

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

---

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Bob Braithwait

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Arapahoe Elementary School

(As it should appear in the official records)

School Mailing Address 610 Walnut Street PO Box 360

(If address is P.O. Box, also include street address.)

City Arapahoe State NE Zip Code+4 (9 digits total) 68922-0360

County Furnas County State School Code Number\* \_\_\_\_\_

Telephone 308-962-5459 Fax 308-962-7481

Web site/URL http://www.arapahoe.k12.ne.us E-mail bob.braithwait@arapahoewarriors.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Charlie Curnyn

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail:

charlie.curnyn@arapahoewarriors.org

District Name Arapahoe Public Schools Tel. 308-962-5459

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Todd Watson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

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

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

---

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 3 TOTAL

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 13 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	23	20	43
<b>K</b>	10	9	19
<b>1</b>	13	12	25
<b>2</b>	12	11	23
<b>3</b>	15	12	27
<b>4</b>	8	15	23
<b>5</b>	13	11	24
<b>6</b>	10	7	17
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total Students</b>	104	97	201

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 90 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 6%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	201
(5) Total transferred students in row (3) divided by total students in row (4)	0.060
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 3 %  
6 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 48 %  
 Total number students who qualify: 156

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 48 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %  
13 Total number of students served

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>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment         |
| <u>0</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>3</u> Developmentally Delayed               |

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	95%	97%	98%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The Arapahoe Public Schools in conjunction with our communities, is dedicated to inspire students with a desire to learn and to teach them the life-long skills to succeed as responsible citizens.

## **PART III – SUMMARY**

---

Arapahoe is a rural community with a population of 1100 people located in the southwestern section of Furnas County, located in the southwestern portion of Nebraska. The basic economic activities include farming, livestock feeding and retail sales. There are approximately 80 businesses located in the school district. The socioeconomic makeup of the region includes all classes with the middle class and lower middle class encompassing the majority of the population. Approximately 40% of the students at Arapahoe Public Schools are receiving free or reduce lunches. The ethnic makeup of the community is predominantly caucasian, with approximately 3% of the community is made up of different minority populations.

The community has several professional services available. The local medical facilities work in conjunction with the Tri Valley Medical services. Our clinic is served by one doctor and 3 professional assistants. We have a licensed pharmacist, two physical therapists and an occupational therapist all available. The community also has a dentist come in twice a week, and an orthodontist coming once a month. The community also has it's own movie theatre, swimming pool, golf course, and bowling alley.

The Arapahoe Public Schools, District #18, covers 368 square miles in Furnas, Dawson, and Frontier counties. The district has an assessed value of \$136, 233, 655 and an enrollment of 325 students in grades PreK-12. Patrons voted to take Holbrook in our district in 1998, and Edison in 1999. Two bond issues have run to replace the older buildings and to join four separate buildings into one. Both bonds (1999 and 2009) were voted down by district patrons. The school board hopes to try another bond this upcoming fall.

The Arapahoe Elementary School is fully accredited by the Nebraska Department of Education. Both the high school and elementary school were North Centrally accredited for several years.

The Arapahoe public schools Membership is maintained in the Nebraska Schools Activities (NSAA), which governs Nebraska high school extracurricular activities. The NSAA assigns schools to various classifications for competition based on the each member school's fall boy-girl enrollment count in grades 9-11 and the number of schools involved in each activity. This year our enrollment has placed Arapahoe Public Schools in Class D1 in the following classifications: Football, volleyball, boys and girls basketball; and Class D in instrumental music, vocal music, boys and girls track , wrestling, cross country, speech, and one-act play.

The school district boundaries extend into three counties: Furnas, Gosper, and Frontier, and includes 368.5 square miles. District boundaries go approximately twenty-two south to north and approximately eighteen miles east to west.

The students in the elementary school are served by 14 full-time instructional teachers. In addition there we have a full time serial education teacher, a full time title teacher, and 7 para-professionals. We are served by a part time librarian, speech pathologist, language teacher, occupational therapist, guidance counselor, computer coordinator, school psychologist, and physical therapist.

The primary goals of the Arapahoe Elementary School is to provide ALL the children of our district with the best education possible. We are striving to develop wholesome attitudes, ideals, and concepts for our students to better function in today's world. We work very hard to serve the individual student in light of his/her capacities and abilities and provide a suitable , well balanced learning environment in the areas of physical, mental, emotional, cultural, social, moral, and spiritual maturity.

