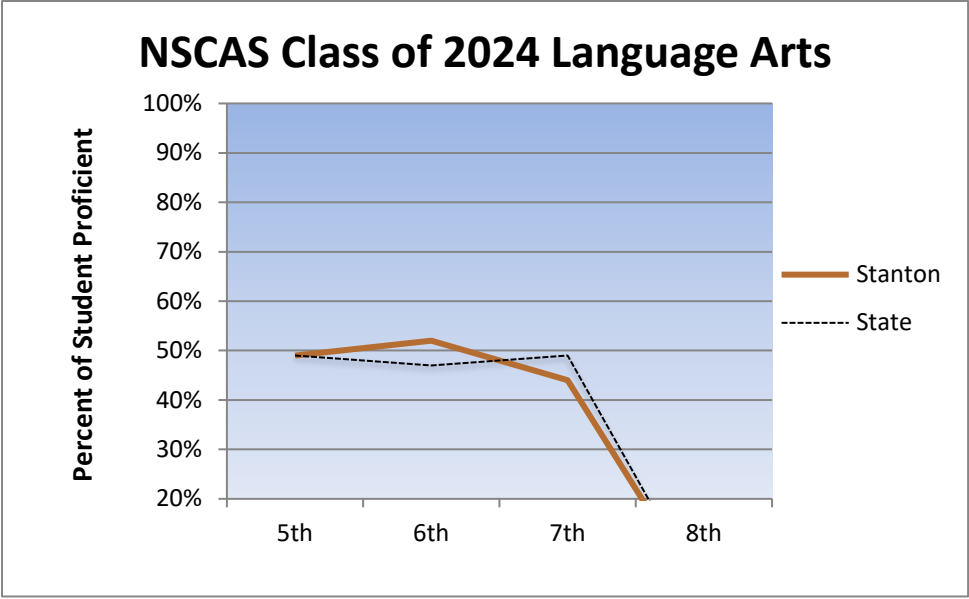


NeSA 6th Grade Language Arts

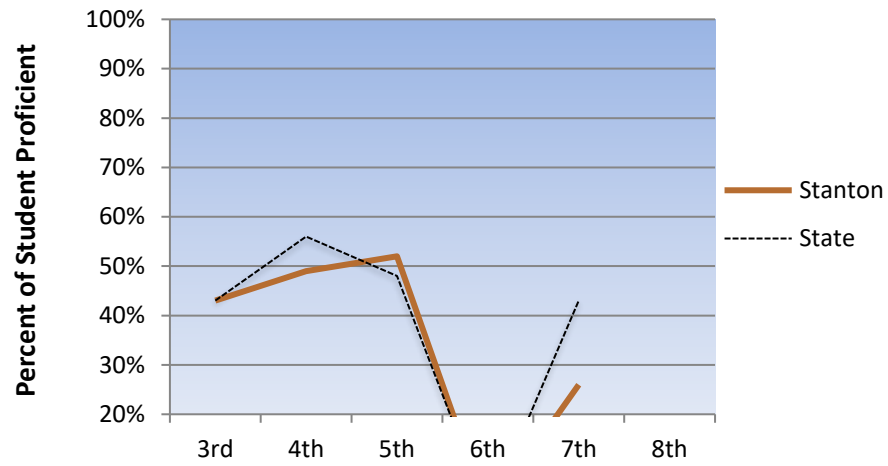




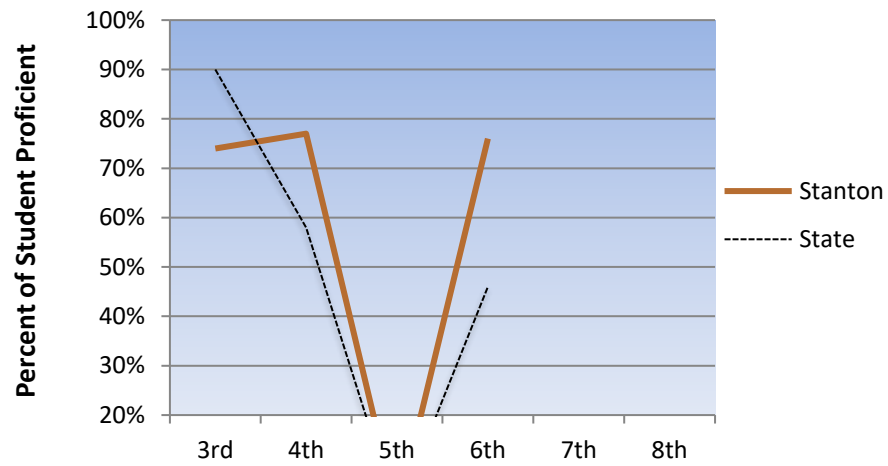
Language Arts by Graduating Class



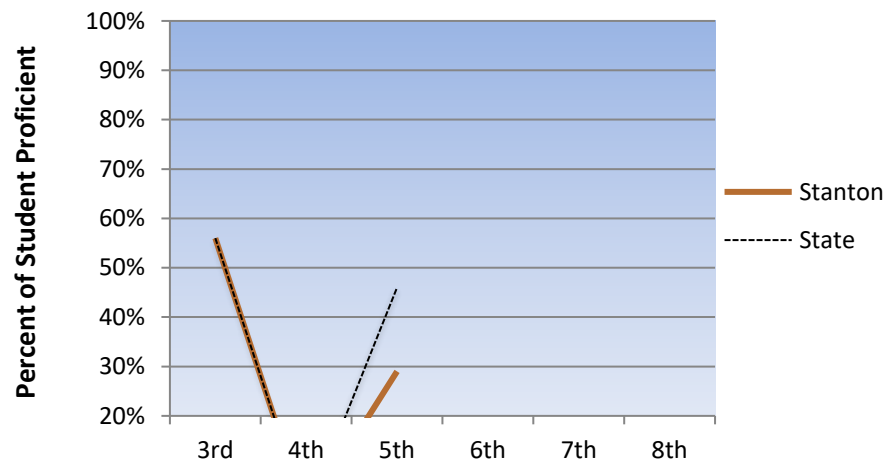
NSCAS Class of 2026 Language Arts



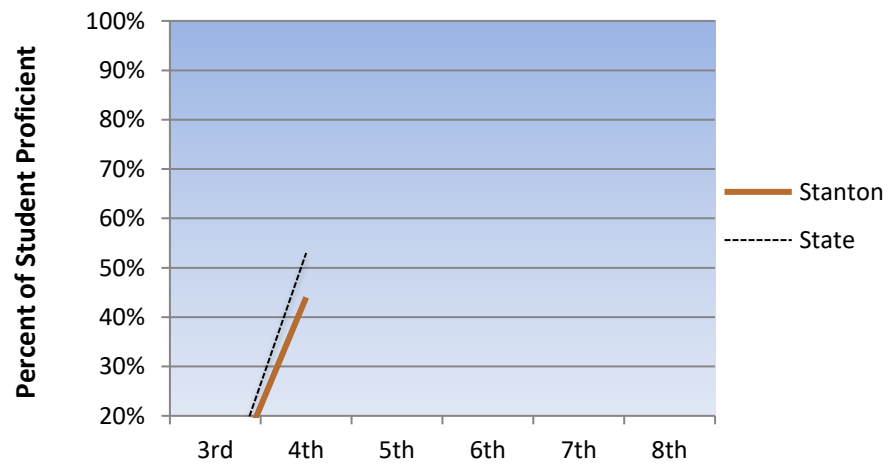
NSCAS Class of 2027 Language Arts



