

U.S. Department of Education
2014 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 Mrs. Mary E Miller

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

Official School Name Randolph Public Elementary School

(As it should appear in the official records)

School Mailing Address PO Box 755 309 North Bridge Street

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

City Randolph State NE Zip Code+4 (9 digits total) 68771-9781

County Cedar State School Code Number* 14-0045

Telephone 402-337-0385 Fax 402-337-0410

Web site/URL http://www.randolphpublic.org E-mail mmiller@esu1.org

Twitter Handle n/a Facebook Page n/a Google+ n/a

YouTube/URL n/a Blog n/a Other Social Media Link n/a

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. Jeff Hoelsing E-mail: jhoelsing@esu1.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Randolph Public Schools Tel. 402-337-0385

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. Paul Schmit
(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, Office for Civil Rights (OCR) requirements is 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 2013-2014 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 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. 1 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
PreK	0	3	3
K	8	4	12
1	11	5	16
2	8	8	16
3	9	8	17
4	6	6	12
5	11	12	23
6	8	8	16
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	61	54	115

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97 % 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 2012 - 2013 year: 4%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1	113
(5) Total transferred students in row (3) divided by total students in row (4)	0.035
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 1%
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 42%
 Total number students who qualify: 47

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

9. Students receiving special education services: 17 %
20 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>9</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</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 Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	8
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	95%	96%	96%
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 2013

Post-Secondary Status	
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 X

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

PART III – SUMMARY

Randolph Public School will provide a safe, flexible, and stimulating environment for learning. Students will acquire a standards-based core of knowledge, demonstrate problem solving and communication skills, and be technologically capable and resourceful. The above statements are the mission statement at Randolph Public Schools. This mission statement has evolved through the years through our school improvement process. The vision statement of Randolph Public Schools is: The vision of the Randolph Public School is to be the cornerstone in our community to develop productive and responsible citizens in collaboration with our stakeholders.

Randolph Public School District is a Class Three district located in Northeast Nebraska, whose community population is approximately nine-hundred people. The district operates K-6 and 7-12 attendance centers. This application concerns the K-6 attendance center. Randolph Public Schools is operating on a modified 4-day school schedule. The four day week has been beneficial to our school district. Students are able to schedule outside appointments on our day off so that our attendance rate has improved. Staff and students use the 5th day of the week to catch-up and prepare assignments and lesson plans. Another benefit of this schedule is the amount of time teachers have for in-service and professional development. The professional development of the district is developed by the administration and is connected to and supportive of our school district improvement plan.

The district strengths would include a low teacher-student ratio. The students, teachers, administration, and community are a close-knit unit who are passionate about taking care of all members of our district. The district staff is very experienced but yet very open minded to try new educational ideas. Another large strength of our district would be our students. The majority of our students are from rural families. Our students are very connected to their past and have high moral and ethical values. The strong work ethic at our school is an expectation of community, parents, and teachers and most students buy into those common values. Education is a very important value of our district and this is reflected in our high graduation rates year after year.

The value of education in our community has become very prominent in the last few years. As the national and state economies have dealt with difficult financial problems, our community has continued to support our small school and the education it provides for the youth of the community. Farmers, whose land valuations are increasing at rapid rates, continue to pay taxes to the district to ensure that our small community's school can remain open. The district's school board continues to have a vision of a prosperous future for our small community and understand the important role a quality school has in that future survival. The school continues to make improvements to the districts buildings, upgrade technology, and support growth in programs that benefit students. The board and administration of the school are very determined to make sure that children and their welfare are at the forefront of all decisions.

Despite the fact that an average of 47% of our students for the past two years were on free and reduced lunch, Randolph Elementary has improved proficiency levels in every subject tested since spring of 2010, therefore Randolph Elementary has made Adequate Yearly Progress (AYP) in each of two years prior to nomination. The school has also met our state's Annual Measurable Objectives (AMOs) two years prior to nomination.