We are concerned about our students acquiring knowledge in their respective subject areas, but we also must prepare our students to be successful citizens in today's world. Arapahoe has been extremely successful in doing this. Our NeSA scores are usually very good, especially in the area of reading/language arts. Our kids work hard at being successful on the test. We have had several schools in the area to observe our reading program, which is two hours of uninterrupted class time. Our teachers do a great job of sharing with other staffs on how we use our program (Treasures) and the follow up we have in using RtI.

We appreciate being recognized by the Blue Ribbon Committee. We will continue to work as hard as we can to develop successful citizens.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

The Arapahoe Elementary School curriculum cover many areas, but our main focus is on four core areas: Language Arts, Mathematics, Science, and Social Science. We have aligned our curriculum with the Nebraska Department of Educations standards in each respective area.

To align our curriculum, we took all four core areas and met with our teachers from grades K-12 in groups. Those groups (Math group, science group, language arts group, social science group) met for one entire day and discussed their curriculum. We have the ESU 11 director of staff development come over and lead the discussions with our staff. What we make sure we do during that day is first and foremost follow all NDE guidelines. We then make sure we start with the kindergarten and make sure they know the things they need to know before they enter first grade. We continue that process through 12th grade. This allows us to make sure we aren't doing a lot of unnecessary overlapping of an area, and that we aren't leaving out an area because we thought another grade was covering that area. We feel the process has really help us educationally, and has helped us come together as a staff.

We actually started the group meetings about 10 years ago with the main goal to come up with a K-12 curriculum guide for each subject we teach. This was not only helpful for our students, but helped out our teachers tremendously. We now had something on paper that we could use as a road map to get where we wanted/needed to go. This also gave us something to hand to parents if they had any questions about what we were teaching.

After initially meeting in groups on a yearly basis, we have started meeting with each group every three years. Unless, of course, we need to meet because of questions or changes that may need to occur. We really feel this entire process gave our staff ownership and accountability over what and how they are going to teach their respective classes. It has really changed our staffs approach to the classroom in a positive way.

Approximately eight years ago we saw a deficiency in our students reading scores. We had actually tested poorly for three straight years. At that time, the elementary school and high school decided to do something about this. As an entire staff we met and decided that for our kids to continue to do well we need to improve our reading comprehension. Improving reading comprehension became our school wide goal through our School Improvement Programs five year cycle. Our staff and administration was all in, so we started contacting other schools with outstanding reading scores and sent our staff to visit them. After several visits we decided as a group to use the Treasures Program in the elementary school. We would also use RtI and Assisted Reader to help those students who needed extra help. Since we did this not only have our scores risen in the elementary school, but we've watched them get better in the JH/HS area.

The reading commitment has affected the way we run our daily schedule in the elementary. We start each day with a two hour uninterrupted reading block. This is pretty intense but yet our staff makes it fun for our students. Our reading scores have improve so much that in our next cycle for school improvement we are committed to improving math.

Each of our elementary classes are required to teach 60 minutes of math, 30 minutes of science, and 30 minutes of social science each day. We have provided new textbooks and online discs for each grade level in each subject in the last five years. All subject areas use the same series in grades K-6. This series was chosen by our staff, and provides a smooth transition between grade levels. We involved the entire staff when selecting text to give them ownership in what they are teaching.

Our school is committed to the use of technology. We are a one-to-one school in grades 9-12, and have enough laptops in our mobile carts to serve all the K-8 students if needed. Our staff does a great job using technology in the classroom. We have SmartBoards in every room and our staff gets the most out of them. You can seldom walk into a classroom where technology isn't used in some capacity. The four core areas seem to have the most opportunities available and our staff takes full advantage of what's out there. Our

students seem to really like using the technology, because that's how they seem to learn these days. The days of getting up front and lecturing and writing things on the marker board are tough on kids all day long. Our kids really respond to anything using technology.

We are very proud of the changes we've made in the last 5-10 years to help meet the needs of our kids. We have seen significant improvement across the board most years in our MAPS/ITBS and NeSA testing, we attribute that to the willingness of our staff to change how we attack our curriculum, especially our core curriculum, and do whatever they could to reach our students.

Our preschool also covers all four core areas, but in much smaller doses. We expect our staff to expose our kids to every area. We do Dibels test in our preschool with the help of our school psychologist. This helps our teacher find the direction she needs to help her students. Our preschool instructor is at all our staff meetings, and is a part of our curriculum and school improvement meetings. Our preschool teacher and kindergarten teacher are in constant contact in regards to kids being kindergarten ready. We use educational standards provided to us by NDE. We also use the ECERS and ITERS check list, which both the preschool teacher and I have been trained in. In my 13 years as the elementary principal we have retained seven students in kindergarten. Only one of those students had attended preschool. The preschool has been a great addition to our school, it has our kindergarten students school ready when they walk into the door.

