

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER SHEET

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|--|--|---|--|
| District Name: <i>Omaha Nation Public</i> | | District Mailing Address: <i>206 Main St Box 280 Macy, Ne 68039-0280</i> | |
| County/District Number: <i>87-0016</i> | | | |
| District Contact for the School Improvement Grant | | | |
| Name: <i>Calvin Jones and/or Patti Page</i> | | | |
| Position and Office: <i>Superintendent</i> | | | |
| Contact's Mailing Address: <i>206 Main St P.O. Box 280 Macy, Ne 68039</i> | | | |
| Telephone: <i>402-837-5622</i> | | | |
| Fax: <i>402-837-5245</i> | | | |
| Email address: | | | |
| President of the School Board (Printed Name): <i>Mary Webster</i> | | Telephone: | |
| Signature of the President of the School Board <i>Mary Webster</i> | | Date: <i>3/15/11</i> | |
| Authorized Representative of the District (Printed Name): <i>Calvin Jones</i> | | Telephone: <i>402-837-5622</i> | |
| Signature of the Authorized Representative: <i>Calvin Jones</i> | | Date: <i>3/15/11</i> | |
| The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application. | | | |

Return to: Diane Stuehmer, Title I Director
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509

2/14/11 DRAFT

NDE 04-____
Due: _____

ESEA Section 1003(g) School Improvement Grants (SIG)

District Name: Omaha Nation Public
County-District Number: 87-0016

Introduction

School Improvement Grants, authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEA = Nebraska Department of Education or NDE), to local educational agencies (LEA = districts) for use in eligible schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, these school improvement funds are to be used to implement identified Intervention Models in the persistently lowest-achieving schools identified as:

Tier I Schools means the five (5) or 5% (whichever is greatest) of all lowest-achieving Title I schools identified to be in school improvement, corrective action, or restructuring plus any Title I served secondary school with a graduation rate of less than 75% over the three latest years that was not captured in the above five schools.

- For every year after the initial year, previously identified Tier III schools that have a Section 1003(g) School Improvement Grant will be included and Tier I schools with school improvement waivers that are implementing the Turnaround model will be excluded.

Tier II Schools shall mean the five (5) or 5% (whichever is greatest) lowest ranked secondary schools where the "all students" group meets the minimum n-size for AYP that are eligible for, but do not receive, Title I funds plus any secondary school that is eligible for, but does not receive, Title I funds that has a graduation rate of less than 75% over the three latest years and was not captured in the above schools.

- For every year after the initial year, previously identified Tier II schools that have a Section 1003(g) School Improvement Grant will be excluded and Tier III schools that fall within the bottom five (f) or 5% (whichever is greater of the pool of schools for Tier II will be included.

Tier III Schools means any Title I school identified to be in school improvement, corrective action, or restructuring that is not a Tier I School and any school that is ranked as low as the Tier I and Tier II schools but has no groups of at least 30 students.

The procedure used to identify the persistently lowest-achieving schools, including the definitions used, is found in Appendix A of this application.

If a district has a Tier I school, it must apply to serve that school or explain how it lacks the capacity to serve it. If a district has a Tier I and Tier II school(s), it may elect to serve schools in both Tiers, but if it elects to serve only the Tier II school(s) and not the Tier I school(s), it must explain how it lacks the capacity to serve the Tier I school(s). If a district has Tier I and Tier III schools, it may not elect to serve only Tier III schools. Districts may submit applications that contain Tier III schools but all Tier I and Tier II schools in the state must be served, or demonstrate that districts lack the capacity to serve them, prior to any Tier III school being approved for funds.

Nebraska has received a waiver from section 1116(b)(12) of the ESEA. This waiver allows Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. Nebraska has also received a waiver of the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit Title I schools to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

To ensure commitment and support, the Cover Page of the district application must be signed by the President of the School Board and the Superintendent or Authorized Representative.

The guidance from the U. S. Department of Education for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and should be studied prior to completing this application. The guidance is on NDE’s American Recovery and Reinvestment Act (ARRA) and the Title I homepage at:

http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

<http://www.education.ne.gov/federalprograms/excel/SIGBudgetPgs.xls>

All district applications that are approved will be posted at the above cited locations within 30 days of being approved. Additional information on the ESEA Section 1003(g) School Improvement Grants is also available on the U. S. Department of Education website at:

<http://www2.ed.gov/programs/sif/index.html>.

Use of Funds

In the Tier I and Tier II schools a district chooses to serve, the district must use these funds to implement one of these four school intervention models: turnaround model, restart model, school closure, or transformation model. Section 2 of this application contains the description of the four intervention models taken from the U. S. Department of Education. This description identifies all the requirements to be implemented and some permissible activities for each of the four models. These are the only activities that can be funded with the ESEA Section 1003(g) School Improvement Grants in Tier I and Tier II schools. Tier III schools that are Title I schools currently identified to be in school improvement, corrective action or restructuring can apply to use ESEA Section 1003(g) funds to implement one of these models or for other school improvement activities designed to support, expand, continue or complete school improvement activities approved in the school’s Title I Accountability Funds application. Tier III schools that are eligible for, but do not receive, Title I funds can apply for these funds to implement a variation of the Transformation intervention model. This variation of the Transformation model allows, but does not require, a school to replace the principal or the staff (Sections A and C of part (1)(i) of the model as defined in this application. This is also indicated on the Action Plans.)

Districts must demonstrate capacity to implement the selected intervention model in the first year and fully implement the model within the three years of funding of these grants.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and reporting progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Available Funds

For the three year grants that begin in 2011-12, Nebraska has \$4,237,034 of carryover funds from the American Recovery and Reinvestment Act (ARRA) and \$2,487,987 from ESEA for these Section 1003(g) funds. The ARRA funds are a one-time allocation to the State. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. Both the ARRA and ESEA funds available now must follow the requirements of this application which includes a waiver for use over three years – 2011-12, 2012-13 and 2013-14. Districts receiving ARRA funds must complete all reporting requirements of that Act.

A district may apply for the amount of funds needed to fully and effectively implement one of the four intervention models in a Tier I or Tier II school not to exceed two (2) million dollars a year for three years per school. There is a minimum of \$50,000 per year per school. This minimum amount is not required if a district can demonstrate that it can fully implement one of the intervention models with fewer funds. Applications must contain a budget for each of the three years identifying the costs of implementing an intervention model in each school. The NDE will award grants based on the proposals by school(s) within a district. This means a district could apply for funds for more than one school but may not be funded for all the schools included in the application. The amount requested may also be reduced based on funds availability. Districts with Tier III schools can apply for the same or a lesser amount of funds per school. However, the State cannot award a grant to a district for a Tier III school unless and until all Tier I and Tier II schools in the State, that are eligible and have the capacity, receive funds.

Continued Funding

While the application will be approved for the full three years, it must be reviewed and approved for continued funding each year. There are three considerations for approval for continued funding in years two and three that will be applied on a school level basis: (1) demonstrating progress in student achievement and leading indicators, (2) being on target, or close to, meeting the timelines identified in the Action Plans and (3) spending the approved funds in a timely fashion. Each year's budget must reflect the amount of funds needed in that year. Budget forms are found in a separate EXCEL file at:

http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

<http://www.education.ne.gov/federalprograms/excel/SIGBudgetPgs.xls>

Supplement, not supplant

ESEA Section 1003(g) School Improvement Funds are supplemental funds (see page 29 of USDE guidance) and as such must be in addition to the regular state and local funding provided to the school. Schools that are not currently Title I schoolwide projects must become a schoolwide project in order to implement one of the intervention models. A waiver that allows this is included in the application. The waiver also allows the planning for this application to replace the required year of planning for a schoolwide project.

Letter of Intent to Apply

After notification of eligibility for an ESEA Section 1003(g) School Improvement Grant, a district must submit the Intent to Apply letter by January 10, 2011 notifying the Title I Office whether or not it will apply for a grant. The Intent to Apply letter must identify the school(s) the district intends to serve with the SIG funds. Letters of Intent must be signed by the authorized representative and submitted to Diane Stuehmer, Title I Director, electronically at diane.stuehmer@nebraska.gov or faxed to 402-471-0117.

Application Writing Assistance

NDE will provide a series of meetings and conference calls to support the districts intending to apply. Districts are encouraged to review the Reviewers Rating and Checklist designed for application reviewers to ensure that all components are addressed. The Reviewers Rating and Checklist is found in Appendix B of this application.

Application Approval Process

Nebraska will convene a panel of district and NDE staff with experience and expertise in Title I and school improvement activities to review all applications. Each application will be reviewed and rated by two panelists. The scoring checklist is included as an appendix to the district application. Each school's application will be reviewed and rated individually. Districts may submit an application that includes an application from more than one school and may include schools from any Tier. To ensure that the schools with the highest need are selected, the following process will be used to determine the applications to recommend to the State Board of Education for approval.

After the panel has reviewed and rated all applications, the score from Section 1 District information will be added to the score received by the school for Section 2 School Information for a "total score". For applications containing multiple schools, the district's score will be added to the score of each school for a "total score" for each school. The schools will be rank ordered by the total scores. The highest ranking schools will determine the finalists, considering the amount of funds requested and the amount of funds available. NDE reserves the right to adjust budget requests, if needed, to increase the number of finalists or to ensure more equitable distribution of grants relative to size of school or geographic location.

Schools that are finalists must participate in a team interview with NDE staff either on-site or via polycom. This interview is an opportunity for NDE staff to validate application responses and evaluate school staff commitment and capacity before making the recommendations for final approval.

Applications Timelines

Applications are due by midnight (Central Daylight Savings Time) on March 18, 2011 and should be submitted electronically to: diane.stuehmer@nebraska.gov. In addition, the district must submit a paper copy of the cover page signed by the district's authorized representative and the president of the school board to the address listed below.

Diane Stuehmer, Title I Director
Nebraska Department of Education
301 Centennial Mall South
PO BOX 94987
Lincoln, NE 68509

Application Contents

The ESEA Section 1003(g) School Improvement Grant application consists of

- Introduction
- Cover Page
- Section 1 – District Level Information
- Section 2 – School Level Information
- Appendix A – Definition of Persistently Lowest-Achieving Schools
- Appendix B – Checklist for Reviewers
- Appendix C – Sample Budget Forms. The link to all Budget Forms is found at:
http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

A completed application includes:

- A cover page signed by the president of the school board and the authorized representative of the district.
- Section 1. District Information
- Section 2. School Information (A Section 2 completed for each school in the application)
- Budget pages (EXCEL spreadsheet) for each school for each year of the grant
- A copy of each school's Profiles from the State of the Schools Report for the two previous school years.

SECTION 1. DISTRICT INFORMATION

PART A. SCHOOLS TO BE SERVED

A. 1. Complete the information in the table for each school in the district included in this application. From the eligibility letter, identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

| School Name | Tier I | Tier II | Tier III | Intervention Model (Tier I and Tier II Only) | | | |
|--------------------------------------|--------|---------|----------|--|---------|---------|----------------|
| | | | | Turnaround | Restart | Closure | Transformation |
| Omaha Nation High Public High School | X | | | | | | X |
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A.2. If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here. Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.

PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

Analysis of Need and Capacity

ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district’s capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/Advanced Accreditation or Rule 10 Continuous Improvement accreditation process, Title I Accountability plan development, schoolwide plans, or other improvement processes or plans.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of four intervention models in any Tier I or Tier II school. Each intervention model has specific requirements that must be implemented. In Section 2 Descriptive Information School Level, Action Plans and Budget forms have been designed to ensure that all the requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

- B.1. Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. A district may request funds for district level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a district level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.
Due to the small size of our district, there is no real separation between district and individual school. No funds are being requested for any separate district support of school efforts. Analysis of need and section was based on work done in SIP meetings held monthly throughout the 2009-2010 school year as well as information and requests derived from high school staff.
- B.2. Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union.
Omaha Nation School district has the capacity to use the school improvement funds to support positive changes in the high school. We have a new superintendent, 2010-2011 who is interested in changing the bad habits that have been allowed to take place at the district. Currently at this time at the high school we do not anticipate any vacancies for the next school year and out of the 16 teachers at the high school, only four are not tenured. We have an abundance of principals in the district and therefore we have the ability to move our principal out of the high school and move up another one who is also qualified at the 7-12 level. The superintendent is also planning on creating a position of school improvement director using one of the principals. We have complete support of our parents, and community leaders. Various tribal and grant programs have a working relationship with the educational community. Representatives from the departments present assemblies to the student population, sponsor activities and speakers at the school, and supply support for the instructors at Omaha Nation Public School. The teacher's union at the school is also very supportive of us making changes to benefit our students. There is a letter from the teachers union following this report supporting our new endeavors.
- B.3. If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.
Our high school is the only Tier 1 school and we are applying for that school.
- B.4. ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turn around may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale

for selecting this provider; the specific services to be provided; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full- or part-time in the school.

The Educational Service Unit 1 has agreed to partner with Omaha Nation Public School District in providing professional development in the areas of data management, mentoring, behavior management and other topics. In an effort to move to Advanced Ed Accreditation, the school has an ESU 1 staff member assigned to the district. This individual offers guidance and assistance in various capacities during the school year. The ESU 1 has made a commitment for school improvement at Omaha Nation Public School.

- B.5. Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

Omaha Nation Public School district has made a commitment to ensure that available programs and resources are aligned to support the school in this intervention model. The Board of Education has made a commitment to move the current high school principal and to also create the position of school improvement director as well as the position of project manager. They also are committed to the school becoming accredited by Advanced Ed. As professional growth plans develop, district funds will be utilized to support the needs of the individual plans. Coordination of these plans is assured to be successful as we overlap certain personnel in our district including the Reading Specialist as well as the Culture department. Our Title1 Reading director is on the SIP team which is headed by our data team leader. All of our school members as well as several community members are on our SIP teams.

- B.6. If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

Currently we do not have any after school tutoring hours or programs to fit the nontraditional student's schedule. With this grant money we will be able to have after school tutoring as well as Saturday school and evening school. We also are going to be implementing a new, once every two weeks, time for students to get involved in extracurricular activities. As mentioned previously, we have been rather top heavy in administration. Our administrators will all be moved and one will be starting the new position of school improvement director to help with us getting our Advanced Ed certification. This will allow us to have a more systematic approach to school improvement with all members and their activities coordinated.

- B.7. Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the district will institutionalize changes made to meet requirements, adopt

changes throughout other schools, or support the school or school(s) throughout the process to fully implement the selected intervention model(s).

Professional development will be sustained by offering programs through the Educational Service Unit 1. The primary expenses of technological equipment will be absorbed using grant dollars. The maintenance and updating will continue as a responsibility of the Technology director; funds from the current budget are designated to update technology. Besides the technology dollars that are needed the other need for our school is in professional development for the school staff. Our goal is to increase the staff knowledge and interest in reform and with sharing with all staff members the reform should be able to continue without any outside financial help. Our other huge expense, a curriculum director, would be able to be paid for after the three years with school monies.

- B.8. The district must establish annual goals for student achievement on the State’s assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for meeting the annual measurable goals established in the Title I Accountability Plan for Section 1003(a) funds or these goals if using the variation of the Transformation model.

Transition to NeSA. As the State transitions to the new statewide tests, the progress goals in Reading and Math will need to transition also since it will take two years of data to determine an average statewide gain for subgroups. Reading will not have an average statewide gain for each subgroup until after the 2010-11 assessments. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In 2010-11, the average statewide gain for each subgroup will be available for NeSA-R. Math will not have an average statewide gain for each subgroup in 2010-11. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In 2011-12, the average statewide gain for each subgroup will be available for NeSA-M. If the district goal will be the same as the State goal, complete the district column with “Same”.

| Area | State Goal | District Goal |
|---------|--|---------------|
| Reading | The gains for “all students” group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase. | Same |
| Math | The gains for “all students” group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of | Same |

| | | |
|--|-------------------------------------|--|
| | the groups demonstrate an increase. | |
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| AYP Status (includes both Reading and Math) | Fewer NOT MET AYP decisions | Same |
| Graduation rate (high schools only) | Measurable increase from the previous year | Same |
| College enrollment rate (high schools only) | Measurable increase from the previous year | Same |
| English proficiency | Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable) | NA |
| Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy) | Measurable improvement from previous year (or baseline for initial year of grant) | Same |
| Teacher attendance and teacher performance | Measurable improvement from previous year (or baseline data for initial year of grant) | Same |

| Statewide Average Gain – Math (2009-10 AYP Data) | |
|---|--------------------------|
| Group | Percentage points |
| All Students | .81 |
| American Indian/Alaska Native | 3.19 |
| Asian or Pacific Islander | .49 |
| White, Not Hispanic | .84 |
| Black, Not Hispanic | -.08 |
| Hispanic | 1.30 |

| | |
|--|------|
| Students eligible for free and reduced lunch | 1.25 |
| Special Education Students | 1.99 |
| English Language Learners | 2.31 |

- B.9. Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

Due to the timing of the grant application and also the timing of administrative travel only two people from the district were directly involved in this application, Mr. Calvin Jones, Superintendent and Patti Page. In preparing it there was consultation by email and phone to ESU1 staff, fellow administrators from other Reservation schools and NDE. The school union was also apprised of the grant and was asked to contribute a letter supporting this application. All of the above are willing to support the implementation of this process.

- B.10 **NEW:** Nebraska has elected to expand the project period for the initial year of this grant by establishing an April approval date to allow “pre-implementation” costs to occur within the project period. Districts must identify the amount and provide a description of the use of any funds awarded under this application for Year 1 activities that are proposed to be spent between approval by the State Board (April) and July 1. See page 75 of the new guidance at: <http://www.education.ne.gov/federalprograms/index.htm>

A budget line for “Pre-Implementation Activities” is included on the budget pages.

Pre-Implementation activities will be evaluated based on: (a) relevance to the plan as a whole, (b) whether the activities are reasonable and necessary and directly related to the requirements of the selected model, (c) address the identified needs from the Analysis of Need, (d) have promise for improving student academic achievement , and (e) meet the “supplement not supplant” requirement.

Allowable activities for pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;
- Instructional Programs: providing remediation and enrichment sessions during the summer of 2011 in schools that will adopt an intervention model at the start of the 2011-12 school year:
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school’s plan and SIG intervention model; and
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

PART C. DISTRICT BUDGET

A district budget is needed only if the district is requesting funds for district support for the school(s) to assist in implementing one of the models as identified in question B.1. above. District costs are allowable but cannot cause the entire application to exceed the established funding limitations (\$50,000 to \$2,000,000) per school and must clearly be district level activities and necessary to assist the school(s) to implement one of the models.

- C.1 Describe the proposed activities, including the pre-implementation activities, and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant. See B.10 above for requirements, allowable uses, and evaluation of pre-implementation costs included in district budgets.
- C.2. Complete the District Budget (EXCEL Spreadsheet will contain all budget pages, for all three years, including a summary budget for the entire application. Appendix C contains a sample budget page for the district.) The link to all Budget Forms is found at:
http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

PART D. ASSURANCES

The district assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the NDE the school-level data required under section III of the final requirements.