Our 2012 – 2013 NeSA test scores were definitely worth being nominated a Blue Ribbon School. In grades 3-5 our status score in Science ranked us 2nd in all schools in the state of Nebraska. Our 3-5 reading status score placed us 6th in the state ranks, but also place us 7th out of all state schools in reading growth. Growth in the state of Nebraska ranks districts by the differences in average reading and math scale scores of the same students this year to last year. Our reading improvement ranks us 15th in the state, our improvement ranking compares differences in the average reading and math scale of different students in the same grade.

"Striving for Excellence" is our school motto, our students come to school everyday ready to achieve and are enthusiastic about learning. Our faculty and staff are always striving to improve and are very passionate

about the education of their students. The curriculum at Randolph Elementary school is vigorous, research-based, and aligned to the state standards. We are a small school with a big heart and a tremendous commitment to turning out future leaders of our community, state, and country.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Randolph Elementary school uses a combination of assessments to evaluate student learning. The administration and school improvement team feel that it is vital to give students ample opportunities to show their skill levels and understanding of concepts taught in the classroom throughout the year.

Our state assessment is administered in the spring of each school year to students in grades 3-6. All students are assessed in Reading, Math, and Science in the spring of the year. Fourth graders complete a state writing assessment in February every year to measure their ability to write a complete essay. The state assessments measure knowledge and understanding of the state standards which are used to determine the classroom instruction. The state of Nebraska has determined three performance levels on the state assessments. They are: 1.Exceeds the Standard; 2. Meets the Standard; and 3. Below the Standards. At Randolph Elementary we strive to have all students meeting or exceeding the standard as our benchmark for success.

Randolph Public Schools also works together with our Educational Service Unit to provide the MAPs test (Measurement of Academic Progress) to all students in grades 3-11. These standardized assessments are in the subject areas of Reading, Language Usage, Mathematics, and Science. The test is administered two times in the school year, once in the fall and once at the end of the academic year in the spring. Each student's growth over the course of the academic year is measured and the students also keep track of their growth throughout the four year period of elementary school.

In grades K-6 student's abilities are measured through AIMSWeb Assessments. The data obtained from these tests are used to determine which students need additional help through RtI. Response to Intervention team decisions are made to help students improve upon their skills in math and reading.

Randolph Public Schools feels that all students should be able to complete the state standard's assessment meeting or exceeding the requirements of the state standards. In all other testing teachers strive to make sure that students are staying at or above grade level.

Nebraska state assessment data is difficult to compare over the last five years as the testing measure has gone through many changes. In previous years, schools were responsible for developing their own assessment tools. At Randolph, we belonged to a testing consortium, during this time tests could be administered multiple times with reteaching taking place in-between until a student achieved success. Testing in this fashion took place until the 2009-10 school year for reading and the 2010-11 school year for math. The state of Nebraska has replaced this test with the Nebraska State Accountability test. These tests are administered to all students in grades third through eighth grade and grade eleven, using an online system.

After looking at the reading scores on the state assessments, as a staff the school decided to extend the reading class time to ninety minutes per day. We also began to use the AIMS Web test to identify students who need interventions in reading. These interventions work on phonics, reading comprehension, and reading fluency. Our reading scores have begun to improve, but we still need to be diligent about making and keeping up with these improvements. The school improvement team after looking at the data; determined that reading and reading comprehension needed to be the main focus of our improvement goal.

Math also had room for improvement. The math teachers worked together to pick a new series and curriculum. This new curriculum provides intense math instruction and repetition. Although our students and parents were not fans of the new curriculum the first year; our test scores are improving and it seems we are headed in the right direction.

2. Using Assessment Results:

Randolph Public Schools uses a variety of assessment data to make decisions about the curriculum and to help improve student and school performance. Data is used to understand and improve overall school effectiveness in ways that help teachers work with the differentiated needs of our students. AIMSWeb, NWEA MAP (Measure of Academic Progress), STAR testing (Evaluative tool used with the Accelerated Reader Program), and NeSA (Nebraska State Accountability) make up the data we look at in order to determine our goals and action in our School Improvement Process. Our school improvement goal is improving reading with a focus on reading comprehension. Teachers work very hard to incorporate reading across the curriculum and to evaluate the steady growth of our students and what works best for them.