## **2. Other Curriculum Areas:**

Our non core area subjects are extremely important to our school and community. Although we are a small school we employ full time art, vocal music, instrumental music, and physical education teachers. Those teachers have been extremely successful building solid programs that start in kindergarten and continue until our kids graduate.

All of our teachers serve on our school improvement team. We incorporate every subject area into our school improvement goal. All of our students are expected to treat all our classes with equal importance. This is a view shared by the administration and teaching staff. We never use our specialty classes (PE, Art, Music, and Band) as discipline tools, things we take away from kids if they struggle with behavior. We expect our students to be well-rounded and work hard in every area, whether it's an area that comes easy for them or poses a challenge for them. I came to Arapahoe as a physical education teacher, and our school has always done a very nice job of treating all classes with equal importance.

We are extremely fortunate to be able to provide our K-6 grade students with vocal music everyday for 25 minutes, physical education everyday for 25 minutes, and art 3 times a week for 30 minutes. This gives students who may not excel in the classroom other areas that may better serve their skill level.

We provide our K-6 students with a foreign language class for 20 minutes twice a week. Our high school spanish teacher has incorporated times for the elementary into her weekly schedule. This provides a solid base for our students as they reach junior high, where we also incorporate spanish into their respective schedules. With a foreign language requirements in colleges, we feel we put our students ahead of the game at a very early age.

Our classroom teachers know and believe that it is important that each of our students walk out our door each day feeling good about something that happened during the school day. That can be in a core area or a non-core area, but we really want our students to feel good about themselves when they leave here. For many of our students school serves as the best part of their day. We work as hard as we can to make this happen.

In all of our classes (core and non-core) we have curriculum guides. The staff formulated these using using the same template, so the guides are easy to follow. All our guides go from kindergarten through 12th grade. Each template includes goals for the class and things that will be learned throughout the year. Our K-12th grade teachers work together on the guides and are required to upgrade them any time they have a change in their classroom. A copy of each curriculum guide is kept in the principal's office. And any student that moves to our district has the opportunity to receive our curriculum guides.

Technology we feel is one of our schools greatest strengths. Our 9th-12th grade is one-to-one in technology. Each of our students in those grades has a school issued laptop. When our school district went this route they made a K-12th grade commitment to technology. We have an elementary computer lab for just elementary age students. The lab used to be filled with table top computers, but now is filled with 4 full mobile labs. Its nearly impossible to walk through our elementary building without seeing several classes engaged in some type of technology use. At a given time we could have every student in grades preK-12th on a laptop, or iPad. I'm guessing very few schools our size have made that type of commitment to technology. We renew our agreement every three years and upgrade in both the JH/HS and elementary school. We are also blessed to have a technology teacher that comes from the high school one period a day and works with grades 3rd-6th grades on a quarterly basis. Our classroom teachers teach basic computer skills in preK-2nd grades. We use computers at the primary ages to explore sites. In 3rd-6th grades we use our computers for local/state testing, research, and for assignments that need to be handed in.

We are also fortunate to have a SmartBoard in every single classroom in grades preK-12th grades. Our teachers all have received training and are very comfortable using the SmartBoard. Our kids are also comfortable learning from the SmartBoard. We saw some hesitation from both teacher and student when we started this process 7 years ago, but we see no hesitation now. Our art, music, and band teachers got SmartBoards 3 years ago and use them all the time to present lessons. We are feel very fortunate to have a school board and community that has made such a commitment.

### **3. Instructional Methods and Interventions:**

Arapahoe Elementary School truly does a very nice job of locating students in need and working to help those students. Of our 14 full time teachers, all but 2 have a degree and special education, title, or at the very least have taken classes in one of the two areas. All of our teachers have been to inservices or workshops that deal with helping students in need.

We have three teachers who make up our Student Assistance Team (SAT). All referrals start with that group. We require that once a referral is received that we do everything we can to meet with the students parent(s) within one week of that referral. If the leader of our SAT team can't make that happen, we still meet as a team to brainstorm ideas to help that student. If our SAT leader isn't able to arrange a meeting then the building principal will step in and call the parent or go on a home visit to arrange a meeting time, and place if necessary. The meeting is informal and welcoming to our parents, as our SAT team does a wonderful job of getting them to understand we are all a team that is meeting to try and help their child. We then try ideas for two weeks, and if no notable progress is made we meet again to discuss our next step. This can range from new ideas to testing for a learning disability. No matter what direction we follow we always make sure the parents feel as if they're an equal member of our SAT.

