# 2008 No Child Left Behind–Blue Ribbon Schools Program

*U.S. Department of Education*                    [X] Public    [ ] Private

**Cover Sheet**    Type of School
(Check all that apply)

[X] Elementary    [ ] MIddle    [ ] High    [ ] K-12
[ ] Charte        [X] Title I   [ ] Magnet  [ ] Choice

Name of Principal    Mr. Andrew L HEADY
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)  (As it should appear in the official records)

Official School Name    Lincoln Elementary School
(As it should appear in the official records)

School Mailing Address    720 Franklin Avenue
(If address is P.O. Box, also include street address.)

Hastings                          Nebraska              68901-5806
City                              State                 Zip Code+4(9 digits total)

County    Adams                State School Code Number*  01-0018-006

Telephone  (402) 461-7589           Fax    (402) 461-7634

Web site/URL  http://www1.hastings.esu9.k12.ne.us/L    E-mail    aheady@esu9.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____    Date _____
Principal's Signature

Name of Superintendent    Mr. Craig  Kautz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name    Hastings Public Schools           Tel.  (402) 461-7500

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____    Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson    Mr. Jim  Heyen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

# PART I - ELIGIBILITY CERTIFICATION

**Include this page in the school's application as page 2.**

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 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.  To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. 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.

6. 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.

7. 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.

8. 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.  Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.**

**DISTRICT**    (Question 1-2 not applicable to private schools)

1.    Number of schools in the district:

|  |  |
|---|---|
| 6 | Elementary schools |
| 1 | Middle schools |
|  | Junior High Schools |
| 1 | High schools |
|  | Other |
| 8 | TOTAL |

2.    District Per Pupil Expenditure:          8475

Average State Per Pupil Expenditure:          8510

**SCHOOL**    (To be completed by all schools)

3.    Category that best describes the area where the school is located
.
- [ ]    Urban or large central city
- [ ]    Suburban school with characteristics typical of an urban are
- [ ]    Suburban
- [ X ]    Small city or town in a rural are
- [ ]    Rural

4.    _____17_____    Number of years the principal has been in her/his position at this school.

_____    If fewer than three years, how long was the previous principal at this school?

5.    Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---|---|---|---|---|---|---|---|
| Pre K |  |  | 0 | 7 |  |  | 0 |
| K | 27 | 37 | 64 | 8 |  |  | 0 |
| 1 | 26 | 18 | 44 | 9 |  |  | 0 |
| 2 | 36 | 17 | 53 | 10 |  |  | 0 |
| 3 | 18 | 25 | 43 | 11 |  |  | 0 |
| 4 | 28 | 23 | 51 | 12 |  |  | 0 |
| 5 | 22 | 24 | 46 | Other |  |  | 0 |
| 6 | 26 | 12 | 38 |  |  |  |  |
| **TOTAL STUDENTS IN THE APPLYING SCHOOL** |  |  |  |  |  |  | 339 |

6.  Racial/ethnic composition of the school:

|  | |
|---|---|
| 0 | % American Indian or Alaska Native |
| 5 | % Asian or Pacific Islander |
| 4 | % Black or African American |
| 26 | % Hispanic or Latino |
| 65 | % White |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7.  Student turnover, or mobility rate, during the past yea ____19____ %

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

| ( 1 ) | Number of students who transferred to the school after October 1 until the end of the year | 39 |
|---|---|---|
| ( 2 ) | Number of students who transferred from the school after October 1 until the end of the year | 17 |
| ( 3 ) | Total of all transferred students [sum of rows (1) and (2)] | 56 |
| ( 4 ) | Total number of students in the school as of October 1 | 292 |
| ( 5 ) | Total transferred students in row (3) divided by total students in row | 0.19 |
| ( 6 ) | Amount in row (5) multiplied by 100 | 19 |

