



## PART I - ELIGIBILITY CERTIFICATION

---

11NE3

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

## DISTRICT

- 1. Number of schools in the district: 38 Elementary schools  
 (per district designation) 11 Middle/Junior high schools  
6 High schools  
0 K-12 schools  
55 Total schools in district
- 2. District per-pupil expenditure: 9068

## SCHOOL (To be completed by all schools)

- 3. Category that best describes the area where the school is located: Urban or large central city
- 4. Number of years the principal has been in her/his position at this school: 2
- 5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	19	18	37		<b>6</b>	0	0	0
K	25	34	59		<b>7</b>	0	0	0
1	38	33	71		<b>8</b>	0	0	0
2	26	25	51		<b>9</b>	0	0	0
3	23	29	52		<b>10</b>	0	0	0
4	28	36	64		<b>11</b>	0	0	0
5	24	23	47		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>381</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
4 % Asian  
5 % Black or African American  
12 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
70 % White  
8 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 15%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	26
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	50
(4)	Total number of students in the school as of October 1, 2009	342
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent limited English proficient students in the school: 4%  
 Total number of limited English proficient students in the school: 19  
 Number of languages represented, not including English: 8

Specify languages:

Spanish; Vietnamese; French; Chinese; Hindi; Nepalis; Arabic; Telegu

9. Percent of students eligible for free/reduced-priced meals: 62%  
 Total number of students who qualify: 211

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 17%  
 Total number of students served: 65

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>11</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>2</u>
Special resource teachers/specialists	<u>4</u>	<u>9</u>
Paraprofessionals	<u>8</u>	<u>4</u>
Support staff	<u>9</u>	<u>3</u>
Total number	<u>41</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	95%	95%	95%
Daily teacher attendance	96%	95%	94%	95%	95%
Teacher turnover rate	4%	6%	6%	6%	6%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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

Riley Elementary School is located in the central part of Lincoln, NE, a city of about 275,000 people. Riley is very unique in that it is truly a learning community. Past students bring their children back to Riley and frequently, we have many generations of former Riley students at events. We are a Title One Targeted School with a 62% free and reduced lunch rate, issues like homelessness and economic distress, parents dealing with incarceration, concerns with mental health, custody and/or legal issues and problems with drugs and alcohol. But, we have a dedicated and experienced staff who are instructionally solid and are willing to do whatever it takes to make a child successful. Riley Elementary staff operates on the belief of collective and individual efficacy. We all believe we can positively affect the lives of any student who comes to our school academically, socially and emotionally. Our students know this and do achieve!

Riley Elementary includes grades kindergarten through fifth. There are also two ExCITE classrooms for children ages 3 and 4. The ExCITE classes are run as a collaborative program with Early Childhood Special Education and serve 37 students. Specialists serve Riley students in Music, Physical Education, Art, Computer and Media.

Our mission is to help our Riley students: IMAGINE the possibilities, BELIEVE in their potential, and ACHIEVE at their highest level. Riley wants to provide meaningful and challenging learning opportunities for all Riley students in a safe and positive environment. Riley staff, families, and students will share the responsibility for academic achievement, positive character development, and support of individual and cultural differences.

The Riley School Improvement Goals for 2010-2015 are: Improve 1. Literacy Skills for all students; 2. Improve Math Problem Solving and Analysis Skills for all students; 3. Increase the Hope, Wellbeing, and Engagement for all students.

At Riley, students are here to learn, teachers are here to teach, and our bottom line is no one is allowed to be hurtful or disruptive. We protect the instructional environment at all costs and our students understand our teachers are here to help them. Our students are well-behaved and achieve at a high level. Riley has instituted Positive Behavior in School Supports with a BIST philosophy and these programs allow us to maximize our learning time. All families, staff and students know the behavior expectations and understand the consequence continuum.