We incorporated the Treasures Reading System into our elementary school 8 years ago. We did this because we felt we needed to improve our reading scores because we had become stagnant. With this change we implemented Dibels testing, which is handled by our Title I teacher. Dibels is used to measure reading fluency. We test every student in K-6th grade three times a year in Dibels. We start testing after Labor day, test right before Christmas break, and at the beginning of March. We then meet every month as an entire staff, including our school psychologist, and staff development person from our ESU, to discuss scores and who needs extra help. We decide this by looking at the scores and by teacher input. After our first meeting in September, The principal sends home notes informing parents of students in grades K-4 that we will be pulling their child for 20 minutes a day for Response To Intervention (RtI) help. This 20 minutes is at the same time every day and is at a time that doesn't interfere with the learning needs of the child, or at a time that would be viewed as a punishment to the child (ex: Art, PE, Music, ect.). RtI is a program that takes what the students learn during reading and goes back over that material to assure the students understand. Our 5th-6th grade students that struggle are a part of a program call Reading Assistance. This is a similar program developed for the same reasons as RtI, but geared towards students in the upper elementary grades. We have seen considerable progress since we implemented these programs. Our reading scores have increased steadily and we are seeing less students require extra help. At this point, we are looking at starting a similar program for mathematics.

We are fortunate to have a full time special education teacher and title teacher. Our SPED instructor handles all our kids who are verified with a learning disability. Our title instructor works with those students who don't qualify for SPED, but still are having a difficult time in school. Our title teacher has a full schedule and meets with each student that is in her program for at least 20 minutes a day. Students qualify for Title through teacher, administration, or parent referral.

Our intervention programs are lead by teachers or para's that have had the necessary training. All of our teachers have had RtI training, as have all nine of our paraprofessionals. We have even trained our physical education teacher, who helps us with kindergarten RtI. Our speech and language teacher has been trained in Reading Assistance and meets with our 5th and 6th grade students on a regular basis. We have also had two para's that have received Reading Assistance training in case the class load may become to much for one instructor.

The most important part of this entire intervention equation is that both our staff and our parents have bought into our interventions. Their is no hesitation to be involved in RtI (In fact, in two classes our classroom teachers actually do the RtI themselves) or Reading Assistance from the staff. We have had zero hesitation from parents to involved their child in our programs. In eight years we've only have had one family opt out of receiving RtI or Reading Assistance help. I cannot recall any time in my 14 years as the principal that we've had someone refuse SPED or Title services.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results Narrative Summary:**

Our assessment results have been pretty consistent. We have seen pretty steady improvement in the area of reading over the last 5 years. We attribute that improvement to our change in our reading program and to the interventions we have implemented. Statewide we continue to do pretty well. We seldom fall below the state average in any area. In fact in the elementary school, has happened in three subject areas and each for only one time since we started testing. Two of those occurred this past school year. We are consistently a few points above the state average. The few times we have fallen below state average it's because we have small classes and we have a few students that have special needs in that particular class. If you have two or three students who don't score well in a class of 15-18, that can greatly affect your overall class scores unless of course you're fortunate enough to have kids that really score well to offset those 2-3 students. We do everything we can to help those kids that struggle, but the reality of the situation is that although kids do the best they can for us, sometimes it's not enough in terms of scoring well. Our approach has always been to try and get kids to do the very best they can and then let the scores fall where they may. That philosophy has worked well for us.

We don't have any glaring gaps from year to year. Our scores seem to stay pretty consistent with the respective class that is being tested. This past year was probably our most disappointing year as we finished below state average in two areas in fourth grade. This class had done pretty well in third grade but lost two very good students in moves. That's the frustration all small schools deal with. Although we have outstanding teachers whose previous classes have tested extremely well, you take away a couple good students and add a couple struggling students and all of a sudden this class isn't considered at state average. That being said, we've had it work the other way too.

One area that we've seen not improve (and digress in some grades) at the rate we'd like to see is writing assessments. We are waiting for this years scores to come out to see if this is a trend or a problem. If the scores are not what we'd like to see as a staff, we will begin training in writing interventions this summer. On the bright side, the staff is very frustrated by last years scores and are more then willing to do whatever it takes to move our kids in the right direction. Our administrative philosophy is that one year doesn't dictate what direction we take as a school. We will need to gather results for at least two years before we look in a new direction, unless of course our results are disastrous, which hasn't happened.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Each spring our curriculum director meets with each teacher after NeSA results are released and discusses what the results mean in regards to each class. After our meetings the curriculum director has each teacher meet with the next years teacher to discuss students and strategies. This gives the staff a little bit of a head start on next year, and gives them the time to develop learning strategies over the summer months so they are ready for next fall. We encourage all of our teachers to be involved in the assessment formulation process. We have had at least one teacher in 3rd-6th grades involved every year.