The AIMSWeb Universal Screener is used to help in benchmarking students and providing a comprehensive system for screening, progress monitoring and managing student data. Our RtI team meets with each individual teacher after students have been tested to determine who will receive additional support in reading. Struggling readers are identified at this time and can then receive concise interventions that will help them to succeed. The teachers can target needed interventions in phonemic awareness, comprehension, and/or fluency as the area of deficiency. Interventions are started immediately and these students are then progress monitored on a weekly basis by the classroom teacher. Interventions used by our reading specialist include Sound Partners, Six Minute Solutions and SRA cards.

MAP assessments are given twice a year to students in grades 3-6. The MAPs assessment is aligned with our state standards and is a norm reference test with test in the areas of reading, mathematics, language arts, and science. This test is leveled, meaning it changes with every student to make sure the students are tested at their level. It is also done on the computer, so it is a good practice for our state assessments. This test provides immediate feedback to our students. Our students are able to set goals based on their previous test which keeps them engaged and gives them control of their own improvement. The results are also very helpful to our teachers as they can be broken down into multiple educational strands and teachers can identify strengths and weaknesses of their curriculum.

The STAR reading test is used in grades K-6 to determine the grade level students are reading at. The accelerated reading program is a very beneficial part of our complete reading curriculum. Students can operate at their own level and find books that are of high interest to them.

NeSA tests help us measure how closely aligned our curriculum is to our state standards. The state standards have been identified in Reading, Language Arts, Math, Science, and Social Studies. They are test in all areas except Social Studies. Teachers review the scores yearly to make sure they follow their standards based curriculum. Randolph Public Schools has worked very hard to improve our NeSA test results. Our community, administration, and teachers are very dedicated to continue the tradition of excellence.

Randolph Elementary Schools feels that communication with our parents is of utmost importance. We review our fall testing scores with parents at our parent-teacher conferences. At this time, if parents have any questions they are able to express these to the student's teachers so that issues can be dealt with. We do have an active SAT (Student Assistance Team) that communicates with parents if students are identified to receive Tier 2 intervention strategies. We also hold a second parent teacher conference in mid-winter, this can help parent's understand testing and the goals their son/daughter have established for their education growth. Parent Teacher Conferences are very well attended and are an excellent way for everyone to communicate. Randolph Elementary is working very hard to make sure our parents are informed and feel like they are an integral part of the educational process of their children.

3. Sharing Lessons Learned:

Randolph Public Schools is located just thirty minutes from a college with a strong educational program. Due to our location we have multiple students in our building every year in the capacity of observation or student teaching. It also allows us to be able to participate in committees and organizations that help plan the curriculum of future teachers.

Our administration also is trained to be a part of the review committee at other schools during their school improvement process. This is a very positive way to share ideas and see what is working well at other schools. The administration takes it upon themselves to share these ideas with our staff.

Some of our staff members have presented at local meetings and state meetings in the area of technology. A group of teachers worked with the area Education Service Unit to develop a summer technology institute for the students of Randolph Elementary School and shared the results at the state level to teachers interested in technology.

The area Kindergarten teachers also met at our school this year to discuss different curriculum and ideas. Twelve kindergarten teachers were able to spend the afternoon sharing. This is a very positive way for teachers to learn from others that are in similar situations.

The school district communicates with other area districts. We have a very positive Education Service Unit that does an awesome job of getting groups of teachers and administrators together to collaborate and share ideas. The majority of our teaching staff attends at least one workshop per year and at these workshops they build relationships with other colleagues. This develops into a network of professional communication where strategies and information are shared throughout the school year.

4. Engaging Families and Community:

Community and family involvement is essential to the success of students at Randolph Elementary. We have spent a great deal of time this school year to foster an open relationship between the community and the elementary school. The school has completed numerous community service projects throughout the year. During the holiday season we collected canned goods for our community food bank. Students also donated to a fund in place of giving teachers gifts at Christmas and this fund will be donated to the local "Relay for Life" campaign. The students sponsored a community "Jump for Heart" and were able to raise money for the National Heart Association. This campaign ended with the Jump for Heart activity where there were many displays and presentations on healthy heart awareness.

This year we also chose to host a monthly family-community fun night. The nights we established this year were math night, reading night and a school wide science fair. Other months include music concerts, art shows, and a drama presentation.