PART E. WAIVERS

Check each waiver that the district will implement.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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| that has been selected through a rigorous review process | |
| Activity | |
| Key steps | |
| Start Date | |
| Full implementation date | |
| Person(s) responsible | |
| Monitor and evaluate | |
| Cost for three years | |

| | |
|---|--|
| School Closure Intervention Model - 1 | |
| Requirement: Close a school and enroll the students who attended that school in other schools in the district that are higher achieving | |
| Activity | |
| Key steps | |
| Start Date | |
| Full implementation date | |
| Person(s) responsible | |
| Monitor and evaluate | |
| Cost for three years | |

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| Transformation Intervention Model - 1 | |
| Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model NOTE: This requirement is an option for Tier III schools. | |
| Activity | Replace the current high school principal with another principal on staff. |
| Key steps | 1. Place the high school principal at the elementary level. 2. Move the middle school principal into the high school. |
| Start Date | 08/2011 |

| | |
|--|---|
| Full implementation date | 08/2011 |
| Person(s) responsible | Mr. Calvin Jones, Superintendent |
| Monitor and evaluate | An evaluation will be done by Mr. Jones twice a year for the first three years. |
| Cost for three years | Zero, as this is simply a repositioning of current staff. |
| Transformation Intervention Model - 2 | |
| <p>Requirement (1B): Developing and increasing teacher and school leader effectiveness</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement</p> | |
| Activity | Develop standards for teachers and administrators. This will be a development evaluation system tied to student achievement. |
| Key steps | Use Charlotte Danielson trainers to work with the administration from each school to receive training on teacher evaluations as they are tied to student achievement. The leadership training will be combined with onsite and offsite activities used to develop highly trained instructional leaders to improve student achievement and address the dropout rate. |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |
| Person(s) responsible | Calvin Jones. |
| Monitor and evaluate | Sue Pressler will train the administrators to make sure that fidelity checks are consistent. |
| Cost for three years | <p>\$12,000- Year one</p> <p>Year two and three system will be in place</p> <p>Total three year cost - \$12,000</p> |
| Transformation Intervention Model - 3 | |
| <p>Requirement (1C): Developing and increasing teacher and school leader effectiveness</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not</p> | |

| done so NOTE: This requirement is an option for Tier III schools. | |
|---|--|
| Activity | The Omaha Nation Public High School will establish a monthly reward system for teachers that have perfect attendance as there is an important correlation between teacher absences to lower student scores. |
| Key steps | <ol style="list-style-type: none"> 1. Design a monthly reward system with input from high school staff. An example of rewards would be dismissal at school bell, recognition t shirts, voucher for classroom materials, special treats, and lesson plan pass (up to two per year). 2. Implement the plan at the first teachers meeting. 3. Take suggestions from the staff as to any other rewards they would like to see. 4. Year one the target goal is to reduce absences by 10%. The same would be for year two and then by year three the target district goal would be to reduce staff absences by another 5%. |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |
| Person(s) responsible | Administrator |
| Monitor and evaluate | The administrator will take count of all absences. |
| Cost for three years | Year 1 - \$500 for rewards Year 2 - \$500 for rewards Year 3 - \$500 Total for all three years - \$1500 |

| Transformation Intervention Model - 3 | |
|--|--|
| <p>Requirement (1C): Developing and increasing teacher and school leader effectiveness (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p> <p style="text-align: center;">NOTE: This requirement is an option for Tier III schools.</p> | |
| Activity | After students complete the MAP testing, results will be reviewed as a staff. If student growth is demonstrated on the MAP test, gift cards will be distributed to staff members who have the pupils in their mentor groups. |
| Key steps | <ol style="list-style-type: none"> 1. The data team will determine appropriate levels of student growth. 2. Information from the results will shared with all high school staff. 3. Data retreats will occur each time to go over the results. 4. Growth levels will be calculated. 5. Gift cards must be purchased by the Principal and then distributed to the appropriate staff members. |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |
| Person(s) responsible | Data team and principal |
| Monitor and evaluate | Data team will determine the appropriate level of student growth. Each year the student growth levels will be reviewed to determine the appropriate increase. |
| Cost for three years | \$4,000 per year (\$25 gift cards awarded three times per year). Total cost for all three years - \$12,000 |

| Transformation Intervention Model - 4 | | | | | |
|--|---|--|--|--|--|
| Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies | | | | | |
| Activity | Omaha Nation High School will take full advantage of the Native American PLAS Grant activities. | | | | |
| Key steps | <ol style="list-style-type: none"> 1. Participate in the Native American Symposium. 2. Build a three year strategic plan using Ruby Payne to address improving learning for students of poverty. Training in the model will be given to school staff. 3. Advanced Ed Training – Advanced Ed conference to be attended by four representatives of the school district | | | | |
| Start Date | 08/2011 | | | | |
| Full implementation date | 08/2011 | | | | |
| Person(s) responsible | Administration and project manager and school improvement director | | | | |
| Monitor and evaluate | Monitoring will occur on a semi yearly basis by administration to make sure that all are utilizing these benefits to the fullest. | | | | |
| Cost for three years | <p>1 year cost for all three initiatives - \$26,500</p> <p>2nd year - \$26,500</p> <p>3rd year – \$26,500</p> <p>Total for three years - \$79,500</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Transformation Intervention Model - 4</th> </tr> </thead> <tbody> <tr> <td colspan="2">Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive</td> </tr> </tbody> </table> | Transformation Intervention Model - 4 | | Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive | |
| Transformation Intervention Model - 4 | | | | | |
| Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive | | | | | |

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| | instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies |
| Activity | A technology director will be hired. This person will be responsible for presenting on site staff development. The instructor will train the teachers about Promethean Boards, LCD projectors, various software programs and other technology requirements. This instructor will also team teach with the classroom staff so that the teachers learn how to implement the technology into the direct instruction of the students. This person will also be responsible for the upkeep and care of the computers at the high school level. |
| Key steps | <ol style="list-style-type: none"> 1. Hire technology director 2. Develop list of job requirements. 3. Create a schedule of on site development. 4. Design team teaching lessons and schedules. |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |
| Person(s) responsible | Administrator and project manager |
| Monitor and evaluate | Principal will do regular evaluations as well as the staff will be surveyed as to the usefulness of the lessons and learning. |
| Cost for three years | <p>1st year – salary - \$50,000 plus fringe \$12,000</p> <p>2nd year – salary - \$50,000 plus 3% increase plus fringe</p> <p>3rd year – 50,000 plus 3% increase plus fringe</p> <p>Total three years - \$153,000 plus fringe -36,000</p> |

Transformation Intervention Model - 4

Requirement (1D): Developing and increasing teacher and school leader effectiveness
 (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies

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| Activity | MAP Trainer of Trainers- Omaha Nation is just starting to use MAPS for the first time this Spring. In the high school we will only be using it for 11 th graders., Omaha Nation would like to implement it for 9 th and 10 th graders as well |
| Key steps | <ol style="list-style-type: none"> 1. Obtain MAPS testing for 9th, and 10th graders in reading, math and science. 2. Test four times a year. |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |
| Person(s) responsible | Administrator |
| Monitor and evaluate | Data team will be involved in data collection and making sure that the teachers know the results and how to use them. The data team will be monitored by the administrator |
| Cost for three years | 1 st year - \$15.00 per student - \$1500.00 2 nd year - \$1500.00 3 rd year - \$1500.00 Total for three years - \$4500.00 |

Transformation Intervention Model - 4

Requirement (1D): Developing and increasing teacher and school leader effectiveness
 (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies

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|--------------------------|--|
| Activity | Professional Development for Mathematics from ESU 1 |
| Key steps | <ol style="list-style-type: none"> 1. Provide classroom support and act as a math coach to make classroom observations, and model lessons. 2. The coach would be at the school one day per month which would allow for time to get to know the students and staff. 3. Training with all staff at the school would be during a staff workday. Topics could include, school wide problem solving plan, strategies for enhanced vocabulary acquisition, homework, L to J and brain based learning. |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |
| Person(s) responsible | Administrator |
| Monitor and evaluate | Not only would the coach give feedback to the staff and administrator but staff would be giving feedback on the program |
| Cost for three years | <p>Years 1-3 – cost is \$12,000 which includes the cost of the trainer at \$500 per day plus expenses. This also includes paying for a substitute teacher, materials and ESU staff development support.</p> <p>Total cost for three years - \$36,000</p> |

| Transformation Intervention Model - 5 | |
|--|---|
| <p>Requirement (1E): Developing and increasing teacher and school leader effectiveness (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school</p> | |
| Activity | <p>This year Omaha Nation did not hire any substitutes for teachers. All classes were joined with other classes when a teacher or teachers were gone. This has not optimized learning for students. The high school would like to hire a permanent substitute so that this person can help teach and students will not miss out on so much education when a teacher is gone. This will also allow teachers to attend workshops and other functions necessary to further their teaching. Just as important, this will help with teacher burnout.</p> |
| Key steps | <ol style="list-style-type: none"> 1. Advertise for a high school substitute. 2. Hire substitute 3. Train person how to take care of classes as well as this person will work with credit recovery classes when not substituting. 4. Write out the job specifications. |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |
| Person(s) responsible | Administrator |
| Monitor and evaluate | This person will be monitored and evaluated by the administrator as well as the teachers that are using this person. |
| Cost for three years | <p>Year 1-\$25,000</p> <p>Year 2- \$25,000</p> <p>Year 3 - \$25,000</p> <p>Total for three years - \$75,000</p> |

| Transformation Intervention Model - 5 | |
|---|--|
| Requirement (1E): Developing and increasing teacher and school leader effectiveness (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school | |
| Activity | Have those administrators and teachers that are chosen to go on trips, conferences, seminars and trainings for the school, to report to the entire staff as to what was learned. This way we all can learn new techniques or information. Presently there is strong contention between those that are never allowed to go anywhere and those that go somewhere all of the time. This will help form a more cohesive staff. |
| Key steps | <ol style="list-style-type: none"> 1. Anytime a staff member or administrator goes to a convention or workshop, they will be required to give a presentation with handouts to the entire staff within a month's time of the trip. 2. This will happen during a staff workday. 3. This will hold those traveling to be accountable for the cost of the events they are attending. 4. This will also allow the rest of the staff to learn something new. |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |
| Person(s) responsible | Administration – Superintendent, High School Principal |
| Monitor and evaluate | This will be monitored by administration as to who went where and then the presentation by those people will be scheduled for the next work day after the trip. |
| Cost for three years | No cost |
| Transformation Intervention Model - 6 | |
| Requirement (2A): Comprehensive Instructional reform strategies (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards | |
| Activity | Continue and expand our data team's work. Increase ESU 1 support |
| Key steps | <ol style="list-style-type: none"> 1. Have a data retreat and other related activities already scheduled. |
| Start Date | 08/2011 |

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| Full implementation date | 08/2011 |
| Person(s) responsible | Data team |
| Monitor and evaluate | Administration |
| Cost for three years | \$10,000 per year for additional ESU 1 work. Total for three years - \$30,000 |
| Transformation Intervention Model - 7 | |
| Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students | |
| Activity | Training in the use of MAPS, AIMS web and other data |
| Key steps | 1. ESU 1 Trainer of Trainer activities |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |
| Person(s) responsible | ESU 1, SIP coach, SDE monitor |
| Monitor and evaluate | Administration and data team |
| Cost for three years | \$10,000 per year Total for three years - \$30,000 |
| Transformation Intervention Model - 8 | |
| Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | Positive Behavioral Interventions and Support (PBIS) was implemented in the elementary school during the 2008-09 school year. PBIS is a school wide discipline method that provides proactive strategies for defining, teaching, and supporting appropriate student behaviors. The students are recognized at varying times during the school day. PBIS is designed to create a positive school environment. A license with the School Wide Information System (SWIS) will be purchased to collect information about behavior incidents within the high school. |
| Key steps | 1. Add two members from the high school to the PBIS team 2. Develop a plan to encourage participation by the High School students 3. Write lesson plans, incentive plan, sample office referral process, |

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| | <p>and school wide expectations and matrix.</p> <p>4. Evaluate SWIS data to determine changes in the program and /or areas of concern on a monthly basis. Meetings will be held after contract hours.</p> <p>5. Plan monthly assemblies to celebrate good behaviors.</p> |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |
| Person(s) responsible | Project manager with elementary and secondary PBiS team |
| Monitor and evaluate | Project manager and PBiS team. Data collected from SWIS will determine any changes to the program. |
| Cost for three years | <p>\$5,200 stipends for planning – 10 members - \$1,000, fringe plus taxes - \$150, \$500 gift cards per year, \$150 per month group activity, \$300 per month for student incentives, \$250 per year for SWIS license</p> <p>Total for one year - \$11,290</p> <p>Total for three years - \$33,770</p> |

| Transformation Intervention Model - 8 | |
|--|---|
| Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | The computers at Omaha Nation are rather old and there are not enough for classes of students to use. Omaha Nation students are falling behind their peers in the state as far as technology use. The school needs to purchase laptops for each student as well as each high school teacher. Laptops will have appropriate software installed as well as Plato for those students doing credit recovery classes. The technology director will be responsible for installations and maintaining the computers. |
| Key steps | <ol style="list-style-type: none"> 1. Count the number of students enrolled in high school classes. 2. Investigate availability and costs of laptops as well as laptop carts to keep them locked up when not in use. 3. Purchase the necessary number of laptops, preferably MACS. 4. Install appropriate software. 5. Maintain the laptops. |
| Start Date | 08/2011 |
| Full implementation date | 10/2011 |
| Person(s) responsible | Technology Director |
| Monitor and evaluate | High school administrator, project manager. Throughout the year lesson plans will be examined to ensure that technology is being incorporated into the daily lessons. Walk throughs by the administrator will provide feedback about the utilization of the laptops. |
| Cost for three years | Year 1 - \$104,000 Year 2 - \$30,000 Year 3 - \$30,000 Total for all three years - \$164,000 |

| Transformation Intervention Model - 8 | |
|---|---|
| Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | To increase learning time in the classrooms, a curriculum for the high school needs to be developed. Omaha Nation has not had a curriculum developed for over 20 years. Having a curriculum for each classroom would increase learning and teaching times. Teachers need to have mapping done as well for each of the core classes. |
| Key steps | <ol style="list-style-type: none"> 1. Advertise for a certified curriculum director 2. Hire the curriculum director 3. Make sure curriculum will be in line with state standards as well as Advanced Ed standards. |
| Start Date | 08/2011 |
| Full implementation date | Goal would be to be done with the whole high school curriculum by the end of the three years. The goal would then have the director work on the whole school's curriculum and (he or she costs) would then be taken care of by the school's budget. |
| Person(s) responsible | Calvin Jones, Superintendent |
| Monitor and evaluate | Calvin Jones and administrator |
| Cost for three years | Year 1 - \$63,000 plus fringe of \$15,000 Year 2 - \$64,150 plus fringe of \$16,000 Year 3 - \$65,000 plus fringe of \$16,000 Three year total - \$192,150 plus fringe of \$47,000 |

| Transformation Intervention Model - 8 | |
|---|---|
| Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | Promethean boards will be purchased so that every high school room has one and all teachers will use them. |
| Key steps | <ol style="list-style-type: none"> 1. Investigate availability and cost of boards 2. Purchase for each classroom 3. Install appropriate software. New technology director would be responsible for this. 4. Teach the staff how to use them and write lessons for them. |
| Start Date | 08/2011 |
| Full implementation date | 09/2011 |
| Person(s) responsible | Administrator and technology director |
| Monitor and evaluate | Administrator and technology director will make sure they are not only working properly but that teachers are using them properly. |
| Cost for three years | \$60,000 |

| Transformation Intervention Model - 8 | |
|--|---|
| Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | Add after school hours, Saturday hours and evening credit recovery classes. Due to an increase in teen pregnancies at our school and a high dropout rate, Omaha Nation needs to add nontraditional school times to help these students out. |
| Key steps | <ol style="list-style-type: none"> 1. Develop an after school tutoring schedule for students. Staff will be able to volunteer for the times that fit their own schedules. 2. (Off) Saturday school two times per month. 3. If the need arises, offer one evening per week for credit recovery. 4. The evening and Saturday tutoring times will be done for credit recovery, the after school sessions are for traditional class tutoring. |
| Start Date | 08/2011 |
| Full implementation date | 09/2011 |
| Person(s) responsible | Administrator |
| Monitor and evaluate | Administrator and project manager will monitor and evaluate the number of students using the times as well as grades and credit recovery of those attending. |
| Cost for three years | <p>Saturday school will pay \$100 per day for two teachers; all other tutoring will pay \$20 per hour to certified staff.</p> <p>Up to \$30,000 for the three years depending on the amount of hours students come to be tutored.</p> |

| Transformation Intervention Model - 8 | |
|--|--|
| Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance) | |
| Activity | Redo the school calendar. Currently the administration is considering several options as to a new calendar. One of those being considered is a 9 week on, two week off and then only six weeks in the summer. This would allow for there not to have to be as much 'catch up time' after a long summer break. Also, under consideration is a four day week with longer days. The town of Macy has a lot of water issues that our school has to be called off for. If they go to a four day week perhaps that would give the city time to do repairs on those days that school is not in. Therefore we would actually miss fewer days than we currently do. |
| Key steps | <ol style="list-style-type: none"> 1. Administration will come up with several optional calendars for the school year. 2. These will be presented to the staff to let them have a vote. 3. After the staff votes then the superintendent will propose the new calendar to the School Board to see what their desires are for a school calendar. 4. This will take a lot of community involvement and input as well, so meetings will be held for the community to have a say also. |
| Start Date | 08/2011 |
| Full implementation date | To be determined when the final vote and proposal is voted on. |
| Person(s) responsible | Administration, staff, community members and school board |
| Monitor and evaluate | Administration, staff, community members and school board. |
| Cost for three years | 0 |

| Transformation Intervention Model - 9 | |
|---|---|
| Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement | |
| Activity | Each semester in conjunction with parent teacher conferences, the technology director and all club sponsors as well as all teachers will hold a parent and student nite. The idea is for families to come and see what their students are learning and to learn as well. For instance, the technology director will teach parents a lesson on the computers with their children that the students have learned. Speech students will perform speeches, FBLA students will demonstrate their lessons, Ski club will show physical fitness activities, Indian club will let guardians and parents perform with them and etc. This will be a time for everyone to come and learn and have fun. |
| Key steps | <ol style="list-style-type: none"> 1. Plan activities so that every student and every teacher will be involved. 2. Plan refreshments, dates and times. 3. Plan door prizes. |
| Start Date | 08/2011 |
| Full implementation date | 10/2011 |
| Person(s) responsible | High school administrator, teachers, and project manager |
| Monitor and evaluate | All teachers and students will give feedback as well as written surveys will be given to participants as to what they liked and didn't klike. |
| Cost for three years | \$300 per semester, two times per year Total three years - \$1,800 |

| Transformation Intervention Model - 10 | |
|---|--|
| Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates | |
| Activity | Currently at Omaha Nation High School all BD, alternative and students needing credit recovery are located in one room. We need to have these all separated. |
| Key steps | <ol style="list-style-type: none"> 1. Give the BD students their own room 2. Give the alternative students their own classroom. 3. Have a designated place for those students that are needing credit recovery. 4. Hire someone to be the credit recovery teacher. |
| Cost for three years | \$38,000 plus fringe of \$10,000 Three year cost would be - \$114,000 plus fringe of \$30,000 |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |
| Person(s) responsible | Administration, both superintendent and high school principal |
| Monitor and evaluate | Teacher would be monitored with the same evaluation as all other teachers. |

| Transformation Intervention Model - 10 | |
|---|---|
| Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates | |
| Activity | Due to our attendance rates and the relationship between poor attendance and high school graduation rates, Omaha Nation needs to hire a full time attendance coordinator. This person will be responsible for informing the Tribal Truancy Officer about who is not in school, addressing students who are not enrolled due to the 20 day rule, collaborating with the Tribal Juvenile Services Program and making phone calls to parents and guardians regarding attendance. This person will also be responsible for picking up any students who do not have a way to school or come at an off time for the bus schedule. |
| Key steps | <ol style="list-style-type: none"> 1. Create job description for the position. 2. Hire someone for the position 3. Provide training. |
| Cost for three years | Salary for all three years will be \$45,000 |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |
| Person(s) responsible | Administrator and project manager |
| Monitor and evaluate | Student attendance data will be generated monthly and distributed to all high school teachers as well as administrators. This will ensure that all of the staff is working towards better attendance. |
| Transformation Intervention Model - 11 | |
| Requirement(4B): Providing operational flexibility and sustained support (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO) | |
| Activity | Omaha Nation Public School will continue to partner with ESU 1. |
| Key steps | <ol style="list-style-type: none"> 1. Contacts with them and their staff and programs |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |

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| Person(s) responsible | Administration and project manager |
| Monitor and evaluate | Ongoing process with each program |
| Cost for three years | Estimates were shown in previous models |
| Transformation Intervention Model - Copy and complete as many as needed. | |
| Permissible Activities | |
| Activity | Omaha Nation Public School will hire a project manager. This person will develop a working relationship with the High School Principal, Superintendent and Department of Education. This relationship will ensure the coordination of the activities. This manager will maintain that the collection and management of data is occurring. The School Board recognizes the need of a lead person in this capacity. They directed the superintendent to find the funding to sustain this position upon the completion of the grant. |
| Key steps | <ol style="list-style-type: none"> 1. Assign a certified staff member to this position. 2. Include this person in the writing of this grant. 3. Conduct ongoing evaluations to determine the progress of the activities. 4. Ensure the collection and management of data. |
| Start Date | 08/2011 |
| Full implementation date | 08/2011 |
| Person(s) responsible | Superintendent, Calvin Jones |
| Monitor and evaluate | Each year the grant will be reviewed to determine the success of each section. |
| Cost for three years | <p>\$60,000 – first year plus fringe of \$15,000</p> <p>\$61,500 – second year plus fringe of \$16,000</p> <p>\$62,500 – third year plus fringe of \$17,000</p> <p>Total for all three years – Salary - \$184,000 plus fringe of \$48,000</p> |

A.3. Action Plans for Tier III Schools

A Tier III school that is a Title I school in school improvement, corrective action or restructuring has an option to use the ESEA Section 1003(g) funds to support, expand, continue or complete the plan approved for the school's Title I Accountability Funds under Section 1003(a). If using this option, an Action Plan must be completed for each activity that the school is requesting funds.

The activities must be described with sufficient specificity for reviewers to see the connection to identified needs and the potential to produce outcomes that meet the purpose of these funds – to increase achievement and assist schools to exit the AYP improvement status.

| Tier III – Improvement Activities (Copy and complete as many as needed) | |
|--|--|
| Activity | |
| Key steps | |
| Start Date | |
| Full implementation date | |
| Person(s) responsible | |
| Monitor and evaluate | |
| Cost for three years | |

PART B. BUDGETS

Budget forms have been designed to assist the school in budgeting, by intervention model, for each of the three years of fun availability. Total amounts for each object code are calculated for each year and also transferred automatically to the three year Summary Budget and District Summary Budget form.