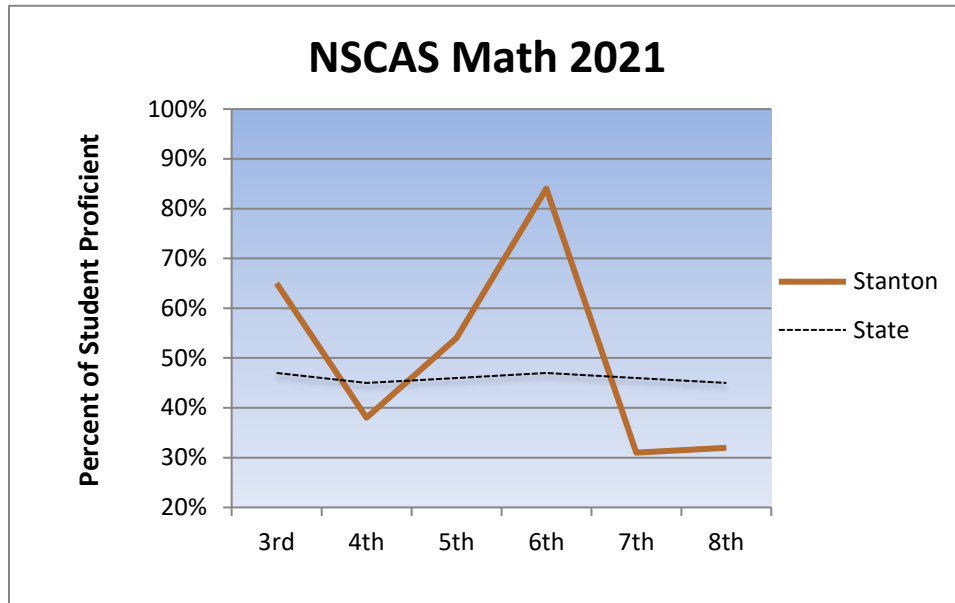
NSCAS Class of 2028 Language Arts



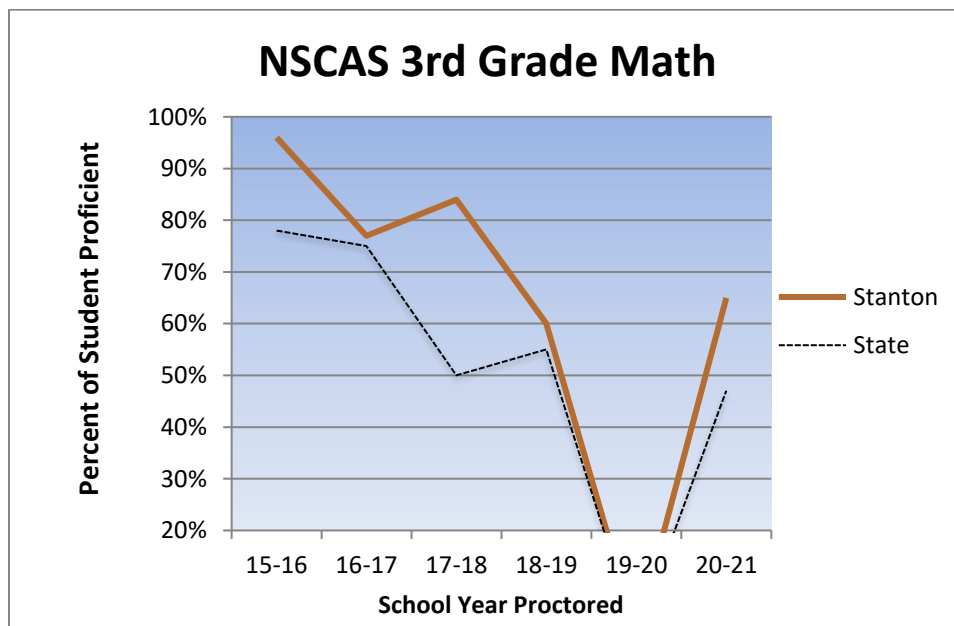
NSCAS Class of 2029 Language Arts



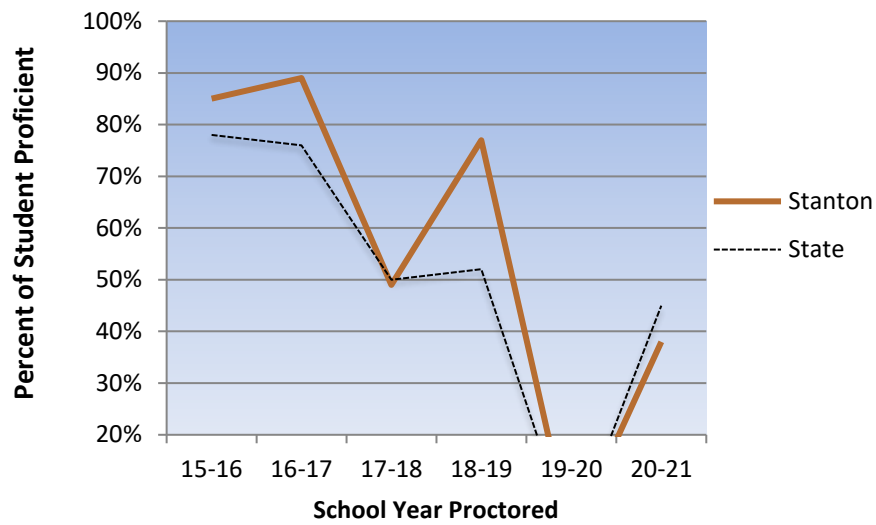
Math



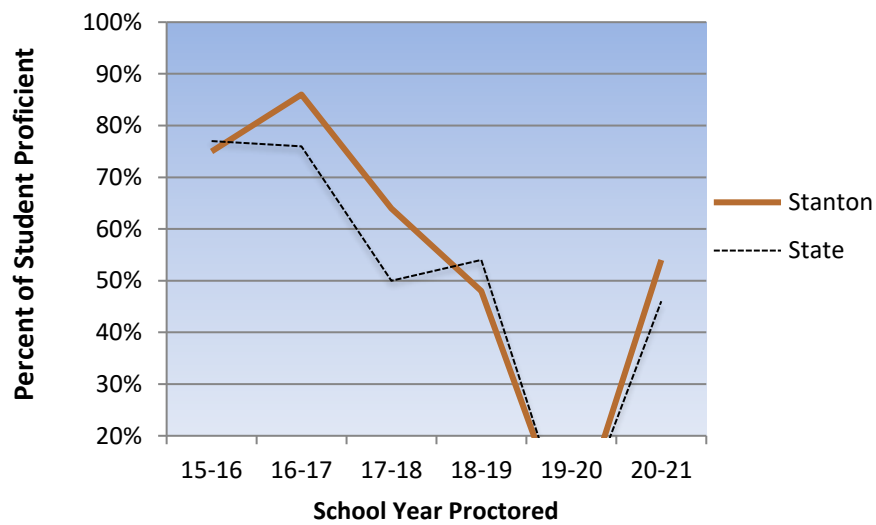
Math by Grade

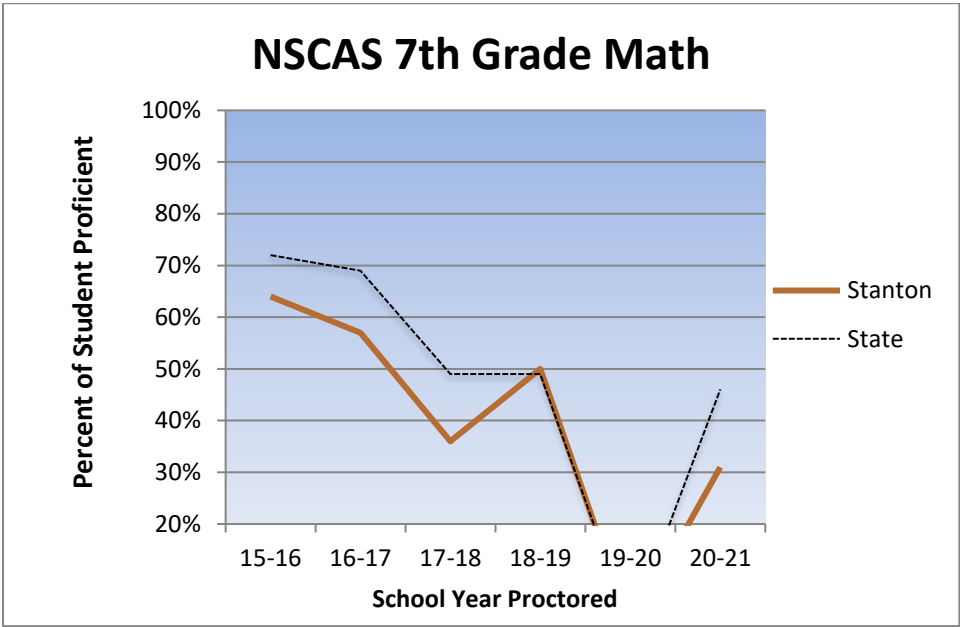
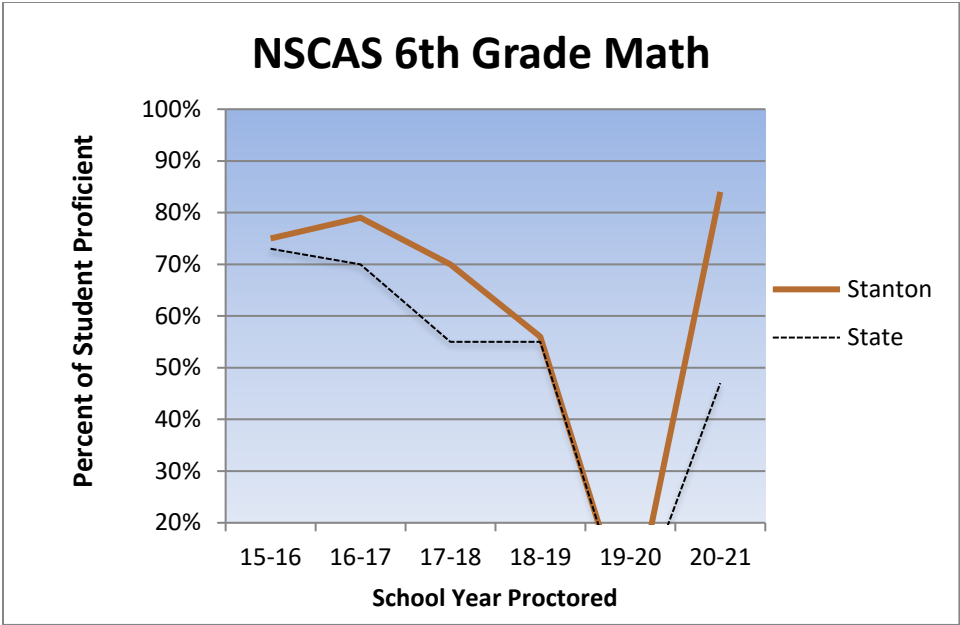


