

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13NE2**

School Type (Public Schools):      Charter      Title 1      Magnet      Choice  
                                                                                                                 

Name of Principal: Mr. Doug Smith

Official School Name: Ord Elementary School

School Mailing Address:      820 S 16th Street

Ord, NE 68862-1984

County: Valley      State School Code Number\*: 88-0005-002

Telephone: (308) 728-3331      E-mail: dougsmith@esu10.org

Fax: (308) 728-3749      Web site/URL: <http://ordps.org/vnews/display.v/SEC/Elementary%20Schools%7COrd%20Elementary>

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Jason Alexander      Superintendent e-mail: jalexand@esu10.org

District Name: Ord Public Schools      District Phone: (308) 728-5013

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. William Ziegler

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge 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.*

The original signed cover sheet only should be converted to a PDF file and emailed to [Aba Kumi, Director, National Blue Ribbon Schools \(Aba.Kumi@ed.gov\)](mailto:Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to [Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.](mailto:Aba.Kumi@ed.gov)

## **PART I - ELIGIBILITY CERTIFICATION**

---

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

1. Number of schools in the district   2   Elementary schools (includes K-8)  
  0   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  3   Total schools in district
2. District per-pupil expenditure:  10268

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

3. Category that best describes the area where the school is located:  Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school:   2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	21	13	34
K	13	16	29
1	19	20	39
2	12	12	24
3	19	17	36
4	17	17	34
5	14	14	28
6	16	11	27
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			251

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
95 % White  
0 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 6%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2011	251
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 48%

Total number of students who qualify: 107

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

10. Percent of students receiving special education services: 17%

Total number of students served: 43

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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>7</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>14</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>4</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>3</u>
Total number	<u>30</u>	<u>8</u>

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

16:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	96%	95%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_ %

Enrolled in a community college \_\_\_\_\_ %

Enrolled in vocational training \_\_\_\_\_ %

Found employment \_\_\_\_\_ %

Military service \_\_\_\_\_ %

Other \_\_\_\_\_ %

**Total** \_\_\_\_\_ **0%**

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

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

---

Ord Elementary School is located in Ord, Nebraska. Ord is the county seat of Valley County, and Ord's population of 2,112 makes up 50% of Valley County's population. Ord is located along the North Loup River, on the edge of the Sandhills, surrounded by rich agricultural land. In 2005, Governor Dave Heineman honored Ord as one of Nebraska's Showcase Communities. Ord was also recognized as the first community in Nebraska to become state-certified for economic development. Governor Heineman stated that Ord's mix of strong local leadership, an active business community, and an ability to make use of available resources to meet development goals has been particularly impressive.

Ord's Economic Development and Chamber of Commerce have focused on the areas of youth outreach, entrepreneurship, leadership development, and philanthropy as the foundation for many community development action plans. Through community support a new hospital was constructed in 2008, in 2009 a new fire hall and a \$9.8 million bond was passed to renovate and add on to Ord Public Schools. The community has made it possible for growth and attracted numerous young people to the community, both natives and newcomers.

With the passing of the school bond, the community of Ord has shown its support of the local school system. The elementary school has maintained a positive relationship with the community as patrons play a valuable part in supporting our Jr. Chant Pride program by providing funds to purchase t-shirts as well as prizes for students as rewards for making good choices. Students and staff in turn support the community through canned food drives, visiting senior centers, student shopping sprees, student dining experiences, and other community support projects throughout the year.

Ord Public Schools (OPS) is a Class III school accredited by the North Central Association of Colleges and Schools. The NCA standards signify that the school has the resources, personnel, and leadership necessary for effective education. The district is organized into a K-6 elementary, 7-12 middle/high school and an additional K-8 country school.

Within the last five years state standard aligned curriculum updates at Ord Elementary have become a part of a continuous curriculum development process.

- 2007 – Reading Curriculum updated with Treasures Reading Series
- 2009 – Science Curriculum updated with MacMillan/McGraw Hill
- 2010 – Math Curriculum updated with Saxon Math

Ord Elementary staff has also received professional development training in: Quantum Learning, a leading education institution for its brain-based, holistic approach to learning and APL Instructional and Management Skills. With this training teachers are implementing new strategies in their classroom to reach students in as many ways as possible.

With the change of standards testing to the NeSA testing, Ord Elementary has been proactive in using technology to assess students on the norm-referenced tests and switched to the Measures of Academic Progress (MAPs) test in the fall of 2009. This test provides instant results for students and staff to make educational decisions for placement in programs for our students. The students are tested twice a year and examine their own test scores as well as set goals for the future.