Over 94% of our parents come to school and support their students at events, are as actively involved as possible in their children's lives, and work in collaboration with staff to help the students succeed. Parents work hard with staff to make Riley a great school. Our parents know education is their child's ticket to a better life. Working hard to build a community is one of our main goals, because of the many issues facing our families. The Riley staff has put in place many pieces to support our families and help improve the hope, well-being, and engagement of our students. Here are a few:

### **Hope**

The Riley staff wants our students to dream. At the beginning of the year, each Riley teacher sends out a Dream Letter to parents to facilitate conversations between parents, students, and teachers about each child's future dreams and how education is the way to reach goals. A Home/School Parent Compact is signed by all involved in the child's education outlining what each party promises to do to help each child achieve. The principal holds Kindergarten Tea Parties with all kindergarten students. We discuss how important school is, read the book "I Can Be Anything" by Jerry Spinelli and emphasize future goals and dreams. Quarterly, Riley holds all-school Imagine, Believe, and Achieve Assemblies with student recognition in the areas of attendance, achievement and character.

Riley has many transition plans in place to help each student feel a part of our school. We have instituted a program called the Student Ambassadors for students new to our school. This program is designed to help a child feel a part of the Riley Community on their first day. We have a kindergarten orientation meeting in the spring for incoming kindergarten students and their parents. Material is handed out that parents can use to help their child get ready for kindergarten. Teachers meet with each family individually during the last part of July and early August to explain the expectations in kindergarten and at Riley School.

### **Well-Being**

Many programs are available at Riley to help parents and children who struggle. We operate a Summer Food Program and send home forty food backpacks weekly. The staff helps with a Holiday Gift Program and Food Baskets are sent home at Christmas to ten families. Of course, our Community Learning Center Program provides a safe place for students while their parents work. Riley has worked hard to put in place emotional supports for our students. These supports include therapists and social workers that are housed in our school.

### **Engagement**

Riley has various groups that parents are welcome to join. Some are: the Latino Parent Group, Parent Advisory Council, School Improvement Team Advisor, WatchDogs (Dads of Great Students) and SuperMoms (Moms of Marvelous Students). We also have many groups and activities any Riley student may join. For example: the Latino Student Club, Chorus, Orchestra, Band, Destination ImagiNation, Girls on the Run, Art Club, Student Ambassadors and other groups meet regularly. Riley provides before and after school programming through our Community Learning Center (CLC) to meet our students' childcare and academic needs. Our CLC serves about seventy-five students daily with the goal of extending each student's education through a variety of intellectual and physical activities. CLC also has a mandatory homework/study time each day and offers a variety of clubs for students. Some of the clubs include: Spanish Club, Music and Movement, Make-It, Take-It Book club, Scrapbooking and Musical Drama.

## 1. Assessment Results:

Students at Riley continue to achieve in all subgroups and academic areas. Even though we are a Title One School with an increasing poverty rate every year, we have met AYP every year for the last five years. According to the Nebraska Department of Education, a proficient or meets expectations score indicates a student is able to demonstrate the knowledge being tested to a level equal or commensurate with their grade level. An exceeds score indicates the student has demonstrated skills above their grade level. Both groups are combined and reported as proficient. **In 2009-2010, our students achieved a Reading Proficiency score of 80.39% on the Nebraska State Assessment in Reading. Our Math Proficiency Score of 98.7% on the Nebraska State Assessment for Math, surpassed even our expectations.** This was due to a renewed and collaborative effort with an emphasis of providing students with many, many reteaching opportunities. Our fourth grade students have continually done well on the Statewide Writing Assessment each year. **In 2009-2010, 87.50% of our students met or exceeded state standards.** The scores we receive reflect the high commitment our staff, students and families have to learning and success in the future.