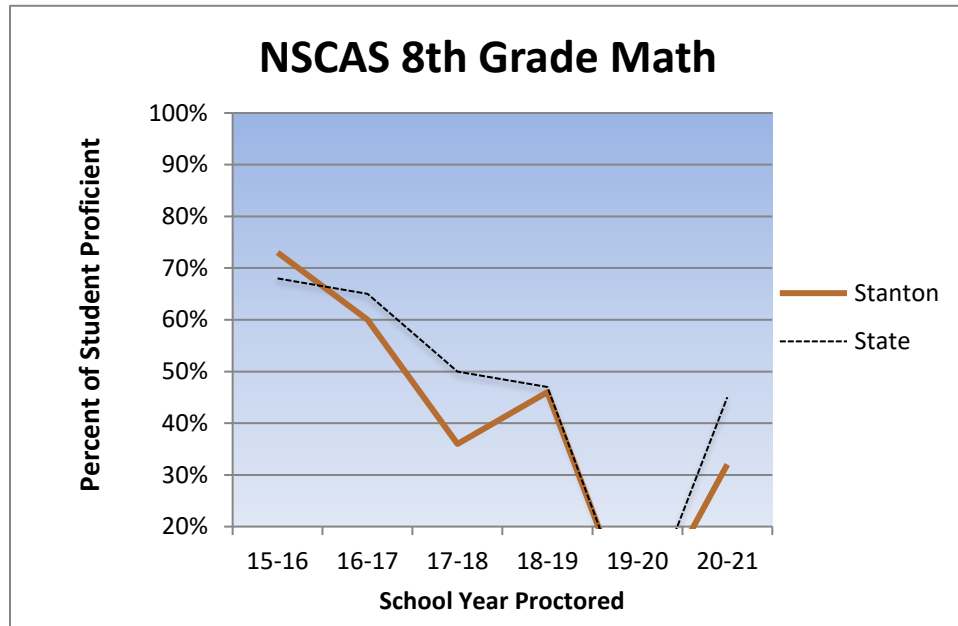
NSCAS 4th Grade Math



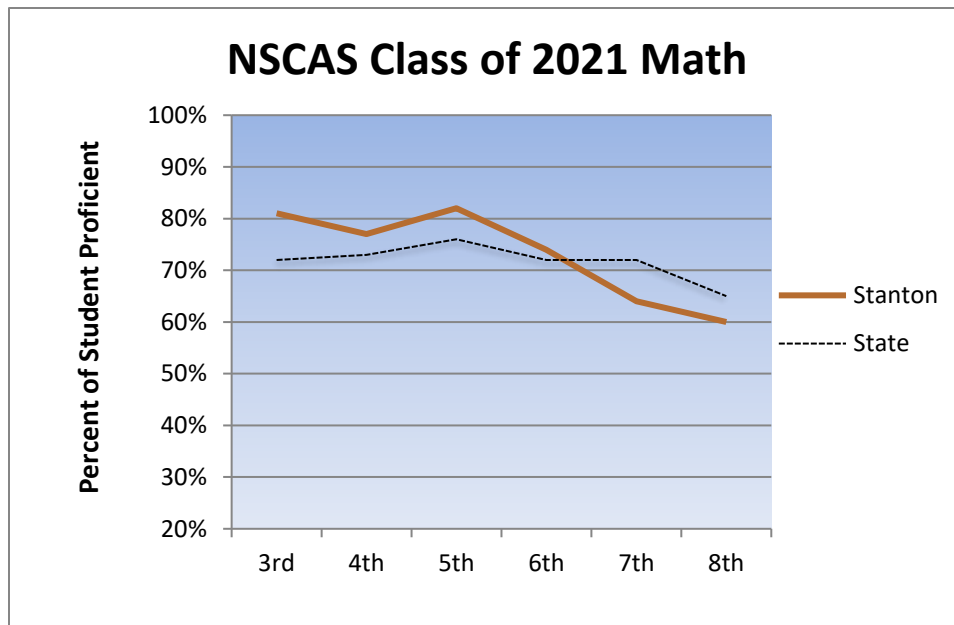
NSCAS 5th Grade Math



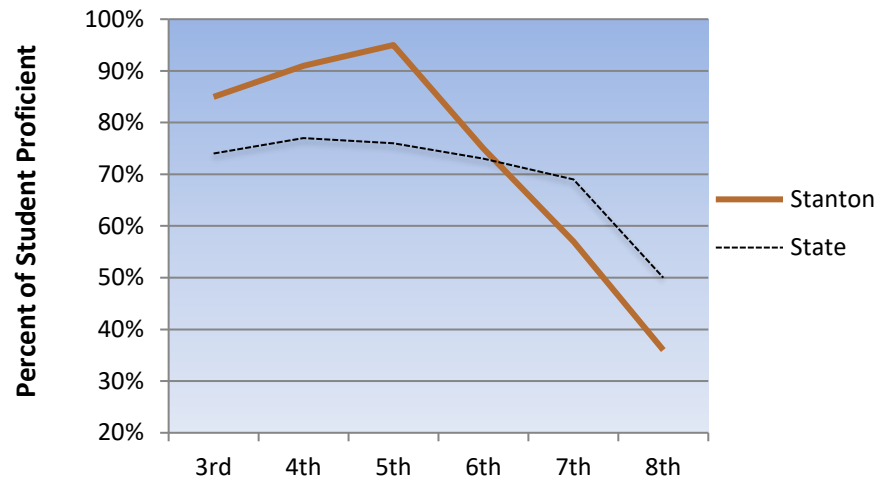




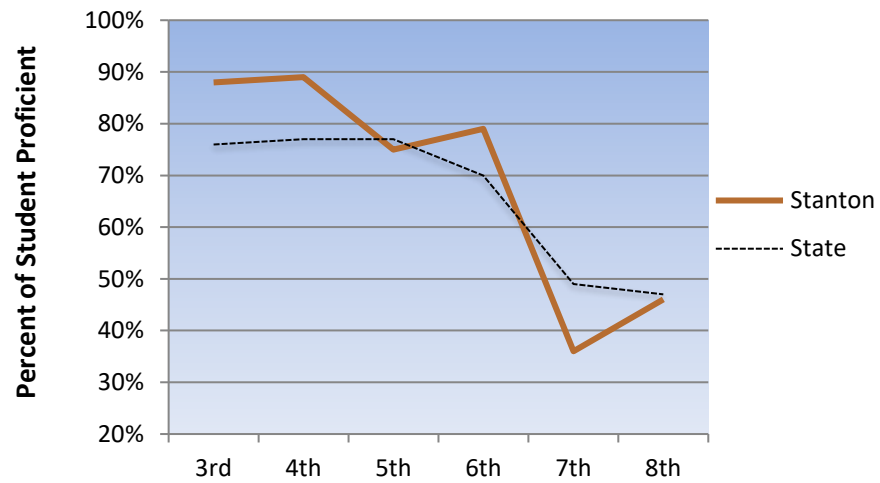
Math by Graduating Class

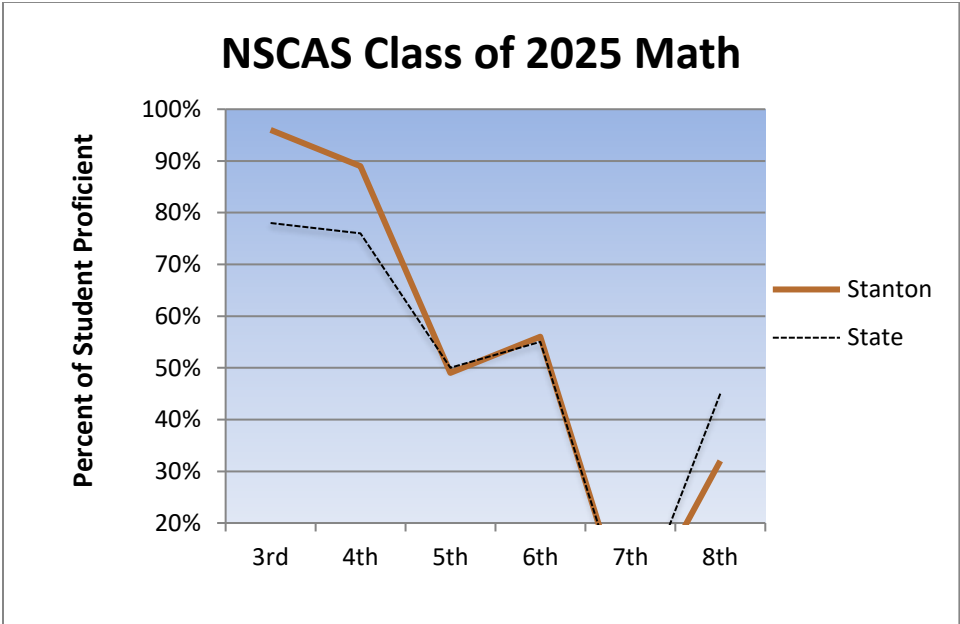
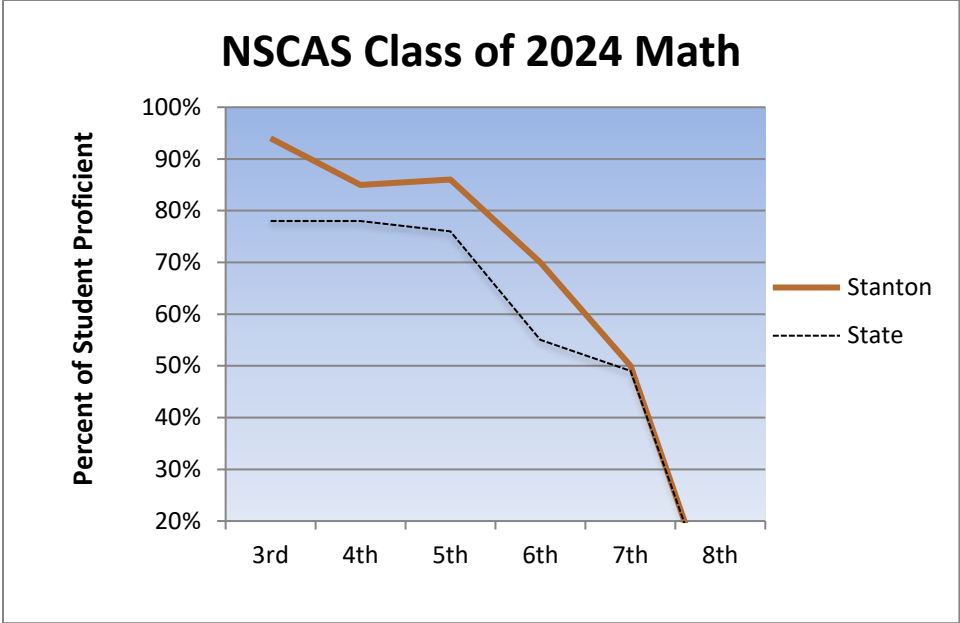


NSCAS Class of 2022 Math

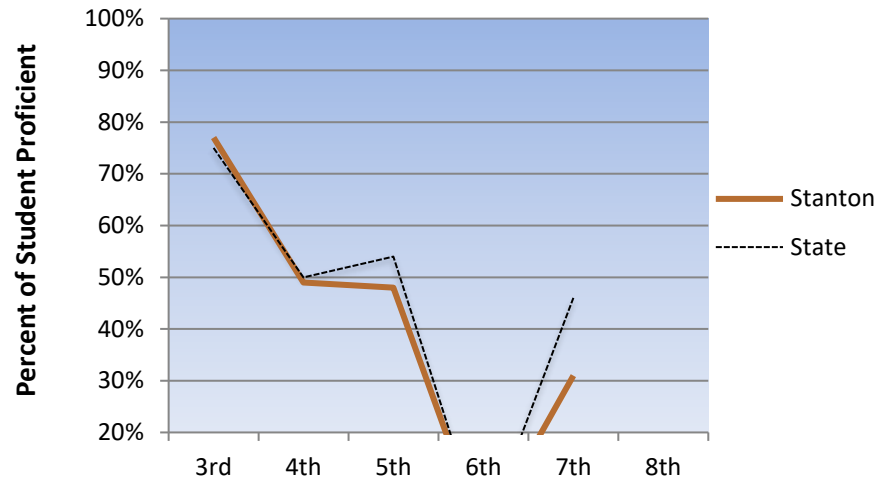


NSCAS Class of 2023 Math

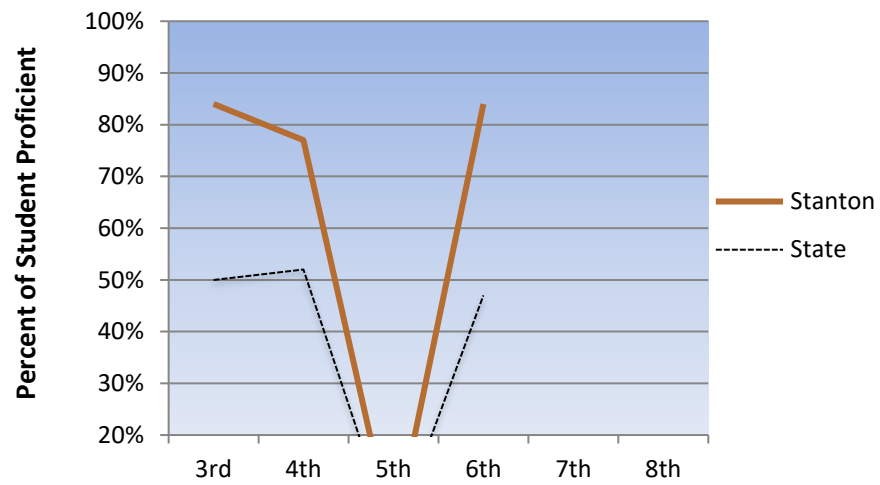


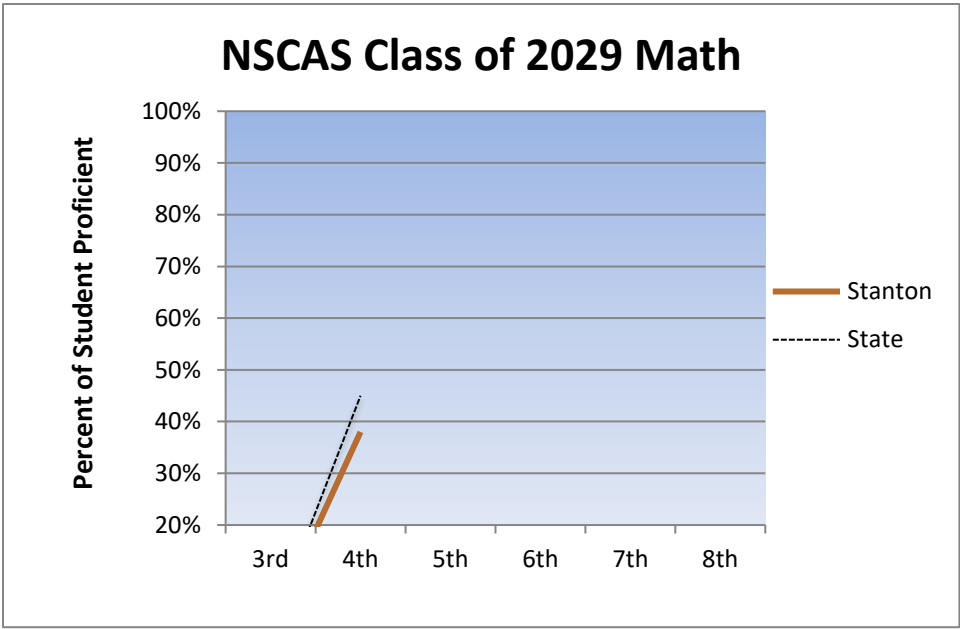
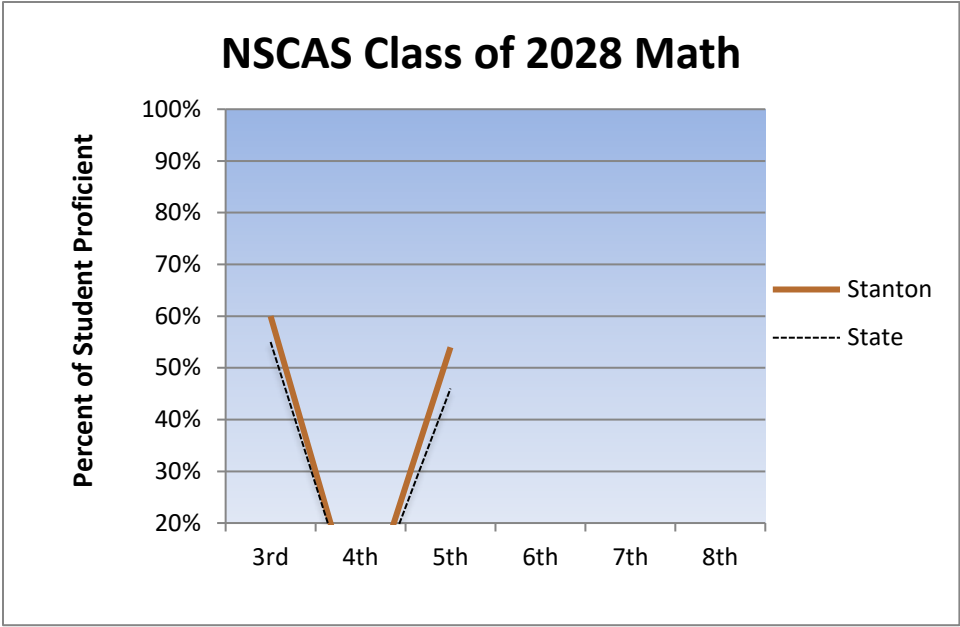