Budget forms are found in a separate EXCEL file at:
http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

School Improvement Grant Application

NDE County District No.:

87-0016

District Name:

Omaha Nation Public School

Each eligible building must have a separate budget. Please enter the building name and NDE number on each budget in the designated cells.

List Below School(s) for which budgets are included and the model they will be implementing:

School Name

Model

High School

Transformation

| NDE County District No.: 87-0016 | | Omaha Nation Public School | | | | | | | |
|--|----------|----------------------------|-------------------------------------|--|-------------------------------|---------------------------------|--|--|---------------------------|
| District Name: | | | | | | | | | |
| DISTRICT-WIDE ACTIVITIES FOR YEAR 1 (2011-12) | | | | | | | | | |
| Activity | 100 | 200 | 300 | 400 | 500 | 600 | | | |
| | Salaries | Employee Benefits | Purchased Service / Lease Agreement | Supplies & Materials / Computer Software | Computer Hardware / Equipment | Travel Professional Development | | | Total for Listed Activity |
| List below activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year) | | | | | | | | | |
| project manager, curriculum director, | | | | | | | | | \$0 |
| Tech director, Credit recovery teacher | | | | | | | | | \$0 |
| Attendance, substitute teacher | | 0 | | | | | | | \$0 |
| ,technology, PBIS | | | | | | | | | |
| Professional dev, ESU 1 programs | | | | | | | | | \$0 |
| incentives, tutoring | | | | | | | | | \$0 |
| Totals by Object Code | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | \$0 |
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| NDE County District No.: | | 87-0016 | | | | | | | | |
|--|----------|----------------------------|-------------------------------------|--|-------------------------------|---------------------------------|---------------------------|--|--|-----|
| District Name: | | Omaha Nation Public School | | | | | | | | |
| DISTRICT-WIDE ACTIVITIES FOR YEAR 2 (2012-13) | | | | | | | | | | |
| Activity | 100 | 200 | 300 | 400 | 500 | 600 | Total for Listed Activity | | | |
| | Salaries | Employee Benefits | Purchased Service / Lease Agreement | Supplies & Materials / Computer Software | Computer Hardware / Equipment | Travel Professional Development | | | | |
| Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year) | | | | | | | | | | |
| project manager, curriculum director, | | | | | | | | | | \$0 |
| Tech director, Credit recovery teacher | | | | | | | | | | \$0 |
| Attendance, substitute teacher | | | | | | | | | | \$0 |
| ,technology, PBIS | | | | | | | | | | \$0 |
| Professional dev, ESU 1 programs | | | | | | | | | | \$0 |
| incentives, tutoring | | | | | | | | | | \$0 |
| Totals by Object Code | | | | | | \$0 | | | | \$0 |
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| DISTRICT-WIDE ACTIVITIES FOR YEAR 3 (2013-14) | | | | | | | | | | | |
|--|--|----------------------------|-------------------|-------------------------------------|--|-------------------------------|---------------------------------|--|--|---------------------------|--|
| NDE County District No.: | | 87-0016 | | | | | | | | | |
| District Name: | | Omaha Nation Public School | | | | | | | | | |
| Activity | | 100 | 200 | 300 | 400 | 500 | 600 | | | | |
| Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year) | | Salaries | Employee Benefits | Purchased Service / Lease Agreement | Supplies & Materials / Computer Software | Computer Hardware / Equipment | Travel Professional Development | | | Total for Listed Activity | |
| project manager, curriculum director, | | | | | | | | | | \$0 | |
| Tech director, Credit recovery teacher | | | | | | | | | | \$0 | |
| Attendance, substitute teacher | | | | | | | | | | \$0 | |
| ,technology, PBIS | | | | | | | | | | \$0 | |
| Professional dev, ESU 1 programs | | | | | | | | | | \$0 | |
| incentives, tutoring | | | | | | | | | | \$0 | |
| Totals by Object Code | | | | | | | | | | \$0 | |
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| DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS. | | | | | | | | | |
|--|----------|-------------------|-------------------------------------|--|-------------------------------|---------------------------------|---------------------------|-----|-----|
| DISTRICT-WIDE ACTIVITIES COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14) | | | | | | | | | |
| NDE County District No.: 87-0016 | | | | | | | | | |
| District Name: Omaha Nation Public School | | | | | | | | | |
| Activity | 100 | 200 | 300 | 400 | 500 | 600 | Total for Listed Activity | | |
| | Salaries | Employee Benefits | Purchased Service / Lease Agreement | Supplies & Materials / Computer Software | Computer Hardware / Equipment | Travel Professional Development | | | |
| Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year) | | | | | | | | | |
| project manager,curriculum director, | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Tech director, Credit recovery teacher | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Attendance, substitute teacher | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| ,technology, PBIS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Proffesional dev, ESU 1 programs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| incentives, tutoring | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Totals by Object Code | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

Use this budget for only one school implementing the Transformation Model.
 Additional Transformation Budgets are provided for additional schools that will be implementing this model.

| TRANSFORMATION MODEL BUDGET FOR YEAR 1 (2011-12) | | | | | | | | | |
|--|----------|-------------------|-------------------------------------|--|-------------------------------|---------------------------------|---------------------------|--|-----------|
| NDE County District No.: 0 | | | | | | | | | |
| District Name: Omaha Nation Public School | | | | | | | | | |
| NDE School No.: 87-0016 school 001 | | | | | | | | | |
| School Name: | | | | | | | | | |
| Activity | 100 | 200 | 300 | 400 | 500 | 600 | | | |
| | Salaries | Employee Benefits | Purchased Service / Lease Agreement | Supplies & Materials / Computer Software | Computer Hardware / Equipment | Travel Professional Development | Total for Listed Activity | | |
| (See Instructions for Full Descriptions of Required and Permissible Activities) | | | | | | | | | |
| Intervention Project Manager (Required) | 60,000 | 15,000 | | | | | | | \$75,000 |
| Pre-Implementation Activities (Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures) | 153,000 | 37,000 | | | | | | | |
| Required Activities | | | | | | | | | |
| (d)(1)(i)(A) replace principal | | | | | | | | | \$0 |
| (d)(1)(i)(B) evaluation systems for teachers & principals | | | 12,000 | | | | | | \$12,000 |
| (d)(1)(i)(C) reward school leaders | | | | 500 | | | | | \$500 |
| (d)(1)(i)(D) ongoing professional development | | | 48,500 | | | | | | \$48,500 |
| (d)(1)(i)(E) recruit/retain staff with necessary skills | | | | | | | | | \$0 |
| Permissible Activities: | | | | | | | | | |
| (d)(1)(ii)(A) attract/retain staff with necessary skills | | | | | | | | | \$0 |
| (d)(1)(ii)(B) institute a system for measuring changes | | | | | | | | | \$0 |
| (d)(1)(ii)(C) mutual consent for hiring teachers | | | | | | | | | \$0 |
| Required Activities | | | | | | | | | |
| (d)(2)(i)(A) use of data for implementing program | | | 40,290 | | | | | | \$40,290 |
| (d)(2)(i)(B) continuous use of student data | | | | | | | | | \$0 |
| Permissible Activities: | | | | | | | | | |
| (d)(2)(ii)(A) conducting periodic reviews | | | | | | | | | \$0 |
| (d)(2)(ii)(B) implementing schoolwide RTI model | | | | | | | | | \$0 |
| (d)(2)(ii)(C) provide additional supports/prof. Development | | | | | | | | | \$0 |
| (d)(2)(ii)(D) technology based supports/Interventions | | | | | 164,000 | | | | \$164,000 |
| (d)(2)(ii)(E)(1) increase rigor in secondary schools | | | | | | | | | \$0 |
| (d)(2)(ii)(E)(2) student transition | | | | | | | | | \$0 |
| (d)(2)(ii)(E)(3) increase graduation rates | | | | | | | | | \$0 |
| (d)(2)(ii)(E)(4) early-warning systems for at-risk students | | | | | | | | | \$0 |
| Required Activities | | | | | | | | | |
| (d)(3)(i)(A) strategies to increase learning time | | | 10,000 | | | | | | \$10,000 |
| (d)(3)(i)(B) ongoing family/community engagement | | | | 600 | | | | | \$600 |
| Permissible Activities: | | | | | | | | | |
| (d)(3)(ii)(A) partnering to create safe school environments | | | | | | | | | \$0 |
| (d)(3)(ii)(B) restructuring the school day | | | | | | | | | \$0 |
| (d)(3)(ii)(C) improve school climate and discipline | | | | | | | | | \$0 |
| (d)(3)(ii)(D) full-day kg or pre-kdg | | | | | | | | | \$0 |
| Required Activities | | | | | | | | | |

TRANSFORMATION MODEL BUDGET FOR YEAR 2 (2012-13)

NDE County District No.: 0
 District Name: Omaha Nation Public School
 NDE School No.: 87-0016 school 001
 School Name: 0

| Activity | 100 Salaries | 200 Employee Benefits | 300 Purchased Service / Lease Agreement | 400 Supplies & Materials / Computer Software | 500 Computer Hardware / Equipment | 600 Travel Professional Development | Total for Listed Activity |
|----------|--------------|-----------------------|---|--|-----------------------------------|-------------------------------------|---------------------------|
|----------|--------------|-----------------------|---|--|-----------------------------------|-------------------------------------|---------------------------|

(See Instructions for Full Descriptions of Required and Permissible Activities)

| | | | | | | | |
|---|-----------|----------|----------|---------|----------|-----|-----------|
| Intervention Project Manager (Required) | 61,500 | 16,000 | | | | | \$77,500 |
| Required Activities | | | | | | | |
| (d)(1)(i)(A) replace principal | | | | | | | \$0 |
| (d)(1)(i)(B) evaluation systems for teachers & principals | | | 0 | | | | \$0 |
| (d)(1)(i)(C) reward school leaders | | | | 500 | | | \$500 |
| (d)(1)(i)(D) ongoing professional development | | | 48,500 | | | | \$48,500 |
| (d)(1)(i)(E) recruit/retain staff with necessary skills | | 39,000 | | | | | \$39,000 |
| Permissible Activities: | | | | | | | |
| (d)(1)(ii)(A) attract/retain staff with necessary skills | | | | | | | \$0 |
| (d)(1)(ii)(B) institute a system for measuring changes | | | | | | | \$0 |
| (d)(1)(ii)(C) mutual consent for hiring teachers | | | | | | | \$0 |
| Required Activities | | | | | | | |
| (d)(2)(i)(A) use of data for implementing program | | | 40,290 | | | | \$40,290 |
| (d)(2)(i)(B) continuous use of student data | | | | | | | \$0 |
| Permissible Activities: | | | | | | | |
| (d)(2)(ii)(A) conducting periodic reviews | | | | | | | \$0 |
| (d)(2)(ii)(B) implementing schoolwide RTI model | | | | | | | \$0 |
| (d)(2)(ii)(C) provide additional supports/prof. Development | | | | | | | \$0 |
| (d)(2)(ii)(D) technology based supports/interventions | | | | | 40,000 | | \$40,000 |
| (d)(2)(ii)(E)(1) increase rigor in secondary schools | | | | | | | \$0 |
| (d)(2)(ii)(E)(2) student transition | | | | | | | \$0 |
| (d)(2)(ii)(E)(3) increase graduation rates | | | | | | | \$0 |
| (d)(2)(ii)(E)(4) early-warning systems for at-risk students | | | | | | | \$0 |
| Required Activities | | | | | | | |
| (d)(3)(i)(A) strategies to increase learning time | | | 10,000 | | | | \$10,000 |
| (d)(3)(i)(B) ongoing family/community engagement | | | | 600 | | | \$600 |
| Permissible Activities: | | | | | | | |
| (d)(3)(ii)(A) partnering to create safe school environments | | | | | | | \$0 |
| (d)(3)(ii)(B) restructuring the school day | | | | | | | \$0 |
| (d)(3)(ii)(C) improve school climate and discipline | | | | | | | \$0 |
| (d)(3)(ii)(D) full-day kdg or pre-kdg | | | | | | | \$0 |
| Required Activities | | | | | | | |
| (d)(4)(i)(A) flexibility to increase graduation rates | 39,000 | 11,000 | | | | | \$50,000 |
| (d)(4)(i)(B) ongoing, intensive TA/support | | | | | | | \$0 |
| Permissible Activities: | | | | | | | |
| (d)(4)(ii)(A) new governance arrangement | | | | | | | \$0 |
| (d)(4)(ii)(B) budget weighted based on student needs | | | | | | | \$0 |
| Totals by Object Code | \$255,800 | \$66,000 | \$98,790 | \$1,100 | \$40,000 | \$0 | \$461,690 |

TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2013-14)

NDE County District No.: 0
 District Name: Omaha Nation Public School
 NDE School No.: 87-0016 school 001
 School Name: 0

| Activity | 100 | 200 | 300 | 400 | 500 | 600 | Total for Listed Activity |
|--|-----------|-------------------|-------------------------------------|--|-------------------------------|---------------------------------|---------------------------|
| | Salaries | Employee Benefits | Purchased Service / Lease Agreement | Supplies & Materials / Computer Software | Computer Hardware / Equipment | Travel Professional Development | |
| (See Instructions for Full Descriptions of Required and Permissible Activities) | | | | | | | |
| Intervention Project Manager (Required) | 62,500 | 17,000 | | | | | \$79,500 |
| Required Activities | | | | | | | |
| (d)(1)(i)(A) replace principal | | | | | | | \$0 |
| (d)(1)(i)(B) evaluation systems for teachers & principals | | | | | | | \$0 |
| (d)(1)(i)(C) reward school leaders | | | | 500 | | | \$500 |
| (d)(1)(i)(D) ongoing professional development | | | 48,500 | | | | \$48,500 |
| (d)(1)(i)(E) recruit/retain staff with necessary skills | 159,000 | 41,000 | | | | | \$200,000 |
| Permissible Activities: | | | | | | | |
| (d)(1)(ii)(A) attract/retain staff with necessary skills | | | | | | | \$0 |
| (d)(1)(ii)(B) institute a system for measuring changes | | | | | | | \$0 |
| (d)(1)(ii)(C) mutual consent for hiring teachers | | | | | | | \$0 |
| Required Activities | | | | | | | |
| (d)(2)(i)(A) use of data for implementing program | | | 40,290 | | | | \$40,290 |
| (d)(2)(i)(B) continuous use of student data | | | | | | | \$0 |
| Permissible Activities: | | | | | | | |
| (d)(2)(ii)(A) conducting periodic reviews | | | | | | | \$0 |
| (d)(2)(ii)(B) implementing schoolwide RTI model | | | | | | | \$0 |
| (d)(2)(ii)(C) provide additional supports/prof. Development | | | | | | | \$0 |
| (d)(2)(ii)(D) technology based supports/interventions | | | | | 50,000 | | \$50,000 |
| (d)(2)(ii)(E)(1) increase rigor in secondary schools | | | | | | | \$0 |
| (d)(2)(ii)(E)(2) student transition | | | | | | | \$0 |
| (d)(2)(ii)(E)(3) increase graduation rates | | | | | | | \$0 |
| (d)(2)(ii)(E)(4) early-warning systems for at-risk students | | | | | | | \$0 |
| Required Activities | | | | | | | |
| (d)(3)(i)(A) strategies to increase learning time | | | 10,000 | | | | \$10,000 |
| (d)(3)(i)(B) ongoing family/community engagement | | | | 600 | | | \$600 |
| Permissible Activities: | | | | | | | |
| (d)(3)(ii)(A) partnering to create safe school environments | | | | | | | \$0 |
| (d)(3)(ii)(B) restructuring the school day | | | | | | | \$0 |
| (d)(3)(ii)(C) improve school climate and discipline | | | | | | | \$0 |
| (d)(3)(ii)(D) full-day kdg or pre-kdg | | | | | | | \$0 |
| Required Activities | | | | | | | |
| (d)(4)(i)(A) flexibility to increase graduation rates | 41,000 | 11,000 | | | | | \$52,000 |
| (d)(4)(i)(B) ongoing, intensive TA/support | | | | | | | \$0 |
| Permissible Activities: | | | | | | | |
| (d)(4)(ii)(A) new governance arrangement | | | | | | | \$0 |
| (d)(4)(ii)(B) budget weighted based on student needs | \$262,500 | \$69,000 | \$98,790 | \$1,100 | \$50,000 | \$0 | \$481,390 |
| Totals by Object Code | | | | | | | |

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.

TRANSFORMATION MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)

| Activity | Salaries | | Employee Benefits | Purchased Service / Lease Agreement | Supplies & Materials / Computer Software | Computer Hardware / Equipment | Travel Professional Development | Total for Listed Activity |
|---|----------------------------|-----------|-------------------|-------------------------------------|--|-------------------------------|---------------------------------|---------------------------|
| | 100 | 200 | 300 | 400 | 500 | 600 | | |
| NDE County District No.: | 0 | | | | | | | |
| District Name: | Omaha Nation Public School | | | | | | | |
| NDE School No.: | 87-0016 school 001 | | | | | | | |
| School Name: | 0 | | | | | | | |
| (See Instructions for Full Descriptions of Required and Permissible Activities) | | | | | | | | |
| Intervention Project Manager (Required) | 184,000 | 48,000 | 0 | 0 | 0 | 0 | 0 | \$232,000 |
| Pre-Implementation Activities | 153,000 | 37,000 | 0 | 0 | 0 | 0 | 0 | 190,000 |
| Required Activities: | | | | | | | | |
| (d)(1)(i)(A) replace principal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(1)(i)(B) evaluation systems for teachers & principals | 0 | 0 | 12,000 | 0 | 0 | 0 | 0 | \$12,000 |
| (d)(1)(i)(C) reward school leaders | 0 | 0 | 0 | 1,500 | 0 | 0 | 0 | \$1,500 |
| (d)(1)(i)(D) ongoing professional development | 0 | 0 | 145,500 | 0 | 0 | 0 | 0 | \$145,500 |
| (d)(1)(i)(E) recruit/retain staff with necessary skills | 314,300 | 80,000 | 0 | 0 | 0 | 0 | 0 | \$394,300 |
| Permissible Activities: | | | | | | | | |
| (d)(1)(ii)(A) attract/retain staff with necessary skills | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(1)(ii)(B) institute a system for measuring changes | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(1)(ii)(C) mutual consent for hiring teachers | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Required Activities: | | | | | | | | |
| (d)(2)(i)(A) use of data for implementing program | 0 | 0 | 120,870 | 0 | 0 | 0 | 0 | \$120,870 |
| (d)(2)(i)(B) continuous use of student data | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Permissible Activities: | | | | | | | | |
| (d)(2)(ii)(A) conducting periodic reviews | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(2)(ii)(B) implementing schoolwide RTI model | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(2)(ii)(C) provide additional supports/prof. Development | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(2)(ii)(D) technology based supports/interventions | 0 | 0 | 0 | 0 | 254,000 | 0 | 0 | \$254,000 |
| (d)(2)(ii)(E)(1) increase rigor in secondary schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(2)(ii)(E)(2) student transition | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(2)(ii)(E)(3) increase graduation rates | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(2)(ii)(E)(4) early-warning systems for at-risk students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Required Activities: | | | | | | | | |
| (d)(3)(i)(A) strategies to increase learning time | 0 | 0 | 30,000 | 0 | 0 | 0 | 0 | \$30,000 |
| (d)(3)(i)(B) ongoing family/community engagement | 0 | 0 | 0 | 1,800 | 0 | 0 | 0 | \$1,800 |
| Permissible Activities: | | | | | | | | |
| (d)(3)(ii)(A) partnering to create safe school environments | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(3)(ii)(B) restructuring the school day | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(3)(ii)(C) improve school climate and discipline | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(3)(ii)(D) full-day kdg or pre-kdg | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Required Activities: | | | | | | | | |
| (d)(4)(i)(A) flexibility to increase graduation rates | 118,000 | 32,000 | 0 | 0 | 0 | 0 | 0 | \$150,000 |
| (d)(4)(i)(B) ongoing, intensive TA/support | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Permissible Activities: | | | | | | | | |
| (d)(4)(ii)(A) new governance arrangement | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| (d)(4)(ii)(B) budget weighted based on student needs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Totals by Object Code | \$769,300 | \$197,000 | \$308,370 | \$3,300 | \$254,000 | \$0 | \$0 | \$1,531,970 |

**Readiness Report
for School Accreditation
Umoⁿhoⁿ Nation Public Schools**

*Morris Bates, Superintendent
100 Main Street
Macy, NE 68039*

March 23, 2010



AdvancED is dedicated to advancing excellence in education worldwide. The North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

READINESS REPORT for AdvancED™ ACCREDITATION

Purpose: This report is designed to reflect a school's readiness for accreditation by reviewing their Self-Assessment of Readiness and examining its practices in relation to the AdvancED Standards for accreditation. By assessing a school's readiness, a determination can be made regarding its capacity to meet the AdvancED Standards and whether it can be granted candidacy status for accreditation.