The culture at Ord Elementary is built around all stakeholders, the implementation of Quantum Learning strategies, and the commitment to higher standards of learning. Part of what builds the culture at Ord

Elementary is the open concept atmosphere. Built in the early 70's, the open concept was based on the one room school house and was created to allow for an open environment to encourage team teaching, inclusiveness, collaboration, and problem solving skills. Because there are no walls, teachers are able to work collaboratively to teach students at different levels. There are also more opportunities to build relationships among staff and students. The original idea behind this concept was many students at varying levels with many teachers available to teach and assist as they learn.

A new tradition at Ord Elementary is the implementation of the Junior Chant Pride program. This program focuses on our students and staff being positive and recognizing students for making good choices, being kind, working hard, and never giving up. Once a month the school gathers for an assembly to celebrate good choices, by recognizing positive behavior we have seen a positive change in student interactions in the community and in the classroom.

As Ord Elementary grows and changes with new students and staff, improvements with curriculum, and the on-going school improvement process, the culture of the school continues to develop. As we set new goals, welcome new students, and continue to improve student learning, new traditions are added, rituals change, and the culture grows to meet the needs of the students.

#### Ord Public Schools Mission Statement

Ord Public Schools is committed to excellence by all stakeholders in:

Character - Responsibility, leadership, respect, integrity, empathy, perseverance, honest effort

Academics - Problem solving, logical reasoning, lifelong growth

Community - cooperation, teamwork, communication



## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results:**

a. Ord Elementary School partners with Northwest Evaluation Association to administer Measurement of Academic Progress (MAPs) standardized assessments to all students in Grades 2, 3, 4, 5, and 6. Standardized assessments in Reading, Language Usage, Mathematics, and Science are administered two (2) times annually, at the beginning of the academic year in the Fall and at the end of the academic year in the Spring. Individual Rasch UnIT (RIT) scores are tracked by students, teachers, and administration to measure individual growth over the course of each academic year as well as tracking students over the four (4) years from Grade 3 through Grade 6. This data as well as data from AIMSWeb Assessments, NeSA test scores, and local classroom assessments are used to measure individual student growth, direct Response to Intervention (RtI) team decisions, and guide the Student Assistance Team meetings.

Levels of performance that are considered to be “up to the school’s standards” are centered around individual student growth coupled with classroom benchmark measurements. The NWEA MAPs National Norm is used as a reference for the standardized testing but the local benchmark is typically higher and more challenging to achieve. Ord Elementary strives to meet NCLB guidelines of proficiency on the Nebraska State Assessments (NeSA), we consider our students proficient if they meet or exceed the cut score as set by the State of Nebraska. Individual student growth is the primary focus of the data used to make educational decisions.

b. The Data tables that we have generated through the use of MAPs assessments indicate a great improvement in student scores in Mathematics and steady improvement in Reading and Language Usage. The data indicates that as second and third grade students, Ord Elementary’s average RIT score is within one or two points (either way) of the National Norm in both Reading and Math. Ord Elementary students steadily begin increasing the gap between the Local Average and the National Norm in both Reading and Math by the time they move through fourth, fifth, and sixth grade. This steady increase in student achievement can be contributed to strong community support of the local education system, increased family involvement in the school system, commitment by individual students to challenge themselves on a daily basis, stability within the teaching staff, and courage to make educational decisions that drive a vibrant curriculum based on local, state, and national standards.

Community support and family involvement at Ord Elementary present themselves in many areas of the school but especially in building and maintaining a student centered learning community that fosters student and staff creativity. A creative environment that is based on a strong tradition of academic expectations, wrapped up in a character education program centered on “Living Above the Line” and making good choices, that is interwoven with technology and teaching strategies that encourage student involvement.

Students encourage students and challenge themselves on a daily basis. Students at Ord Elementary track their own MAPs scores on goal setting notecards so they can see their steady improvement both within the same academic year and over the four year span from their 3rd to 6th grade year. Our students know that the assessment is simply a snapshot of their ability on that particular day, but what you do over the course of time to develop the knowledge required to do well on the assessment is what is important. The assessment results are our “scoreboard” as the daily classroom learning is our “fundamental skills”.

The open learning concept at Ord Elementary has developed a collaborative teaching staff where every classroom is an open book to all other staff members. Teachers team together to make curricular decisions that are best for their classrooms and ultimately best for the entire school. Recent changes in the Reading curriculum (2007) and the Math curriculum (2010) were a direct result of teachers sharing and comparing local assessment data to standardized test data, which indicated a change in the Reading and Math

curriculums was imperative. Throughout the change process teachers complete self-assessment rubrics, perform peer to peer fidelity checks, and lean on each other for support and guidance while incorporating new technologies and innovative teaching strategies.