NSCAS Class of 2026 Math

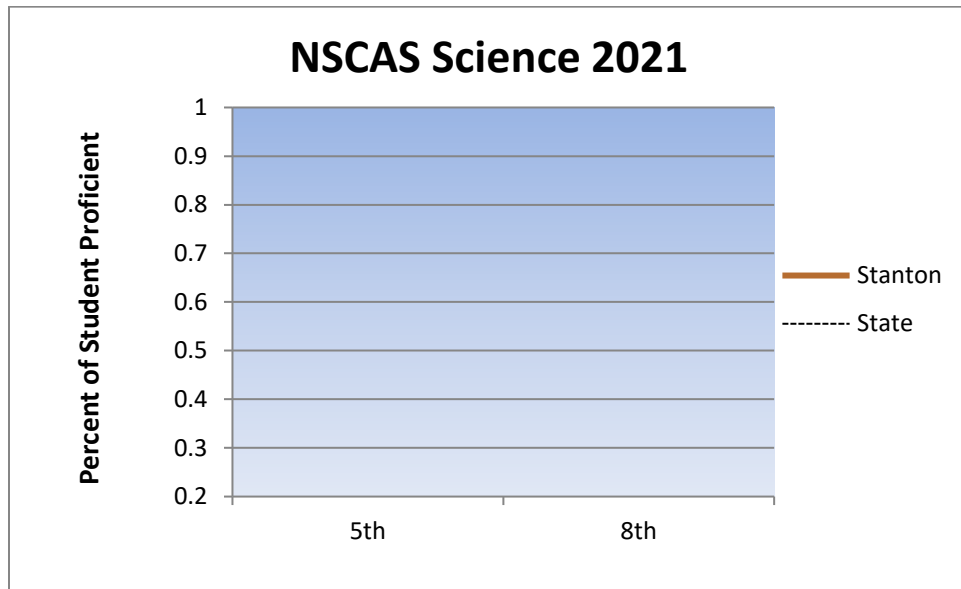


NSCAS Class of 2027 Math

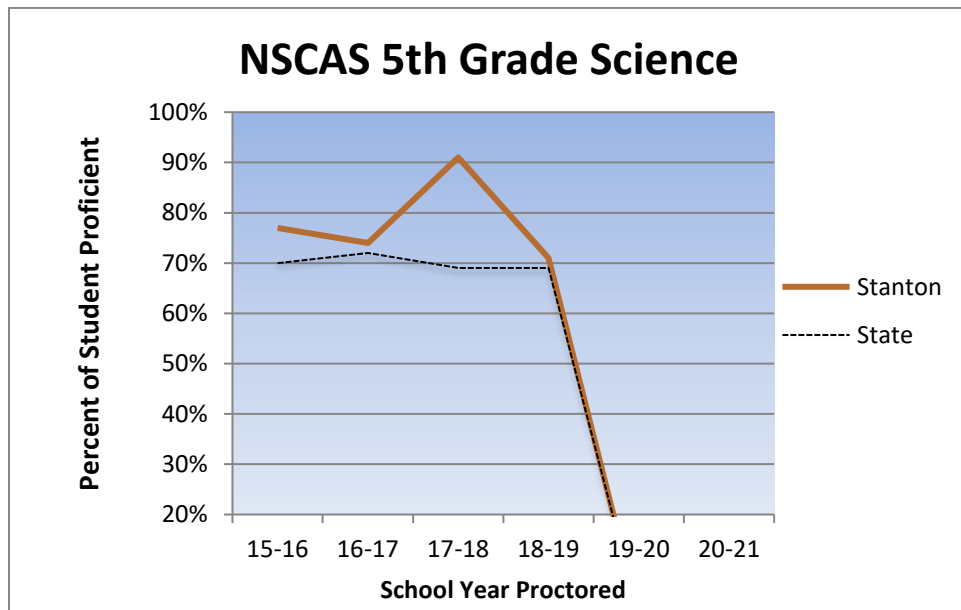


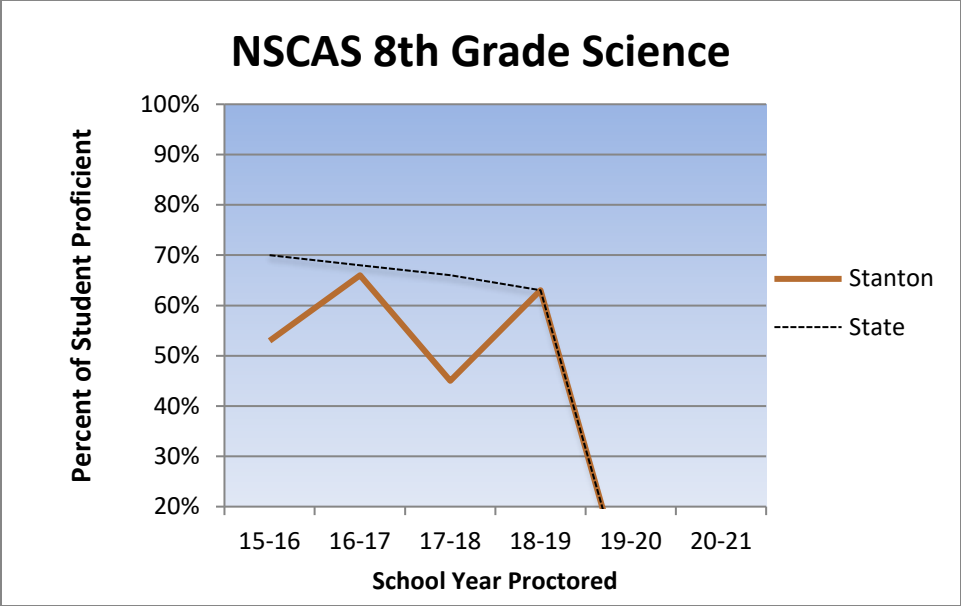


Science



Science by Grade

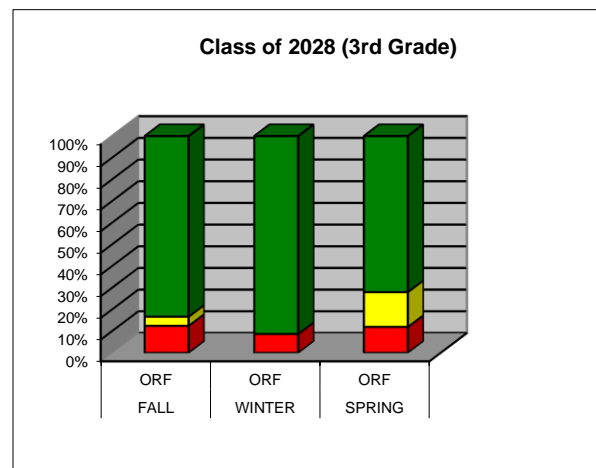
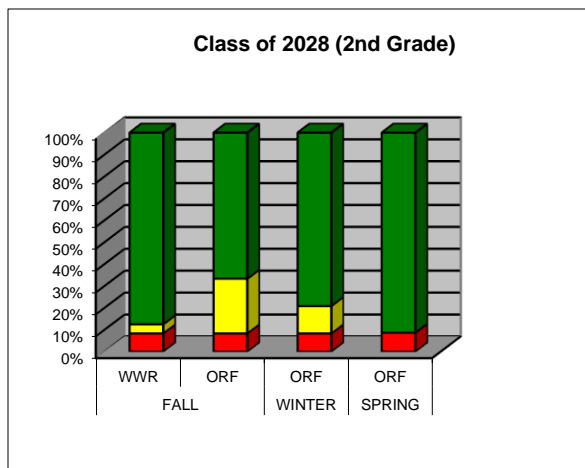
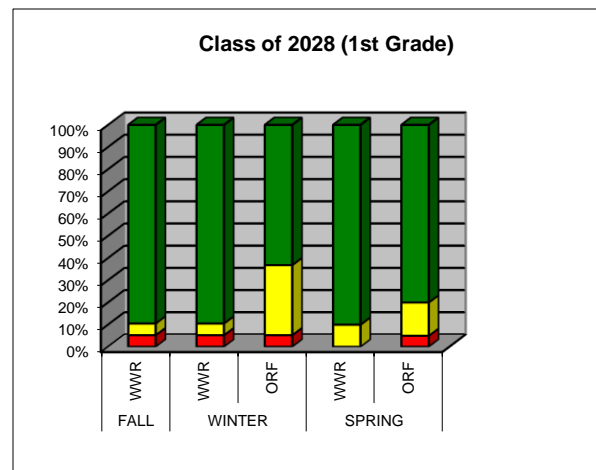
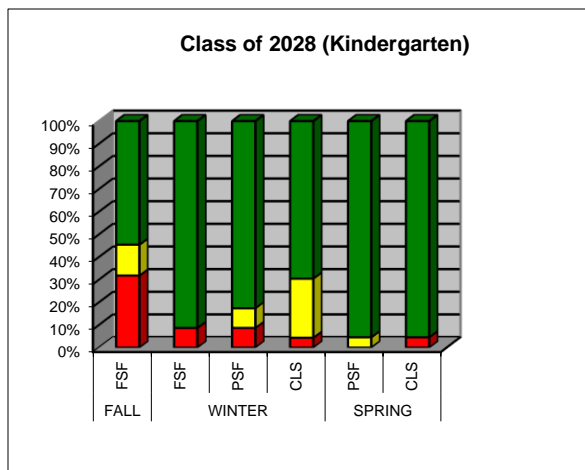




Acadience

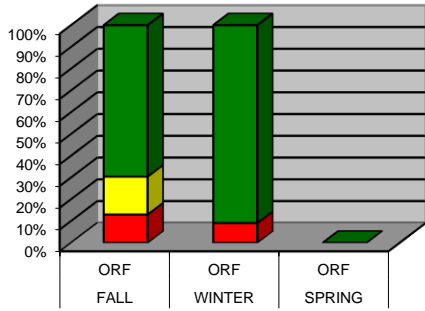
FSFFirst Sound Fluency
 ISFInitial Sound Fluency
 LNFLetter Naming Fluency
 PSFPhoneme Segmentation Fluency
 CLSCorrect Letter Sounds
 WWRWhole Words Read
 ORFOral Reading Fluency
 NWFNonsense Word Fluency

Class of 2028 (6th Grade)

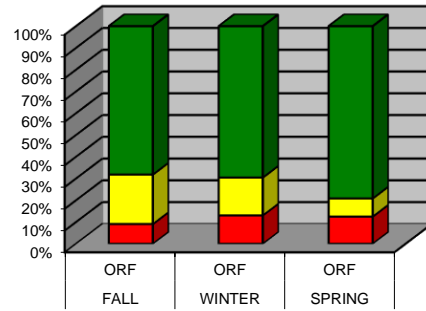


■ Established
 ■ Emerging
 ■ At Risk

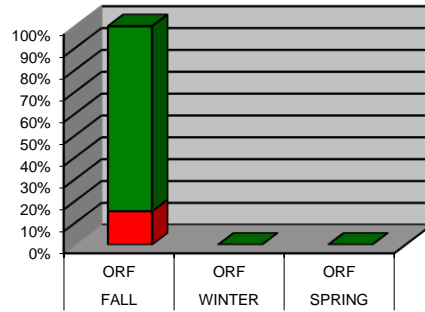
Class of 2028 (4th Grade)



Class of 2028 (5th Grade)

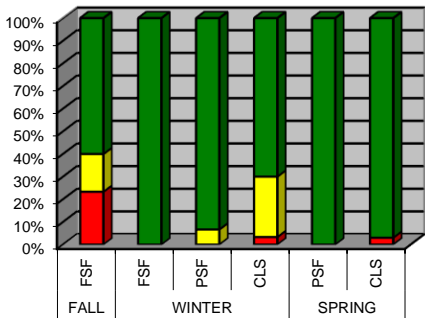


Class of 2028 (6th Grade)

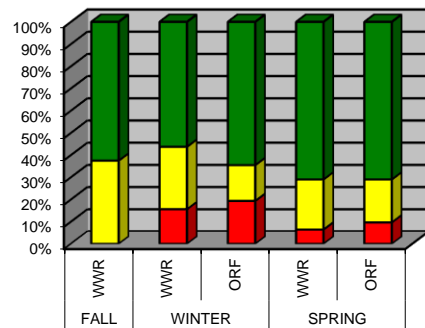


Class of 2029 (5th Grade)

Class of 2029 (Kindergarten)

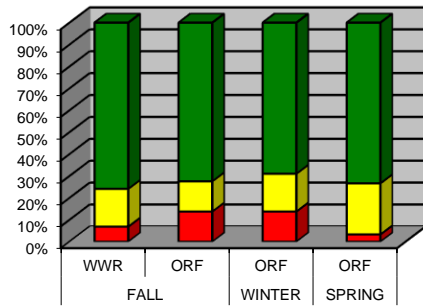


Class of 2029 (1st Grade)

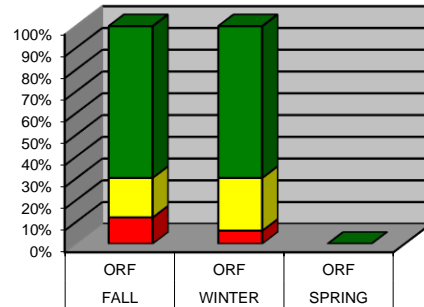


■ Established
■ Emerging
■ At Risk

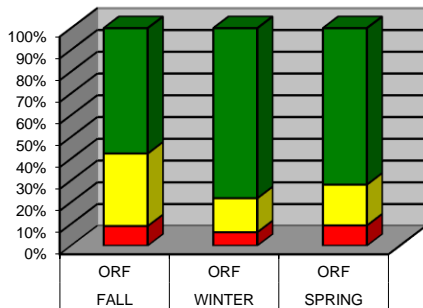
Class of 2029 (2nd Grade)