The evenings were well attended and students had a great time learning in a fun filled environment. These community activities promoted a welcoming environment at Randolph Elementary and helped develop relationships among students, parents, community members, and staff. The elementary gymnasium came alive with activity and excitement, a much needed update to the schools overall reputation and environment.

The school also holds parent-teacher conferences twice a year. We have a high percentage of parents who turn out to visit with their son/daughter's teachers about the success of the students. Parents also attend an open house at the beginning of the school year. This evening allows students to be introduced to their teacher and become familiar with their classroom before the school year begins.

We also started a parent-community organization this school year. The organization meets on a monthly basis and is very supportive of the schools educational process.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Randolph Public School's core curriculum is aligned to our state standards in all core areas. The staff has worked together to make sure our students leave our elementary with a sound educational base that they will be able to utilize in their high school career and beyond.

Our school improvement goal focuses on reading and reading comprehension. We are very focused on reading across the curriculum and making sure reading is an important focus in our young learners' daily activities. The K-6 school all use the same reading series, to ensure that there is a well-planned sequence as the student progresses through the appropriate levels.

Administration and teachers have all joined together to build an outstanding math curriculum at Randolph Elementary. Students spend ninety minutes a day in math instruction and practice. Two years ago, the school purchased and worked together to implement the Saxon Math Series. This constant repetition of math skills is resulting in improved test scores and overall knowledge.

The Science department follows a hands-on approach. The teacher works with the students in making science applicable to their daily lives. The department's goal is to help students realize they can solve problems and develop solutions in and outside of class. The Science curriculum is also concerned about taking care of the earth and helping students realize how important their actions are and the consequences that can result from their behaviors.

Writing is an important part of our curriculum as it puts an emphasis on the articulation of words. This curriculum works to develop writing based on the six traits of writing. Language Arts is taught on a daily basis to help students gain an understanding of the English language.

Our Social Studies curriculum is closely tied into our reading curriculum. They are both from the same publisher and work together to build upon long range goals of both departments. Students learn about their neighborhood, their community, their state, their region, their country, their continent, and their world. Students participate in community activities to learn the importance of community service and stewardship. In a small community it is very important for students to learn the importance of community service and helping for the good of the community, and learning about sustaining the small community in the future.

The physical education department introduces individual and team activities. The students enjoy many new activities introduced to them by the teacher. Gymnastics, badminton, archery and hockey are activities the students enjoy through-out the year. Traditional team sports and individual fitness are also covered.

Fine arts are a part of our student's educational curriculum. Music, Art, and Band are all offered at Randolph Elementary. Music and art are required courses at all grade levels. Band is an elective for the 5th and 6th graders. Students are introduced to basic skills, theory, and appreciation in the fine arts areas. They also perfect their work to be performed at concerts, contests, and art shows. These performances help students gain confidence in their abilities and also bring the community together to enjoy the talent of their youth.

Technology is improving at our school on a constant basis. We were able this year to purchase and implement 20 I-Pads for our student use. It has been a very rewarding experience to watch students and teachers begin to use these to enhance our curriculum in all areas.

The most outstanding feature of our curriculum is the fact that our teachers work hard to make sure all of the state standards are taught and understood by a large majority of our student body. The staff continually looks for ways to improve, but are very thorough when adopting new ideas. They ask questions and demand answers that are researched based. The staff is extremely invested in our students and they have worked together for a long period of time and report to work with a great deal of passion and enthusiasm every day.

Change does take place but it is always weighed carefully and the deciding factor is always what is best for the quality of education for our students.

2. Reading/English:

a. Randolph Elementary has worked diligently to improve our reading scores over the past five years. The school's improvement goal is to improve reading and reading comprehension. Four years ago the school adopted a new reading curriculum. The change was determined by the teachers and administration. Teachers are given eighty to ninety minutes in their daily schedule to devote to reading instruction. The school really felt that if students could improve their reading skills and vocabulary they would become more successful in all areas of learning.