## **2. Using Assessment Results:**

Ord Elementary School uses a variety of assessments to collect and analyze data in order to make sound decisions regarding the needs of their students. Formative and summative assessment measures are used to ensure fidelity and rigor in the delivery the curriculum. Data is used to understand and improve overall school effectiveness by allowing teachers to evaluate and communicate the differentiated needs of our students. AIMSWeb, NWEA MAP (Measure of Academic Progress), and NeSA (Nebraska State Accountability) make up the triangulation of data recommended by NCA Accreditation in an effort to assist teachers and our School Improvement Team in reaching their goal of improving the reading abilities of our students.

The AIMSWeb Universal Screener is used to help in benchmarking students and providing a comprehensive system for screening, progress monitoring and managing student data. This tool allows our RtI team of educators to utilize data in identifying struggling readers and making clear, concise decisions on interventions that will be successful for these students. AIMSWeb, in combination with S.R.I. (Student Reading Inventory), allows for strategic individual planning that allows teachers to target phonemic awareness, comprehension, and/or fluency as the area of deficiency. Interventions are started immediately and students are progress monitored weekly to determine growth levels. Ord Elementary relies on several intervention strategies including; Triumphs, Sound Partners, LIPS and Six Minute Solution. Adjustments to student needs can be made easily and in a timely fashion to keep students on an improvement track.

MAP assessments are given twice a year to 2nd through 5th grade students and three times a year to 6th grade students. The MAPs assessment is a tool that is aligned to the state standards and is a norm referenced test that creates a more accurate picture of how our students are performing. It is an individual growth measurement assessment and it gives the clearest picture of how each student is performing from a fall to spring growth capacity. These results are then broken down by the entire staff to make educational planning determinations in the fall, and then compared to spring results to measure growth and make program delivery decisions for the coming year.

NeSA Tests help us measure our program delivery to the State Standards that have been identified as essential for each Nebraska student to learn. After NeSA testing each spring, our teachers are presented with the scale score results in order to determine areas of strengths and weaknesses in the standards based curriculum. The use of NeSA results in combination with MAPS assessment and AIMS WEB progress monitoring helps our staff ensure that the curriculum and intervention strategies are providing a robust learning opportunity.

The collection and analysis of this student data allows our faculty to make decisions on instruction that are driven by student performance. Ord Elementary NeSA scores have been among the state's best since the inception of the NeSA tests, and our staff is dedicated to continuing in the tradition of excellence.

Ord Public Schools believes the best method of communication to our parents is face to face, especially when it entails the need for interventions. Our teachers are the first means of communication when students are struggling. The SAT (Student Assistance Team) is extremely active, and acts as the next level of communication to use data to communicate with parents for Tier 2 intervention strategies.

Assessment results are communicated to our stakeholders in a myriad of ways. Our school web page, our school newsletter and the local newspaper act as an effective means of communicating efficiently with our stakeholders.

Parent Teacher Conferences serve as an essential method of opening the lines of communication with parents, and we average a 95% attendance rate at Ord Elementary. Our teachers are trained in communicating AIMSweb, MAPs, and NeSA results to our parents in order to make sure the communication is reliable and useful.

We also use a District Report that is mailed to all patrons in November to highlight important student and financial information. Included in the District Report is demographic data, NeSA results, yearly AYP, etc. Ord Public School operates on the philosophy that transparency is essential and as a public school district we have an obligation to report all pertinent data to our stakeholders.

### **3. Sharing Lessons Learned:**

Ord Elementary school welcomes all education professionals to visit our school system to gain understanding and insight to the open classroom teaching concept, observe Quantum Learning and APL teaching strategies, and learn about any of the textbook series we offer as a part of our ever changing curriculum. We have also taken our show on the road by giving presentations on how we use MAPs assessment data from our data analysis process, and the triangulation that is involved with other assessment data.

Throughout numerous visitations we have shared the open teaching concept with visitors representing communities, public schools, private schools, and colleges wanting to see the open classroom learning environment in action. Most recently we have hosted visitors from area elementary schools observing instructional strategies in the implementation of McMillan McGraw Hill Treasures Reading program and Saxon Math. These visitations offer support and encouragement of change to area schools, give teachers the opportunity to share educational experiences that will enhance student learning in all schools, and promote growth in an educational community that reaches far beyond the walls of Ord Elementary.

A small team of Ord Elementary teachers gave a presentation to staff members at Ord Junior/Senior High School on the implementation of NWEA MAPs testing and the use of NWEA MAPs assessment data. We continue to work collaboratively with Ord Junior/Senior High School to insure a seamless transition in MAPs assessments between the elementary and the junior high school, and ultimately to the secondary school. Through this collaboration all schools have the ability to communicate to parents using a common language with the use of RIT scores and national percentiles that are now consistent from third grade through the students junior year in high school.