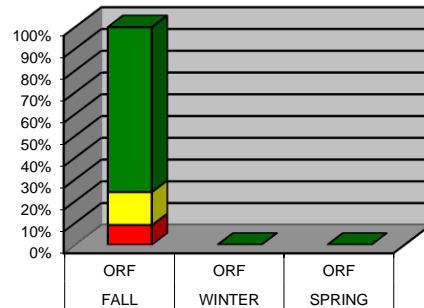
Class of 2029 (3rd Grade)



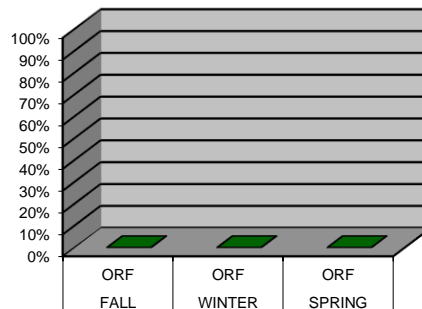
Class of 2029 (4th Grade)



Class of 2029 (5th Grade)

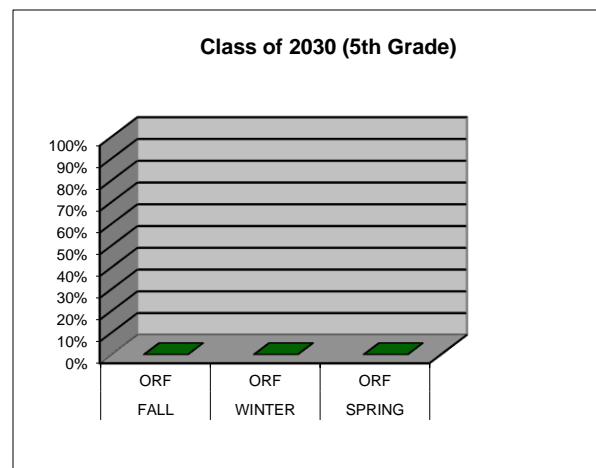
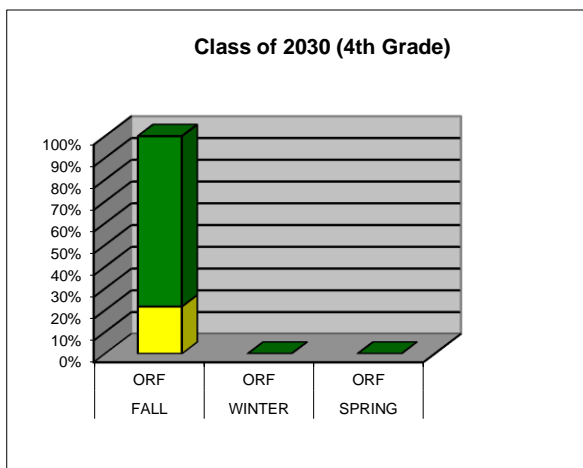
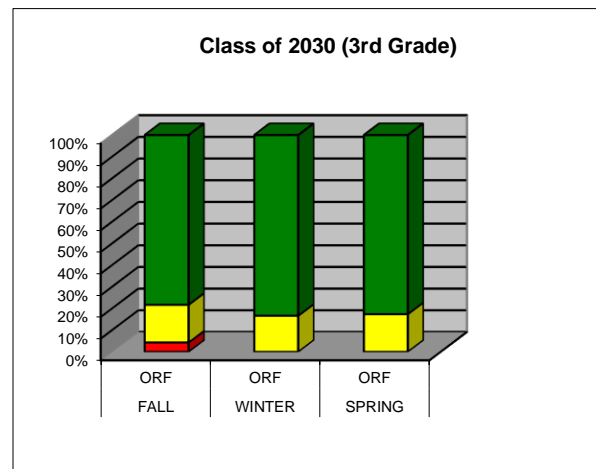
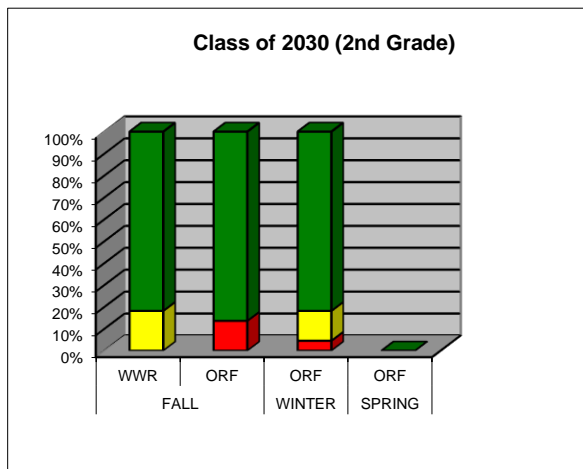
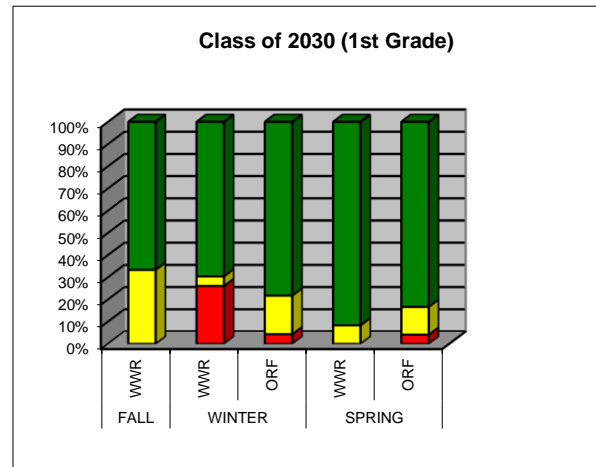
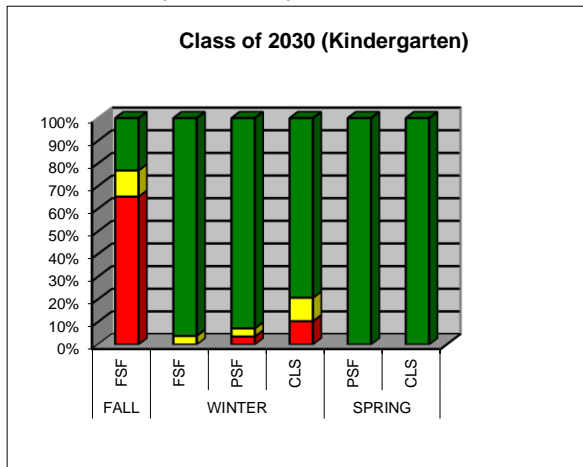


Class of 2029 (6th Grade)

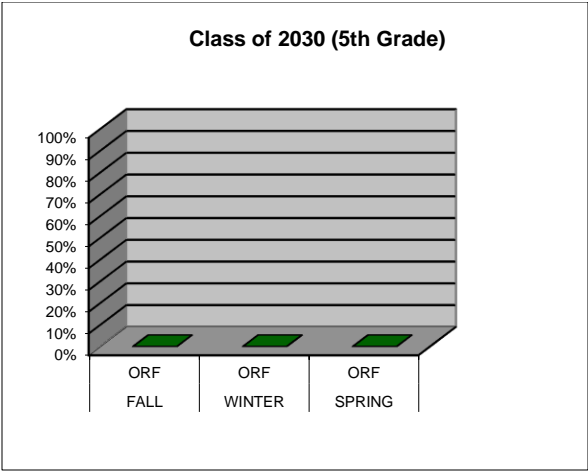


■ Established
■ Emerging
■ At Risk

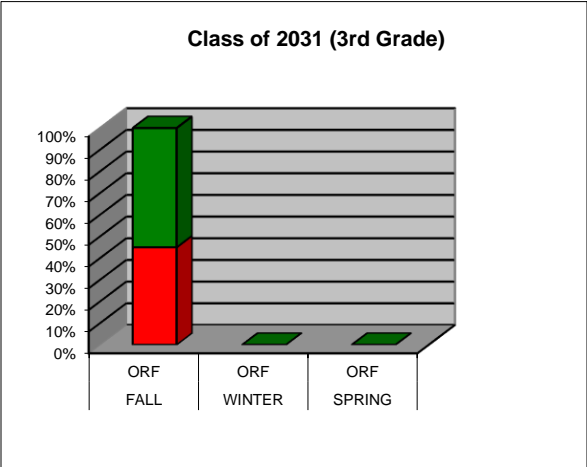
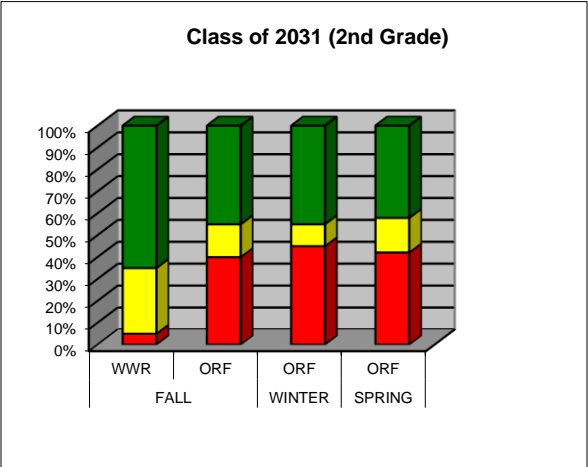
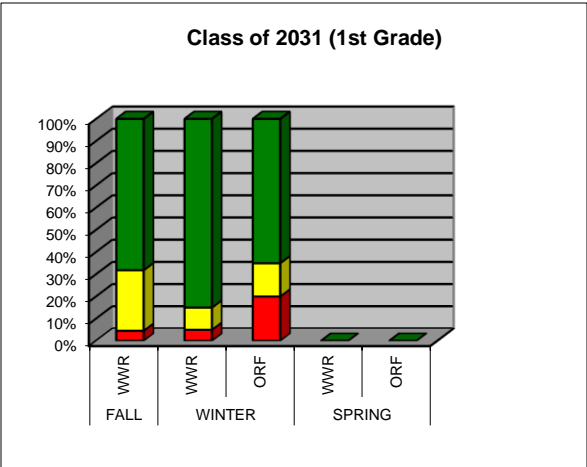
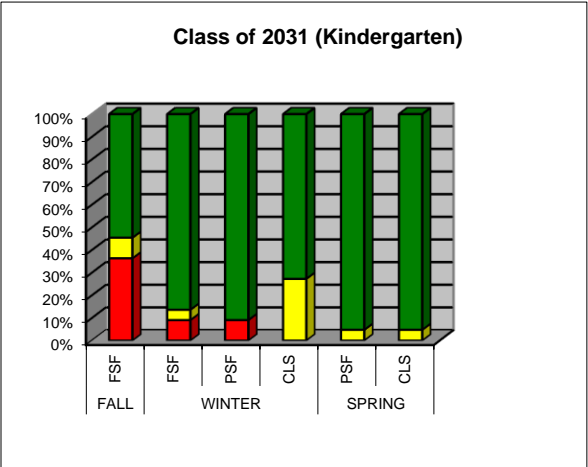
Class of 2030 (4th Grade)



■ Established
■ Emerging
■ At Risk

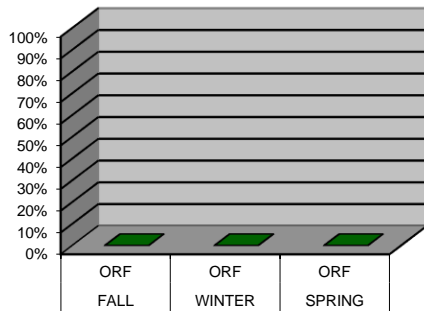


Class of 2031 (3rd Grade)

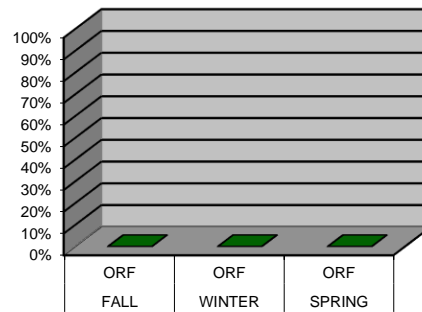


- Established
- Emerging
- At Risk

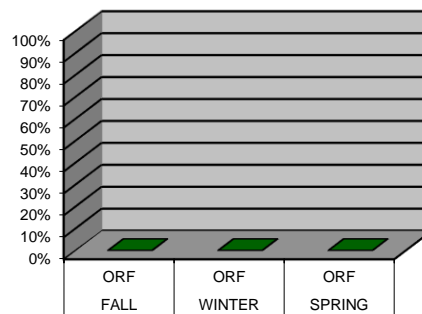
Class of 2031 (4th Grade)



Class of 2031 (5th Grade)