## 2. Using Assessment Results:

At the beginning of each school year, all data is reviewed from the previous year during a Data Retreat. The staff looks for trends or common themes in areas where Riley does well or needs improvement. The whole staff meets together at the end of the retreat to discuss findings, celebrations and challenges. From these findings, we develop our School Improvement Goals and determine what general school strategies we will all implement. The Riley Staff develops three School Improvement Goals: one in math, one in literacy, and one to address the difficult issues confronting our students. Teams then look at grade level specific deficits and curricular expectations. Team SMART Goals are developed by teachers at each grade level that are specific to needs of the students as determined by the data gathered from individual data sources. These sources may include: cum folders, report cards, math and reading district data cards, transition sheets from the previous teacher, results of statewide assessments and standardized tests. These grade level SMART goals are developed under the three areas of Riley's School Improvement Goals and must be Strategic/Measureable/ Attainable/Results-Oriented/Time-Bound. Teachers meet constantly to discuss progress on these goals and share strategies with each other and regroup students for reteaching. Summative, formal, and informal formative assessments (exit cards, sticky notes, or signals) are given frequently and drive instructional decisions. Monthly, teachers report back to administration via DocuShare on where they are in meeting these goals.

## 3. Communicating Assessment Results:

Assessment results are communicated to parents in a variety of ways. Newsletters detail all-school results and Adequate Yearly Progress and report any general assessment information . Riley Elementary teachers are available at any time to meet with parents to discuss their student's progress. Twice a year conferences are set up for parents to meet one-on-one with the teacher. Quarterly, standards-based report cards are sent home. If a student is participating in special education classes, progress reports are sent home quarterly. If the student is participating in high ability classes, a differentiated report card is sent home at the end of each semester. Statewide assessment results are sent home via the US Mail. The assessment results have a letter attached to explain what the results mean. Riley has an open door policy and parents are welcome to come in and discuss any concerns they have related to their student's assessment results at any time.

#### **4. Sharing Lessons Learned:**

The lessons we learn are shared throughout the district in a variety of ways. Principals work with other principals in Professional Learning Communities, sharing common goals and ideas. Principals also meet monthly to do professional learning and discuss curriculum and instruction.

District classes and workshops are offered year-round. Classes are taught by Curriculum Directors, Lead Teachers from the district office or teachers from the school district. The Lincoln Public School District has adopted a model of Train the Trainer. When a new concept or program is implemented, workshops, classes, and trainings are done with a select group of people. These people then go back to their schools and teach the teachers the new program. We have many teachers who have been involved in researching and field testing new curriculum for our district.

We have staff members represent Riley as district liaisons. These teachers attend monthly district curriculum meetings with the Curriculum Director in that subject area. Those liaisons bring back vital communication and ideas to the staff about curriculum updates, assessment, and learning expectations. Teachers serve as members of committees to assist the school and further its mission. Riley's committees include the School Improvement Committee, Assembly Committee, Gifted Committee, Response to Intervention Committee, PBS/BIST Vision Team and the Social Committee.

Sharing lessons learned is also a part of each Professional Learning Community for teachers. Strategies, best practices, and activities are shared within the team so teachers can effectively help all students learn and meet SMART goals.

Staff meetings are also a time to share lessons learned. Every staff meeting at Riley has components of learning new research, discussion about best practices and policies and sharing new thoughts and ideas. Shared learning also occurs weekly between the school and home. The principal writes a two-sided newsletter that is sent to every family in the Friday Folder. This newsletter contains announcements, celebrations, ideas and updates.

## 1. Curriculum:

The word curriculum refers to the things students are expected to know and learn to do, the instructional strategies and other activities teachers use to help students learn, and the learning materials, including textbooks, teachers use with students. The curriculum in Lincoln Public Schools provides students with important knowledge and skills necessary for success in school, preparation for post high school education and entering the work world. As in any growing, changing organization, curriculum is periodically reviewed for the purpose of keeping it current and relevant to the needs of students and society. The learning characteristics of students are considered when making curriculum decisions. Curriculum is developed to provide options for the wide variety of student learning abilities.

The Lincoln Public Schools provides a guaranteed and viable curriculum for all students. The curriculum is research-based and formative and summative assessments are used frequently to determine where students are in their learning.