8.  Limited English Proficient students in the school: ____17____ %

____54____ Total Number Limited English Proficient

Number of languages represented ____2____

Specify languages:  Vietnamese
Spanish

9.  Students eligible for free/reduced-priced meals ____85____ %

Total number students who qualify: ____269____

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:    22   %

                                            70    Total Number of Students Serve

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

| | | | |
|---|---|---|---|
| 1 | Autism | 0 | Orthopedic Impairment |
| 0 | Deafness | 9 | Other Health Impairment |
| 0 | Deaf-Blindnes | 21 | Specific Learning Disabilit |
| 5 | Emotional Disturbanc | 21 | Speech or Language Impairment |
| 1 | Hearing Impairment | 0 | Traumatic Brain Injury |
| 12 | Mental Retardation | 0 | Visual Impairment Including Blindness |
| 0 | Multiple Disabilities | | |

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

**Number of Staff**

| | Full-time | Part-time |
|---|---|---|
| Administrator(s) | 1 | 0 |
| Classroom teachers | 15 | 0 |
| Special resource teachers/specialist | 9 | 8 |
| Paraprofessionals | 9 | 3 |
| Support Staff | 4 | 2 |
| Total number | 38 | 13 |

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

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Daily student attendance | 95 % | 95 % | 96 % | 96 % | 97 % |
| Daily teacher attendance | 96 % | 95 % | 93 % | 94 % | 93 % |
| Teacher turnover rate | 2 % | 1 % | 2 % | 2 % | 3 % |
| Student drop out rate (middle/hig | 0 % | 0 % | 0 % | 0 % | 0 % |
| Student drop-off rate (high school | 0 % | 0 % | 0 % | 0 % | 0 % |

Please provide all explanations below

During the 2002-2003 one of our 2nd grade teachers missed many days of school with a battle against cancer. Each of the other years 2003 through 2007 saw one or more teachers out of school with new babies.

# PART III - SUMMARY

'Assuring the Essential, Expanding the Possible'

Lincoln Elementary School serves approximately 320 students in grades kindergarten through six.  At the end of the 07-08 school year, the sixth grade will be moved to a new 6-8 middle school.  Since Lincoln Elementary is a Schoolwide Title 1 school, all students are eligible to receive Title 1 services.  Our poverty level varies between 80% and 90% of students receiving free/reduced price lunches.  5% of our students are Asian or Pacific Islander, 4% Black not Hispanic, 26% Hispanic, and 65% White not Hispanic.

Mission Statement:
Our collective and fundamental purpose is to assure all students acquire the knowledge, skills, and behaviors essential to be responsible citizens and successful individuals.

Vision Statement
We will continuously, passionately, and persistently strive to be a high-performing learning community that effectively meets the learning needs of our students.  To attain our mission we must:
-maintain a clear and shared focus on student learning;
-continuously implement, in all grades and subject areas, an articulated and effective curriculum that aligns with recognized standards and is supported by appropriate instructional and assessment practices;
-set and maintain appropriately high expectations for students and for each other;
-frequently and systematically monitor the learning of each student to appropriately respond to each student's learning needs and to improve our ability to be a high-performing learning community;
-provide for and expect high levels of commitment, collaboration, and communication among students, parents, staff, and community members;
-provide a safe and supportive environment for learning and teaching;
-implement professional development activities for staff that support their efforts to appropriately use the best practices of high-performing schools; and
-provide effective leadership in the classroom, the building, and the District.

# PART IV - INDICATORS OF ACADEMIC SUCCESS

1 **Assessment Results:**

Abraham Lincoln Elementary School participates in the State of Nebraska's, School-based, Teacher-led, Assessment Reporting System (STARS).  Each school district in the state of Nebraska has adopted standards in both reading and mathematics.  Since the adoption of standards in 2000-2001, Lincoln Elementary School has showed continuous improvement each school year in both reading and mathematics.

Since 2000-2001 proficient 4th grade students in Reading at Abraham Lincoln Elementary School have improved from 56% to 99%.  Special Education students also increased their achievement from 36% to 85% during that same time period, as did the socio-economic students from 54% to 96% proficient.  English Language Learners improved from 53% proficient to 100% proficient.  In mathematics the students at Lincoln improved on the STARS assessments from 63% to 98% proficient from 2001-2002 to 2006-2007.  Special Education improved from 45% proficient to 93% proficient, socio-economic students improved from 73% to 100% proficient, and English Language Learners improved from 57% proficient to 95% proficient.  Information on Lincoln's school data can be found by going to the Nebraska Department of Education's web site at http://reportcard.nde.state.ne.us/Main/Home.aspx

In the beginning of the standards and assessment movement, Hastings Public Schools used the guidance from the Nebraska Department of Education to align their curriculum with the RWLS and math standards.  Through the work of many local professionals including those from Abraham Lincoln Elementary school this process was completed and continues to be revisited and revised every summer.