If we have a deficiency in any area for two straight years we look at changing our approach to teaching that particular subject. In the case of our reading program we change our curriculum totally. Our staff was trained over a year's time on the Treasures curriculum and RTI before we implemented the change. The change has been extremely positive for our students and teachers.

The norm-referenced test that we used the previous 13 years was the ITBS test. This current school year we went away from ITBS testing and are doing MAPS testing. The staff and administration went MAPS trainings last year and really liked the immediate results/feedback that the staff and students received. We also liked the opportunity to test several times per school year so we could see areas of need, or areas of progress. This data gives us the opportunity to help students that struggle on the test immediately. The severity of how low the scores are determines what strategy we use to help the student.

We use Dibels testing as one of our testing devices to determine reading fluency. We also use Dibels as one of our sources to determine who receives Response To Intervention.

Our school improvement goal (improving reading comprehension) was determined because our scores in our norm-reference test (ITBS at the time) and in state testing wasn't what we wanted to see. The school improvement goal was determined by our teaching staff.

We also use all three test; NeSA, MAPS, and Dibels to determine who is a part of our gifted program. Students who score a predetermined score in any of the three test are eligible to be considered for our gifted program. Our gifted teacher meets with the gifted students twice a week. Our students in gifted seem to really enjoy that time when they work with their peers.

## **Part VI School Support**

---

### **1. School Climate/Culture**

I've been in Arapahoe for 26 years and can't recall a time that our school climate wasn't good. Our staff really seems to love teaching, and our students really seem to like being at school. The elementary building has always had teachers that are willing to work together to help our students. Our teachers get together once a month somewhere just to hang out together and laugh. Our staff has always been close, and it shows up in the classroom and the entire building. No matter what happens the day before, each morning our building seems like a pleasant and exciting place to be.

We are a small community, so our teachers generally know their students before they teach them. They usually know the students parents too. This familiarity makes it easier in most cases to involve our parents in their child's education. Our staff is in touch with parents all the time whether it be over a student struggling with schoolwork, or because their child just aced a test. We believe that calls and notes home shouldn't just be for negative reasons, we want just as many positive things going home for kids too. I think this has really built a trust between the school and the community. We have never had below 75% attendance at our PT Conferences. Our school is a community/parent friendly school. It's really fun and exciting to a part of the special bond between the entire community and the school.

Our teachers know that we will do whatever we can to make teaching a great experience for them. Although our school policy says two professional days for teachers during the school year, we have never turned down a request from a teacher to get better. We don't want our teaching staff to have to pick and choose what workshops may benefit our kids, we want them to attend ALL workshops that will help our students.

As the building administrator I am in each classroom at least once everyday. Sometimes it may be for 5 minutes, other times it may be for 20 minutes. After some apprehension that first year, our teachers have now embraced the idea of having an administrator in their classroom. In fact, I get calls asking me to come in and read to the class, or about coming to class to watch a particular lesson being taught. I always try and give some type of feedback. this may come from a simple statement to them, to a long e-mail. The staff and administration seem to have a real trust, which carries over into the classrooms.

### **2. Engaging Families and Community**

Arapahoe is a small community, but a progressive community. Without a doubt, if asked what is the most important building or business in our community, to a person it would be the school. Our community really gets how important keeping a school in our community is. The school recognizes how important it is to involve you community if we want to have success. Those two thought processes have translated into an excellent school-community relationship. Our community members know they are welcome when they walk in our doors. In return we get a tremendous amount of support for activities, and the benefit of the doubt when dealing with discipline issues. Simply put, we trust one another.

We started a TeamMates program for students six years ago. We always have far more mentors then we do students that have the paperwork completed. I'm not aware of any school that has this type of issue. Usually students in need far outweigh the mentors. Whenever a student's parents complete the paperwork we can match those students that very same day which is awesome.

Without the support of our business district our school would have so much less for our students. We are always getting donations from the business district. Those donations allow us to purchase things outside the schools normal budget. Our business owners not only donate money, but they donate their time. We have several track meets we host which take a tremendous amount of volunteers to run and we never have trouble finding help, in fact we have a waiting list of people that would like to help if anyone ever bows out. This is the same way with hosting basketball, wrestling, football, speech, music, etc. We are holding a

fingerprinting/DNA for students in our school. We have had 45 patrons volunteer to help so far. We never have trouble finding helpers.