The Riley staff has been focusing on providing specific and timely feedback, helping students set goals, student self-assessment, and providing a variety of formative and summative assessments. The Riley staff is also employing school-made rubrics, so students can self-assess their engagement and effort during direct instructional and independent work times. We continue to use a variety of formative assessments that help us determine student learning and help us adjust our instruction. One of our focuses has been on using many different informal assessments that will help a teacher know what each student knows about the lesson just taught. The Riley Staff has all been trained in every curriculum area at the district and building level. Teams work feverishly to make sure they are providing the instruction students need to be successful.

## 2. Reading/English:

The ability to communicate-to read, write, listen, and speak well-is the key to success in school and in life. The following basic components are included in the LPS K-6 program at Riley Elementary: The curriculum is comprehensive in that it encompasses learning to read, personal reading, reading to learn, writing for multiple purposes, and speaking and listening both formally and informally. The instructional program focuses on direct, systematic instruction in basic skills. The skills, processes and strategies of phonics, vocabulary, and comprehension are emphasized. Students are provided a wide range of quality literature, both fiction and non-fiction, that can nurture creative and logical thought, foster appreciation of cultures and history, and provide connections that enable students to build their view of the world. Students engage in abundant amounts of reading and writing daily to promote fluency and proficiency. Teachers at Riley have committed to guaranteeing a double-dip of guided reading each day for students who are performing below grade level.

Strategies such as trait-based writing and the writing process enable students to write to different audiences for a variety of purposes. Students advance from personal narratives using phonetic spellings to more advanced models of communication including creative writing, reports, and persuasion.

## 3. Mathematics:

The goals for students at Riley mirror the goals for all Lincoln Public School elementary math students. Students will acquire mathematical skills, including the ability to perform routine computations and symbolic manipulation; develop an understanding of fundamental mathematical concepts; become mathematical problem solvers and critical thinkers; and will learn to value mathematics and the quantitative nature of our world. The Riley elementary mathematics program is balanced with respect to curricular content and instructional approaches. In addition to traditional computational skills, topics from

geometry, algebra, data analysis, and measurement are included at appropriate levels. The program utilizes concrete materials and experiences within the context of teacher-directed instruction to convey meaning and help motivate students to learn mathematics.

#### **4. Additional Curriculum Area:**

##### **Health**

In the primary grades, children learn to practice safety and daily personal health care. They study the five senses and basic parts of the body. Students develop an awareness of nutrition and fitness and the role each plays in their health. The effects of drugs, alcohol and tobacco are presented in a manner appropriate to the children's level of understanding. In the intermediate grades, family health, including human growth and development, is presented. The body systems and the effects that diseases and various substances have on them are taught. Concepts of fitness, nutrition and personal safety are further developed.

##### **Science**

The curriculum is based on the Nebraska State Science Standards and the National Science Standards. The program stresses hands-on activities to develop inquiry and thinking skills. The program is structured to help students realize that science is part of everyday life and affects all individuals. The four themes studied in elementary schools are living things, the physical world, space/earth, and STS (science, technology, and society/environment). Students experiment and do hands-on-activities to learn to value curiosity, openness, inquiry, and critical thinking skills in science as a part of every day living. Riley has an incredible tradition of having 100% participation in the district science fair for fifth graders every year.

##### **Social Studies**

Riley students are exposed to all the state standards through the Houghton Mifflin social studies curriculum along with grade-level topics. Kindergarten students have an overview of the World, United States, Nebraska and the Lincoln community. First graders learn about Neighborhoods Near and Far. The focus in second grade is the Community Curriculum and in third grade it is People and Places Everywhere. The Nebraska Adventure Curriculum is the emphasis for fourth grade and US History: Making a New Nation is stressed in fifth grade.

#### **5. Instructional Methods:**

At Riley we are committed to finding out what students know and do not know through the use of data and designing lessons to build on that knowledge, so all students can achieve. We create interventions if students are struggling and enrichment if they are not. All students are exposed to all curriculum objectives using a variety of instructional strategies, groupings, and methods. Having the best instructional base for students is our number one priority. All students are supported in the classroom through needs-based flexible groups that are taught daily at their instructional level using appropriate texts. These groups include special education students, high ability learners, English language learners, and students who profit from interventions such as Reading Recovery.