The details of process is as follows:

Overview of the process and procedures
This included a review of sufficiency guidelines, test bias, Blooms Taxonomy and use of the Modified Angoff Method.

Standards Review
Teachers spend time reviewing standards and discuss the skills, knowledge, and understandings necessary for students to be considered proficient in relation to each standard.  Emphasis is given to the fact that assessments must match the intent of the standards.

Proficiency Level Description (PLD) Development/Review
From the discussion of the standard, the team writes or revises the Proficiency Level Description (PLD) for the standard content.  The PLD provides a developmentally appropriate definition of student performance for each of the four levels of proficiency'Beginning, Progressing, Proficient, and Advanced.

Test and Key Development/Review
Teachers are instructed to write four or more items at each of the four proficiency levels on each standard in order to ensure sufficiency.

Cut score establishment and verification using Modified
Angoff Round One

Using the Assessment Item Detail Chart proficiency levels and grade-level discussion of 'barely progressing,' 'barely proficient,' and 'barely advanced,' teachers predict the question difficulty in order to run Round One of Modified Angoff in order to set preliminary cut scores for each assessment created.

Assessment Review Phase
All assessments go through an extensive review process--beginning at the development team level and continuing through a variety of other hands/steps prior to finalization/publication:

2. **Using Assessment Results:**

Hastings Public School which, includes Abraham Lincoln Elementary School, is associated with North Central Accreditation.  Part of Hastings Public Schools accreditation process is providing data portfolios on each of its schools.  Assessment data from criterion-referenced tests, norm referenced tests, and local diagnostic tests are used to show school achievement and dig down deeper to show where students are learning and where deficiencies might be.

The portfolio process includes the identification of a school-wide goal in response to the data. Lincoln Elementary School has two goals, one for reading in which, 'All students will improve their reading skill', and a math goal that states, 'All students will improve computation'. From the goals an action plan is created which must include support data, assessments used in measuring student progress, research supporting the goal, who is responsible for each activity of the goal, needed staff development, and intervention strategies.

Student assessment data is also used to help select the correct intervention to maximize all students learning.

3. **Communicating Assessment Results:**

Abraham Lincoln Elementary's strength is their communication with parents and students. As the school in the district with the highest poverty rate as measured by free/reduced price lunch, special programs and special modes of communication needed to be developed to reach the school community. Several times during the year, the principal and his staff provide multiple opportunities for parents to visit the school for conferences, transition meetings, informative dinners, and mail correspondence.

The school uses standard reporting practices of report cards, parent/teacher conferences, local newspaper, and a yearly parent meeting to share Adequate Yearly Progress and State Standard assessment results. A new report card has been created that shows how each student's achievement relates to State Standards and assessments.

4. **Sharing Success:**

One of the strengths of Abraham Lincoln Elementary has been its ability to look at research and bring best practice to the classroom. The key to this is that the staff and principal are not afraid to go out on a limb and take a chance. If things work for students they continue the practice and dig deeper into the process to make it better in the classroom.

The staff at Lincoln Elementary is comfortable in sharing with other teachers in the district what works and does not work for them. The District elementary teachers meet in Professional Learning Communities (PLC) by grade level once a week, and within buildings every day. The power in this process is the ability for Lincoln and all schools to share successes by classroom, building and district. The staff is consistently involved in best practice and finding the research on what works best for students.

# PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Nebraska is unique in the way our schools approach student learning and the assessment of that learning. In Nebraska, standards for learning are adopted for each curriculum area. However, individual school districts have the option of adopting the state standards and writing their own criterion-referenced assessments. Hastings Pubic Schools has adopted the state standards and our assessment process has been graded as rigorous in each content area.