We do send out a monthly newsletter with articles from each teacher and the administration. The newsletter includes a months calendar and school menu for the month. We have a school beacon that goes out to all parents who have signed up (free of charge). The beacon goes out as a text message and serves as a daily reminder of what is happening at the school that day.

We also have an active distance learning room. We use this room for our high school students to take college level courses throughout the school day. The room is available in the evenings for patrons to take college courses.

We have a station on our local cable network that features 24 hour coverage of what is happening in our school. The station shows repeats of all our concerts and athletic contest, which is really nice for our patrons that have trouble getting around, We get comments all the time that his allows them to feel a part of something that they've been supportive of forever.

We also have a school website that is updated on a regular basis. Many of our younger parents seem to get information from the website.

We believe all the things mentioned provide a closeness, or a sense of community between our school and the patrons of our town. The best part is that our entire staff understands that it's not this way everywhere and we are extremely fortunate. What's even better is our community understands that the school opening it's arms to the community doesn't happen in every community either. Both entities understand how lucky we all are to have the relationships we have.

### **3. Professional Development**

Our school policy states that our staff is allowed two professional days per school year. Our administration, with the blessing of our school board, has never denied a staff member the opportunity to attend a workshop. Our staff is appreciative of this and always bring back good things to share with the rest of the staff, and great ideas for our kids. Our school provides transportation and in some cases will give a meal per diem and provide a motel room. We have sent people all over the country. In the last few years we've sent people to Chicago, St. Louis, and Los Angeles. Our people are committed to improving themselves, our school board and administration are committed to helping them do so.

We have five late starts throughout the school year for inservice. We use this inservice time to bring in people to help motivate our staff and to give them new ideas. This is a two hour block of required attendance, and we expect total focus on the leader of the inservice that day. Each spring we ask the staff what they'd like to see covered at next year's inservices. We do all we can to try and cover the topics of most interest.

Our ESU has a professional development day that we attend each fall. This consist of all eleven school members of our ESU coming together to listen to a variety of speakers. The ESU brings in presenters from all over to talk with us. Sessions are generally 50 minutes and you have the choice between 4-8 different sessions per hour. It's a great day for our staff, everyone finds something that they can relate to.

We have several staff members each year participate in workshops in regards to our state test. This may be as someone that reads over questions, someone that formulates questions, or someone that participates in reading the writing test responses. We always have a representative from our school involved whenever we can.

We certainly encourage our staff to improve themselves. We have reimbursed teachers for tuition if they take classes that we feel may directly effect our students. In the past two years I know we have paid for, or offered to pay for, at least four staff members tuition. Over 60% of our staff from grades Prek-12th have a

master's degree or a BS+18. We feel the more education our teachers have the more it benefits our students and school.

#### **4. School Leadership**

Our school district is fortunate to have many veteran teachers on staff. Some of those veterans have assumed leadership roles on our staff through their hard work, dedication, and professionalism. Some people are thrust into that role by the position they serve the school. Our 3rd grade teacher was helpful when we did the state standards by paper and pencil, she naturally has assumed a leadership role come state test time. Our 4th grade teacher is also our troubleshooter when it comes to technology in our building. She has become a leader when anyone has any questions regarding technology. Our kindergarten teacher has served as a role model when it comes to presenting our reading program, so much of a leader that she has actually modeled her teaching skills to nearby districts, she has of course been the go to person when we discuss our Treasures Reading Program and mapping.

The role of school leader by the design of our school board and superintendent has fallen upon the building principal. Our superintendent deals with the financial parts of our school, but the principal is in charge of what happens in our school. Our certified and non-certified staff all understand that they need to go through the principals office if they need help, have a complaint, or have a question. This is well know throughout our community, as very seldom does anyone contact our superintendent (unusual in a small school) they come to the principal. Our school board and administration want teachers to worry about teaching students, they shouldn't have to worry about who to go to when something arises, everything begins and ends in the principal's office. Our superintendent serves as a support system for the principal, which is admirable of any superintendent that can do this in a small school environment, because in many cases small school superintendents are the face of the school. That is not the case in our school, our superintendent is secure enough to let the principals assume the leadership of their respective buildings.

Our principals work together to fill out all state required paperwork. We are expected to know the schools policies, or at the very least, know where to find the policy that may apply in our school policy notebooks.