Riley offers opportunities for gifted and highly gifted students in an effort to develop the academic abilities of all students to their highest potential. At the elementary level in the Lincoln Public Schools, students have the opportunity to participate in reading and math differentiated classes. Developing skills for in-depth study and self-directed learning are important goals of the program. Students learn from interaction with other students of similar abilities, develop leadership skills and work to acquire an understanding of their abilities. The gifted program offers differentiated curricula based on the regular curricula. Students are identified for the gifted program using multiple criteria including: outstanding performance, behavioral checklists; product review; standardized tests and psychological assessment. Differentiated curricula are modified to suit the learning needs of gifted and talented young people. Learning activities for gifted students may differ in content, process, product and the learning environment.

Interventions provided at Riley come in many forms. Reading Recovery is provided for students in first grade who are identified as strugglers. We have 1.5 Reading Recovery instructors who are able to serve around ten students one-on-one throughout the year. Riley also has two Intervention teachers who provide

support for students in math and reading. These interventionists provide additional research-based math and reading instruction to around forty kindergarten through fifth grade students daily. The goal of our intervention program is to fill in missing skill gaps, help students gain confidence, and return to be successful in the classroom full-time. These focused, timely, specific strategies and interventions are designed to help students reach their goals. We also have a full time Response to Intervention paraeducator who works with about 12 students. We have an active Resource program that addresses long-term learning concerns and provides a very specific plan for students who may have additional learning concerns.

## **6. Professional Development:**

Professional Development is a very important component to increasing student achievement. Teachers at Riley have been focusing on many professional development areas to maximize learning time and achievement potential. Our focus the past few years has been in the following areas: Adaptive Schools Training, instituting Positive Behavior Supports in Schools, Behavior Intervention Support Team, Seven Strategies for Assessment for Learning (Chappuis), Classroom Instruction that Works (Marzano), Changing the Odds for Student Success: What Matters Most (Bryan Goodwin), Leadership and Learning (Doug Reeves) and challenging Fixed and Growth Mindsets. After looking over all this research, some common themes emerged. Those themes were: student self-assessment, increasing student engagement and effort, goal-setting and utilizing formative assessments to mark student progress. The staff has been implementing these strategies to increase achievement in all areas.

## **7. School Leadership:**

The Lincoln Public Schools leadership structure is based upon the philosophy that site-based building decisions are made under the umbrella of the Lincoln Public Schools policies and guidelines. The Lincoln Public Schools provides all the necessary supplies, books, curriculum research and objectives that principals and staff can access.

The principal functions as the instructional leader in the building. Initially, the School Improvement Goals are determined by looking at data in the fall. The principal works with a School Improvement Committee to determine the direction and professional development needed for the building for the year. The principal provides the initial structure for Professional Learning Communities and helps teams to maximize this precious time. Because, I believe we have such great teachers, who will do anything to help students succeed, they are treated with professionalism and are allowed to make the instructional decisions necessary for their students. Teachers are expected to provide what students need to reach goals.

It is the primary function of the principal to make sure the learning environment is protected and is not interrupted by behaviors or other concerns. The principal serves the staff, so they can focus on teaching and learning. Riley has instituted the BIST philosophy and Positive Behaviors Supports so teachers can teach, not spend time disciplining. The principal provides an alternate place for students to learn if they are disrupting the learning of others. The principal is responsible for budgeting and making decisions about the necessary personnel, materials, building use and schedules needed for the school. The principal communicates expectations to staff collectively and deals individually with performance that is not up to par. The principal appraises and mentors staff and provides a structure for life-long learning. The principal also serves on the Response to Intervention team to make sure the needed interventions are provided along with helping to decide which students need extra help.