The district curriculum is guided by academic standards and benchmarks that describe what students should know and be able to do at each grade level. Instruction is linked to the standards and benchmark assessment and implemented at all grade levels. The district is implementing standards-based curriculum on the timeline established by the Nebraska standards requirements. The Hastings Public School District's learning essentials define the broad, over-arching learning characteristics students need to be successful beyond their K-12 educational experience. The learning essentials are embedded in the K-12 curriculum to provide students with sustaining opportunities to develop these essential learning characteristics.

Students develop skills in the core areas of reading, writing, math, science, and social sciences. Art instruction supports all areas of the curriculum. Music and Physical Education are provided K-6. High Ability Learner and special education programs are available at all buildings. In addition to the core areas of instruction, computer instruction is integrated with the curriculum, which creates a strong technology-oriented learning environment.

Teachers use a variety of strategies for instructional goals including:

Cooperative Learning
Flexible Grouping
Guided Reading within Balanced Literacy
Writing instruction using the write traits
Computer Assisted Instruction (CAI)
Constructivist Learning (or inquiry)
Problem Based Learning (implemented in several ways)
Multiple Assessment Strategies
Integrated Learning or Theme Based Learning
Arts Supporting the Core

The Hastings Public Schools Classroom Teaming process brings teachers together to collaborate on the use of assessment data to improve instructional practices in the classroom. All Hastings Public Schools certified teachers, including specialists and administrators, meet weekly to discuss progress on an individual goal pertaining to student success. The weekly team meetings enable teachers to generate strategies with peers and implement these strategies while continually monitoring student learning.
By being a part of a consistent team all year, teachers build peer relationships while being accountable for taking active steps toward reaching academic goals. Classroom Teams identify areas of difficulty for students, collect data, and analyze general strengths and weakness revealed in the data. Teachers then share student work samples to illustrate the specific strengths and weaknesses to generate SMART goals (one that is specific and strategic, measurable, attainable, results-oriented, and time-bound). The team also serves as a sounding board while suggesting specific strategies and activities to target the SMART goal. After a Classroom Team meeting, teachers graph student performance and complete an Action plan that describes the specific steps they will take to work towards the goal. Prior to the next team meeting, teachers implement the instructional strategies outlined in the action plan, provide ongoing feedback to students in the targeted goal area, and collect more data to help monitor student progress.

2a. **(Elementary Schools) Reading:**

Our reading curriculum and instruction is based on providing students with a balanced approach to literacy learning. Knowing that all students do not learn to read in the same way, it is important to provide literacy instruction within a balanced framework that includes guided reading, self-selected reading, writing, and word study, also known as working with words. Within this framework, the five big ideas of reading are addressed'phonemic awareness, alphabetic principle, comprehension, vocabulary and fluency. During guided reading, comprehension, vocabulary, and fluency are emphasized. Students are taught the

following comprehension strategies'Making Connections, Questioning, Visualizing, Inferring, Determining Importance, Summarizing and Synthesizing, and Monitoring.  The reading skills taught at each grade level are developmentally appropriate, based on state standards, and spiral to provide adequate opportunities for review and reteaching.  During working with words, phonics instruction includes the teaching of letters/sounds, spelling patterns, high-frequency words, and morphemes.  Many students learn to read through writing, and we can often tell what a student understands about phonics, based on their writing.  During our writing block, the 6 Traits of Writing are modeled, and students are given ample opportunity to practice, not only their writing skills, but to apply skills learned during working with words.  During self-selected reading, students read independently to practice the skills and strategies taught during guided reading and working with words.  Teachers conference with students to better understand the needs of each individual student.  Materials used to teach the reading curriculum include the basal reading program 'Treasures' from Macmillan/McGraw-Hill, multiple copies of leveled readers, literature trade books, and content area informational text.   By administering frequent assessments, students who are determined to be at-risk receive additional instruction and intervention through the use of such programs as Road to the Code, Sound Partners, and Read Naturally.