### **4. Engaging Families and Communities:**

Community and family involvement is essential to the success of students at Ord Elementary. We encourage community and family involvement in every facet of the school system and especially through Jr. Chant Pride, our character education program. Community businesses and local patrons sponsor our students in numerous activities throughout the school year by providing all students with a red Jr. Chant Pride school t-shirt. Our students wear these t-shirts as we perform community service projects throughout our community. Projects include canned food drives to support our local food pantry, shopping sprees to "Make Christmas Happen," community clean-up activities, as well as community parades and pep rallies that promote academics, character, and community.

Ord Elementary school also hosts many community activities throughout the school year where our building serves a social gathering site for families and community members. These activities include Family Literacy Night, A Night at the Wax Museum, Fifth Grade Musical, Sixth Grade Play Production, Family Movie Night, and the Community Open House. All of these community activities promote a welcoming environment where Ord Elementary serves as a social gathering place for families, teachers, parents, students, and community patrons to share ideas and enjoy student achievement. The community shares everything from coffee to popcorn and conversations can be found on everything from cattle to politics. Throughout it all, Ord Elementary serves as the "hub" of the community on any given night.

Through family and community engagement Ord Elementary continues to develop students that take great pride in themselves, their families, and their community. By playing an active role in the development of our children all family and community stakeholders take pride in their school, their students, and support the role Ord Elementary plays throughout student development.

## **PART V - CURRICULUM AND INSTRUCTION**

---

### **1. Curriculum:**

Ord Elementary reevaluates and realigns curriculum with the Nebraska State Standards on a continual basis. Nebraska Statute requires the Nebraska State School Board to update standards for the core curriculum subject areas of Reading, Math, Science and Social Studies every five (5) years. Through the use of the Standards Instructional Toolkit and the Nebraska Department of Education's Academic Standards Website, Ord Elementary teachers and administration reference the Nebraska State Standards on a regular basis throughout each academic school year. The Nebraska Department of Education website is used as a reference tool by administration and teachers and shared with parents and students to assure that the educational standards set by NDE are aligned with student learning.

English/Language Arts standards were approved by the Nebraska State School Board on April 2, 2009. Ord Elementary realigned Reading, Writing, Speaking and Listening standards with local curriculum throughout school improvement workshops during 2010-2011 academic year. Classroom teachers met in grade level teams with support from Educational Service Unit 10, Sandhills Curriculum Consortium, Title I, Special Education, and administration to realign the updated standards with local curriculum. Throughout the process teachers met in small groups with multiple grade levels represented to assure that all standards were tied into the local curriculum. NDE provided support for realignment at grades 1 and 4 with the Standards Alignment Crosswalk document, which in turn provided support at all grade levels across the curriculum.

Mathematics Standards were approved by the Nebraska State School Board on October 8, 2009. Ord Elementary reevaluated local math curriculum in reference to the newly approved Nebraska State Math standards and the Saxon Math ©2008 Teachers Manual correlated to Nebraska State Math Standards throughout the 2011-2012 academic year. Teachers met with grade level teaching teams, as primary and upper elementary teaching teams, and as an entire school while reevaluating local curriculum and the newly approved state standards.

Science Standards were approved by the Nebraska State School Board on October 6, 2010. Ord Elementary realigned local curriculum with the newly adopted science standards throughout the 2011-2012 academic year. Ord Elementary departmentalizes Science and Social Studies at all levels. The Science teachers met as K-3 teaching teams, 4-6 teaching teams, and as a whole school to evaluate current science curriculum and realign with newly adopted Nebraska State Science Standards.

Social Studies standards were just recently approved by the Nebraska State School Board on December 7, 2012. Ord Elementary Social Studies departments have begun to meet as teams to be aware of the new standards and will work to realign local curriculum with the newly revised Nebraska State Social Studies standards throughout the 2013-2014 academic year.

Visual Arts curriculum at Ord Elementary is guided by the National Art Education Association through the publication of The National Visual Arts Standards and the National Standards for Art Education. Classroom teachers team together at each grade level to instruct art and align local Art curriculum with the National Standards. Performing Arts curriculum at Ord Elementary is guided by the National Association for Music Education through the publication of National Standards for Music Education. Music teachers at Ord Elementary have aligned local curriculum with the National Standards. The Nebraska Department of Education will be developing Nebraska State Fine and Performing Arts Standards within the next year that we are excited to align with our local curriculum as set forth by the National Standards.

Physical Education/Health/Nutrition curriculum at Ord Elementary is guided by the National Association of Sports and Physical Education National Standards.

Technology curriculum at Ord Elementary is guided by the International Society for Technology in Education and the National Education Technology Standards.