Our School Coordinator serves as the leader of the Special Education processes for Riley. This is a huge job because Riley houses two Excite/Early Childhood Special Education programs along with our regular K-5 student population. She also is the leader of the gifted committee and works to identify students who need enrichment and schedules and supervises mentors for highly gifted students. Our Coordinator also serves as the Testing Coordinator for our building.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NES- Math

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	100	89	92	85	88
Exceeds	0	0	0	0	0
Number of students tested	63	46	47	33	33
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	100	79	93	81	80
Exceeds	0	0	0	0	0
Number of students tested	37	14	28	16	20
<b>2. African American Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	100	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	10	0	0	0	0
<b>4. Special Education Students</b>					
Meets plus Exceeds	100	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	14	0	0	0	0
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	0	100	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	5	0	0	0
<b>6. White, not Hispanic</b>					
Meets plus Exceeds	100	92	91	88	85
Exceeds	0	0	0	0	0
Number of students tested	43	26	42	25	27
<b>NOTES:</b> From 2005-2009, the math test was the STARS. This was published by the Lincoln Public Schools. The NES- Math was developed by the Nebraska Department of Education and administered for the first time in 2010. 00 Data has been masked to protect the identity of the students using one the following criteria: 1. Fewer than 10 students were reported in a grade or standard 2. All students were reported in a single performance category. 000-data not available					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: NESA-Reading

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	76	0	89	73	85
Exceeds	22	0	0	0	0
Number of students tested	63	0	47	33	33
Percent of total students tested	100	0	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	49	71	82	69	80
Exceeds	0	0	0	0	0
Number of students tested	37	14	28	16	20
<b>2. African American Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	10	0	0	0	0
<b>4. Special Education Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	14	11	0	0	0
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. White, not Hispanic</b>					
Meets plus Exceeds	79	88	88	72	82
Exceeds	53	0	0	0	0
Number of students tested	43	25	42	25	27
<p><b>NOTES:</b> The STARS reading test was developed by the Lincoln Public Schools and was given from 2005-2009. NESA-Reading Test developed by the state and given for the first time in 2010. 00 Data has been masked to protect the identity of the students using one the following criteria: 1. Fewer than 10 students were reported in a grade or standard 2. All students were reported in a single performance category. 000-data not available</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: NESA-Math

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	96	80	81	83	76
Exceeds	0	0	0	0	0
Number of students tested	45	47	31	38	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	92	79	73	74	70
Exceeds	0	0	0	0	0
Number of students tested	25	21	15	26	14
<b>2. African American Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Meets plus Exceeds	87	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	15	0	0	0	0
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. White, not Hispanic</b>					
Meets plus Exceeds	96	79	79	81	79
Exceeds	0	0	0	0	0
Number of students tested	30	21	24	29	29
<p><b>NOTES:</b> From 2005-2009, the math test was the STARS. This was published by the Lincoln Public Schools. The NESA-Math was developed by the Nebraska Department of Education and administered for the first time in 2010. 00 Data has been masked to protect the identity of the students using one the following criteria: 1. Fewer than 10 students were reported in a grade or standard 2. All students were reported in a single performance category. 000-data not available</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: NESA-Reading

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	77	93	87	88	88
Exceeds	51	0	0	0	0
Number of students tested	45	47	31	39	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	74	89	80	83	84
Exceeds	89	0	0	0	0
Number of students tested	25	21	15	27	14
<b>2. African American Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	44	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	15	10	0	0	0
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. White, not Hispanic</b>					
Meets plus Exceeds	81	93	88	85	87
Exceeds	57	0	0	0	0
Number of students tested	30	21	24	29	29
<b>NOTES:</b> The STARS reading test was developed by the Lincoln Public Schools and was given from 2005-2009. NESA-Reading Test developed by the state and given for the first time in 2010. 00 Data has been masked to protect the identity of the students using one the following criteria: 1. Fewer than 10 students were reported in a grade or standard 2. All students were reported in a single performance category. 000-data not available					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: NES-Math