3.    **Additional Curriculum Area:**

Abraham Lincoln Elementary School is currently piloting several math series to determine which series provides the greatest student achievement and mathematical understanding of the various programs.  At the end of this school year we will analyze our student data and select a program.

This relates directly to our fundamental purpose of assuring that all students gain the knowledge and skills essential to becoming successful individuals.

4.    **Instructional Methods:**

Teachers use multiple instructional methods based on the needs of the students in their classroom.  Each classroom strives to provide instruction that is multi-level.  Instruction is delivered whole-group, small group, and individually. Students are often grouped collaboratively to allow them to learn from one another.  Skills and strategies are taught explicitly through modeling and demonstration.  Students use graphic organizers to record what they have learned and to organize their thoughts as they read, write, and explore the content areas.

5.    **Professional Development:**

After looking at our student data, we realized we had a big need to improve the way we teach reading, writing, and math.  Our local Service Unit provided training in 6 Traits Writing that our state adopted.  Lincoln School hired substitute teachers to give our staff time to learn the teaching strategies backed by research of teaching reading.  Our District has now taken over the responsibility of providing staff development and provides one day a month for all of the elementary teachers to meet for professional development.
A look at the data at the end of this document will demonstrate that our students have made gains in their achievement.

# PART VII - ASSESSMENT RESULTS

Subject  Reading (LA)     Grade  4     Test  Nebraska State Standards

Edition/Publication Year  2007     Publisher  Hastings Public Schools

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | rious times | | | | |
| **SCHOOL SCORES\*** | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| % 'Proficient' plus % 'Advanced' | 97 | 100 | 79 | 89 | 87 |
| % "Exceeding" State Standards | | | | | |
| %'Avanced' | 90 | 80 | 72 | 71 | 49 |
| Number of students tested | 45 | 36 | 42 | 35 | 38 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 98 |
| Number of students alternatively assessed | 0 | 0 | 0 | 1 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 2 | 0 |
| | | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.                SES | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| %'Profecient' Plus %'Advanced | 95 | 100 | 81 | 88 | 88 |
| % "Exceeding" State Standards | | | | | |
| %'Advanced' | 78 | 66 | 61 | 60 | 42 |
| Number of students tested | 40 | 32 | 34 | 24 | 26 |
| 2.                SPED | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| %'Proficient' plus %'Advanced' | 93 | 100 | 44 | 71 | 50 |
| % "Exceeding" State Standards | | | | | |
| %'Advanced' | 80 | 60 | 45 | 50 | 24 |
| Number of students tested | 9 | 10 | 9 | 7 | 10 |
| 3. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

Subject  Math          Grade  4          Test  Nebraska State Standards

Edition/Publication Year  2007          Publisher  Hastings Public Schools

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | us times th | | | | |
| **SCHOOL SCORES*** | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| % 'Proficient' plus % 'Advanced' | 100 | 95 | 86 | 88 | 62 |
| % "Exceeding" State Standards | | | | | |
| %'Avanced' | 60 | 76 | 62 | 72 | 67 |
| Number of students tested | 45 | 36 | 42 | 33 | 39 |
| Percent of total students tested | 100 | 100 | 100 | 94 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 1 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 3 | 0 |
| | | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.                    SES | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| %'Profecient' Plus %'Advanced | 100 | 94 | 85 | 86 | 67 |
| % "Exceeding" State Standards | | | | | |
| %'Advanced' | 51 | 67 | 53 | 61 | 57 |
| Number of students tested | 40 | 32 | 34 | 22 | 27 |
| 2.                    SPED | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| %'Proficient' plus %'Advanced' | 98 | 84 | 70 | 57 | 30 |
| % "Exceeding" State Standards | | | | | |
| %'Advanced' | 42 | 69 | 34 | 35 | 41 |
| Number of students tested | 9 | 10 | 10 | 7 | 10 |
| 3. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