## **2. Reading/English:**

Ord Elementary Reading and Language Arts curriculum was written in cooperation with the Sandhills Curriculum Consortium, Ord Education Association, and Elementary Administration. Ord Elementary used a matrix comparing four reading programs to choose Treasures from MacMillan-McGraw Hill as the Reading and Language Arts Program that best meets the requirements of the local curriculum, our assessment tools, and state standards. Within the Treasures reading program students are grouped by ability into three levels: Approaching Level, On Level, and Beyond Level. Students receive whole group instruction in the week's reading skills and strategies for thirty minutes each day, then move to their leveled reading groups for sixty minutes of instruction on those same skills and strategies at the students' individual instructional level. Students move into reading groups throughout the year as needed based on student performance on unit assessments, AIMSWEB benchmarking and progress monitoring, and MAPs Assessments. Students acquire foundational reading skills through repeated practices involving phoneme segmentation and blending, phonics skills, sight words, and fluency.

Program Specific Lesson Maps have been designed to assure fidelity and continuity across the entire reading curriculum. All teachers use these lesson maps to guide the daily progress of their individual classrooms and optimize instructional time. There are two classroom teachers at every grade level; one teacher instructs the approaching level and some on level students, while the other teacher instructs some on level and the beyond level students. Classrooms are divided into groups receiving differentiated instruction with Title I, special education, and paraprofessional staff working directly with the classroom teacher to meet educational needs of all students whether they are performing below, on, or above grade level. This approach to reaching instruction allows for more direct instruction and differentiation at the approaching level, more support for students at the on level instructions, while at the same time allowing students at the beyond level instruction to be challenged by higher level thinking activities.

Ord Elementary School's Response to Intervention Decision rules use benchmark scores on AIMS WEB data to suggest possible needs for intervention. Students that fall into tier three are referred to the Student Assistance Team. The Team then decides on intensive interventions and monitoring. Other students that have not met benchmark are scheduled for interventions. These students are progress monitored weekly to determine the effectiveness and need for interventions to continue or be intensified. Communication with parents is vital during intervention to inform parents of interventions and progress monitoring. Monthly progress graphs are sent to parents to keep them updated. Interventions occur outside the ninety minute reading block. They include incremental flashcard practices, Sound Partners, Sound Partners Plus, REWARDS, and Six Minute Solutions Fluency Practices.

## **3. Mathematics:**

Ord Elementary researched a new math series during the 2009-2010 academic year to adopt for the 2010-2011 academic year. We were in search of a textbook series that would correlate with Nebraska State Math Standards and also give our students the chance for improved success in math. The Saxon programs distinct, effective, and research-based curriculum helps students develop a deeper understanding of concepts and how to apply them. Saxon's instructional approach breaks complex concepts into simpler increments, recognizing that smaller pieces of information are easier to teach and easier to learn. The instruction, practice, and assessment of those pieces are systematically distributed across a grade level. The distributed approach ensures that students gain and retain critical thinking concepts and use them in real-world situations. After looking at a variety of math series it was unanimous that Saxon best fit our needs.

The decision to continue with Saxon Math has been data driven. Saxon provides continuous repetition which allows the students of all levels to improve their mathematical skills. Adaptive materials for students working below grade level are used directly with the student addition and minimize distractions while supporting student integration into the classroom. Students exceeding grade level are provided extension activities at the end of each lesson which require higher level thinking skills and are also provided the opportunity to work at a faster pace. High ability learners are allowed flexibility in individual lessons to maximize potential and explore different methods of mathematical solutions. The data being collected from MAPS testing, NeSA Assessments, and AIMSWEB show that the instructional tools used are successful for individual student growth.

Saxon Math series has been correlated to the Nebraska Mathematics Standards. Each lesson is broken down to instruction, maintenance, and assessment and aligned with each standard. This series takes the state standard, provides a descriptor, and attaches it to each lesson taught throughout the school year. This allows the educator a chance to see how each standard relates to each lesson and how often the standard correlates throughout the school year. Saxon provides daily lesson structure with continual practice and assessment, builds foundational concepts and critical thinking skills, increases real world problem solving and applications and provides a forum for our students to communicate mathematically.

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

The Physical Education department firmly believes that our program plays a critical role in educating the whole student. We feel that physical activity offers a broad range of benefits including the development of healthy lifestyle habits, improved self-confidence, and an overall sense of well-being. We provide, through physical education, opportunities for children to develop critical life skills, such as problem solving, strategy, and working together cooperatively. We believe that a healthy, physically active student is more likely to be academically motivated, alert, and successful.

The programs that we have developed tie directly into our mission statement which focuses on Character, Academics, and Community. Currently, the students are voluntarily participating in a Jump Rope for Heart program. In one phase, we are learning about heart healthy choices that the kids themselves can be responsible for. Some of these choices include getting sixty minutes of physical activity every day, balancing your plate to include all five food groups, and eating proper proportions. The other phase is one in which the kids can develop a website, explain what they are learning in Physical Education class, and ask for donations for the American Heart Association.