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	100	78	92	89	93
Exceeds	0	0	0	0	0
Number of students tested	46	37	36	36	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	3	0	0
Percent of students alternatively assessed	0	6	8	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	100	71	95	88	96
Exceeds	0	0	0	0	0
Number of students tested	29	21	22	17	25
<b>2. African American Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. White, not Hispanic</b>					
Meets plus Exceeds	100	74	89	86	94
Exceeds	0	0	0	0	0
Number of students tested	34	27	26	29	36
<p><b>NOTES:</b> From 2005-2009, the math test was the STARS. This was published by the Lincoln Public Schools. The NES-Math was developed by the Nebraska Department of Education and administered for the first time in 2010. 00 Data has been masked to protect the identity of the students using one the following criteria: 1. Fewer than 10 students were reported in a grade or standard 2. All students were reported in a single performance category. 000-data not available</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: NESA-Reading

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	89	97	89	86	89
Exceeds	39	0	0	0	0
Number of students tested	46	37	36	36	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	3	0	0
Percent of students alternatively assessed	0	2	7	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	74	95	81	77	95
Exceeds	0	0	0	0	0
Number of students tested	29	21	22	17	25
<b>2. African American Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. White, not Hispanic</b>					
Meets plus Exceeds	88	96	85	86	94
Exceeds	38	0	0	0	0
Number of students tested	34	27	26	29	36
<p><b>NOTES:</b> The STARS reading test was developed by the Lincoln Public Schools and was given from 2005-2009. NESA-Reading Test developed by the state and given for the first time in 2010. 00 Data has been masked to protect the identity of the students using one the following criteria: 1. Fewer than 10 students were reported in a grade or standard 2. All students were reported in a single performance category. 000-data not available</p>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	99	83	88	88	89
Exceeds	0	0	0	0	0
Number of students tested	154	130	113	103	101
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	99	77	87	83	85
Exceeds	0	0	0	0	0
Number of students tested	91	56	63	56	48
<b>2. African American Students</b>					
Meets plus Exceeds	100	86	92	100	83
Exceeds	0	0	0	0	0
Number of students tested	16	14	13	14	12
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	100	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	18	0	0	0	0
<b>4. Special Education Students</b>					
Meets plus Exceeds	97	64	62	65	60
Exceeds	0	0	0	0	0
Number of students tested	29	14	21	24	20
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	0	100	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	10	0	0	0
<b>6. White, not Hispanic</b>					
Meets plus Exceeds	100	86	87	86	90
Exceeds	0	0	0	0	0
Number of students tested	107	100	90	79	82
<b>NOTES:</b> From 2005-2009, the math test was the STARS. This was published by the Lincoln Public Schools. The NESAs-Math was developed by the Nebraska Department of Education and administered for the first time in 2010.					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets plus Exceeds	82	91	88	88	89
Exceeds	0	0	0	0	0
Number of students tested	154	130	113	103	101
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets plus Exceeds	77	86	84	83	85
Exceeds	0	0	0	0	0
Number of students tested	91	69	13	14	12
<b>2. African American Students</b>					
Meets plus Exceeds	71	86	92	100	83
Exceeds	0	0	0	0	0
Number of students tested	16	14	13	14	12
<b>3. Hispanic or Latino Students</b>					
Meets plus Exceeds	79	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	18	0	0	0	0
<b>4. Special Education Students</b>					
Meets plus Exceeds	63	68	62	65	60
Exceeds	0	0	0	0	0
Number of students tested	37	28	21	24	20
<b>5. English Language Learner Students</b>					
Meets plus Exceeds	0	100	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	10	0	0	0
<b>6. White, not Hispanic</b>					
Meets plus Exceeds	85	93	87	86	90
Exceeds	0	0	0	0	0
Number of students tested	107	100	90	79	82
<p><b>NOTES:</b> NESAS-Reading Test developed by the state and given for the first time in 2010. The STARS reading test was developed by the Lincoln Public Schools and was given from 2005-2009. 00 Data has been masked to protect the identity of the students using one the following criteria: 1. Fewer than 10 students were reported in a grade or standard 2. All students were reported in a single performance category. 000-data not available</p>					