The principal helps our counselor set up the teaching schedules. The principal also take the lead on state testing including making sure all students are registered online and every student takes the assessments in a timely manner. The principal does everything from noon duty to assigning recess duties. He evaluates all building personnel, including the para-professionals. The principal is responsible to find substitute teachers for their building, and for making sure those subs meet all the requirements of the state and district. The principal with input from the staff, sets all state and norm referenced testing schedules up. The principal makes it a point of emphasis to stop by every classroom in his building at east twice a day to see how things are going and to see what is going on.

The building principal deals with all students discipline, certified and non-certified issues. The principal is the person who meets with parents when they may have concerns. Any conflicts between student-teacher, teacher-teacher, teacher-parent is handle by the building principal.

Leadership has been very good in our district. Our staff, students, and community seem to have a lot of trust and respect for the schools principals. We are fortunate to have staff members that step up and take ownership and leadership when needed. Things seem to work very well for our district.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NeSA (Nebraska Accountability Test)</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Nebraska Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
65	81	85	100	78	87
135	11	35	31	11	27
Number of students tested	27	20	16	18	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
65					
135					
Number of students tested					
<b>2. Students receiving Special Education</b>					
65					
135					
Number of students tested					
<b>3. English Language Learner Students</b>					
65					
135					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
65					
135					
Number of students tested					
<b>5. African- American Students</b>					
65					
135					
Number of students tested					
<b>6. Asian Students</b>					
65					
135					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
65					
135					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
65					
135					
Number of students tested					
<b>9. White Students</b>					
65	81	84	90	83	89
135	11	37	27	12	29
Number of students tested	27	19	15	17	17
<b>10. Two or More Races identified Students</b>					
65					
135					
Number of students tested					
<b>11. Other 1: Other 1</b>					
65					
135					
Number of students tested					
<b>12. Other 2: Other 2</b>					
65					
135					
Number of students tested					
<b>13. Other 3: Other 3</b>					
65					
135					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NeSA (Nebraska Accountability Test)</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Nebraska Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
65	86	88	83	80	95
135	45	38	44	30	33
Number of students tested	22	16	18	20	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
65					
135					
Number of students tested					
<b>2. Students receiving Special Education</b>					
65					
135					
Number of students tested					
<b>3. English Language Learner Students</b>					
65					
135					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
65					
135					
Number of students tested					
<b>5. African- American Students</b>					
65					
135					
Number of students tested					
<b>6. Asian Students</b>					
65					
135					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
65					
135					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
65					
135					
Number of students tested					
<b>9. White Students</b>					
65	43	93	82	89	44
135	43	43	47	18	11
Number of students tested	21	14	17	17	18
<b>10. Two or More Races identified Students</b>					
65					
135					
Number of students tested					
<b>11. Other 1: Other 1</b>					
65					
135					
Number of students tested					
<b>12. Other 2: Other 2</b>					
65					
135					
Number of students tested					
<b>13. Other 3: Other 3</b>					
65					
135					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NeSA (Nebraska Accountability Test)</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Nebraska Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
65	100	84	81	50	87
135	33	28	52	6	31
Number of students tested	18	18	21	18	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
65					
135					
Number of students tested					
<b>2. Students receiving Special Education</b>					
65					
135					
Number of students tested					
<b>3. English Language Learner Students</b>					
65					
135					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
65					
135					
Number of students tested					
<b>5. African- American Students</b>					
65					
135					
Number of students tested					
<b>6. Asian Students</b>					
65					
135					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
65					
135					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
65					
135					
Number of students tested					
<b>9. White Students</b>					
65	62	82	83	59	87
135	35	29	11	18	27
Number of students tested	17	17	18	17	15
<b>10. Two or More Races identified Students</b>					
65					
135					
Number of students tested					
<b>11. Other 1: Other 1</b>					
65					
135					
Number of students tested					
<b>12. Other 2: Other 2</b>					
65					
135					
Number of students tested					
<b>13. Other 3: Other 3</b>					
65					
135					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NeSA (Nebraska Accountability Test)</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Nebraska Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
65	100	82	84	93	76
135	29	27	28	30	28
Number of students tested	17	22	18	15	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
65					
135					
Number of students tested					
<b>2. Students receiving Special Education</b>					
65					
135					
Number of students tested					
<b>3. English Language Learner Students</b>					
65					
135					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
65					
135					
Number of students tested					
<b>5. African- American Students</b>					
65					
135					