Demographics: Provide a brief summary of the school's demographics (school type, grades served, district size and number of schools served, student population, public/private, etc.).

Umo^{ho} Nation (Omaha Nation) Public School is located in Macy, Nebraska, the center of Tribal government for the Umo^{ho} Tribe of Nebraska. Macy, an unincorporated town of about 1,550, is about 33 miles southeast of Sioux City, Iowa and about 70 miles northwest of Omaha, near the Missouri River. The K-12 school has a student population of approximately 435, 99% of whom are Native American. The majority are Omaha Indian. The school has a faculty of 48, six of whom are Native. A main building and four outlying buildings (on the same campus) are divided into three grade levels: K-5 (Elementary School), 6-7-8 (Middle School), and 9-12 (High School).

About 16 percent of the staff hold Master's Degrees and staff members have an average tenure of 14.37 years. The percentage of teaching staff that is teaching within their endorsed areas of certification is 86.84 percent.

The district student population for 2008-2009 was 434, as compared to 379 students in 2003-2004 – a 14.5 percent increase over the past five years. Umo^{ho} Public School has a poverty rate averaging 76.04 percent, far above the state average of 38.35 percent. The mobility rate at Umo^{ho} is approximately 43.10 percent, which is far above the state average of 12.02 percent. The special education population represents 19.95 percent of the student body, which is above the state average of 15.21 percent. The graduation rate in 2008-2009 was 46.88 percent, which is below the state average of 89.74 percent.

The Umo^{ho} Public School district is accredited by the state of Nebraska and is governed by a local Board of Education elected by the district population.

Section 1: Please summarize the school's completed Self-Assessment of Readiness.

The staff of Umo^{ho} Nation Public Schools has engaged in a variety of procedures to assess their readiness to proceed with the process of achieving school accreditation through the North Central Association/AdvancED.

The AdvancED self-assessment of readiness was completed in October 2009 by 44 of Umo^{ho} Nation Public School's employees. The survey indicated that 38% of the staff had from 0 to 5 years experience, 42% of the staff had 6 to 15 years of experience, and 20% of the staff had 16 or more years of experience. Fifty-four percent of the staff worked at the Pre-Kindergarten to 5th grade level and 46% of the staff worked at the 6th to 12th grade level. Certified teachers comprised 95.06 percent of the staff completing the survey, and 4% were classified staff.

READINESS REPORT for AdvancED™ ACCREDITATION

Using ratings of Not Evident, Emerging, Operational, and Highly Functional, the staff rated the conditions necessary for improving schools: Core Task #1 - ensuring desired results; Core Task #2 - improving teaching and learning; and Core Task #3 - fostering a culture of improvement. On Core Task #1, they rated themselves in the subcategories of expecting and ensuring desired results and monitoring performance. On Core Task #2, they rated themselves on supporting student learning and maximizing teacher effectiveness. On Core Task #3, they rated themselves on professional learning community and leading for improvement. Following is a summary of the self assessment survey results.

In the area of the five necessary conditions of improving schools, the respondents rated the school overall as between Emerging and Operational. Specifically, the rating for each of the five areas were:

- Leadership decisions and practices support the vision for student learning: 51% Not Evident or Emerging
- District has policies and practices that support improvement efforts: 56% Operational or Highly Functional
- District has human, technology, and material resources to support improvement efforts: 56% Not Evident or Emerging
- Recruitment, placement, and professional development of teachers are aligned with the vision for student learning: 51% Operational or Highly Functional
- An information system that collects, manages, and uses information to support vision is in place: 52% Not Evident or Emerging

A majority of respondents to the readiness survey reported for Core Task #1 (expecting and ensuring desired results) that the school functioned between Not Evident and Emerging. Specifically, the rating for each of the areas were:

- Implementing a vision for student learning through goals and strategies: 54% Not Evident or Emerging
- Maintaining high achievement for student achievement: 65% Not Evident or Emerging
- Maintaining a focus on improving student learning that permeates all levels of the district: 67% Not Evident or Emerging
- Acting on a compelling, shared belief that, collectively, staff and other stakeholders can impact the desired results of the district: 67%

For the second portion of Core Task #1, effectively monitoring performance, the respondents ranked the school district from Not Evident to Highly Functional. Specifically, the ratings for each of the areas were:

- Using data to inform decision-making about teaching and learning: 52% Operational or Highly Functional
- Using a comprehensive assessment system to provide feedback for improvement in instructional practices and student performance: 55% Not Evident or Emerging
- Using classroom-based assessments to provide robust measures of students' academic, cognitive, and meta-cognitive skills: 55% Operational or Highly Functional
- Identifying performance targets, indicators, and measures for comparing and improving effectiveness: 55% Not Evident or Emerging
- Taking appropriate and timely action to improve areas of identified needs: 71% Not

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Evident or Emerging

On Core Task #2, supporting student learning, a majority of respondents reported that the school functioned between Not Evident and Emerging for all areas. Specifically the ratings for the areas between Not Evident and Emerging were:

- Maintaining school-wide expectations for student learning that reflect academic, cognitive, and meta-cognitive skills: 58%
- Delivering on the expectations for student learning through a coherent and rigorous curriculum: 65%
- Aligning an assessment system with curriculum that is enacted through instruction - 58%
- Supporting the equitable opportunity of students to learn through individualization and differentiation: 63%
- Providing student support services and special programs to optimize individual student learning: 63%
- Supporting a student learning community that includes student involvement: 70%
- Involving families and the community in supporting children as learners: 64%

Survey results reported for the second portion of Core Task #2, maximizing teacher effectiveness, rated the school generally between Operational and Highly Functional. The specific ratings for the areas were:

- Using instructional strategies that provide students with focus, feedback, and sufficient opportunities to master skills: 55% Operational or Highly Functional
- Using appropriate strategies to assess the performance of students' academic, cognitive, and meta-cognitive skills: 56% Operational or Highly Functional
- Adapting instruction to meet individual needs and engage learners: 54% Operational or Highly Functional
- Maximizing the use of time for instruction: 51% Operational or Highly Functional
- Creating classroom environments conducive to learning: 54% Not Evident or Emerging
- Optimizing technology and multimedia as learning tools: 67% Not Evident or Emerging

A majority of the respondents to the readiness survey rated most of the areas within Core Task #3, developing a professional learning community, at the Not Evident to Emerging level. The specific ratings were:

- Sharing a common vision and goals that have student learning as the focus: 61% Operational to Highly Functional
- Improving individual and collective performance by coming together regularly for learning, decision making, problem solving, and celebrations: 67% Not Evident to Emerging
- Continuously enhancing individual effectiveness through inquiry, practice, and peer reflection: 69% Not Evident or Emerging
- Supporting a culture of collegiality, collaboration, respect, and trust: 65% Not Evident or Emerging

All respondents to the readiness survey rated all areas within Core Task #3, leading for improvement, at the Not Evident to Emerging level. The specific ratings were:

- Sharing leadership for the improvement of teaching and learning throughout the school:

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72% Not Evident or Emerging

- Articulating a compelling need for improvement and providing meaningful ways for our professional learning community to focus on its performance: 72% Not Evident or Emerging
- Engaging in practices that support the ongoing improvement of teaching and learning: 63% Not Evident or Emerging

In reviewing the entire readiness survey, the team noted that the respondents saw their school as being between Emerging and Operational, but poised to move to an Operational level in all areas over the next year to year and a half. The staff appears to have a realistic view of their readiness level as the school begins the AdvancED process for school improvement.

Section 2: Please summarize the school's capacity to meet the AdvancED Standards for accreditation.

Vision & Purpose

Committees representing stakeholder groups have worked to create a mission statement unique to the students and the culture in Umo^{ho} Nation: "The mission of the Umo^{ho} Nation Public School, through positive interaction with the Omaha Tribal community, is to provide student-centered education in a safe and respectful learning environment allowing our students to strengthen Native American traditions yet flourish in other cultures." The vision of the Umo^{ho} Nation Public School is "to establish a child-centered approach in an environment where all children can learn."

When the readiness survey was completed in the fall of 2009, 44 out of 90 staff members responded. Completing the survey was voluntary and not everyone participated. In the area of Vision and Purpose, respondents rated themselves on two indicators as either Operational or Emerging. Their highest score was in "the leadership decisions and practices support the vision for student learning" which was rated Operational. "Implementing a vision for student learning through goals and strategies" was rated as Emerging. They believe that they have high expectations and that they maintain a focus on improving student learning. They described monthly professional development meetings and weekly staff meetings.

Governance & Leadership

The superintendent and the three principals (Elementary, Middle School and High School) work with the Board of Education to set policies and procedures for this school. Challenges in working with the Tribal Council/community are recognized and continue to be addressed. Teacher leaders are recognized and have dedicated time and expertise to the continuous improvement process. Time for teachers to work on achieving the school's continuous improvement goals has been built into the district's calendar. They also use the Educational Service Unit's expertise to assist in the continuous improvement process. This relationship will continue to help promote successful improvement efforts.

READINESS REPORT for AdvancED™ ACCREDITATION

Teaching & Learning

This district has chosen to work on four school improvement goals:

1. Increase communication with the community
2. Increase attendance and decrease the dropout rate
3. Promote positive student character
4. Improve literacy to achieve mastery of high standards across all disciplines

The administrators and the leadership team of the continuous improvement committees all spoke about their work in the improvement process. They described the work they are doing using the Comer School Improvement process. There is an extensive committee structure in which every staff member participates. The leadership committee has plans to participate in a data retreat that will help them collect and analyze data in order to make informed decisions at the classroom level. They do identify lack of time this school year as being their biggest obstacle to improvement (due to snow days and water issues). This faculty has started a process of curriculum development and revision that will help them focus instruction. Staff reported that this is a major area upon which they need to focus and improve.

Documenting & Using Results

Through collaborative efforts with ESU 1 and particularly the initial data retreat process, the district is exploring strategies that will help them address the learning goals. A careful analysis of student learning data will help the staff determine next steps in improvement efforts. The future emphasis should be on using assessment data to identify and meet student learning needs.

Resources and Support Systems-

There appears to be a concerted effort to provide resources in this school. There is a new addition to the school that expands classroom space and provides a new gym and media center. Technology is up-to-date and utilized in the district. Teachers reported that technology usage could be expanded. Teachers also reported that they are provided many opportunities for professional growth.

Stakeholder Communications and Relationships

The leadership team reported they make many efforts to communicate with their stakeholders, but with limited results. The automated school messenger system provides parents with instant information about students. This school provides the standard means of communicating, such as the family/teacher conference and reports sent home by teachers. A continued effort to engage both community and parents will encourage ongoing relationships in a district that has some challenges with community engagement.

Commitment to Continuous Improvement

A focus on improving student learning was evident in every conversation with the leadership team in this school district. School representatives share that much has been done to emphasize the need for continuous improvement, but they also recognize that there are challenges. It is evident that a collective commitment and many resources are in place to meet those challenges. Since there might be some administrative turnover, it will be important to continue to make this a systematic and systemic process that is not "person" dependent.

As the district continues to refine its continuous improvement process some considerations may

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include:

- Plan to over communicate. Planning regular staff meetings that cross grade levels is always a good idea. Consider ways to combine the elementary, middle, and high school parent newsletters and make sure to include all staff in the process by providing them with copies. Think of yourselves as a K-12 district, not three distinct divisions.
- Continue to involve all staff and stakeholders in the continuous improvement process. Building the capacity of all of the teachers in this school will make for a stronger and more systemic process. The team noted many of the attempts to involve parents and community members. Continue efforts to involve community stakeholders in continuous improvement. Taking the information to them outside of the school building as well as having students present that information might help in this communication process.
- Revisit district and building goals and collect pre/post data so growth can be measured. Improvement goals can be driven by a quality analysis of both student performance information and school-based information (e.g., climate, demographics, growth, instructional practices). As you continue the data retreat process, continue to find ways to get the data to the classroom level so that all teachers know individual student strengths and weaknesses. Build into the evaluation system an expectation that teachers will teach missing skills.
- You have chosen major initiatives (such as literacy) and might have a conversation about narrowing the focus of your goals. The literacy goal, for example, could be very focused on specific reading skills. Having all students at grade level is be a very laudable goal and will require a very clear focus and a concerted effort by all staff members.
- School leaders are working with ESU 1 staff. This technical assistance is a positive support for continuous improvement processes.
- Update and use specific interventions and complete the action plans to carry out target goals, responsibilities and training needs.
- When specific interventions and actions plans are identified, determine ways to monitor and measure the level of implementation and the fidelity of the interventions. Focused initiatives will require direct instruction with clearly articulated outcomes.
- Include a grade-level, content-level person on every curriculum team.
- Continued planning using the AdvancED Standards and process for accreditation will emphasize to staff members the need for organization. A comprehensive and articulated plan is necessary for making the process a way of doing business. It is important to present the process in a manner where individuals not presently involved can clearly understand your efforts.

Section 3: Please summarize the school's current efforts to engage in a continuous process of improvement and quality assurance.

Umo^ohoⁿ Nation Public School meets the preliminary intent of Standard # 7 - Commitment to Continuous Improvement, based on several indicators. The school provided a PowerPoint presentation on their school improvement process and a flier that shows the vision statement supported by the 2008-09 Reading and Math, along with four supportive goals:

- Increase communication with community

READINESS REPORT for AdvancED™ ACCREDITATION

- Increase attendance and decrease the drop-out rate
- Promote positive character
- Improve literacy to achieve mastery of high standards across all disciplines

The goals are supported by data and have been analyzed by the staff. The staff members work together and share information across grade levels to maximize teacher instructional time. The staff is involved in a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning through a Title I school improvement plan.

The staff is engaged in a continuous improvement process in which the school has developed a vision, a profile, and interventions for reading and math, and is using results to support their improvement efforts. The school climate within the building is positive and stakeholders seem excited about the potential for improvement with the use of the AdvancED standards. It is apparent through interviews with staff that the school is engaged in school improvement, but documentation indicates limited parent involvement in the school improvement process.

The visiting team offers the following comments for consideration as the school proceeds with its continuous improvement plan:

- Extend opportunities to community members and parents to solicit their knowledge, skills, and expectations and to provide information to them about students and school effectiveness in a manner that is meaningful and useful.
- Focus on Standard 4. Collect data on graduates to develop strategies for vocational and job market interventions and transitions between high school and higher education.

Section 4

RECOMMENDATION OF VISITING STATE OFFICE REPRESENTATIVE:

- Recommended as a candidate for accreditation
- Recommended to remain as an applicant

Dee McKerry (NCA Director of Navajo Nation)
AdvancED Representative

3/23/2010
Date

STATE DIRECTOR APPROVAL:

Freida Lange
State Director

4/9/2010
Date

- Approved as a candidate for accreditation
- Approved to remain as an applicant

Next Steps: Please summarize the next steps for the school.

1. Review the report and share with staff. The same report will be taken to the NCA State Council meeting in June for their review and approval to become a candidate for accreditation. Umo^{ho} Nation Public School will remain in candidate status until the actual Accreditation QAR visit is conducted.
2. The official application form is attached and must be completed and sent to the Nebraska State Office with appropriate fees. (NOTE: The State Office will record the information and forward all material to the Georgia Office once all four schools have submitted the applications. ESU 1 staff can assist or contact the State Office at 402-471-0955 if there are any questions).
3. Over the next months, complete your building Self Assessment (SA) and use it for continued self-reflection. This document should continue to be reviewed and updated specific to the needs of your individual building.
4. Continue to develop, implement, and evaluate your individual building's School Improvement Plans based on continued analysis of student achievement data, program data, perceptual data, and demographic data.

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**2009-2010 State of the Schools Report
A Report on Nebraska Public Schools****SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS**

▶ Description

Description provided by the school district for 2009 - 2010

Umonhon Nation (Omaha Nation) Public School is located in Macy, Nebraska, the center of Tribal Government for the Omaha Tribe of Nebraska. Macy, an unincorporated town of about 1,550 is about 33 miles southeast of Sioux City, Iowa and about 70 miles northwest of Omaha, near the Missouri River.

The K-12 school has a student population of approximately 435, 99% of whom are Native American. The majority are Omaha Indian.

The school has a faculty of 48, six of whom are Native. A main building and four outlying buildings are divided into three grade levels: K-5 (elementary), 6-7-8 (middle school) and 9-12 (high school).

Omaha Nation is a school-wide Title I school and has Success for All Reading and Math in the elementary school and Expeditionary Learning in the high school as Comprehensive School Reform projects.

Current Contact Information

UMO N HO N NATION PUBLIC SCHS
206 MAIN ST
BOX 280
MACY, NE 68039-0280

Phone: (402)837-5622
Fax: (402)837-5245

Agency ID: 87-0016

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ District Improvement Goals

Improvement Goals provided by the school district for 2009 - 2010

School improvement goals include adopting the Success for All Reading program in the elementary schools, and Expeditionary Learning in the secondary schools in order to improve academic

performance and attendance. As a school-wide Title I school, class sizes have also been reduced to provide more student/teacher interaction.

OUR GOALS FOR UMONHON NATION IN OUR ACTION PLAN

1. Increase communication with the community.
2. Increase attendance and decrease the dropout rate.
3. Promote positive student character.
4. Improve literacy to achieve mastery of high standards across all disciplines.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ District Characteristics & Ratings

The State of Nebraska has two accountability goals at each grade level: Assessment Quality and Student Performance. A district must earn a Good, Very Good or Exemplary to meet those goals.

Student Characteristics 2009 - 2010

Nebraska Student Characteristics

| Characteristics | State Average | District Average |
|--|---------------|------------------|
| Eligible for free and reduced price meals | *41.22% | *89.81% |
| Moving in or out during school year (mobility) | 11.89% | 46.91% |
| Learning the English language | 6.56% | 0.00% |
| Receiving special education services | 15.26% | 22.47% |

* Based on pre-kindergarten through 12th grade fall enrollment.

District Ratings 2009 - 2010

District ratings show the quality of the district assessment used to measure student learning on standards and tell how well students performed on standards.

The quality of the assessment influences the rating of students meeting standards. The goal for all school districts is to have high quality assessment and show improvement in student performance over time. The Assessment Quality ratings shown below are based upon the most recent District Assessment Portfolio reviews. The ratings for Students Meeting the Standards are based upon the student performance on both reading and mathematics standards.

District ratings for assessment quality and performance reflect the performance of selected grades and not on the entire school district.

**State District Ratings
Reading 2009 - 2010**

| | | Unacceptable | Needs Improvement | Good | Very Good | Exemplary | Percentage of Students Assessed |
|--------------|--------------------|--------------------|-------------------|------|-----------|-----------|---------------------------------|
| Grades 03-06 | Assessment Quality | | | | | ✓ | |
| | Grades 07-08 | Assessment Quality | | | | | ✓ |
| Grade 11 | | Assessment Quality | | | | | ✓ |

**State District Ratings
Mathematics 2009 - 2010**

| | | Unacceptable | Needs Improvement | Good | Very Good | Exemplary | Percentage of Students Assessed |
|--------------|--|--------------------|-------------------|------|-----------|-----------|---------------------------------|
| Grades 03-06 | Assessment Quality | | | | | ✓ | |
| | Grades 07-08 | Assessment Quality | | | | ✓ | |
| Grade 11 | | Assessment Quality | | | | | ✓ |
| | Students Meeting or Exceeding Math Standards | | | | | ✓ | 100.00% |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ NeSA Reading - All Students

NeSA statewide tests reading in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students proficient on standards.