Subject  Reading (LA)    Grade  5    Test  Nebraska State Standards

Edition/Publication Year  2007    Publisher  Hastings Public Schools

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | rious times | | | | |
| **SCHOOL SCORES*** | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| % 'Proficient' plus % 'Advanced' | 84 | 66 | | | |
| % "Exceeding" State Standards | | | | | |
| %'Advanced' | 75 | 60 | | | |
| Number of students tested | 36 | 47 | | | |
| Percent of total students tested | 100 | 100 | | | |
| Number of students alternatively assessed | 0 | 0 | | | |
| Percent of students alternatively assessed | 0 | 0 | | | |
| | | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.                    SES | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| %'Profecient' Plus %'Advanced | 94 | 100 | | | |
| % "Exceeding" State Standards | | | | | |
| %'Advanced' | 67 | 74 | | | |
| Number of students tested | 32 | 36 | | | |
| 2.                    SPED | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| %'Proficient' plus %'Advanced' | 91 | 87 | | | |
| % "Exceeding" State Standards | | | | | |
| %'Advanced' | 56 | 24 | | | |
| Number of students tested | 8 | 13 | | | |
| 3. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

Subject   Reading (LA)   Grade   3   Test   Nebraska State Standards

Edition/Publication Year   2007   Publisher   Hastings Public Schools

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | rious times | | | | |
| **SCHOOL SCORES*** | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| % 'Proficient' plus % 'Advanced' | 93 | 100 | | | |
| % "Exceeding" State Standards | | | | | |
| %'Advanced' | 84 | 72 | | | |
| Number of students tested | 48 | 44 | | | |
| Percent of total students tested | 100 | 100 | | | |
| Number of students alternatively assessed | 0 | 0 | | | |
| Percent of students alternatively assessed | 0 | 0 | | | |
| | | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.                SES | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| %'Profecient' Plus %'Advanced | 93 | 100 | | | |
| % "Exceeding" State Standards | | | | | |
| %'Advanced' | 70 | 62 | | | |
| Number of students tested | 43 | 39 | | | |
| 2.                SPED | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| %'Proficient' plus %'Advanced' | 85 | 100 | | | |
| % "Exceeding" State Standards | | | | | |
| %'Advanced' | 66 | 53 | | | |
| Number of students tested | 9 | 10 | | | |
| 3. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

Subject  Math          Grade  3          Test  Nebraska State Standards

Edition/Publication Year  2007          Publisher  Hastings Public Schools

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | rious times |  |  |  |  |
| **SCHOOL SCORES*** |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standards<br><br>% 'Proficient' plus % 'Advanced' | 99 | 85 |  |  |  |
| % "Exceeding" State Standards<br><br>%'Advanced' | 56 | 74 |  |  |  |
| Number of students tested | 48 | 44 |  |  |  |
| Percent of total students tested | 100 | 100 |  |  |  |
| Number of students alternatively assessed | 0 | 0 |  |  |  |
| Percent of students alternatively assessed | 0 | 0 |  |  |  |
|  |  |  |  |  |  |
| **SUBGROUP SCORES** |  |  |  |  |  |
| 1.                    SES |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard<br><br>%'Profecient' Plus %'Advanced | 96 | 86 |  |  |  |
| % "Exceeding" State Standards<br><br>%'Advanced' | 49 | 61 |  |  |  |
| Number of students tested | 43 | 39 |  |  |  |
| 2.                    SPED |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard<br><br>%'Proficient' plus %'Advanced' | 90 | 86 |  |  |  |
| % "Exceeding" State Standards<br><br>%'Advanced' | 20 | 57 |  |  |  |
| Number of students tested | 9 | 10 |  |  |  |
| 3. |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % "Exceeding" State Standards |  |  |  |  |  |
| Number of students tested |  |  |  |  |  |
| 4. |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % "Exceeding" State Standards |  |  |  |  |  |
| Number of students tested |  |  |  |  |  |