Number of students tested					
<b>6. Asian Students</b>					
65					
135					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
65					
135					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
65					
135					
Number of students tested					
<b>9. White Students</b>					
65	100	79	84	71	89
135	31	21	28	27	21
Number of students tested	16	19	18	14	21
<b>10. Two or More Races identified Students</b>					
65					
135					
Number of students tested					
<b>11. Other 1: Other 1</b>					
65					
135					
Number of students tested					
<b>12. Other 2: Other 2</b>					
65					
135					
Number of students tested					
<b>13. Other 3: Other 3</b>					
65					
135					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NeSA (Nebraska Accountability Test)</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Nebraska Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
65	89	75	88	78	80
135	19	30	25	11	30
Number of students tested	27	20	16	18	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
65					
135					
Number of students tested					
<b>2. Students receiving Special Education</b>					
65					
135					
Number of students tested					
<b>3. English Language Learner Students</b>					
65					
135					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
65					
135					
Number of students tested					
<b>5. African- American Students</b>					
65					
135					
Number of students tested					
<b>6. Asian Students</b>					
65					
135					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
65					
135					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
65					
135					
Number of students tested					
<b>9. White Students</b>					
65	89	73	87	83	88
135	19	26	27	12	29
Number of students tested	27	19	15	17	17
<b>10. Two or More Races identified Students</b>					
65					
135					
Number of students tested					
<b>11. Other 1: Other 1</b>					
65					
135					
Number of students tested					
<b>12. Other 2: Other 2</b>					
65					
135					
Number of students tested					
<b>13. Other 3: Other 3</b>					
65					
135					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NeSA (Nebraska Accountability Test)</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Nebraska Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
65	95	100	83	80	40
135	36	50	44	30	16
Number of students tested	22	16	18	20	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
65					
135					
Number of students tested					
<b>2. Students receiving Special Education</b>					
65					
135					
Number of students tested					
<b>3. English Language Learner Students</b>					
65					
135					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
65					
135					
Number of students tested					
<b>5. African- American Students</b>					
65					
135					
Number of students tested					
<b>6. Asian Students</b>					
65					
135					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
65					
135					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
65					
135					
Number of students tested					
<b>9. White Students</b>					
65	95	86	82	59	44
135	36	36	47	18	11
Number of students tested	21	16	17	17	18
<b>10. Two or More Races identified Students</b>					
65					
135					
Number of students tested					
<b>11. Other 1: Other 1</b>					
65					
135					
Number of students tested					
<b>12. Other 2: Other 2</b>					
65					
135					
Number of students tested					
<b>13. Other 3: Other 3</b>					
65					
135					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NeSA (Nebraska Accountability Test)</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Nebraska Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
65	100	78	81	56	87
135	67	28	52	17	31
Number of students tested	18	18	21	18	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
65					
135					
Number of students tested					
<b>2. Students receiving Special Education</b>					
65					
135					
Number of students tested					
<b>3. English Language Learner Students</b>					
65					
135					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
65					
135					
Number of students tested					
<b>5. African- American Students</b>					
65					
135					
Number of students tested					
<b>6. Asian Students</b>					
65					
135					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
65					
135					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
65					
135					
Number of students tested					
<b>9. White Students</b>					
65	100	82	89	59	89
135	71	29	56	18	27
Number of students tested	17	17	18	17	15
<b>10. Two or More Races identified Students</b>					
65					
135					
Number of students tested					
<b>11. Other 1: Other 1</b>					
65					
135					
Number of students tested					
<b>12. Other 2: Other 2</b>					
65					
135					
Number of students tested					
<b>13. Other 3: Other 3</b>					
65					
135					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NeSA (Nebraska Accountability Test)</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Nebraska Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
65	100	86	72	74	76
135	65	59	22	24	28
Number of students tested	17	22	18	17	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
65					
135					
Number of students tested					
<b>2. Students receiving Special Education</b>					
65					
135					
Number of students tested					
<b>3. English Language Learner Students</b>					
65					
135					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
65					
135					
Number of students tested					
<b>5. African- American Students</b>					
65					
135					
Number of students tested					
<b>6. Asian Students</b>					
65					
135					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
65					
135					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
65					
135					
Number of students tested					
<b>9. White Students</b>					
65	100	79	72	71	81
135	31	21	22	21	29
Number of students tested	16	19	18	14	21
<b>10. Two or More Races identified Students</b>					
65					
135					
Number of students tested					
<b>11. Other 1: Other 1</b>					
65					
135					
Number of students tested					
<b>12. Other 2: Other 2</b>					
65					
135					
Number of students tested					
<b>13. Other 3: Other 3</b>					
65					
135					
Number of students tested					

**NOTES:**