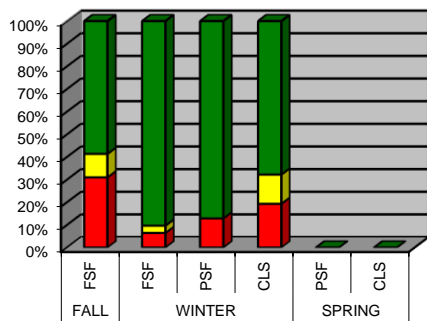


Class of 2031 (6th Grade)

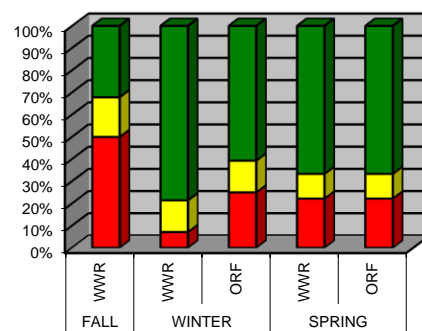


Class of 2032 (2nd Grade)

Class of 2032 (Kindergarten)

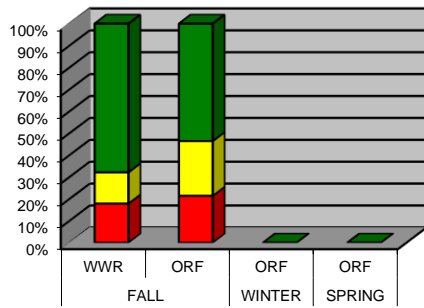


Class of 2032 (1st Grade)

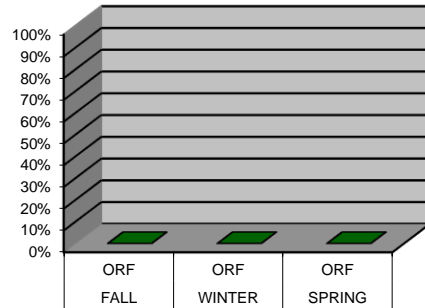


- Established
- Emerging
- At Risk

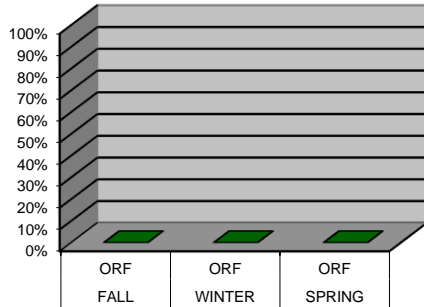
Class of 2032 (2nd Grade)



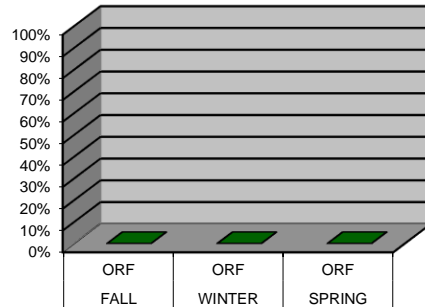
Class of 2032 (3rd Grade)



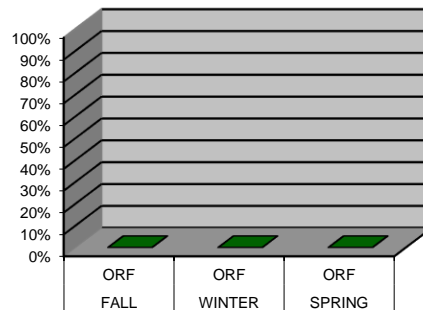
Class of 2032 (4th Grade)



Class of 2032 (5th Grade)

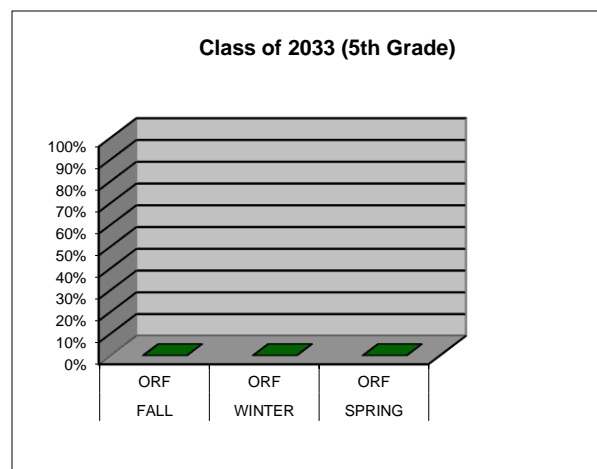
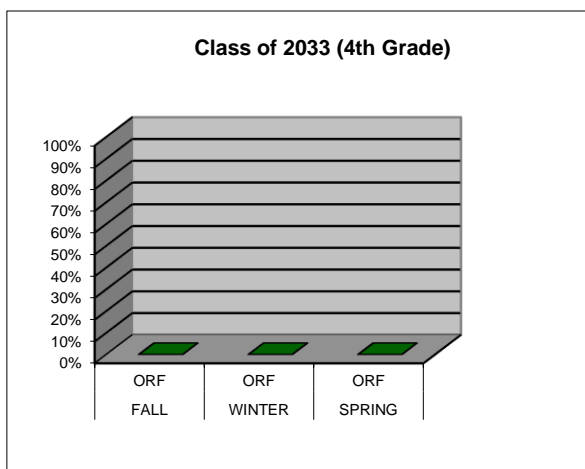
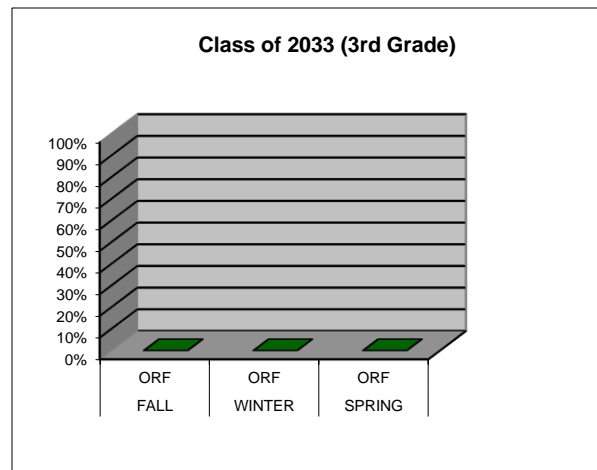
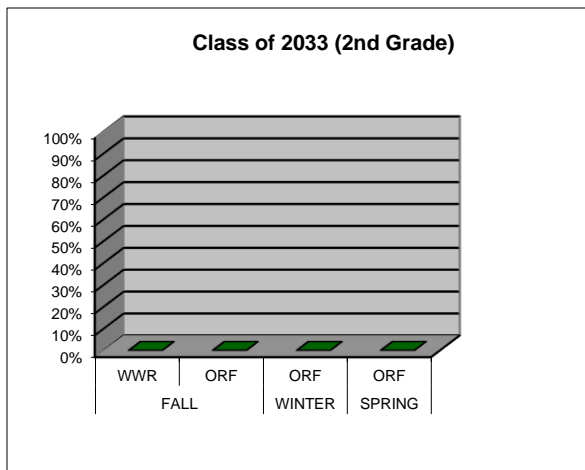
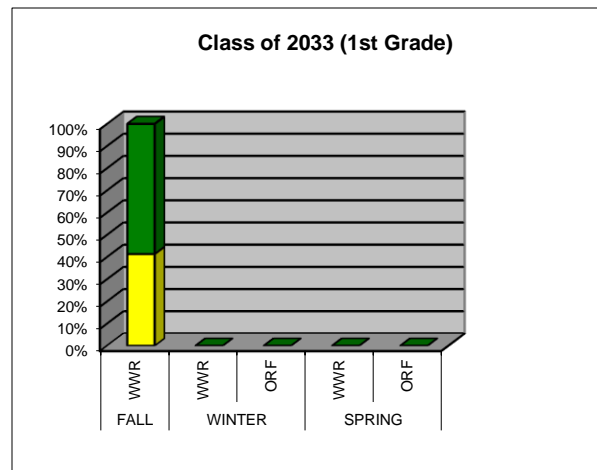
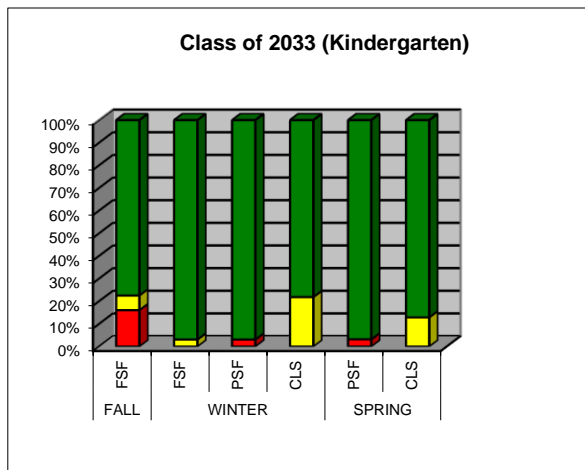


Class of 2032 (6th Grade)

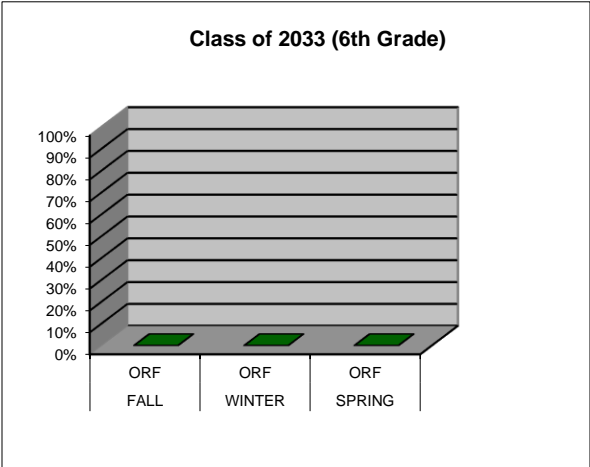


- Established
- Emerging
- At Risk

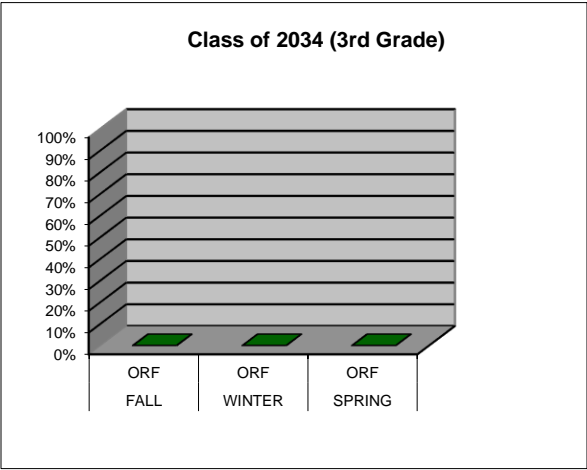
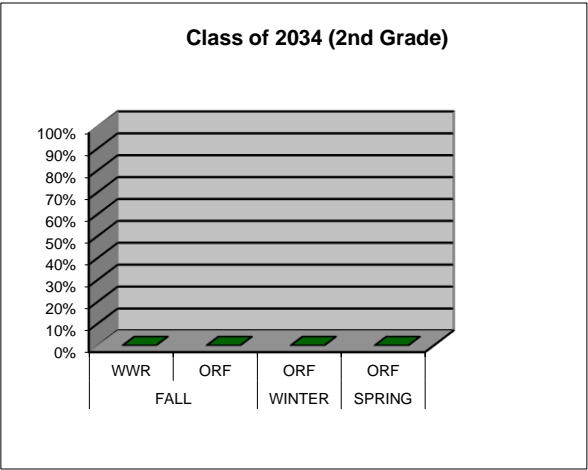
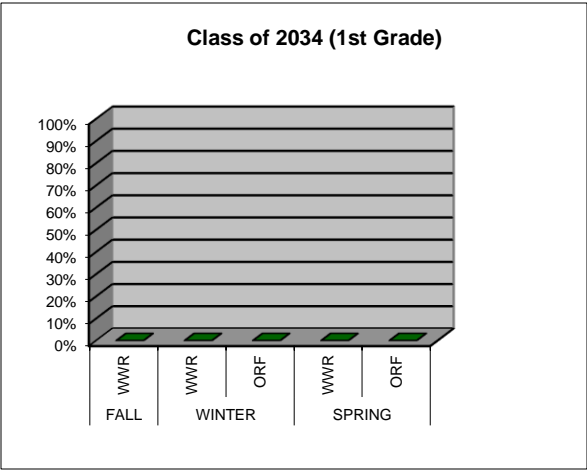
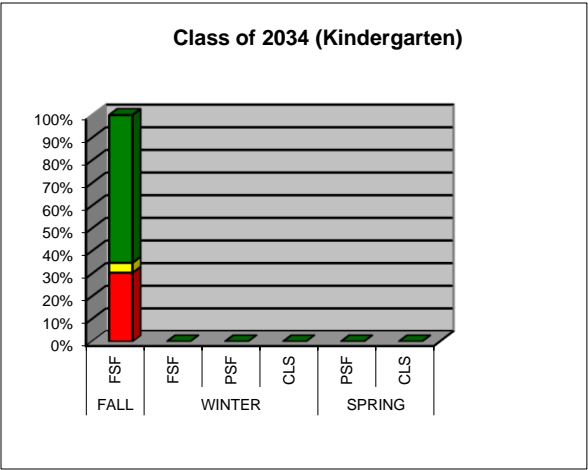
Class of 2033 (1st Grade)