Subject  Math          Grade  5          Test  Nebraska State Standards

Edition/Publication Year  2007          Publisher  Hastings Public Schools

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | rious times | | | | |
| **SCHOOL SCORES*** | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| % 'Proficient' plus % 'Advanced' | 94 | 97 | | | |
| % "Exceeding" State Standards | | | | | |
| %'Advanced' | 78 | 64 | | | |
| Number of students tested | 36 | 47 | | | |
| Percent of total students tested | 100 | 100 | | | |
| Number of students alternatively assessed | 0 | 0 | | | |
| Percent of students alternatively assessed | 0 | 0 | | | |
| | | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.                    SES | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| %'Profecient' Plus %'Advanced | 94 | 96 | | | |
| % "Exceeding" State Standards | | | | | |
| %'Advanced' | 38 | 74 | | | |
| Number of students tested | 32 | 36 | | | |
| 2.                    SPED | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| %'Proficient' plus %'Advanced' | 90 | 93 | | | |
| % "Exceeding" State Standards | | | | | |
| %'Advanced' | 60 | 36 | | | |
| Number of students tested | 8 | 13 | | | |
| 3. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject  Reading (LA)       Grade  3         Test  Iowa Test of Basic Skills

Edition/Publication Year  2001       Publisher  Riverside Publishing Company

Scores are reported here as   NCEs

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | February | February | April | March | March |
| **SCHOOL SCORES*** |  |  |  |  |  |
| Total Score | 48 | 47 | 49 | 43 | 50 |
| Number of students tested | 45 | 38 | 35 | 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 |
| **SUBGROUP SCORES** |  |  |  |  |  |
| 1.                    SES | 46 | 46 | 46 | 43 | 51 |
| Number of students tested |  | 30 | 46 | 27 | 25 |
| 2.            ELL- less than 10 |  |  | 46 |  |  |
| Number of students tested |  |  | 46 |  |  |
| 3.                    SPED |  |  | 33 |  |  |
| Number of students tested |  |  | 10 |  |  |
| 4. |  |  |  |  |  |
| Number of students tested |  |  |  |  |  |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| **NATIONAL MEAN SCORE** |  |  |  |  |  |
| **NATIONAL STANDARD DEVIATIO** |  |  |  |  |  |

Subject  Reading (LA)        Grade  4          Test  Iowa Test of Basic Skills

Edition/Publication Year  2001          Publisher  Riverside Publishing Company

Scores are reported here as    NCEs

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | February | | | | |
| **SCHOOL SCORES*** | | | | | |
| Total Score | 45 | | | | |
| Number of students tested | 38 | | | | |
| Percent of total students tested | 100 | | | | |
| Number of students alternatively assessed | 0 | | | | |
| Percent of students alternatively assessed | 0 | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.                    SES | 44 | | | | |
| Number of students tested | | | | | |
| 2.              ELL- less than 10 | | | | | |
| Number of students tested | | | | | |
| 3.              SPED- less than 10 | | | | | |
| Number of students tested | | | | | |
| 4. | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| **NATIONAL MEAN SCORE** | | | | | |
| **NATIONAL STANDARD DEVIATIO** | | | | | |

Subject  Reading (LA)     Grade  5       Test  Iowa Test of Basic Skills

Edition/Publication Year  2001     Publisher  Riverside Publishing Company

Scores are reported here as  NCEs

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | February | February | April | March | March |
| **SCHOOL SCORES*** | | | | | |
| Total Score | 40 | 39 | 47 | 45 | 40 |
| Number of students tested | 34 | 39 | 37 | 38 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| 1.                  SES | 37 | 39 | 40 | 47 | 39 |
| Number of students tested | | 29 | 40 | 28 | |
| 2.            ELL- less than 10 | | | 40 | | |
| Number of students tested | | | 40 | | |
| 3.                  SPED | | 26 | | | |
| Number of students tested | | 11 | | | |
| 4. | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| **NATIONAL MEAN SCORE** | | | | | |
| **NATIONAL STANDARD DEVIATIO** | | | | | |

Subject  Reading (LA)       Grade  6         Test  Iowa Test of Basic Skills

Edition/Publication Year  2001        Publisher  Riverside Publishing Company

Scores are reported here as   NCEs

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | February | | | | |
| **SCHOOL SCORES*** | | | | | |
| Total Score | 38 | | | | |
| Number of students tested | 48 | | | | |
| Percent of total students tested | 100 | | | | |
| Number of students alternatively assessed | 0 | | | | |
| Percent of students alternatively assessed | 0 | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.                    SES | 37 | | | | |
| Number of students tested | | | | | |
| 2.                    ELL | 32 | | | | |
| Number of students tested | | | | | |
| 3.                    SPED | 21 | | | | |
| Number of students tested | | | | | |
| 4. | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| **NATIONAL MEAN SCORE** | | | | | |
| **NATIONAL STANDARD DEVIATIO** | | | | | |