The new series is a Reading/Language Arts series. The literature used in the series is of high quality and very engaging to the students. Teachers use explicit instruction and repetitive practice to guarantee the students' growth in reading proficiency. The teachers in the lower grades use flip charts to draw the students' interest into the stories. Older students are able to increase their knowledge at their own level with the use of leveled readers. All of these lessons are integrated into grammar, writing and spelling for a comprehensive language arts approach.

Our school does many supplemental activities to increase our reading abilities. Students are tested using AIMS Web twice each year. Students who do not meet or exceed the testing benchmark for their grade level are placed for interventions. Students receive interventions throughout the week to help work on reading skills.

Teachers also use scores received on the MAP test to evaluate a student's progress. These tests are given in the fall and spring and help measure the student's growth. The tests are used to place children into different RtI ranges which then help the teacher to differentiate instruction for each learner.

The accelerated reading program is utilized in our district. Students set goals, read books at their level and take a short quiz to evaluate comprehension. This challenges the students performing above grade level. Students are able to read high interest material at their own reading level. We have students who have read close to two million words in the current school year.

Students are also recognized on a monthly basis for reaching AR goals, having positive character, and other incentive programs such as Book-It by Pizza Hut. The elementary students also won a free trip to the Henry Doorly Zoo by reading the largest number of books per student in a given time frame. These incentive type programs help our children to understand the importance of reading and in many cases can help the unmotivated readers have something to look forward to.

3. Mathematics:

At the present time our school uses the Saxon Math series. The coordination of our math curriculum has improved our test scores greatly. The curriculum schedule of learning activities flows from one classroom to the next and students are learning on a more consistent basis.

Students are not only learning math concepts but are learning to connect concepts to each other and beginning to apply them to problem solving situations. The concepts are taught in small increments, and then practiced through-out the school year. K-3 grades are having math meetings at the beginning of every school day. Most of the time in the Math meeting is spent reviewing math facts and concepts. The lesson for the day is then taught. Students are directed through the guided practice and begin their homework in the classroom under the teacher's supervision. This is a very helpful practice for students who are struggling with new concepts. Manipulatives are used in many of the math lessons. Students enjoy the use of manipulatives and it gives them a more complete insight into the math skills they are required to understand.

In the fourth–sixth grade classrooms, math begins with a daily power-up that helps students to quickly

review a concept and begin to concentrate on math education. After this activity the lesson is taught. The use of manipulatives, math experiments and other high interest lessons take place at this time in the agenda. Assessments occur after every five lessons. This allows the teacher to gain a quick overview of the student's understanding of concepts before they move on to new skills.

At the present time our major support for struggling math students would be our Title I program and Special Education. Our title program for math is based on a pull-out method where students can receive additional instruction on the student's areas of weakness. We are currently in the process of reviewing the need for additional interventions in mathematics and planning what a program such as this might look like.

4. Additional Curriculum Area:

Why study science? Some would say because it is part of the curriculum needed to be well educated. Others would say because it is the only fun part of the day, while others may say "I do not have a clue." I (our science teacher) feel science is everywhere and impacts our lives daily.

The fifth graders are now studying physics. PHYSICS! Yes, wonderful physics. Newton's Laws One, Two, and Three! For many students this is the highlight of the school year. The fifth graders will be able to relate these laws to their roller coaster they will be making.

The sixth graders are now launching their science fair projects. This year will have a new look. Documentation of their experiment will be kept on an iPad. Every year the school and parents are amazed as the students showcase their knowledge of the scientific method.

Also new this year, the fourth graders are working on an invention project. In the classroom they discussed ideas daily and the students will use their imaginations to think of solutions for everyday problems.

Randolph Elementary believes science should be hands-on. Each time a new concept is taught, students should be able to use it in their daily life. The goal is for each student to say, "I'm an inventor, a scientist, and I care for our Earth."

Our K-3 science program is also very hands-on. Our students are constantly doing science experiments that help them relate the information learned to their everyday life. At our 6th grade science fair, all students will show something they have worked on in the science classroom to their parents, siblings, grandparents, mentors and other community members.

The science curriculum is taught at all levels for forty five minutes per day. Our K-3 classrooms are self-contained and the science curriculum is taught by the classroom teacher. Our 4-6 program is departmentalized and our students are taught by a teacher who has worked to improve herself in the area of science throughout the years. Our science program is top notch and our children love to go to science class.