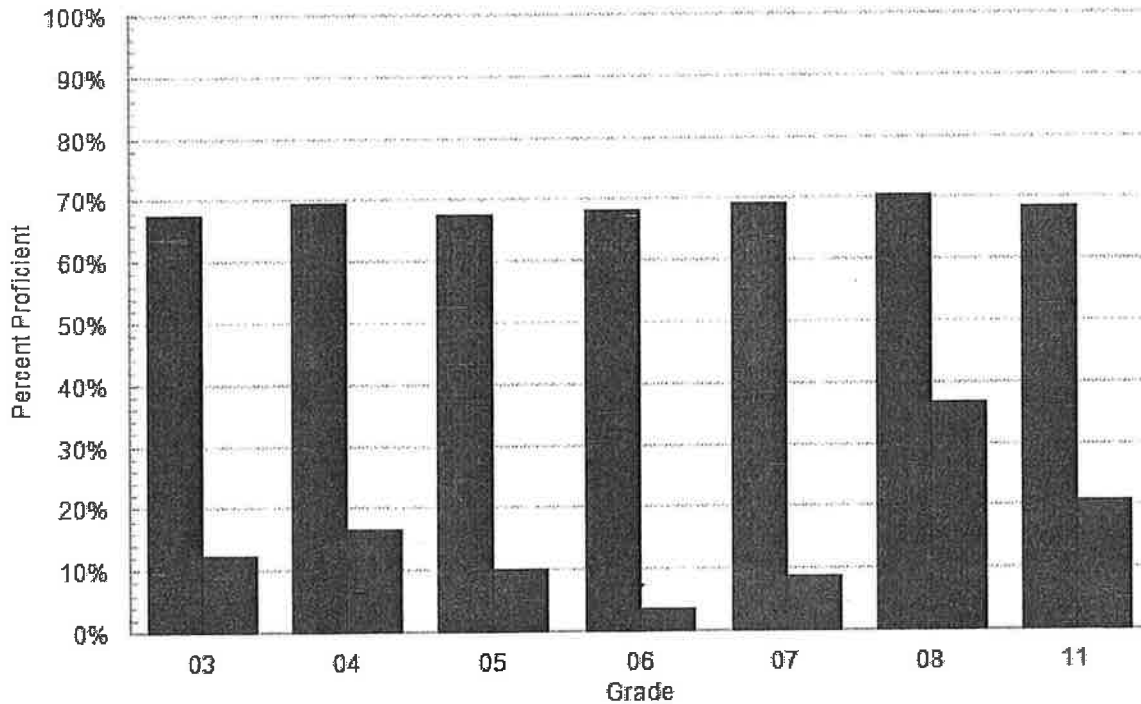
Nebraska State Accountability (NeSA) - Reading
All Students

District Average Reading Scale Scores: Scale Score Range 0-200

| | 2009-2010 | |
|----------|-----------|----------|
| | State | District |
| Grade 3 | 101 | 55 |
| Grade 4 | 104 | 61 |
| Grade 5 | 101 | 44 |
| Grade 6 | 101 | 27 |
| Grade 7 | 104 | 55 |
| Grade 8 | 102 | 63 |
| Grade 11 | 101 | 57 |

Percent Proficient By Grade

■ State ■ District



Participation

| | Students Tested | | Students Not Tested | |
|----------|-----------------|------------|---------------------|------------|
| | Count | Percentage | Count | Percentage |
| State | 147,144 | 99.85% | 216 | 0.15% |
| District | 202 | 99.02% | * | * |

* Data has been masked to protect the identity of students using one the following criteria:
 1) Fewer than 10 students were reported in a grade or standard.
 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► NeSA Reading - Student Ethnic Subgroups

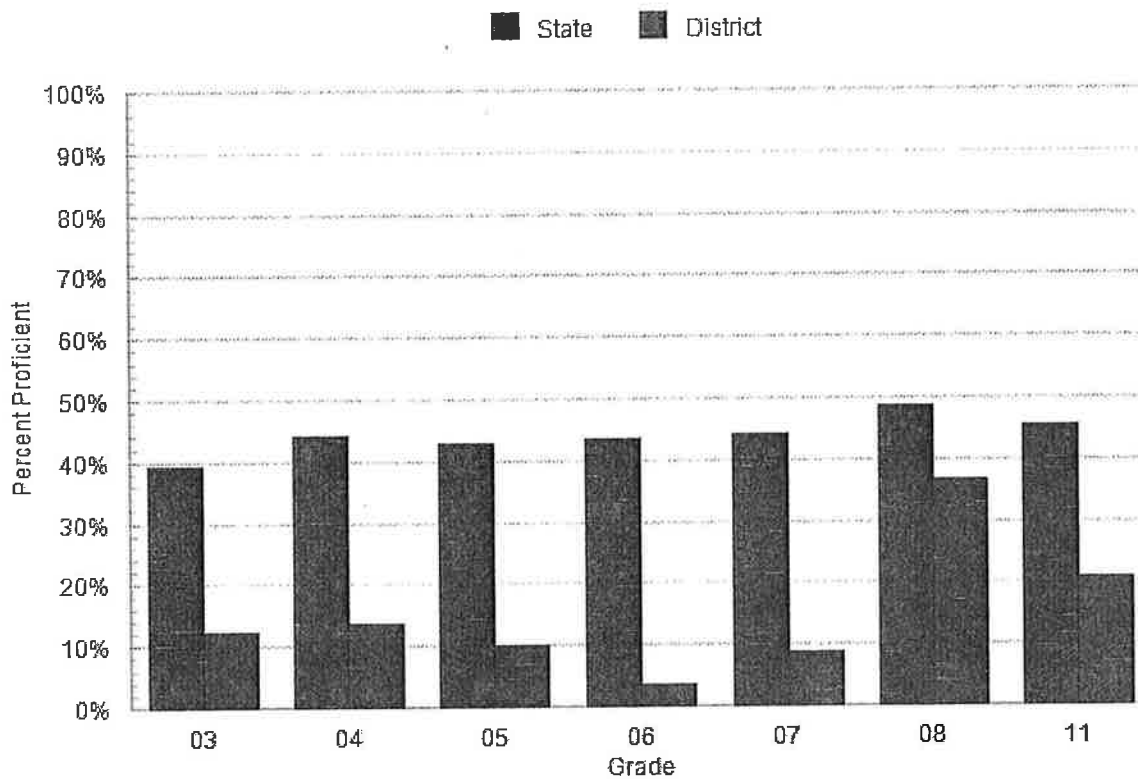
NeSA statewide tests reading in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students proficient on standards.

Nebraska State Accountability (NeSA) - Reading
Race/Ethnicity: American Indian / Alaska Native

District Average Reading Scale Scores: Scale Score Range 0-200

| | 2009-2010 | |
|-----------------|-----------|----------|
| | State | District |
| <u>Grade 3</u> | 77 | 55 |
| <u>Grade 4</u> | 80 | 57 |
| <u>Grade 5</u> | 76 | 44 |
| <u>Grade 6</u> | 75 | 27 |
| <u>Grade 7</u> | 81 | 55 |
| <u>Grade 8</u> | 84 | 63 |
| <u>Grade 11</u> | 76 | 57 |

Percent Proficient By Grade



| Participation | | | | |
|---------------|-----------------|--------|---------------------|-------|
| | Students Tested | | Students Not Tested | |
| State | 2,611 | 99.47% | 14 | 0.53% |
| District | 201 | 99.01% | * | * |

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 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ NeSA Reading - Student Ethnic Subgroups

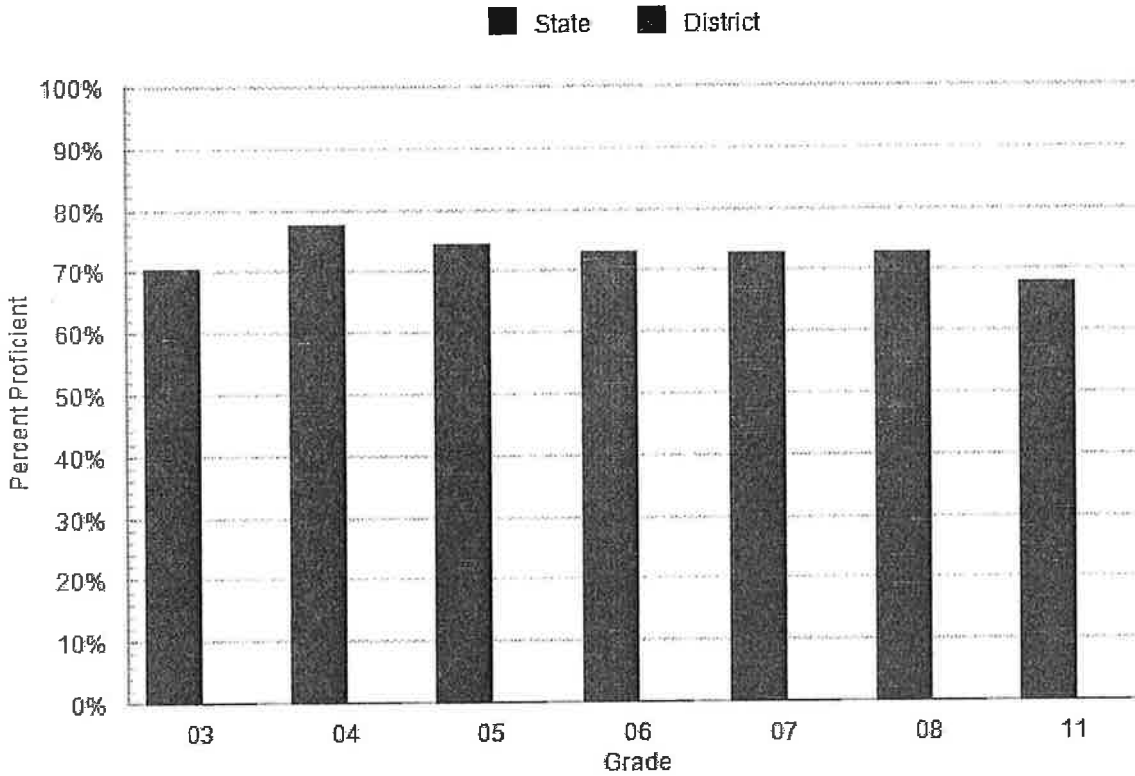
NeSA statewide tests reading in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students proficient on standards.

Nebraska State Accountability (NeSA) - Reading
Race/Ethnicity: Asian / Pacific Islander

| District Average Reading Scale Scores: Scale Score Range 0-200 | | |
|--|-----------|----------|
| | 2009-2010 | |
| | State | District |
| Grade 3 | 105 | 0 |
| Grade 4 | 113 | 0 |

| | | |
|----------|-----|---|
| Grade 5 | 113 | 0 |
| Grade 6 | 107 | 0 |
| Grade 7 | 109 | 0 |
| Grade 8 | 106 | 0 |
| Grade 11 | 102 | 0 |

Percent Proficient By Grade



| Participation | | | | |
|---------------|-----------------|--------|---------------------|-------|
| | Students Tested | | Students Not Tested | |
| State | 3,217 | 99.69% | 10 | 0.31% |
| District | 0 | 0.00% | 0 | 0.00% |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ NeSA Reading - Student Ethnic Subgroups

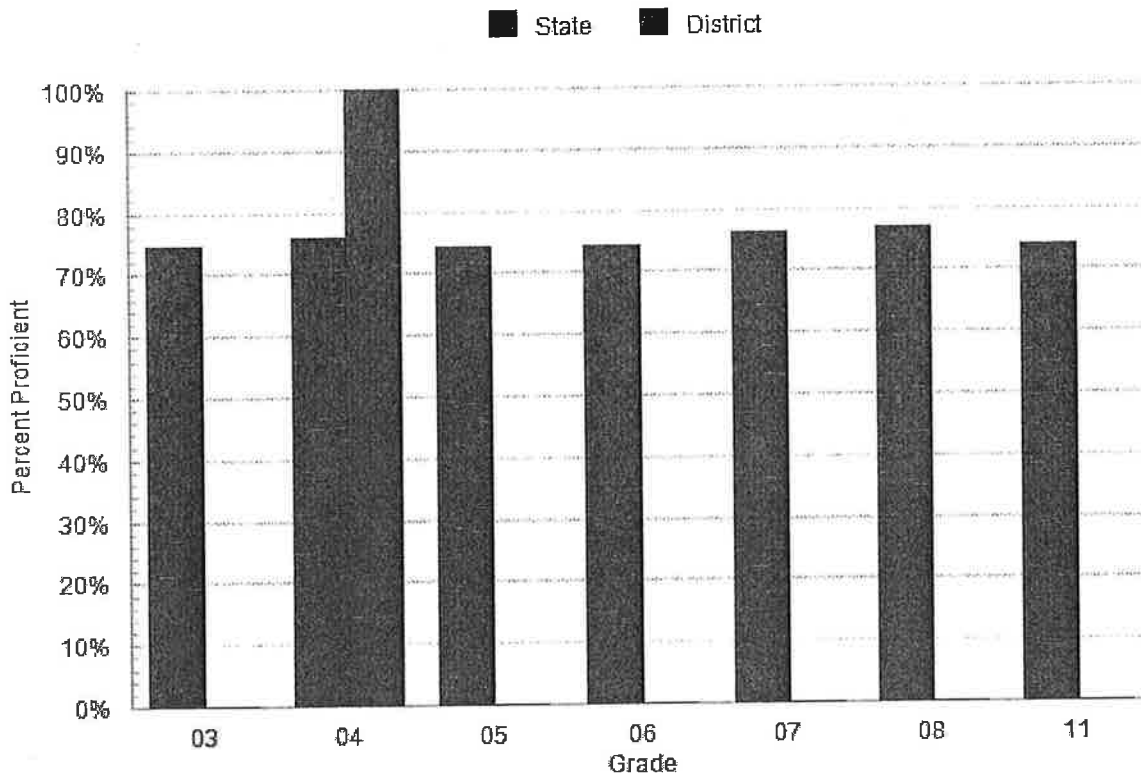
NeSA statewide tests reading in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students proficient on standards.

Nebraska State Accountability (NeSA) - Reading
Race/Ethnicity: White, Not Hispanic

District Average Reading Scale Scores: Scale Score Range 0-200

| | 2009-2010 | |
|----------|-----------|----------|
| | State | District |
| Grade 3 | 107 | 0 |
| Grade 4 | 111 | 162 |
| Grade 5 | 108 | 0 |
| Grade 6 | 108 | 0 |
| Grade 7 | 111 | 0 |
| Grade 8 | 109 | 0 |
| Grade 11 | 106 | 0 |

Percent Proficient By Grade



Participation

| | Students Tested | | Students Not Tested | |
|----------|-----------------|---------|---------------------|-------|
| | State | 108,812 | 99.90% | 114 |
| District | * | * | 0 | 0.00% |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ NeSA Reading - Student Ethnic Subgroups

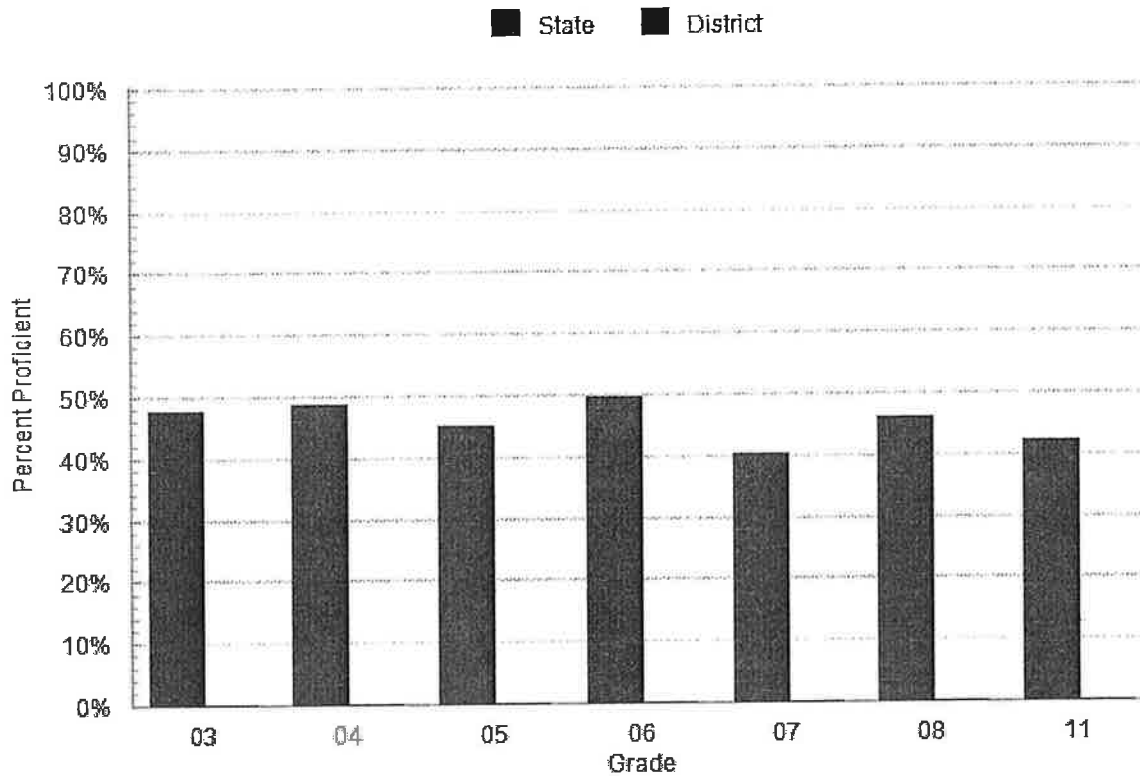
NeSA statewide tests reading in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students proficient on standards.

Nebraska State Accountability (NeSA) - Reading
Race/Ethnicity: Black, Not Hispanic

District Average Reading Scale Scores: Scale Score Range 0-200

| | 2009-2010 | |
|----------|-----------|----------|
| | State | District |
| Grade 3 | 84 | 0 |
| Grade 4 | 82 | 0 |
| Grade 5 | 79 | 0 |
| Grade 6 | 82 | 0 |
| Grade 7 | 77 | 0 |
| Grade 8 | 80 | 0 |
| Grade 11 | 74 | 0 |

Percent Proficient By Grade



Participation

| | Students Tested | | Students Not Tested | |
|----------|-----------------|------------|---------------------|------------|
| | Count | Percentage | Count | Percentage |
| State | 11,444 | 99.60% | 46 | 0.40% |
| District | 0 | 0.00% | 0 | 0.00% |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ NeSA Reading - Student Ethnic Subgroups

NeSA statewide tests reading in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students proficient on standards.

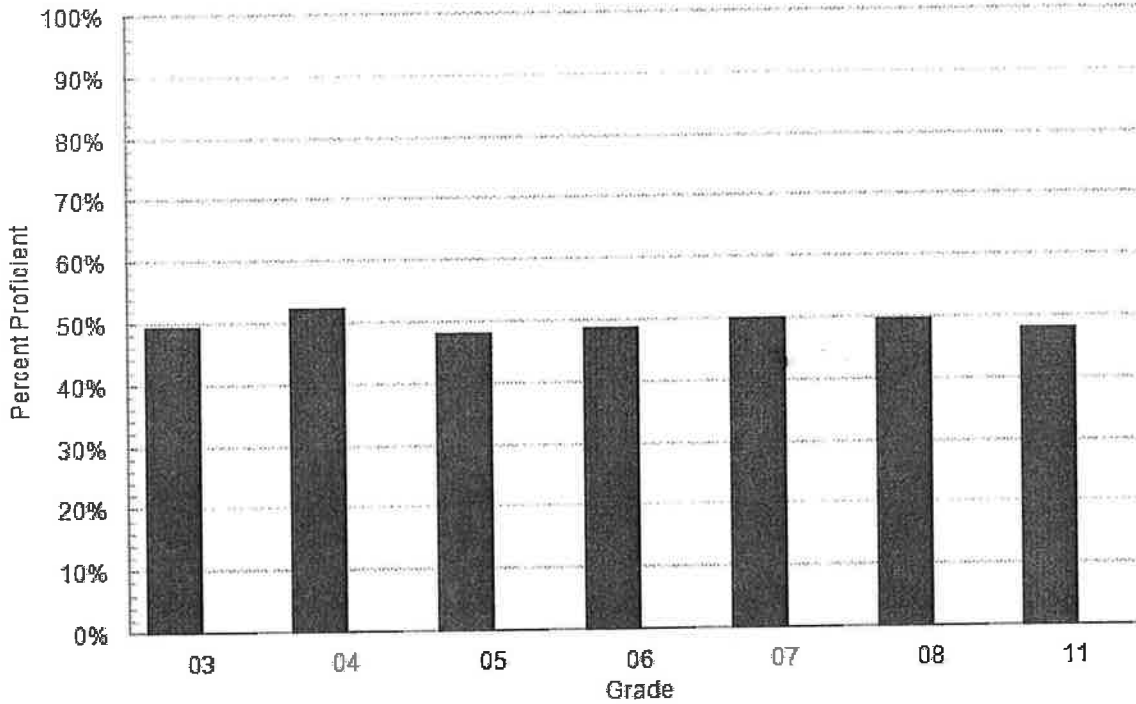
Nebraska State Accountability (NeSA) - Reading
Race/Ethnicity: Hispanic

District Average Reading Scale Scores: Scale Score Range 0-200

| | 2009-2010 | |
|-----------------|-----------|----------|
| | State | District |
| <u>Grade 3</u> | 85 | 0 |
| <u>Grade 4</u> | 86 | 0 |
| <u>Grade 5</u> | 81 | 0 |
| <u>Grade 6</u> | 82 | 0 |
| <u>Grade 7</u> | 85 | 0 |
| <u>Grade 8</u> | 83 | 0 |
| <u>Grade 11</u> | 81 | 0 |

Percent Proficient By Grade

■ State ■ District



| Participation | | | | |
|---------------|-----------------|--------|---------------------|-------|
| | Students Tested | | Students Not Tested | |
| State | 21,060 | 99.85% | 32 | 0.15% |
| District | 0 | 0.00% | 0 | 0.00% |

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

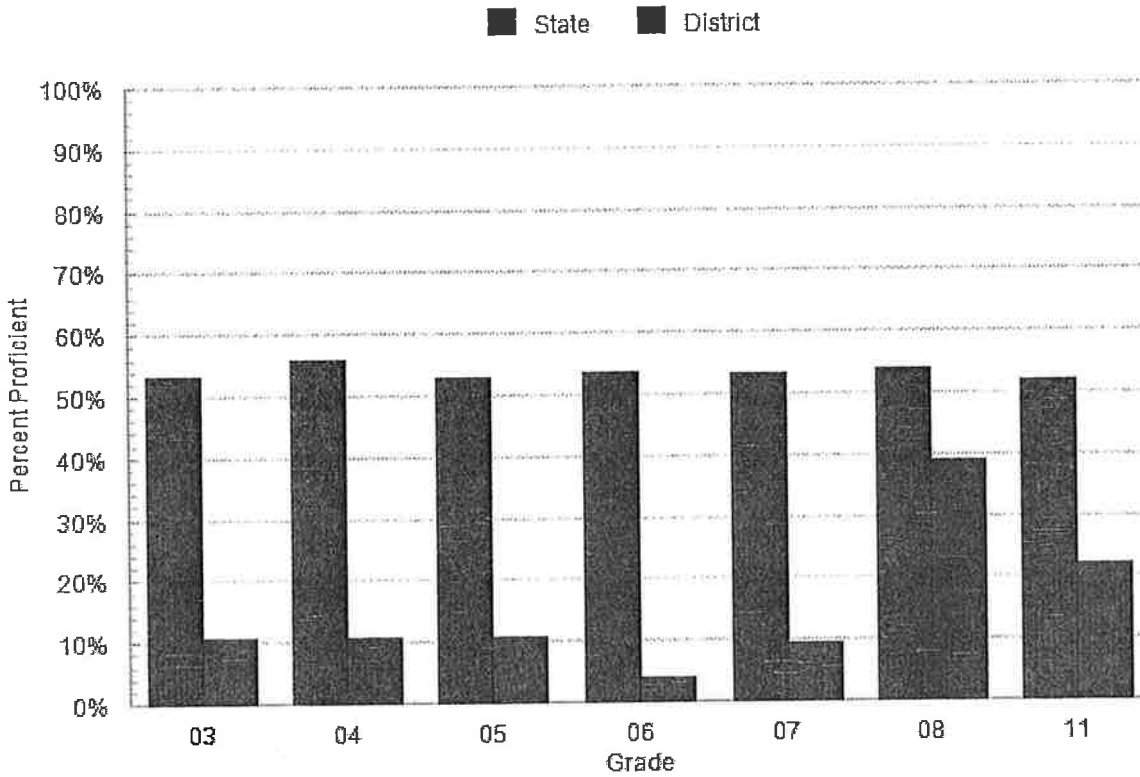
▶ NeSA Reading - Students Eligible for Free/Reduced Priced Meals

NeSA statewide tests reading in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students proficient on standards.