Subject  Math          Grade  3          Test  Iowa Test of Basic Skills

Edition/Publication Year  2001          Publisher  Riverside Publishing Company

Scores are reported here as    NCEs

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | February | February | April | March | March |
| **SCHOOL SCORES*** |  |  |  |  |  |
| Total Score | 54 | 47 | 47 | 47 | 49 |
| Number of students tested | 45 | 38 | 35 | 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 |
| **SUBGROUP SCORES** |  |  |  |  |  |
| 1.                    SES | 53 | 47 | 40 | 46 | 49 |
| Number of students tested |  | 30 | 40 | 27 | 25 |
| 2.            ELL- less than 10 |  |  | 40 |  |  |
| Number of students tested |  |  | 40 |  |  |
| 3.                    SPED |  |  | 25 |  |  |
| Number of students tested |  |  | 10 |  |  |
| 4. |  |  |  |  |  |
| Number of students tested |  |  |  |  |  |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| **NATIONAL MEAN SCORE** |  |  |  |  |  |
| **NATIONAL STANDARD DEVIATIO** |  |  |  |  |  |

Subject  Math          Grade  4          Test  Iowa Test of Basic Skills

Edition/Publication Year  2001          Publisher  Riverside Publishing Company

Scores are reported here as  NCEs

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | February | | | | |
| **SCHOOL SCORES*** | | | | | |
| Total Score | 50 | | | | |
| Number of students tested | 38 | | | | |
| Percent of total students tested | 100 | | | | |
| Number of students alternatively assessed | 0 | | | | |
| Percent of students alternatively assessed | 0 | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.                SES | 45 | | | | |
| Number of students tested | | | | | |
| 2.            ELL- less than 10 | | | | | |
| Number of students tested | | | | | |
| 3.                SPED | 47 | | | | |
| Number of students tested | | | | | |
| 4. | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| **NATIONAL MEAN SCORE** | | | | | |
| **NATIONAL STANDARD DEVIATIO** | | | | | |

Subject  Math          Grade  5          Test  Iowa Test of Basic Skills

Edition/Publication Year  2001          Publisher  Riverside Publishing Company

Scores are reported here as  NCEs

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | February | February | April | March | March |
| **SCHOOL SCORES*** | | | | | |
| Total Score | 41 | 41 | 44 | 45 | 35 |
| Number of students tested | 34 | 39 | 37 | 38 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| 1.                      SES | 37 | 43 | 32 | 45 | 34 |
| Number of students tested | | 29 | 32 | 28 | 31 |
| 2.              ELL- less than 10 | | | 32 | | |
| Number of students tested | | | 32 | | |
| 3.              SPED- less than 10 | | | | | |
| Number of students tested | | | | | |
| 4. | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| **NATIONAL MEAN SCORE** | | | | | |
| **NATIONAL STANDARD DEVIATIO** | | | | | |

Subject  Math          Grade  6          Test  Iowa Test of Basic Skills

Edition/Publication Year  2001          Publisher  Riverside Publishing Company

Scores are reported here as   NCEs

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | February | | | | |
| **SCHOOL SCORES*** | | | | | |
| Total Score | 37 | | | | |
| Number of students tested | 38 | | | | |
| Percent of total students tested | 100 | | | | |
| Number of students alternatively assessed | 0 | | | | |
| Percent of students alternatively assessed | 0 | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.                          SES | 38 | | | | |
| Number of students tested | | | | | |
| 2.             ELL- less than 10 | | | | | |
| Number of students tested | | | | | |
| 3.             SPED- less than 10 | | | | | |
| Number of students tested | | | | | |
| 4. | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| **NATIONAL MEAN SCORE** | | | | | |
| **NATIONAL STANDARD DEVIATIO** | | | | | |