5. Instructional Methods:

APL is the foundation of our instructional methods. All teaching staff in the district has been trained in the APL teaching methods. These methods include such tactics as anticipatory set, closure, active participation, providing an exit, closure, active participation, providing an exit, modeling and wait time. Teachers are required to post daily objectives and agendas for all classes. Wait time extended is also a skill teachers use in the classrooms; this skill provides students the ability to discuss answers with a neighbor before group discussion. This tactic allows the teacher to coach students and students to gain more self-confidence when speaking in front of the class. The teaching staff also uses check for understanding which allows teachers to make sure the students understand information and directions before beginning an assignment. All teaching staff is evaluated in the use of these instructional techniques.

Techniques are used throughout the day. Even though these techniques may be very simplistic; they are truly working at our school. The fact that all of our teachers have been trained and are committed to the use of these learning strategies is helping our school to be identified as a top-notch institution in the area. Students and teachers benefit from productive time on task, consistent and positive classroom management,

and the use of research based instructional techniques and skills.

Due to our small class sizes, many of our teachers engage in differentiated instruction on a daily basis. Our instructors are very good at meeting the students at their level. Teachers work hard to deal with the varieties of learning styles, interest, and abilities found within their classrooms. Our testing system identifies strengths and weaknesses and teachers use this information to strengthen their daily instructions.

6. Professional Development:

Randolph Public Schools has determined that professional development is an important part of our school year. All school employees including certified and non-certified staff members are included in our professional development programs. We are committed to making sure the professional development activities are beneficial and applicable to the needs of our staff. Our in-service programs are dedicated to staff issues in the areas of academic, behavior, social, and technological needs of our students identified by the staff.

Professional development has been greatly enhanced by our 4-day school week. Our 4-day school calendar is a modified calendar, so we have built into our calendar eleven days of staff in-service throughout the school year. This time set aside for professional development is very beneficial to the teachers in our district. It is also very important to the education of our students as many of the topics covered correlate directly to the improvement of student learning.

We have had many topics through-out the school year. We have looked at our testing data to establish patterns and trends, strengths and weaknesses. With the help of our service unit we have been able to offer our teachers technology training at our own district. The training in use of I-Pads has included basic information on how to use them, differentiated instruction with i-pads, and training on some of the best apps and how to locate information on the apps that might be best to use in the classroom.

Our school's administration supports the professional growth of our teachers. If a teacher finds a workshop they think would be beneficial to their teaching, we try to make it possible for them to attend. The administration has found that the teachers seem to "buy into" professional development when they feel they have had a part in establishing the areas that are important to the growth of their students.

7. School Leadership

The leadership philosophy of the administration at Randolph Elementary school is one of collaboration and empowerment. Building administration works with the staff to help them explore and improve in a non-threatening environment. Administrations trust and feel comfortable that teachers will do what is right for the student on a daily basis. Staff members are encouraged to provide input and opinions on ideas or strategies to impact student learning.

Building principals meet with staff at their respective buildings on the morning after the school board meetings. This was started as a tradition to ensure that staff members hear accurate information in a timely manner about the decisions made regarding the school. Other discussions take place at staff meetings; principals share an agenda that includes upcoming events, educational programs, testing schedules and other information that is beneficial for all staff members to be aware of.

Staff members are encouraged to be leaders in the school building and outside organizations. Leadership committees are active in the areas of buildings and grounds, school improvement, policies and procedures, student life, curriculum, and technology. These groups serve as advisory committees to the school leadership team and the Board of Education on matters that are important to the improvements of our school.

Students are also encouraged to be leaders in our school district. Students at the elementary level can become members of the elementary student council. This group meets on a regular basis and tries to work on problems the student population brings to the group. The guidance counselor has also worked with each

grade to develop a public message about bullying, tobacco use, and acceptance of others. This project allows students to take leadership roles during the making of a class project.