**Nebraska State Accountability (NeSA) - Reading
Free/Reduced Priced Meals**

| District Average Reading Scale Scores: Scale Score Range 0-200 | | |
|--|-----------|----------|
| | 2009-2010 | |
| | State | District |
| <u>Grade 3</u> | 88 | 54 |
| <u>Grade 4</u> | 89 | 55 |
| <u>Grade 5</u> | 85 | 44 |
| <u>Grade 6</u> | 86 | 28 |
| <u>Grade 7</u> | 88 | 58 |
| <u>Grade 8</u> | 86 | 64 |
| <u>Grade 11</u> | 84 | 56 |

Percent Proficient By Grade



| Participation | | | | |
|---------------|-----------------|--------|---------------------|-------|
| | Students Tested | | Students Not Tested | |
| State | 62,743 | 99.79% | 130 | 0.21% |
| District | 183 | 98.92% | * | * |

* Data has been masked to protect the identity of students using one the following criteria:
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 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► NeSA Reading - Students Served in Migrant Programs

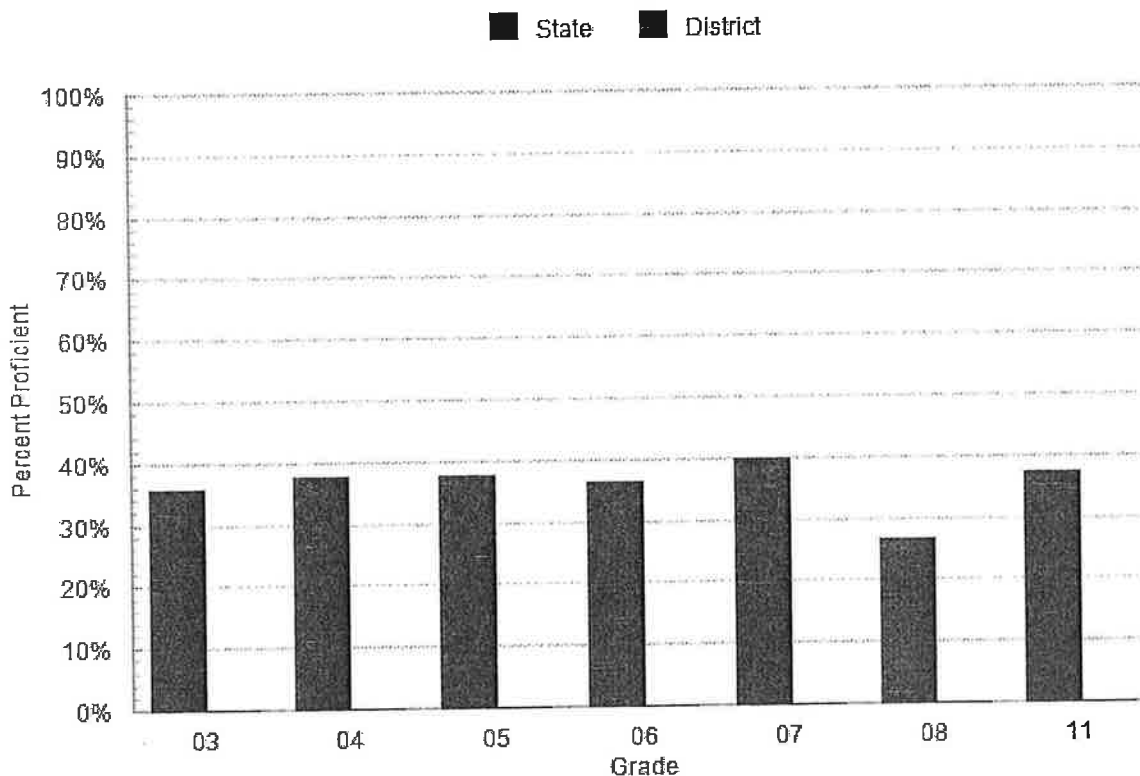
NeSA statewide tests reading in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students proficient on standards.

**Nebraska State Accountability (NeSA) - Reading
 Students Served in Migrant Programs**

| District Average Reading Scale Scores: Scale Score Range 0-200 | | |
|--|-----------|----------|
| | 2009-2010 | |
| | State | District |
| Grade 3 | 74 | 0 |
| Grade 4 | 73 | 0 |

| | | |
|----------|----|---|
| Grade 5 | 70 | 0 |
| Grade 6 | 70 | 0 |
| Grade 7 | 77 | 0 |
| Grade 8 | 66 | 0 |
| Grade 11 | 67 | 0 |

Percent Proficient By Grade



Participation

| | Students Tested | | Students Not Tested | |
|----------|-----------------|--------|---------------------|-------|
| State | 951 | 99.69% | * | * |
| District | 0 | 0.00% | 0 | 0.00% |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ NeSA Reading - Special Education Students

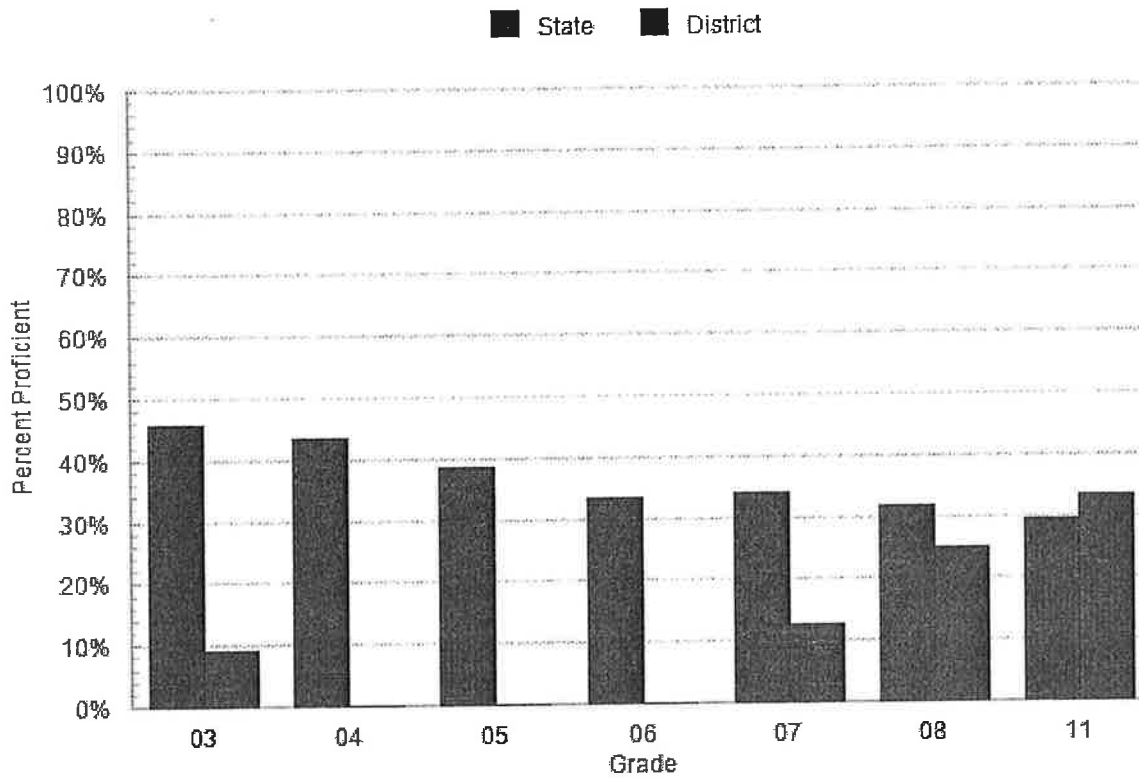
NeSA statewide tests reading in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students proficient on standards.

Nebraska State Accountability (NeSA) - Reading Students in Special Education

District Average Reading Scale Scores: Scale Score Range 0-200

| | 2009-2010 | |
|----------|-----------|----------|
| | State | District |
| Grade 3 | 83 | 51 |
| Grade 4 | 79 | 48 |
| Grade 5 | 73 | 21 |
| Grade 6 | 68 | 17 |
| Grade 7 | 72 | 61 |
| Grade 8 | 69 | 48 |
| Grade 11 | 66 | 68 |

Percent Proficient By Grade



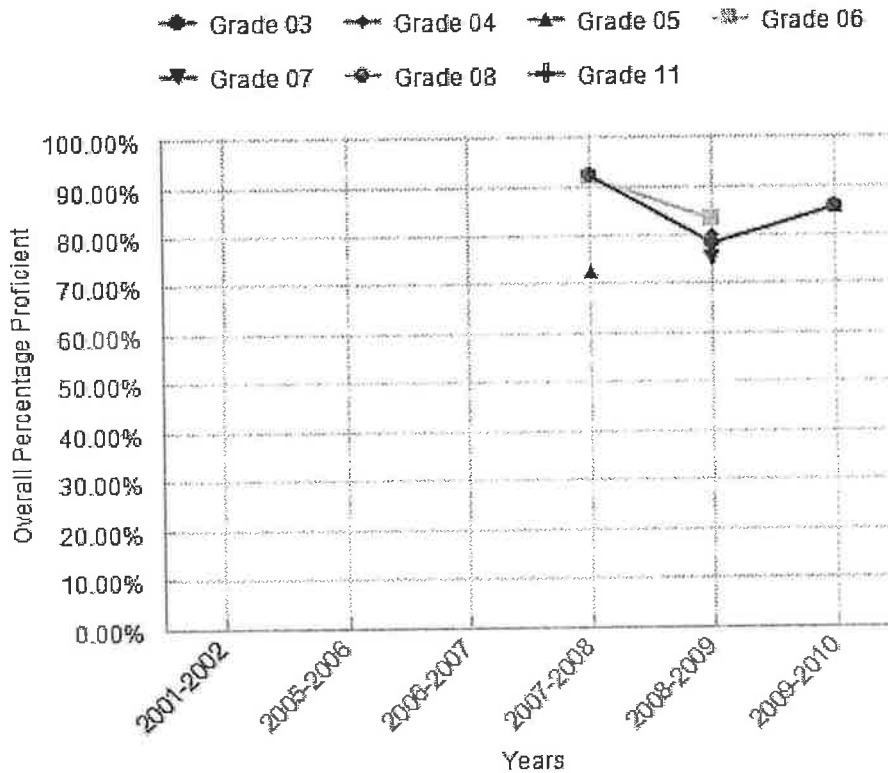
Participation

| | Students Tested | | Students Not Tested | |
|----------|-----------------|------------|---------------------|------------|
| | Count | Percentage | Count | Percentage |
| State | 22,822 | 99.69% | 72 | 0.31% |
| District | 51 | 100.00% | 0 | 0.00% |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards Gender: Males



Overall Performance Percentages for Gender: Males Meeting or Exceeding Standards

| Years | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|-------------|----------|----------|----------|----------|----------|----------|----------|
| 2001-2002 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| 2005-2006 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| 2006-2007 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| *2007-2008 | 92.31% | * | 72.73% | 91.67% | * | * | * |
| 2008-2009 | 78.57% | 80.00% | * | 83.33% | 75.00% | * | * |
| 2009-2010 | 85.71% | * | 85.71% | * | * | * | * |
| % of Change | ↓6.60% | ↑20.00% | ↑12.98% | ↓8.34% | 0.00% | 0.00% | 0.00% |

% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

* Data has been masked to protect the identity of students using one the following criteria:

- 1) Fewer than 10 students were reported in a grade or standard.
- 2) All students were reported in a single performance category.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

► Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards
Gender: Males in Grade 3
2009 - 2010

Performance on 3rd Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 94.46% | 85.71% | 100.00% |

Performance on 3rd Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|--------|---------|-------------------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| 0.00% | 0 | * | * | 76.19% | 16 | 100.00% | 21 |

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 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards
Gender: Males in Grade 4
2009 - 2010

Performance on 4th Grade State Standards

| Standard Number | Standard: <i>By the end of the 4th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-----------------|--|---|----------|-------------------|
| | | State | District | District |
| <u>NE.4.1.1</u> | Demonstrate place value of whole numbers through the millions and decimals to the hundredth place. | 95.45% | 85.71% | 100.00% |
| <u>NE.4.1.3</u> | Describe and apply relationships between whole numbers, decimals, and fractions by order, comparison | 95.86% | 92.86% | 100.00% |
| <u>NE.4.2.1</u> | Estimate, add, subtract, multiply, and divide whole numbers without and with calculators and solve w | 95.62% | 92.86% | 100.00% |
| <u>NE.4.3.1</u> | Estimate, measure, and solve word problems using metric units for linear measure, area, mass/weight, | 95.31% | 100.00% | 100.00% |

| | | | | |
|-------------------------|---|---------------|----------------|----------------|
| NE.4.3.2 | Estimate, measure, and solve word problems using standard units for linear measure, area, mass/weight | 96.00% | 92.86% | 100.00% |
| NE.4.4.3 | Identify, analyze, and compare two-dimensional geometric figures using congruence, symmetry, similar | 97.37% | 100.00% | 100.00% |
| NE.4.5.1 | Collect organize record and interpret data and describe the findings. | 95.79% | 92.86% | 100.00% |
| NE.4.6.2 | Identify describe and extend arithmetic patterns using concrete materials and tables. | 96.95% | 92.86% | 100.00% |
| Overall Averages | | 96.57% | 100.00% | 100.00% |

Performance on 4th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | | | |
|-------------------------|-------------|---------------------|----------|--------|---------|-------------------|---|---------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | | | |
| 0.00% | 0 | 0.00% | 0 | 71.43% | 10 | * | * | 100.00% | 14 |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Males in Grade 5

2009 - 2010

Performance on 5th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|---|---------------|-------------------|
| | State | District | District |
| Overall Averages | 93.00% | 85.71% | 100.00% |

Performance on 5th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | | | |
|-------------------------|-------------|---------------------|----------|--------|---------|-------------------|---|---------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | | | |
| * | * | * | * | 78.57% | 11 | * | * | 100.00% | 14 |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Males in Grade 6

2009 - 2010

Performance on 6th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 91.65% | 75.00% | * |

Performance on 6th Grade State Assessment

| Students Not Proficient | | | | Students Proficient | | | | Students Assessed | |
|-------------------------|---|-------------|---|---------------------|---|----------|---|-------------------|-------|
| Beginning | | Progressing | | Proficient | | Advanced | | Percent | Count |
| * | * | 0.00% | 0 | * | * | * | * | * | * |

* Data has been masked to protect the identity of students using one the following criteria:

- 1) Fewer than 10 students were reported in a grade or standard.
- 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Males in Grade 7

2009 - 2010

Performance on 7th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 91.35% | 88.89% | * |

Performance on 7th Grade State Assessment

| Students Not Proficient | | | | Students Proficient | | | | Students Assessed | |
|-------------------------|---|-------------|---|---------------------|---|----------|---|-------------------|-------|
| Beginning | | Progressing | | Proficient | | Advanced | | Percent | Count |
| * | * | 0.00% | 0 | * | * | * | * | * | * |

- * Data has been masked to protect the identity of students using one the following criteria:
 1) Fewer than 10 students were reported in a grade or standard.
 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards
Gender: Males in Grade 8
2009 - 2010

Performance on 8th Grade State Standards

| Standard Number | Standard: <i>By the end of the 8th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|----------|-------------------|
| | | State | District | District |
| <u>NE.8.1.2</u> | Determine equivalences among fractions, decimals and percents. | 90.96% | * | * |
| <u>NE.8.2.2</u> | Identify the appropriate operation and do the correct calculations when solving word problems. | 92.19% | * | * |
| <u>NE.8.2.3</u> | Solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, | 91.01% | * | * |
| <u>NE.8.3.1</u> | Select measurement tools and measure quantities for temperature, time, money, distance, angles, area | 93.73% | * | * |
| <u>NE.8.4.3</u> | Use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, t | 90.08% | * | * |
| <u>NE.8.5.2</u> | Read and interpret tables charts and graphs to make comparisons and predictions. | 92.91% | * | * |
| <u>NE.8.6.2</u> | Apply algebraic concepts and operations to solve linear equations and word problems. | 91.30% | * | * |
| <u>NE.8.6.3</u> | Describe and represent relations using tables graphs and rules. | 91.19% | * | * |
| Overall Averages | | 90.74% | * | * |

Performance on 8th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|---|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| 0.00% | 0 | 0.00% | 0 | * | * | * | * |

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 1) Fewer than 10 students were reported in a grade or standard.
 2) All students were reported in a single performance category.

- * Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 8th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

**Assessment of State Mathematics Standards
Gender: Males in Grade 12
2009 - 2010**

Note: Nebraska schools test 11th grade students to determine progress on 12th grade standards.