Every other year the Music and Physical Education departments organize a performance that incorporates a combined musical and physical performance. Each class combined performs an activity, set to music, while demonstrating physical skills. Examples of these performances include: Lummi Sticks, Parachute routines, line dancing, and speed stacks. The students perform this in front of a large audience. Some of the skills that they learn as a result of preparing and performing this are persistence, eye hand coordination, enjoying physical activity, and self-confidence.

In the spring and fall, the kids are tested in the areas of flexibility, endurance, and strength. The Fitness Gram has replaced the traditional Physical Fitness program and is used to evaluate kids in these three areas. The five tests that the kids perform are right-angle push-ups, partial curl-ups, shuttle run, sit and reach, and endurance running. The kids are encouraged to perform based on their personal abilities. They learn to accept their abilities, set goals to improve, and strive for physical fitness. The kids are motivated to improve their individual scores and work hard to do so.

A broad range of Physical Activities, provided in our structured atmosphere, are centered around programs such as the above mentioned which focus on being physically fit, enjoying physical activity, building self-confidence, and building healthy habits for life.

## **5. Instructional Methods:**

The open classroom environment provides Ord Elementary with learning opportunities and instructional methods that may not exist in a traditional classroom setting. Ord Elementary teachers are a part of every classroom as their presence provides support, collaboration, and cohesiveness to the school environment. Within our school you will see classroom instruction in whole groups, small groups, one on one, and differentiated instruction groups. Classroom teachers, resource teachers, and instructional specialists work collaboratively to meet the individual needs of all students by infusing themselves within each classroom to assist with differentiated instruction, leveled reading groups, and high ability student activities.

The learning needs of every student are met through school-wide data analysis retreats where we evaluate data from NWEA MAPs assessments, Nebraska Standardized Assessments, local assessments, and teacher observations. These retreats coupled with our Response to Intervention (RtI) process, Student Assistance Team (SAT), parent-teacher conferences, and teacher-student conferences, provide Ord Elementary with the best possible learning environment and instructional methods for each student. This allows us to meet the needs of all students, whether they are students in the regular classroom, students with learning delays, or students that are high ability learners.

Technology plays an integral role in providing differentiated instruction throughout our entire school. All classrooms are equipped with Promethean Boards which are used every day by teachers and students to enhance student involvement in lessons. Teachers and students use this technology to increase student interaction, student mobility, and overall student involvement in lessons throughout the day. Two computer labs, a mobile laptop unit, and a variety of touch pad devices, provide interactive technology for each classroom and individual students throughout the entire school day.

Ord Elementary attributes our teamwork approach to the open classroom environment which makes every classroom an “open book” to all other teachers, students, parents, and community volunteers that are involved in educating all students.

## **6. Professional Development:**

Ord Elementary’s professional development philosophy is built around increasing the educational capacity of our teachers and administrators. Driven by our purpose statement to focus on academics, community, and the character of all stakeholders, we realize we are major investors in the educational process and are accepting of seeking professional development to make us better at our profession.

Ord Elementary partners with Educational Service Unit # 10 and their professional development team to develop trainings that are planned and delivered to promote the improvement of student achievement through the development of support staff, teacher, and administrator competencies in areas of school improvement, curriculum, instruction, assessment, student safety and behavior, and specialized areas such as high ability learners and working with students of poverty.

Ord Elementary teachers and administration have been trained in Quantum Learning, a research based educational methodology that increases teacher effectiveness and improves student performance. The Quantum Learning “Teacher Tenets” and “8 Keys of Excellence” have given our school a common language, especially when visiting with students, parents, and community members about relationships, expectations, and effort. We begin each day with a student assembly centered around one of the 8 keys; Integrity, Failure Leads to Success, Speak With Good Purpose, This Is It, Commitment, Ownership, Flexibility, and Balance. The Keys of Excellence are displayed in every classroom but most visible on the faces of our students who are encouraged to take risks and put forth high levels of effort, while creating a school culture based on positive character and high levels of student achievement.

Ord Elementary is currently being trained in A.P.L. Associates Instructional Skills and Management Workshops (APL). We have completed 3 of the 5 day training workshops and are implementing



instructional techniques that will continue to enhance student achievement, provide a toolkit for classroom management techniques, and establish a set of mutual methodology practices to the delivery of our educational program.

## **7. School Leadership:**

The educational leadership philosophy of Ord Elementary School is built around character, community, and academic success of all students. The open air concept at Ord Elementary is responsible for the leadership style built on teamwork and collaboration. As a staff we believe that student success is achieved by making each other better teachers, gaining community support and making it stronger, and being proactive in educational decisions that are the best for all students. All educational decisions are a joint effort of school administration and teacher leadership groups that represent the North Central Accredited (NCA) School Improvement Team, Response to Intervention Team, Student Assistance Team, Curriculum and Instruction Team, High Ability Learner Team, and Crisis Response/Safety Team.