■ Established
■ Emerging
■ At Risk

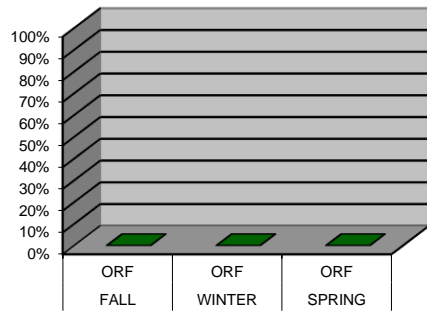


Class of 2034 (Kindergarten)

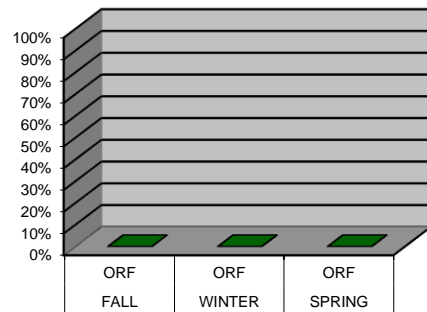


- Established
- Emerging
- At Risk

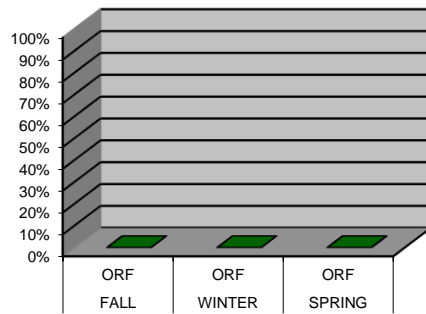
Class of 2034 (4th Grade)



Class of 2034 (5th Grade)



Class of 2034 (6th Grade)



- Established
- Emerging
- At Risk

Student Surveys

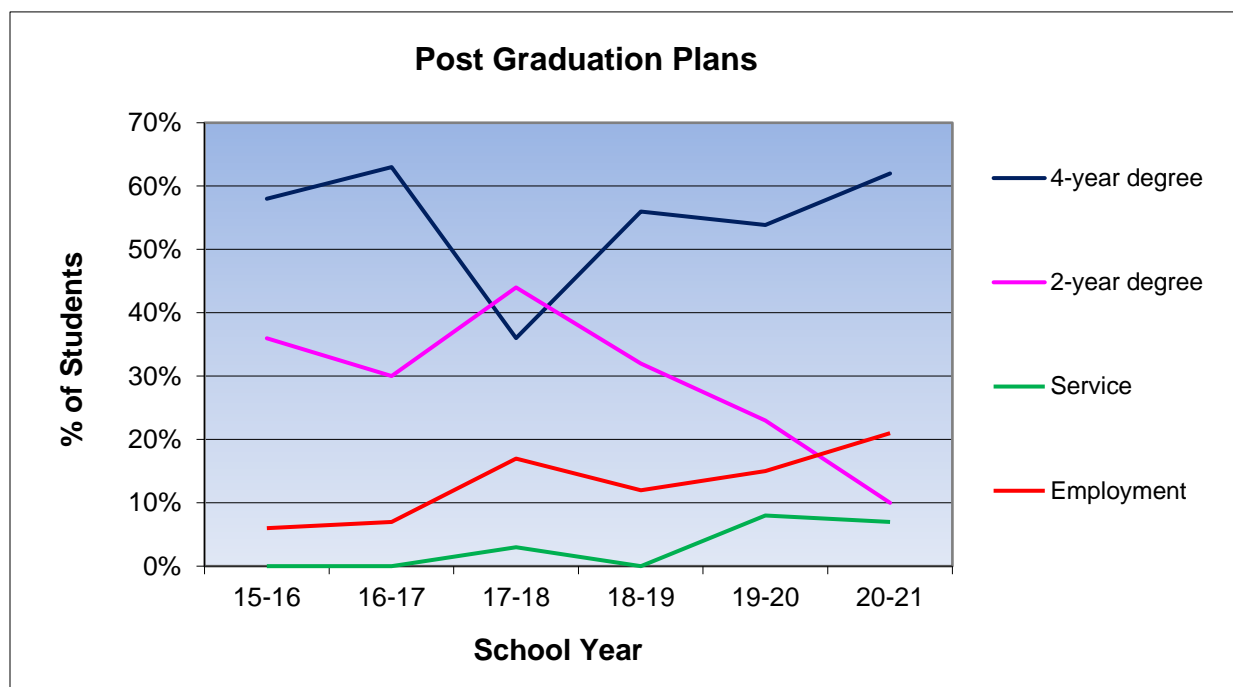
The latest student survey was conducted by the Stanton Community Schools and was for 5-12 grades, it was completed in the 2021-2022 school year.

Students in grades 5-12 identified the strengths as 1) the school provides opportunities for students to participate in activities that interest them, 2) the school has up-to-date computers and other technology to learn, 3) students know the expectations for learning in all classes, 4) each student has at least one adult advocate in the school, and 5) school provides students with access to a variety of information resources to support their learn. Secondary students' lowest ratings were 1) teachers meet student's learning needs by individualizing instruction, and 2) students see a relationship between what is being taught and his/her everyday life 3) school's purpose statement is formally reviewed and revised with involvement from parents 4) school's governing body does not interfere with the operation or leadership of our school.

Graduate Exit Surveys

The Stanton Community Schools' Graduate Full Exit Survey was updated during the 2019-20 school year and a partial survey was done in 2020-21. Therefore, only 2019-20 results are available. The 2020 Graduate Exit Survey indicated that the 2020 graduates are somewhat unsure about how prepared the Stanton Schools did in preparing them for their futures beyond graduation. Also revealed was the availability and support of the guidance counselor. (*See Additional Graphs & Charts*)

Post Graduate Plans



Most graduates of the Stanton Community Schools either pursue 4-year degrees or 2-year degrees. The percent of students who choose either a 4-year or 2-year degree depends upon the student in the graduating class. Students committing to military service and employment have been consistent.

Section 2 – School Effectiveness

The Stanton Community Schools is a K-12 district composed of 2 facilities. At the elementary facility, double sections of grades K-4 are offered. This facility also contains a library, gym, and art/music room. Special education and Title I services are offered at this facility. This facility is served by the elementary principal.

At the 5-12 facility, the district houses the 5th & 6th grades. These students have access to two gyms, the 5-12 library, music room and art room. The district also has a middle school special education teacher that services these students.

Also, at the 5-12 facility, the district offers a realm of courses for its students in grades 7-12. These students share the gyms, library, music room and art room with the 5th & 6th grades. The district offers 7-12 students a special education program. The secondary principal serves as the building administrator.

Hot lunch is headquartered at the K-4 facility. Meals are catered to the 5-12 facility. All students of the district have access to the hot lunch program.

The two facilities are connected with fiber optics. Therefore, the district shares a common server housed at the 5-12 facility. This project was financed by a Title II, Part D competitive grant awarded through the Nebraska Department of Education. The project was collaboratively done between the school district and Stanton Telecom.

Curriculum, Instruction, & Assessments

1. **Philosophy** – The district has defined curriculum as “what” is taught and “determines when” instruction takes place. Instruction refers to the “how” the curriculum is taught. Assessments are used to “measure” the effectiveness and efficiency that the instruction had on teaching the curriculum. The importance of this lies in the fact that all three of these are interrelated and must be addressed (not separately) but as one concept that ultimately improves student achievement.

By maintaining this philosophy, the district is able to develop staff ownership for both the curriculum guides and assessments. During the past several years, the district has focused its staff development days on improving instruction especially stressing active engagement and Marzano’s instructional strategies.

Since the district has a consistent percentage around 43% of students who qualify for free or reduced lunches, the district also utilized Ruby Payne’s book *A Framework for Understanding Poverty* to guide professional development for the district’s teaching staff.

2. **Curriculum Development** – Educational Service Unit #8 has stressed the Curriculum Leadership Institute method of developing curriculum. Information about this model can be obtained by calling 1-800-526-6909 or by visiting the web site at www.cliweb.org. All teachers were involved in the curriculum process.

3. **Instruction** – Textbooks and other supplemental materials have been purchased on a 7-year rotation. The district has adopted the Saxon approach in math to increase rigor and Wonders for our Language Arts series. These series are researched based.

The district has also reduced class size by double tracking each of the elementary classrooms. The need to increase reading scores and an increased number of free/reduced lunch students ignited this movement. Consolidated Title II, a grant provided partial funding to implement this movement.

4. **Assessment Development** – The Stanton Community Schools has migrated towards Nebraska Student Centered Assessment System (NSCAS) according to the timeline established by the Nebraska Department of Education. The district has also transitioned from Terra Nova to the Measures of Academic Progress (MAP) assessment for the district's norm referenced assessment.

Workshop/In-service Opportunities

The Stanton Community Schools provides its faculty and staff with the opportunity for professional growth. The district conducts several in-service workshops each year. The professional workshops provided by the district maintain a relentless focus on improving student learning that permeates all levels of the school. This common belief of the district drives staff, students, and other stakeholders to seek the desired results of the school that impacts student achievement. Below is a list of staff development activities for the past few years.

- Dr. Todd Whitaker - What Great Teachers Do Differently
- Mr. Mark Sharenbroich - Nice Bike Story
- Mr. Jeff Mangrum - Hero's Journey
- Mrs. MK Mueller - Eight To Great
- Dr. Anita Archer - Student Engagement
- Mrs. Loretta Tabor & Mrs. Lynette Block - Nebraska RtI Consortium
- Mrs. Susan Clausen - MAP Training
- Mr. Ron Clark - Teacher of the Year
- Mr. Manuel Scott - Original Freedom Writer
- Mr. Walter Bond - Mr. Accountability
- Mr. Dave Weber - Leadership Redefined
- Mr. George Couros - Inspire and Recharge
- Dr. Adolph Brown – Spreading Love, Light & Insight

The staff also attends various workshops that are hosted by Educational Service Unit #8.