Performance on 12th Grade State Standards

| Standard Number | Standard: <i>By the end of the 12th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|----------------|-------------------|
| | | State | District | District |
| <u>NE.12.2.1</u> | Solve theoretical and applied problems using numbers in equivalent forms, radicals, exponents, scien | 86.84% | 100.00% | 100.00% |
| <u>NE.12.4.1</u> | Calculate perimeter and area of two-dimensional shapes and surface area and volume of three-dimensio | 87.80% | 90.91% | 100.00% |
| <u>NE.12.4.6</u> | Apply geometric properties to solve problems. | 87.08% | 100.00% | 100.00% |
| <u>NE.12.5.1</u> | Select a sampling technique to gather data analyze the resulting data and make inferences. | 88.21% | 81.82% | 100.00% |
| <u>NE.12.5.3</u> | Apply theoretical probability to represent problems and make decisions. | 86.31% | 81.82% | 100.00% |
| <u>NE.12.6.1</u> | Graph and interpret algebraic relations and inequalities. | 84.05% | 90.91% | 100.00% |
| <u>NE.12.6.2</u> | Solve problems involving equations and inequalities. | 85.92% | 90.91% | 100.00% |
| Overall Averages | | 89.28% | 100.00% | 100.00% |

Performance on 11th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | | | |
|-------------------------|-------------|---------------------|----------|--------|----|-------------------|-------|---------|----|
| Beginning | Progressing | Proficient | Advanced | * | * | Percent | Count | | |
| 0.00% | 0 | 0.00% | 0 | 90.91% | 10 | * | * | 100.00% | 11 |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards Gender: Females in Grade 3 2009 - 2010

| Performance on 3rd Grade State Assessment | | | |
|---|---|----------|-------------------|
| | Students Meeting or Exceeding Standards | | Students Assessed |
| | State | District | District |
| Overall Averages | 94.96% | 89.29% | 100.00% |

| Performance on 3rd Grade State Assessment | | | | | |
|---|-------------|---------------------|----------|-------------------|-------|
| Students Not Proficient | | Students Proficient | | Students Assessed | |
| Beginning | Progressing | Proficient | Advanced | Percent | Count |
| * | * | 0.00% | 0 | 89.29% | 25 |
| | | | | 100.00% | 28 |

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- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards Gender: Females in Grade 4 2009 - 2010

| Performance on 4th Grade State Standards | | | | |
|--|--|---|----------|-------------------|
| Standard Number | Standard: <i>By the end of the 4th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
| | | State | District | District |
| <u>NE.4.1.1</u> | Demonstrate place value of whole numbers through the millions and decimals to the hundredth place. | 95.11% | 94.12% | 100.00% |
| <u>NE.4.1.3</u> | Describe and apply relationships between whole numbers, decimals, and fractions by order, comparison | 95.92% | 94.12% | 100.00% |
| <u>NE.4.2.1</u> | Estimate, add, subtract, multiply, and divide whole numbers without and with calculators and solve w | 95.09% | 94.12% | 100.00% |
| <u>NE.4.3.1</u> | Estimate, measure, and solve word problems using metric units for linear measure, area, mass/weight, | 95.13% | 100.00% | 100.00% |

| | | | | |
|-------------------------|---|---------------|----------------|----------------|
| NE.4.3.2 | Estimate, measure, and solve word problems using standard units for linear measure, area, mass/weight | 95.96% | 94.12% | 100.00% |
| NE.4.4.3 | Identify, analyze, and compare two-dimensional geometric figures using congruence, symmetry, similar | 97.77% | 100.00% | 100.00% |
| NE.4.5.1 | Collect organize record and interpret data and describe the findings. | 95.86% | 94.12% | 100.00% |
| NE.4.6.2 | Identify describe and extend arithmetic patterns using concrete materials and tables. | 96.86% | 100.00% | 100.00% |
| Overall Averages | | 96.76% | 100.00% | 100.00% |

Performance on 4th Grade State Standards

| Students Not Proficient | | | | Students Proficient | | | | Students Assessed | |
|-------------------------|---|-------------|---|---------------------|----|----------|---|-------------------|-------|
| Beginning | | Progressing | | Proficient | | Advanced | | Percent | Count |
| 0.00% | 0 | 0.00% | 0 | 76.47% | 13 | * | * | 100.00% | 17 |

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 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Females in Grade 5

2009 - 2010

Performance on 5th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|---|---------------|-------------------|
| | State | District | District |
| Overall Averages | 94.36% | 58.33% | 100.00% |

Performance on 5th Grade State Assessment

| Students Not Proficient | | | | Students Proficient | | | | Students Assessed | |
|-------------------------|---|-------------|---|---------------------|---|----------|---|-------------------|-------|
| Beginning | | Progressing | | Proficient | | Advanced | | Percent | Count |
| * | * | * | * | * | * | * | * | 100.00% | 12 |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Females in Grade 6

2009 - 2010

Performance on 6th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 92.29% | 93.75% | 94.12% |

Performance on 6th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| 0.00% | 0 | * | * | * | * | 94.12% | 16 |

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- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Females in Grade 7

2009 - 2010

Performance on 7th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 92.25% | 80.00% | * |

Performance on 7th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| * | * | 0.00% | 0 | * | * | 100.00% | 10 |

- * Data has been masked to protect the identity of students using one the following criteria:
 1) Fewer than 10 students were reported in a grade or standard.
 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Mathematics Standards - Student Gender Subgroups

**Assessment of State Mathematics Standards
 Gender: Females in Grade 8
 2009 - 2010**

Performance on 8th Grade State Standards

| Standard Number | Standard: <i>By the end of the 8th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|----------|-------------------|
| | | State | District | District |
| <u>NE.8.1.2</u> | Determine equivalences among fractions, decimals and percents. | 91.80% | * | * |
| <u>NE.8.2.2</u> | Identify the appropriate operation and do the correct calculations when solving word problems. | 92.40% | * | * |
| <u>NE.8.2.3</u> | Solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, | 91.40% | * | * |
| <u>NE.8.3.1</u> | Select measurement tools and measure quantities for temperature, time, money, distance, angles, area | 93.07% | * | * |
| <u>NE.8.4.3</u> | Use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, t | 90.75% | * | * |
| <u>NE.8.5.2</u> | Read and interpret tables, charts and graphs to make comparisons and predictions. | 93.13% | * | * |
| <u>NE.8.6.2</u> | Apply algebraic concepts and operations to solve linear equations and word problems. | 92.90% | * | * |
| <u>NE.8.6.3</u> | Describe and represent relations using tables, graphs and rules. | 92.05% | * | * |
| Overall Averages | | 92.45% | * | * |

Performance on 8th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---------|-------|-------------------|---|
| Beginning | Progressing | Proficient | Advanced | Percent | Count | | |
| 0.00% | 0 | * | * | 0.00% | 0 | * | * |

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 2) All students were reported in a single performance category.

- * Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 8th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards
Gender: Females in Grade 12
2009 - 2010

Note: Nebraska schools test 11th grade students to determine progress on 12th grade standards.

Performance on 12th Grade State Standards

| Standard Number | Standard: <i>By the end of the 12th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|---------------|-------------------|
| | | State | District | District |
| <u>NE.12.2.1</u> | Solve theoretical and applied problems using numbers in equivalent forms, radicals, exponents, scien | 88.93% | 90.00% | 100.00% |
| <u>NE.12.4.1</u> | Calculate perimeter and area of two-dimensional shapes and surface area and volume of three-dimensio | 89.84% | 70.00% | 100.00% |
| <u>NE.12.4.6</u> | Apply geometric properties to solve problems. | 87.55% | 60.00% | 100.00% |
| <u>NE.12.5.1</u> | Select a sampling technique to gather data analyze the resulting data and make inferences. | 89.65% | 50.00% | 100.00% |
| <u>NE.12.5.3</u> | Apply theoretical probability to represent problems and make decisions. | 86.36% | 70.00% | 100.00% |
| <u>NE.12.6.1</u> | Graph and interpret algebraic relations and inequalities. | 85.97% | 30.00% | 100.00% |
| <u>NE.12.6.2</u> | Solve problems involving equations and inequalities. | 88.23% | 50.00% | 100.00% |
| Overall Averages | | 91.29% | 60.00% | 100.00% |

Performance on 11th Grade State Standards

| Students Not Proficient | | | | Students Proficient | | | | Students Assessed | |
|-------------------------|---|-------------|---|---------------------|---|----------|---|-------------------|-------|
| Beginning | | Progressing | | Proficient | | Advanced | | Percent | Count |
| * | * | * | * | * | * | 0.00% | 0 | 100.00% | 10 |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Adequate Yearly Progress

District Level AYP Status: NOT MET

**Federal Accountability: School District
Students in Elementary School
2009 - 2010**

Federal Accountability (AYP) 2008 - 2009: MET

Federal Accountability (AYP) 2009 - 2010: NOT MET

AYP Status Decision for Consecutive Years of Progress:

2008 - 2009: MET

2009 - 2010: NOT MET

AYP STATE Goals for 2009-10

NeSA Reading:

Elementary - 56%

Middle School - 60%

High School - 57%

STARS Math:

Elementary - 83%

Middle School - 79%

High School - 81%

AYP Decisions

NEW for 2009-10

To ensure that all schools receive an AYP decision, changes have been implemented for Very Small Schools. Very Small Schools are districts without multiple buildings at any grade span that have any grade span or school with no groups meeting the minimum group size of 30 students. In these districts, data is aggregated across all grade spans. The NeSA AYP goal of the grade span contributing the greatest number of students to the aggregated data is used to make the AYP decision and that decision is applied to all the grade spans. The 99% confidence interval is used with all very small schools and grade spans. Districts with multiple Very Small Schools at the same grade span receive the district level AYP decision for that grade span in all the small schools.

Student Performance: Reading

| Student Groups | 2008 - 2009 | | 2009 - 2010 | |
|--|-------------|---------------|-------------|----------------|
| | Performance | Participation | Performance | Participation |
| All students | MET | MET 99.03% | NOT MET | MET 99.02% |
| American Indian/Alaska Native | MET | MET 99.02% | NOT MET | MET 99.01% |
| Asian or Pacific Islander | * | * | * | |
| White, Not Hispanic | * | * | * | |
| Black, Not Hispanic | * | * | * | |
| Hispanic | * | * | * | |
| Students eligible for free and reduced lunch | MET | MET 98.95% | NOT MET | MET 98.92% |
| Special Education Students | | | NOT MET | MET 100.00% |

| English Language Learners | * | * | * | |
|--|-------------|---------------|-------------|----------------|
| Student Performance: Mathematics | | | | |
| Student Groups | 2008 - 2009 | | 2009 - 2010 | |
| | Performance | Participation | Performance | Participation |
| All students | MET | MET 99.04% | MET | MET 99.44% |
| American Indian/Alaska Native | MET | MET 99.03% | MET | MET 99.44% |
| Asian or Pacific Islander | * | * | * | |
| White, Not Hispanic | * | * | * | |
| Black, Not Hispanic | * | * | * | |
| Hispanic | * | * | * | |
| Students eligible for free and reduced lunch | MET | MET 98.96% | MET | MET 99.39% |
| Special Education Students | | | MET | MET 100.00% |
| English Language Learners | * | * | * | |

| Additional Federal Accountability Indicators (Not used to determine AYP) | | | | |
|---|-------------|--------------|-------------|--------------|
| Student Groups | Reading | | Mathematics | |
| | Performance | Not Assessed | Performance | Not Assessed |
| Male | NOT MET | 2.15% | MET | 0.00% |
| Female | NOT MET | 0.00% | MET | 1.02% |
| Students served in migrant programs | * | | * | |

~ To be included for AYP determinations, a group must have at least 30 students.

- * Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Adequate Yearly Progress

District Level AYP Status: NOT MET

**Federal Accountability: School District
Students in Middle School
2009 - 2010**

Federal Accountability (AYP) 2008 - 2009: MET
Federal Accountability (AYP) 2009 - 2010: NOT MET

AYP Status Decision for Consecutive Years of Progress:

2008 - 2009: NOT MET, IMPROVEMENT SHOWN

2009 - 2010: NOT MET

AYP STATE Goals for 2009-10

NeSA Reading:

- Elementary - 56%
- Middle School - 60%
- High School - 57%

STARS Math:

- Elementary - 83%
- Middle School - 79%
- High School - 81%

AYP Decisions

NEW for 2009-10

To ensure that all schools receive an AYP decision, changes have been implemented for Very Small Schools. Very Small Schools are districts without multiple buildings at any grade span that have any grade span or school with no groups meeting the minimum group size of 30 students. In these districts, data is aggregated across all grade spans. The NeSA AYP goal of the grade span contributing the greatest number of students to the aggregated data is used to make the AYP decision and that decision is applied to all the grade spans. The 99% confidence interval is used with all very small schools and grade spans. Districts with multiple Very Small Schools at the same grade span receive the district level AYP decision for that grade span in all the small schools.

Student Performance: Reading

| Student Groups | 2008 - 2009 | | 2009 - 2010 | |
|--|-------------|----------------|-------------|----------------|
| | Performance | Participation | Performance | Participation |
| All students | MET | MET 100.00% | NOT MET | MET 99.02% |
| American Indian/Alaska Native | MET | MET 100.00% | NOT MET | MET 99.01% |
| Asian or Pacific Islander | * | * | * | |
| White, Not Hispanic | * | * | * | |
| Black, Not Hispanic | * | * | * | |
| Hispanic | * | * | * | |
| Students eligible for free and reduced lunch | MET | MET 100.00% | NOT MET | MET 98.92% |
| Special Education Students | * | * | NOT MET | MET 100.00% |
| English Language Learners | * | * | * | |

Student Performance: Mathematics

| Student Groups | 2008 - 2009 | | 2009 - 2010 | |
|-------------------------------|-------------|----------------|-------------|---------------|
| | Performance | Participation | Performance | Participation |
| All students | MET | MET 100.00% | MET | MET 99.44% |
| American Indian/Alaska Native | MET | MET 100.00% | MET | MET 99.44% |
| Asian or Pacific Islander | * | * | * | |

| | | | | |
|--|-----|----------------|-----|----------------|
| White, Not Hispanic | * | * | * | |
| Black, Not Hispanic | * | * | * | |
| Hispanic | * | * | * | |
| Students eligible for free and reduced lunch | MET | MET 100.00% | MET | MET 99.39% |
| Special Education Students | * | * | MET | MET 100.00% |
| English Language Learners | * | * | * | |

**Additional Federal Accountability Indicators
(Not used to determine AYP)**

| Student Groups | Reading | | Mathematics | |
|-------------------------------------|-------------|--------------|-------------|--------------|
| | Performance | Not Assessed | Performance | Not Assessed |
| Male | NOT MET | 2.15% | MET | 0.00% |
| Female | NOT MET | 0.00% | MET | 1.02% |
| Students served in migrant programs | * | | * | |

- * Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Adequate Yearly Progress

District Level AYP Status: NOT MET

**Federal Accountability: School District
Students in High School
2009 - 2010**

Federal Accountability (AYP) Small Schools 2008 - 2009: MET

Federal Accountability (AYP) 2009 - 2010: NOT MET

AYP Status Decision for Consecutive Years of Progress:

2008 - 2009: MET

2009 - 2010: NOT MET

AYP STATE Goals for 2009-10

NeSA Reading:
 Elementary - 56%
 Middle School - 60%
 High School - 57%

STARS Math:
 Elementary - 83%
 Middle School - 79%

High School - 81%

AYP Decisions

NEW for 2009-10

To ensure that all schools receive an AYP decision, changes have been implemented for Very Small Schools. Very Small Schools are districts without multiple buildings at any grade span that have any grade span or school with no groups meeting the minimum group size of 30 students. In these districts, data is aggregated across all grade spans. The NeSA AYP goal of the grade span contributing the greatest number of students to the aggregated data is used to make the AYP decision and that decision is applied to all the grade spans. The 99% confidence interval is used with all very small schools and grade spans. Districts with multiple Very Small Schools at the same grade span receive the district level AYP decision for that grade span in all the small schools.

Student Performance: Reading

| Student Groups | 2008 - 2009 | | 2009 - 2010 | |
|--|-------------|---------------|-------------|----------------|
| | Performance | Participation | Performance | Participation |
| All students | ~ | ~ | NOT MET | MET 99.02% |
| American Indian/Alaska Native | ~ | ~ | NOT MET | MET 99.01% |
| Asian or Pacific Islander | * | * | * | |
| White, Not Hispanic | * | * | * | |
| Black, Not Hispanic | * | * | * | |
| Hispanic | * | * | * | |
| Students eligible for free and reduced lunch | ~ | ~ | NOT MET | MET 98.92% |
| Special Education Students | * | * | NOT MET | MET 100.00% |
| English Language Learners | * | * | * | |

Student Performance: Mathematics

| Student Groups | 2008 - 2009 | | 2009 - 2010 | |
|--|-------------|---------------|-------------|----------------|
| | Performance | Participation | Performance | Participation |
| All students | ~ | ~ | MET | MET 99.44% |
| American Indian/Alaska Native | ~ | ~ | MET | MET 99.44% |
| Asian or Pacific Islander | * | * | * | |
| White, Not Hispanic | * | * | * | |
| Black, Not Hispanic | * | * | * | |
| Hispanic | * | * | * | |
| Students eligible for free and reduced lunch | ~ | ~ | MET | MET 99.39% |
| Special Education Students | * | * | MET | MET 100.00% |
| English Language Learners | * | * | * | |

**Additional Federal Accountability Indicators
(Not used to determine AYP)**

| Student Groups | Reading | | Mathematics | |
|----------------|-------------|--------------|-------------|--------------|
| | Performance | Not Assessed | Performance | Not Assessed |
| | | | | |

| | | | | |
|-------------------------------------|---------|-------|-----|-------|
| Male | NOT MET | 2.15% | MET | 0.00% |
| Female | NOT MET | 0.00% | MET | 1.02% |
| Students served in migrant programs | * | | * | |

To be included for AYP determinations, a group must have at least 30 students.

- * Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
 - 2) All students were reported in a single performance category.

| AYP Graduation Rate | |
|---------------------|----------|
| State | District |
| 89.85% | 60.61% |

AYP Graduation Rate

No Child Left Behind requires reporting and comparing of school, district and state graduation rates. The data used for the AYP graduation rate differs from the State level graduation data reported elsewhere. For AYP graduation rate calculations, districts are allowed to include English Language Learners who graduate in the 5th year of high school and students with disabilities who graduate in their 5th, 6th or 7th year.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ NCLB Qualified Teachers

**NCLB Qualified Teachers
2009 - 2010**

The No Child Left Behind (NCLB) Act requires all teachers, teaching in the content areas it identifies as core academic areas, to demonstrate that they have sufficient content knowledge in that subject. Teachers in Nebraska met this requirement by holding the appropriate endorsement for the courses/classes taught or by successfully completing the HOUSSE process. The chart below provides the number and percentage of courses taught by NCLB Qualified Teachers in each of the NCLB content areas.

| NCLB Content Areas | 2008 - 2009 | | 2009 - 2010 | |
|-----------------------|-------------------|------------------------|-------------------|------------------------|
| | Number of courses | Percent NCLB Qualified | Number of courses | Percent NCLB Qualified |
| CIVICS AND GOVERNMENT | 1 | 100.00% | 1 | 100.00% |
| ECONOMICS | 1 | 100.00% | 1 | 100.00% |
| ELEMENTARY | 15 | 100.00% | 16 | 100.00% |
| ENGLISH LANGUAGE ARTS | 38 | 100.00% | 70 | 100.00% |
| FOREIGN LANGUAGES | 27 | 100.00% | 8 | 100.00% |
| HISTORY AND GEOGRAPHY | 9 | 100.00% | 8 | 100.00% |
| MATHEMATICS | 15 | 100.00% | 14 | 100.00% |
| NATURAL SCIENCES | 18 | 100.00% | 24 | 100.00% |

| | | | | |
|------------------------------|------------|----------------|------------|----------------|
| SELF-CONTAINED | 1 | 100.00% | N / A | N / A |
| VISUAL AND PERFORMING ARTS | 32 | 100.00% | 38 | 100.00% |
| Overall Count/Average | 157 | 100.00% | 180 | 100.00% |

* For NCLB purposes, one elementary teacher is considered as one course.

Nebraska's emergency teaching certificate is the Provisional Commitment Certificate. In 2009-10, 2 NCLB teachers were teaching on this certificate. This represents .01136% of the 17,609 NCLB teachers in the state.

NCLB Non-Qualified Teachers

| NCLB Content Areas | 2008 - 2009 | | 2009 - 2010 | |
|------------------------------|-------------------|------------------------|-------------------|------------------------|
| | Number of courses | Percent NCLB Qualified | Number of courses | Percent NCLB Qualified |
| CIVICS AND GOVERNMENT | 0 | 0.00% | 0 | 0.00% |
| ECONOMICS | 0 | 0.00% | 0 | 0.00% |
| ELEMENTARY | 0 | 0.00% | 0 | 0.00% |
| ENGLISH LANGUAGE ARTS | 0 | 0.00% | 0 | 0.00% |
| FOREIGN LANGUAGES | 0 | 0.00% | 0 | 0.00% |
| HISTORY AND GEOGRAPHY | 0 | 0.00% | 0 | 0.00% |
| MATHEMATICS | 0 | 0.00% | 0 | 0.00% |
| NATURAL SCIENCES | 0 | 0.00% | 0 | 0.00% |
| SELF-CONTAINED | 0 | 0.00% | N / A | N / A |
| VISUAL AND PERFORMING ARTS | 0 | 0.00% | 0 | 0.00% |
| Overall Count/Average | 0 | 0.00% | 0 | 0.00% |

NCLB established a goal of having 100% of all teachers in NCLB content areas. Districts must annually measure the progress of each school and the district toward meeting this goal.

NOTE: NCLB Qualified Teacher data presented here includes Special Education teachers.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

Nebraska school districts chose one national standardized test to measure their students' performance at a certain grade and to compare their results to the performance of students across the country. Results show the average Nebraska student score on these National Assessment Instruments (NAIs), which score student results between 1 and 99.