The NCA School Improvement Team meets the first Tuesday of every month, this team is made up of five teachers and the building principal. Their purpose is to guide the direction of the school as it relates to the five NCA AdvancEd Standards. Each teacher leader on the team is responsible for leading a standard committee made up of all certified and non-certified school employees. Through this process Ord Elementary gains school improvement input from all stakeholders within the learning community.

The Response to Intervention Team meets the second Wednesday of every month, this team is made up of classroom teachers, special education teachers, Title I teacher, para-educator, guidance counselor, principal, and school psychologist. This team is responsible for leading the rest of the school through decision consistency rules as they apply to student assessment data and individual student learning.

The Student Assistance Team meets weekly, this team is made up of classroom teachers, Title I teacher, guidance counselor, principal, parents, and sometime students. This team is responsible for the guidance of students that need additional educational support. This team analyzes student data to determine if the current educational plan is effective and communicates the plan to all stakeholders. Individual student meetings are held at least every six weeks to revisit the educational plan.

All other leadership teams meet throughout the year and communicate the minutes of their team meetings at monthly school wide in-services.

We believe that our students are the best representation of the educational philosophy of our learning community. Educational leadership within Ord Elementary is a community effort, our philosophy of working directly with parents and community stakeholders in building an educational system that we can all be proud of is the best way we have to build student leaders within their school, their family, and their community.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 3 Test: Nebraska Standardized Assessment - Math  
Edition/Publication Year: 2011 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Plus Exceeds	91	90	79	94	85
Exceeds	20	31	68	78	62
Number of students tested	41	29	19	18	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Plus Exceeds	84	Masked	Masked	Masked	85
Exceeds	26	Masked	Masked	Masked	62
Number of students tested	19	8	8	5	13
<b>2. African American Students</b>					
Meets Plus Exceeds	Masked				
Exceeds	Masked				
Number of students tested	1				
<b>3. Hispanic or Latino Students</b>					
Meets Plus Exceeds	Masked		Masked	Masked	Masked
Exceeds	Masked		Masked	Masked	Masked
Number of students tested	3		1	3	1
<b>4. Special Education Students</b>					
Meets Plus Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	4	2	4		8
<b>5. English Language Learner Students</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested. 2010-2011 was the first year of the Nebraska Standardized Assessment. Prior years data is from School-led Teacher-directed Assessment Reporting System (STARS). The percentage change in the results of the change in assessments was minimal.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Nebraska Standardized Assessment

Edition/Publication Year: 2010 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Plus Exceeds	83	93	96	100	88
Exceeds	22	28	48	78	62
Number of students tested	41	29	25	18	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Plus Exceeds	79	Masked	100	Masked	77
Exceeds	21	Masked	30	Masked	54
Number of students tested	19	8	10	5	13
<b>2. African American Students</b>					
Meets Plus Exceeds	Masked				
Exceeds	Masked				
Number of students tested	1				
<b>3. Hispanic or Latino Students</b>					
Meets Plus Exceeds	Masked		Masked	Masked	Masked
Exceeds	Masked		Masked	Masked	Masked
Number of students tested	3		2	3	1
<b>4. Special Education Students</b>					
Meets Plus Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	4	2	4		8
<b>5. English Language Learner Students</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
2009-2010 was the first year of the Nebraska Standardized Assessment. 2007-2008 and 2008-2009 data is from School-led Teacher-directed Assessment Reporting System (STARS). The percentage change in the results of the change in assessments was minimal.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: Nebraska Standardized Assessment - Math

Edition/Publication Year: 2011 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Plus Exceeds	94	88	91	91	88
Exceeds	42	13	65	67	52
Number of students tested	31	32	23	33	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Plus Exceeds	Masked	77	Masked	91	90
Exceeds	Masked	0	Masked	64	50
Number of students tested	9	13	8	11	10
<b>2. African American Students</b>					
Meets Plus Exceeds					Masked
Exceeds					Masked
Number of students tested					1
<b>3. Hispanic or Latino Students</b>					
Meets Plus Exceeds		Masked	Masked	Masked	Masked
Exceeds		Masked	Masked	Masked	Masked
Number of students tested		2	3	2	1
<b>4. Special Education Students</b>					
Meets Plus Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	3	6	8
<b>5. English Language Learner Students</b>					
Meets Plus Exceeds			Masked		
Exceeds			Masked		
Number of students tested			2		
<b>6.</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
2010-2011 was the first year of the Nebraska Standardized Assessment. Prior years data is from School-led Teacher-directed Assessment Reporting System (STARS). The percentage change in the results of the change in assessments was minimal.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Nebraska Standardized Assessment