The educational leadership philosophy of Randolph Elementary school makes every effort to make Randolph Elementary School a place where students feel comfortable enough to take risks and grow by attempting things that might be out of their comfort zone.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher: Data Recognition Corporation

Test: Nebraska State Accountability Math
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	58	70	47	92	75
% Exceeds	0	30	0	65	0
Number of students tested	12	27	17	20	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets % Exceeds	0	50	0	0	73
% Exceeds	0	0	0	0	0
Number of students tested	3	14	0	0	7
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					

% Meets % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	58	74	47	92	75
% Exceeds	0	30	0	65	0
Number of students tested	12	27	17	20	16
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The areas with no number have been masked for the following reasons:

1. Fewer than 10 students were reported in a grade or standard so the information was not released to the public.
2. All students were reported in a single performance category.
3. The state of Nebraska did not divide the sub-groups during the missing years.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Data Recognition Corporation

Test: Nebraska State Accountability Math
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	85	100	55	0	100
% Exceeds	33	31	0	0	52
Number of students tested	27	16	20	16	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets % Exceeds	57	0	0	0	0
% Exceeds	0	0	0	0	0
Number of students tested	14	0	0	0	0
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	85	100	53	97	100
% Exceeds	35	31	0	69	53
Number of students tested	26	16	19	16	23
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The areas with no number have been masked for the following reasons:

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STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Data Recognition Corporation

Test: Nebraska State Accountability Math
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	94	72	44	75	94
% Exceeds	31	24	6	0	0
Number of students tested	16	21	18	24	18
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets % Exceeds		50			
% Exceeds		0			
Number of students tested		10			
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	94	50	47	47	94
% Exceeds	31	0	0	0	0
Number of students tested	16	20	17	24	18
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The areas with no number have been masked for the following reasons:

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2. All students were reported in a single performance category.
3. The state of Nebraska did not divide the sub-groups during the missing years.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: Data Recognition Corporation

Test: Nebraska State Accountability Math
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	90	87	58	94	56
% Exceeds	32	31	0	77	0
Number of students tested	19	16	24	18	18
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets % Exceeds	50				
% Exceeds	0				
Number of students tested	10				
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	90	87	61	94	53
% Exceeds	32	31	0	77	0
Number of students tested	19	16	23	18	17
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

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3. The state of Nebraska did not divide the sub-groups during the missing years.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Data Recognition Corporation

Test: Nebraska State Accountability Reading
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	58	75	41	63	62
% Exceeds	0	19	12	63	0
Number of students tested	12	27	17	20	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets % Exceeds		64			45
% Exceeds		0			0
Number of students tested		14			11
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	58	75	41	63	67
% Exceeds	0	19	12	63	0
Number of students tested	12	27	17	19	15
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The areas with no number have been masked for the following reasons:

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Data Recognition Corporation

Test: Nebraska State Accountability Reading
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	96	100	90	54	99
% Exceeds	50	50	50	0	47
Number of students tested	27	16	20	16	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets % Exceeds	93				
% Exceeds	50				
Number of students tested	14				
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	96	100	90	76	99
% Exceeds	50	50	50	0	52
Number of students tested	26	16	20	17	23
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

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3. The state of Nebraska did not divide the sub-groups during the missing years.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Data Recognition Corporation

Test: Nebraska State Accountability Math
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	94	86	44	54	100
% Exceeds	50	38	0	0	0
Number of students tested	16	21	18	24	18
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets % Exceeds		60			
% Exceeds		0			
Number of students tested		10			
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	94	85	47	54	100
% Exceeds	50	35	0	0	0
Number of students tested	16	20	17	24	18
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The areas with no number have been masked for the following reasons:

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3. The state of Nebraska did not divide the sub-groups during the missing years.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: Data Recognition Corporation

Test: Nebraska State Accountability Reading
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	95	69	79	94	83
% Exceeds	42	69	21	44	61
Number of students tested	19	16	24	18	18
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets % Exceeds	60				
% Exceeds	0				
Number of students tested	10				
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	95	69	83	94	82
% Exceeds	42	69	22	44	58
Number of students tested	19	16	23	18	17
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The areas with no number have been masked for the following reasons:

1. Fewer than 10 students were reported in a grade or standard so the information was not released to the public.
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