Staff Surveys

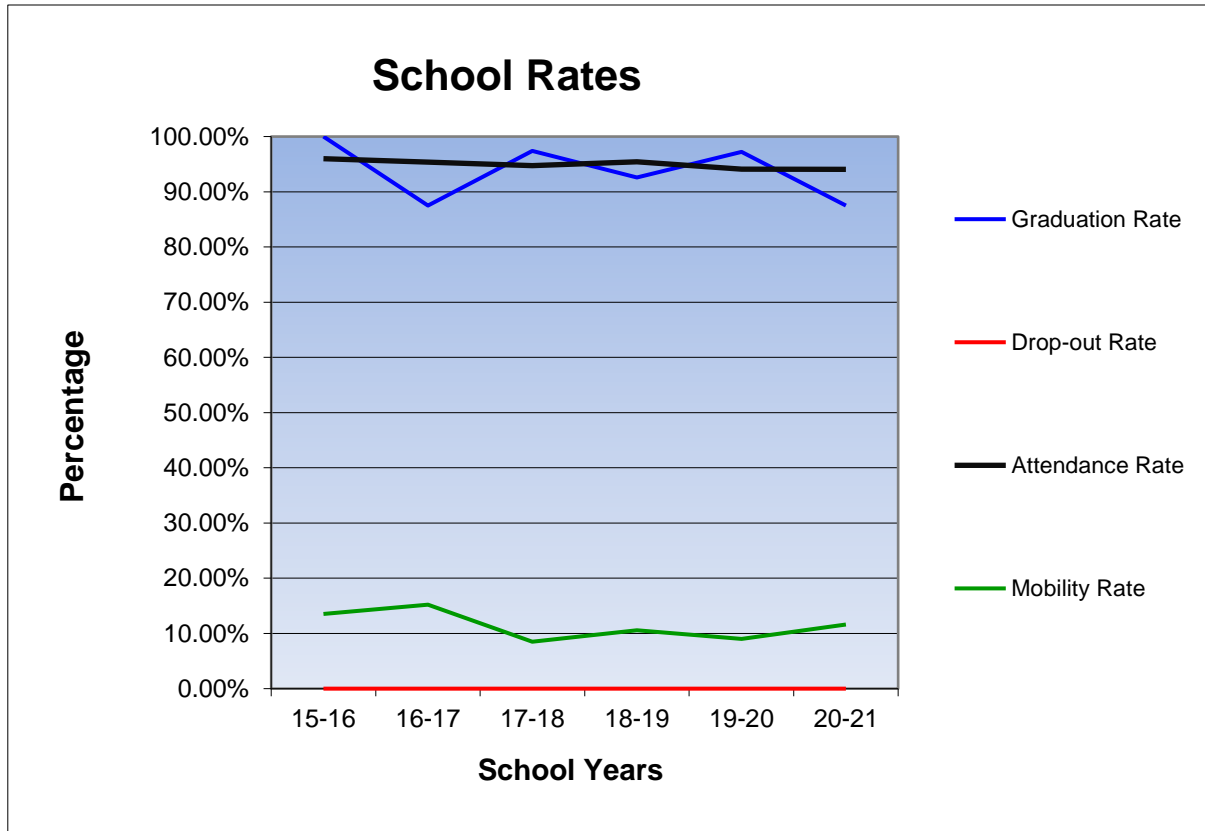
The last staff survey was conducted by the Stanton Community Schools and was for 5-12 grades, it was completed in the 2021-2022 school year.

Highest ranks by secondary teachers included 1) school maintains facilities that contribute to a safe environment, 2) school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning, 3) school provides a plan for the acquisition and support of technology to support the school's operational needs, 4) school provides opportunities for students to participate in activities that interest them, 5) school has a continuous improvement process based on data, goals, actions, and measures for growth, and 6) school maintains facilities that support student learning. Lowest ranks were 1) school ensures all staff members are trained in the evaluation, interpretation, and use of data, 2) school's leaders support an innovative and collaborative culture, and 3) teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).

Section 3 – School & Community Contexts for Learning

School

Graduation, Drop Out, Attendance & Mobility Rates



The table above summarizes the districts graduation, drop-out, attendance, and mobility rates. The district's graduation rate remains high and drop-out rate low.

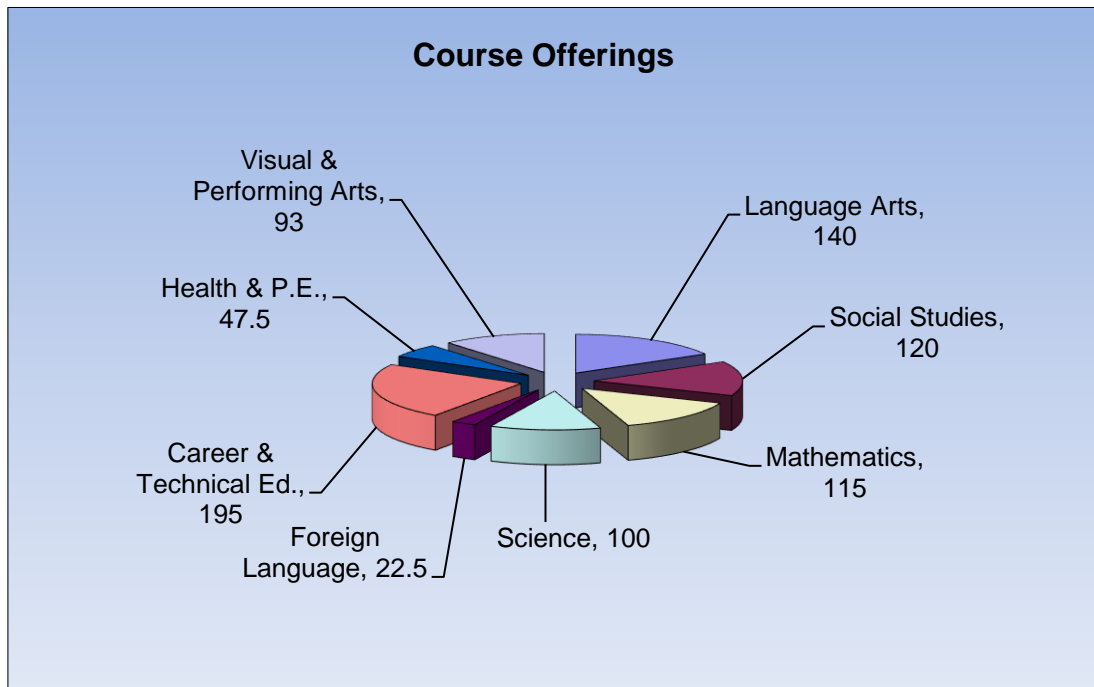
Average Class Size & Teacher/Student Ratio

Over the past 5 years, the elementary school was constant. The most recent average class size at the elementary was 31.0 and high school was 32.5.

The student-teacher ratio has been constant in both the elementary and secondary schools.

Class Offerings & Graduation Requirements

The Stanton Community Schools complies with Nebraska Department of Education Rule 10. The district offers 808.0 instructional units at the high school.



The pie chart above shows the complete breakdown of the Stanton Community Schools course offerings. The number following the category indicates the total number of instructional units offered within that subject area.

The Stanton Community Schools has recently increased its graduation requirements. An additional elective in math or science along with at least 10 character-education hours have been added to the requirements. The table below shows the current requirements.

<u>Graduation Requirements</u>	<u>Units</u>
Language Arts	40
Math	30
Science	30
Social Studies	30
Computer	10
Speech	5
PE/Weights	10
# of Credits Required	230
Character Education Hours	10

Graduation requirements increased starting in the 2012-2013 school year according to changes adopted in Rule 10. Both math and science requirements were set at 30 units.

Enrollment in Advanced/Dual Credit College Courses

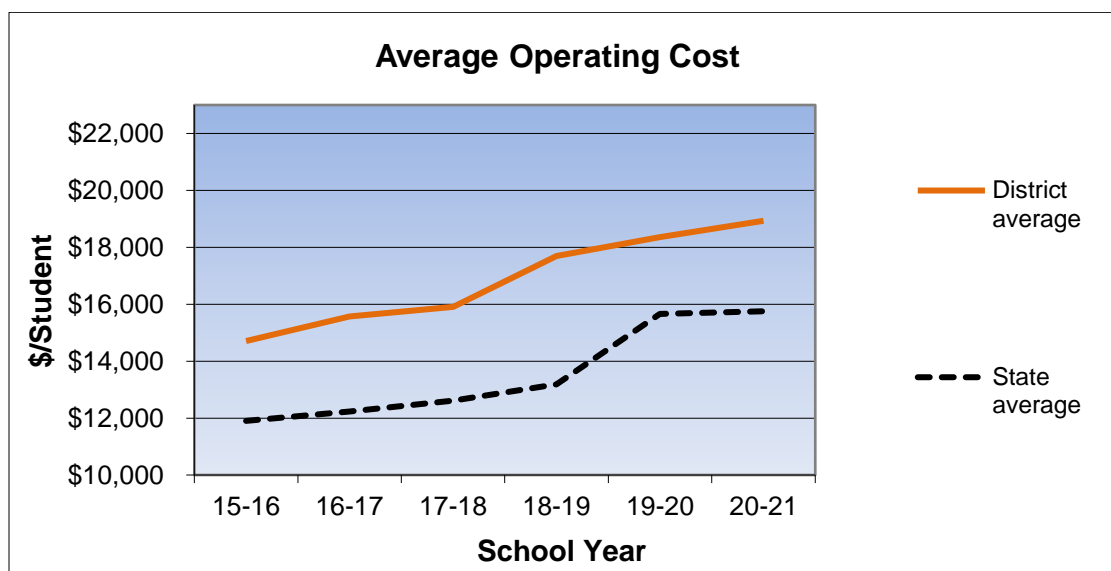
Students have opportunities to take dual credit college courses through Northeast Community College or the University of Nebraska-Lincoln. Most of the courses are offered online except for Advanced Biology which is offered locally through a lecture/lab environment.

Parent/Teacher Attendance Percentage

Parent/Teacher attendance percentages remain constant at the elementary. Elementary attendance percent is right at 99%. The secondary parent/teacher attendance percentages have slightly increased over the past year. The Fall 2014 rate was 47% while the Spring 2019 rate was 69%.

Operating Expenditures/Pupil Cost (Local vs. State Average)

The district's expenditures/pupil cost has seen the district's average exceed the state average over the past six years. As the number of students per class decrease, the cost per student will increase.



Staff

Certificated

During the 20-21 school year, the Stanton Community Schools employs a superintendent, secondary principal, elementary principal, guidance counselor, librarian and 38 teachers.

For the most part, the backgrounds of the certificated staff have remained constant. Currently, the staff has 43 Caucasian. There are 27 female certificated staff members and 16 male certificated staff members with an average teaching experience of 13.57 years. Approximately 40% of the certificated staff has advanced degrees.

Non-Certificated

The Stanton Community Schools started the 20-21 school year with 4.5 secretaries, 4.8 paraprofessionals, 6.6 maintenance/custodians, 3.8 food personnel & 5.0 transportation personnel. Twenty-two of the non-certificated staff members were Caucasian while 3 were Asian and 1 was Hispanic. There are 17 female non-certificated staff members and 9 male non-certificated staff members with an average tenure at the Stanton Community Schools of 9.38 years.

Community

Community Demographics (Census Data)

Per the 2020 census data, Stanton County had a population of 5,842. It is the 48th most populated county in the state of Nebraska out of 93 counties. In 2019, the median household income of Stanton County households was \$63,986. 4.9% of Stanton County families live in poverty. The Median age was 42.1 years. The largest Stanton County racial/ethnic groups are White (89.2%) followed by Hispanic (6.0%) and Two or More (3.2%)..

The city of Stanton had a population of 1,520.

Parent Surveys

The last parent survey that was conducted by the Stanton Community Schools was in the 2021-2022 school year. Secondary parents were surveyed based upon the oldest child.

Strengths identified by the parents include 1) our school provides opportunities for students to participate in activities that interest them, 2) my child has up-to-date computers and other technology to learn, 3) my child knows the expectations for learning in all classes, 4) my child has at least one adult advocate in the school, and 5) my child is given multiple assessments to measure his/her understanding of what was taught.

Parents believe that areas of improvement include 1) all of my child's teachers meet his/her learning needs by individualizing instruction, and 2) my child sees a relationship between what is being taught and his/her everyday life

Alumni Surveys

Stanton schools administers surveys to its graduates through an annual Exit Survey and past graduates through the Graduate/Alumni Survey. The results of both surveys are compared to complete this analysis.

The Exit Survey wasn't completed in 2021 because of new staff. The last Exit Survey was completed by 17 alumni who graduated in 2017 while 101 alumni completed the Graduate/Alumni Survey. Of the 101 alumni who completed the Graduate/Alumni Survey, most are working full time and have attending a college in Nebraska.

Strengths identified by the Graduate/Alumni Survey would include 1) most are working at a job that pays enough for them to live comfortably and 2) most graduates believed that the school offered a drug-free disciplined, and safe environment.

Recent alumni expressed concerns about the availability of the counselor. Interestingly, a little less than half of the alumni surveyed indicated that they are pursuing a different field than they prepared for during high school.

Booster Clubs

The Stanton Community Schools is supported by the Parent Teacher Support Group (PTSG) for both the secondary and elementary schools, Athletic Booster Club, Music Boosters, Drama Boosters, and Stanton Youth Development.

Summary

The *Profile* is a document that the Stanton Community Schools created from data. It is a current description of students and their performance, school effectiveness, and the school and community contexts for learning. It contains information that is necessary to determine gaps between current and expected student performance and to identify courses of student performance problems. Initially, this Profile will provide an overview of the school's current reality. As the school improvement process continues, the school improvement team will collect additional information about students and their performance, school effectiveness, and the school and community contexts for learning in areas targeted for improvement.

In general terms, the data told the Stanton Community Schools that it has many more strengths than weaknesses. The scores stated that the district was above average on most standardized assessments. The conclusion was that the district needs to increase its student scores in the area of language arts. Again the standardized assessments indicate a need along with the district's criterion referenced assessments. Our student, staff & parent surveys also indicated our students struggle with language arts.