Edition/Publication Year: 2010 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Plus Exceeds	97	91	94	88	92
Exceeds	35	34	40	52	52
Number of students tested	31	32	30	33	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Plus Exceeds	Masked	77	Masked	91	90
Exceeds	Masked	15	Masked	46	40
Number of students tested	9	13	8	11	10
<b>2. African American Students</b>					
Meets Plus Exceeds					Masked
Exceeds					Masked
Number of students tested					1
<b>3. Hispanic or Latino Students</b>					
Meets Plus Exceeds		Masked	Masked	Masked	Masked
Exceeds		Masked	Masked	Masked	Masked
Number of students tested		2	3	2	1
<b>4. Special Education Students</b>					
Meets Plus Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	3	6	8
<b>5. English Language Learner Students</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
2009-2010 was the first year of the Nebraska Standardized Assessment. 2007-2008 and 2008-2009 data is from School-led Teacher-directed Assessment Reporting System (STARS). The percentage change in the results of the change in assessments was minimal.					

13NE2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 5 Test: Nebraska Standardized Assessment - Math

Edition/Publication Year: 2011 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Plus Exceeds	100	97	75	90	70
Exceeds	39	44	42	57	57
Number of students tested	33	34	36	21	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Plus Exceeds	100	Masked	70	Masked	50
Exceeds	27	Masked	50	Masked	50
Number of students tested	11	8	10	7	14
<b>2. African American Students</b>					
Meets Plus Exceeds				Masked	Masked
Exceeds				Masked	Masked
Number of students tested				1	1
<b>3. Hispanic or Latino Students</b>					
Meets Plus Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	2	1	3
<b>4. Special Education Students</b>					
Meets Plus Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	8	4	6
<b>5. English Language Learner Students</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
2010-2011 was the first year of the Nebraska Standardized Assessment. Prior years data is from School-led Teacher-directed Assessment Reporting System (STARS). The percentage change in the results of the change in assessments was minimal.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Nebraska Standardized Assessment

Edition/Publication Year: 2010 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Plus Exceeds	88	100	92	95	95
Exceeds	42	38	36	48	46
Number of students tested	33	34	39	21	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Plus Exceeds	73	Masked	82	Masked	86
Exceeds	9	Masked	18	Masked	36
Number of students tested	11	8	11	9	14
<b>2. African American Students</b>					
Meets Plus Exceeds				Masked	Masked
Exceeds				Masked	Masked
Number of students tested				1	1
<b>3. Hispanic or Latino Students</b>					
Meets Plus Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	1	1	3
<b>4. Special Education Students</b>					
Meets Plus Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	8	4	6
<b>5. English Language Learner Students</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
2009-2010 was the first year of the Nebraska Standardized Assessment. 2007-2008 and 2008-2009 data is from School-led Teacher-directed Assessment Reporting System (STARS). The percentage change in the results of the change in assessments was minimal.					

13NE2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 6 Test: Nebraska Standardized Assessment - Math  
Edition/Publication Year: 2011 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Plus Exceeds	94	88	85	88	84
Exceeds	50	26	74	74	59
Number of students tested	34	43	27	34	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Plus Exceeds	Masked	87	80	Masked	69
Exceeds	Masked	33	70	Masked	38
Number of students tested	4	15	10	9	13
<b>2. African American Students</b>					
Meets Plus Exceeds			Masked	Masked	
Exceeds			Masked	Masked	
Number of students tested			1	1	
<b>3. Hispanic or Latino Students</b>					
Meets Plus Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	1	2
<b>4. Special Education Students</b>					
Meets Plus Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	8	6	2	3
<b>5. English Language Learner Students</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
2010-2011 was the first year of the Nebraska Standardized Assessment. Prior years data is from School-led Teacher-directed Assessment Reporting System (STARS). The percentage change in the results of the change in assessments was minimal.					



## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Nebraska Standardized Assessment

Edition/Publication Year: 2010 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Plus Exceeds	97	95	86	100	94
Exceeds	41	33	35	58	69
Number of students tested	34	43	29	36	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Plus Exceeds	Masked	93	80	Masked	85
Exceeds	Masked	20	20	Masked	64
Number of students tested	4	15	10	7	13
<b>2. African American Students</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets Plus Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	3	2		1	2
<b>4. Special Education Students</b>					
Meets Plus Exceeds	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	2	8	6		
<b>5. English Language Learner Students</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>6.</b>					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
2009-2010 was the first year of the Nebraska Standardized Assessment. 2007-2008 and 2008-2009 data is from School-led Teacher-directed Assessment Reporting System (STARS). The percentage change in the results of the change in assessments was minimal.					