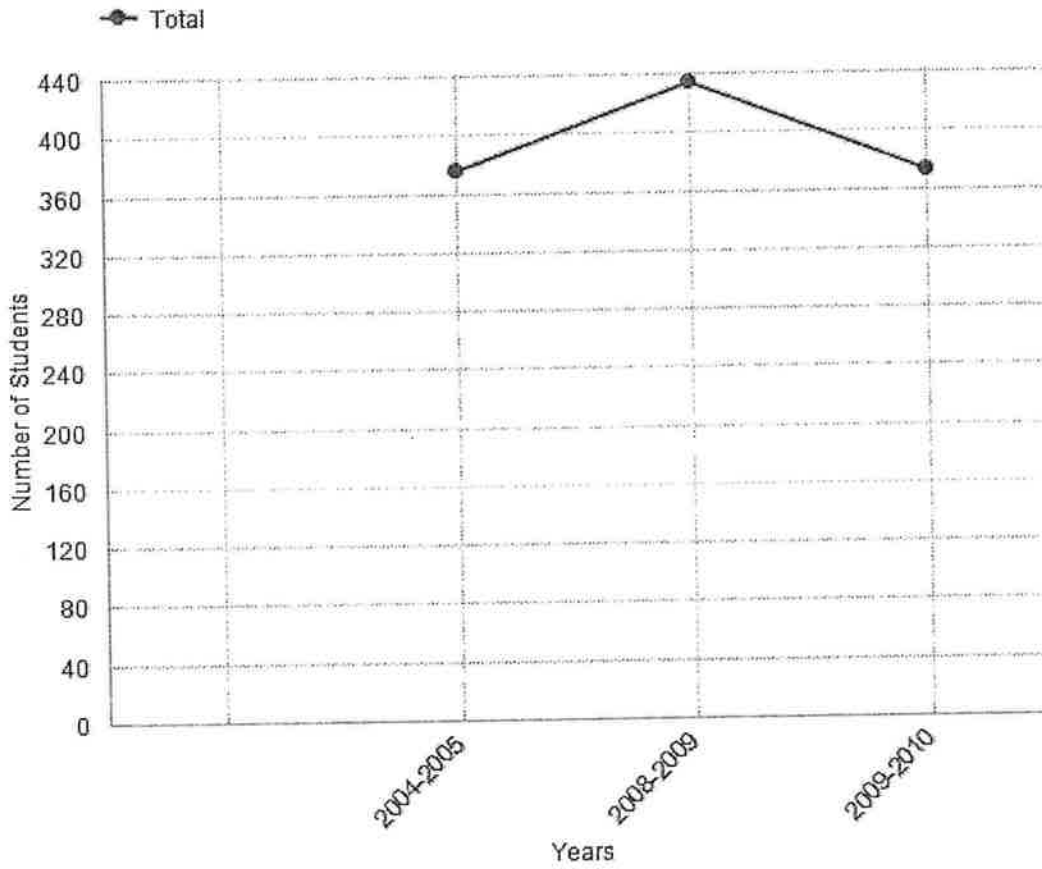
National Standardized Test Results*

**Metropolitan Achievement Test
Average Student Scores**

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Student Enrollment

Enrollment Trends



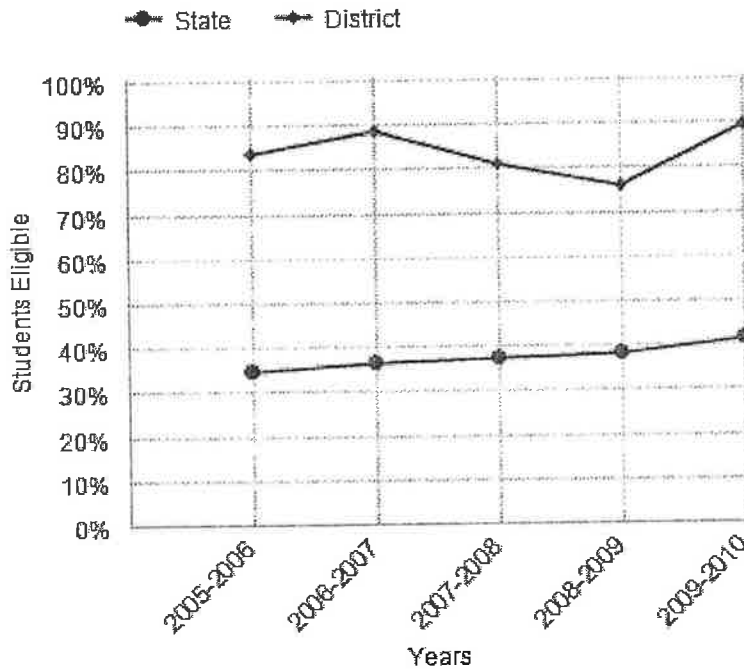
Grade-by-Grade Enrollment

| Grade | Years | | |
|-------|-----------|-----------|-----------|
| | 2004-2005 | 2008-2009 | 2009-2010 |
| PK | | 28 | 17 |
| K | 45 | 48 | 40 |
| 1 | 29 | 43 | 37 |
| 2 | 27 | 52 | 37 |
| 3 | 27 | 34 | 41 |
| 4 | 23 | 32 | 26 |
| 5 | 30 | 25 | 25 |
| 6 | 32 | 20 | 22 |
| 7 | 27 | 19 | 22 |
| 8 | 31 | 30 | 14 |
| 9 | 22 | 29 | 31 |
| 10 | 25 | 28 | 20 |
| 11 | 33 | 13 | 19 |
| 12 | 25 | 33 | 22 |
| Total | 376 | 434 | 373 |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Free/Reduced Priced Meals

Students Eligible for Free/Reduced Priced Meals



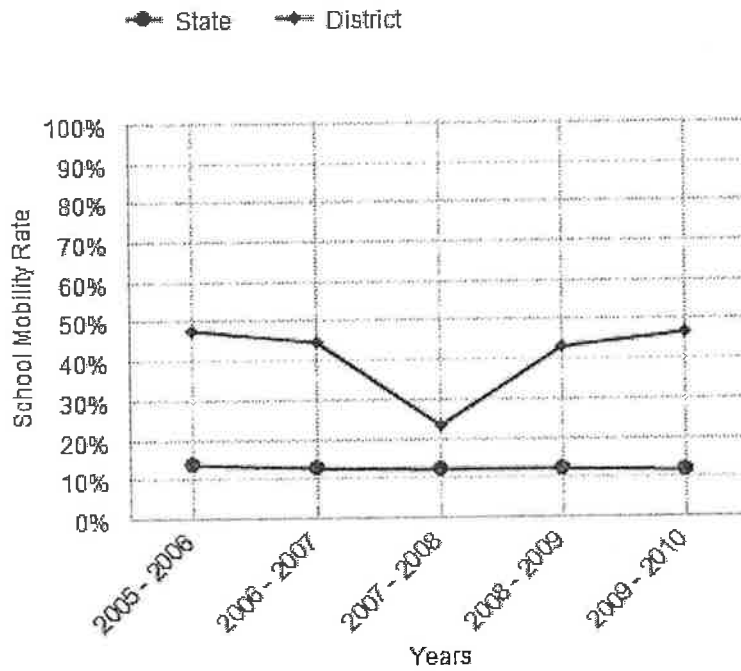
Free/Reduced Priced Meals

| Years | State | District |
|-----------|--------|----------|
| 2005-2006 | 34.66% | 83.56% |
| 2006-2007 | 36.42% | 88.86% |
| 2007-2008 | 37.33% | 80.88% |
| 2008-2009 | 38.35% | 76.04% |
| 2009-2010 | 41.22% | 89.81% |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ School Mobility Rate

School Mobility Rate



School Mobility Rate

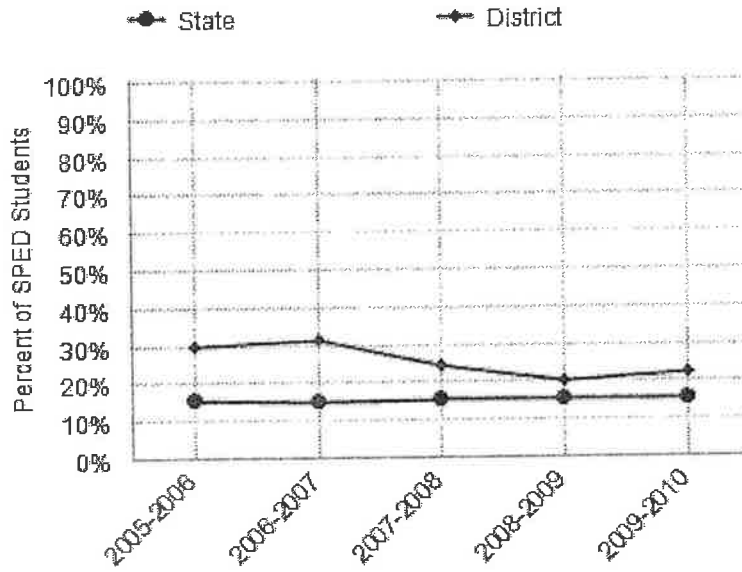
| Years | State | District |
|--------------|--------|----------|
| 2005 - 2006 | 13.77% | 47.66% |
| 2006 - 2007 | 12.64% | 44.47% |
| 2007 - 2008 | 12.38% | 23.41% |
| *2008 - 2009 | 12.02% | 43.10% |
| 2009 - 2010 | 11.89% | 46.91% |

*Starting in 2008-2009, the determination of mobility rates is made from individual student data.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Students in Special Education Programs

Students in Special Education Programs



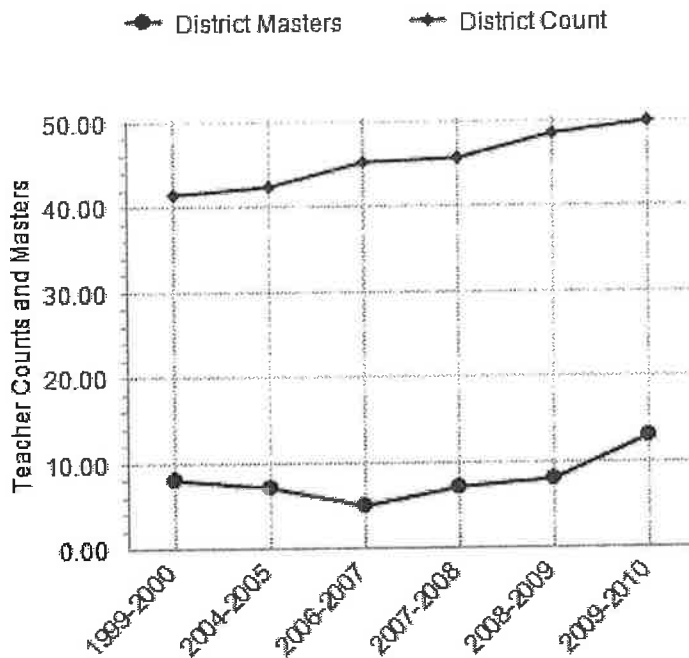
Special Education Trends

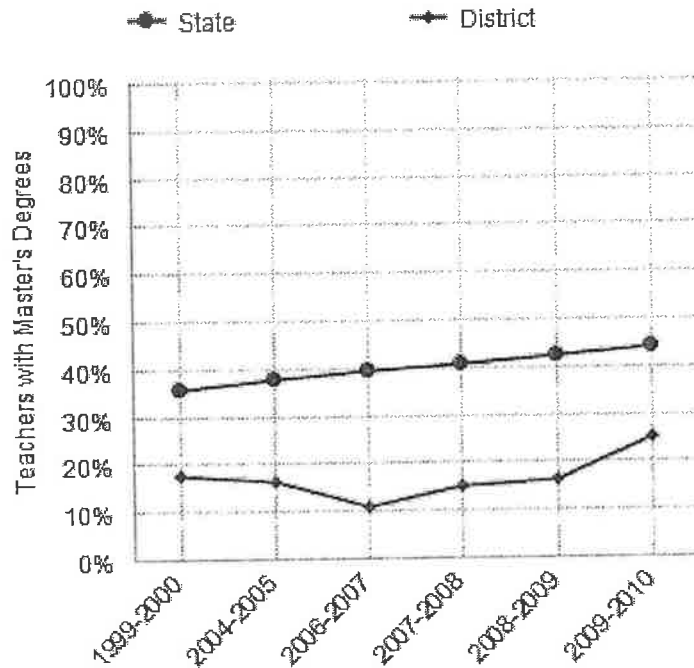
| Years | State | District |
|-----------|--------|----------|
| 2005-2006 | 15.21% | 30.03% |
| 2006-2007 | 14.95% | 31.54% |
| 2007-2008 | 15.19% | 24.68% |
| 2008-2009 | 15.21% | 19.95% |
| 2009-2010 | 15.26% | 22.47% |

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

► Teachers

Percentage and Count of Teachers with Master's Degrees

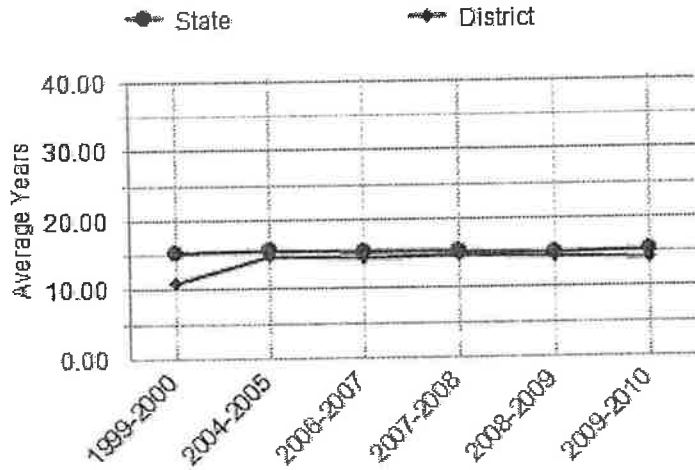




Teachers Count and Teachers with Master's Degree

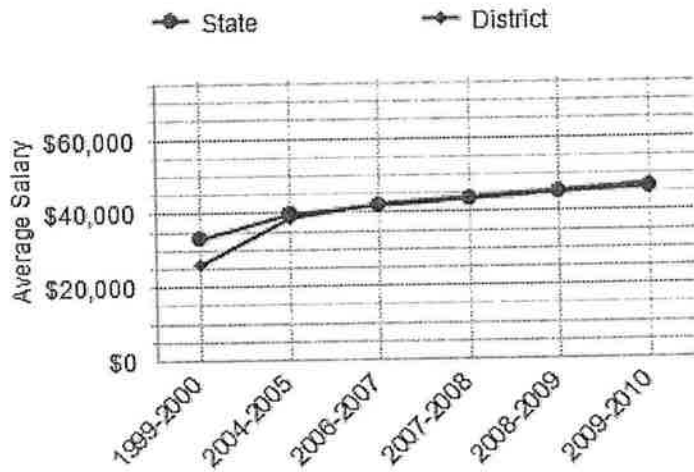
| Years | Total Teacher Count | | Total Teachers with Master's Degrees | | Percentage of Teachers with Master's Degrees | |
|-----------|---------------------|----------|--------------------------------------|----------|--|----------|
| | State | District | State | District | State | District |
| 1999-2000 | 20,324.76 | 41.62 | 8,421.00 | 8.00 | 35.54% | 17.78% |
| 2004-2005 | 23,536.03 | 42.50 | 9,278.00 | 7.00 | 37.73% | 16.28% |
| 2006-2007 | 23,839.21 | 45.40 | 9,833.00 | 5.00 | 39.65% | 10.87% |
| 2007-2008 | 24,193.13 | 45.86 | 10,242.00 | 7.00 | 40.80% | 15.22% |
| 2008-2009 | 24,331.56 | 48.70 | 10,712.00 | 8.00 | 42.41% | 16.33% |
| 2009-2010 | 24,467.68 | 49.94 | 11,207.00 | 13.00 | 44.10% | 25.00% |

Average Years of Teaching Experience



| Years | State | District |
|-----------|-------|----------|
| 1999-2000 | 15.26 | 10.96 |
| 2004-2005 | 15.53 | 14.81 |
| 2006-2007 | 15.49 | 14.43 |
| 2007-2008 | 15.30 | 14.67 |
| 2008-2009 | 15.19 | 14.37 |
| 2009-2010 | 15.26 | 14.29 |

Average Teacher Salary



| Years | State | District |
|-----------|----------|----------|
| 1999-2000 | \$33,240 | \$26,000 |
| 2004-2005 | \$39,441 | \$38,492 |
| 2006-2007 | \$42,080 | \$42,362 |
| 2007-2008 | \$43,629 | \$44,005 |
| 2008-2009 | \$44,968 | \$45,398 |
| 2009-2010 | \$46,227 | \$47,163 |

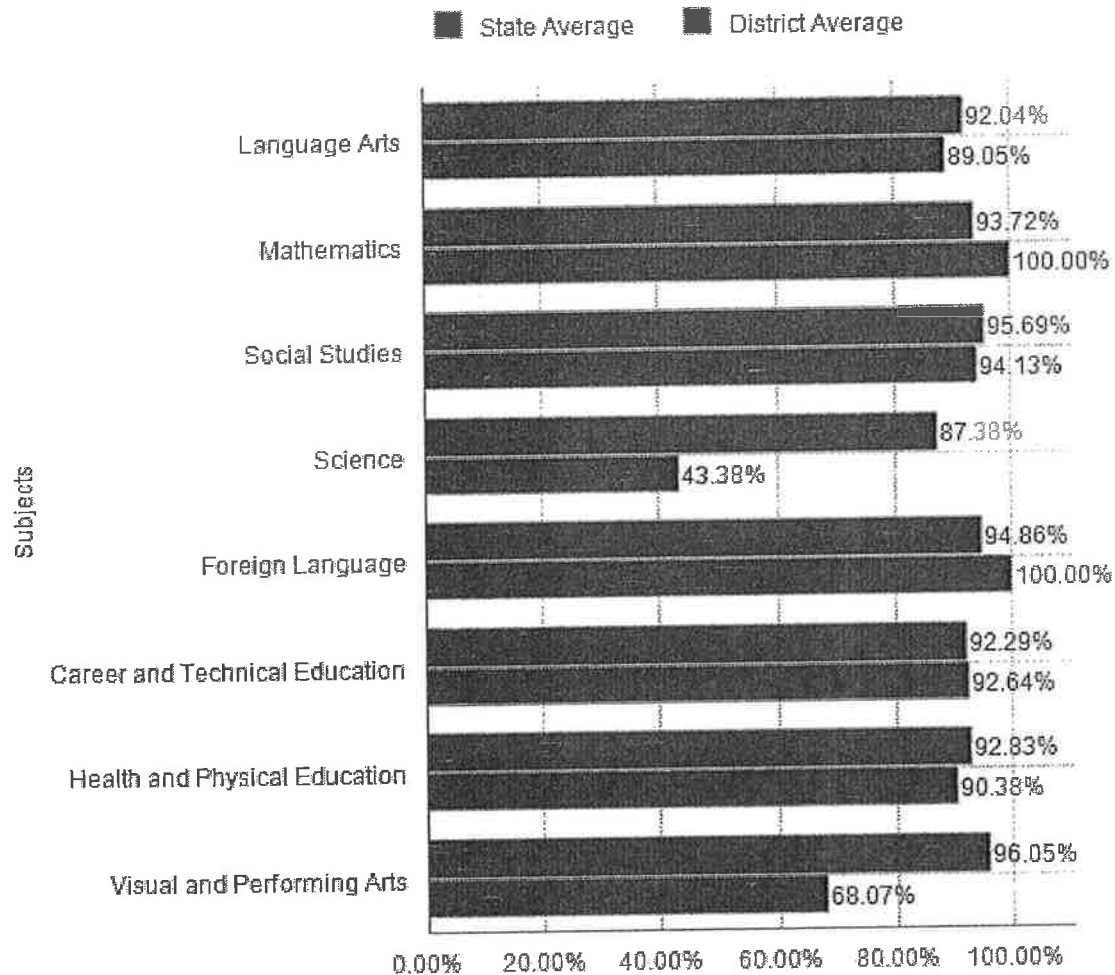
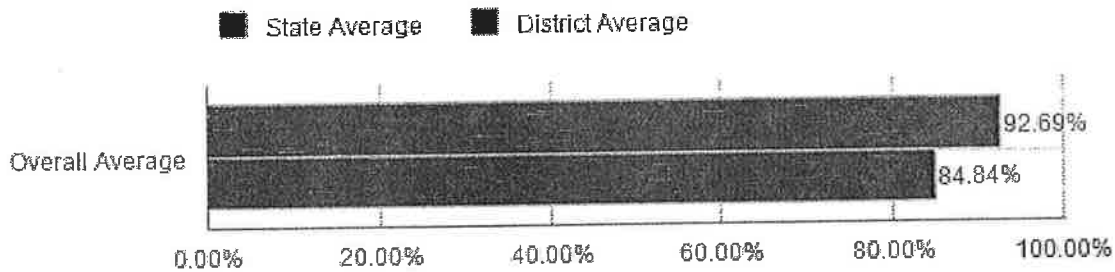
SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Teacher Qualifications

State accreditation requirements specify that at least 80 percent of instructional units provided in the secondary grades must be assigned to teachers who hold certificates displaying appropriate endorsements. Endorsements mean the teachers majored in the subjects they teach.

Percentage of 9th - 12th grade classes taught by teachers endorsed in that subject.

**High School Teachers Endorsed
in the Subject Area They Teach
2009-2010**



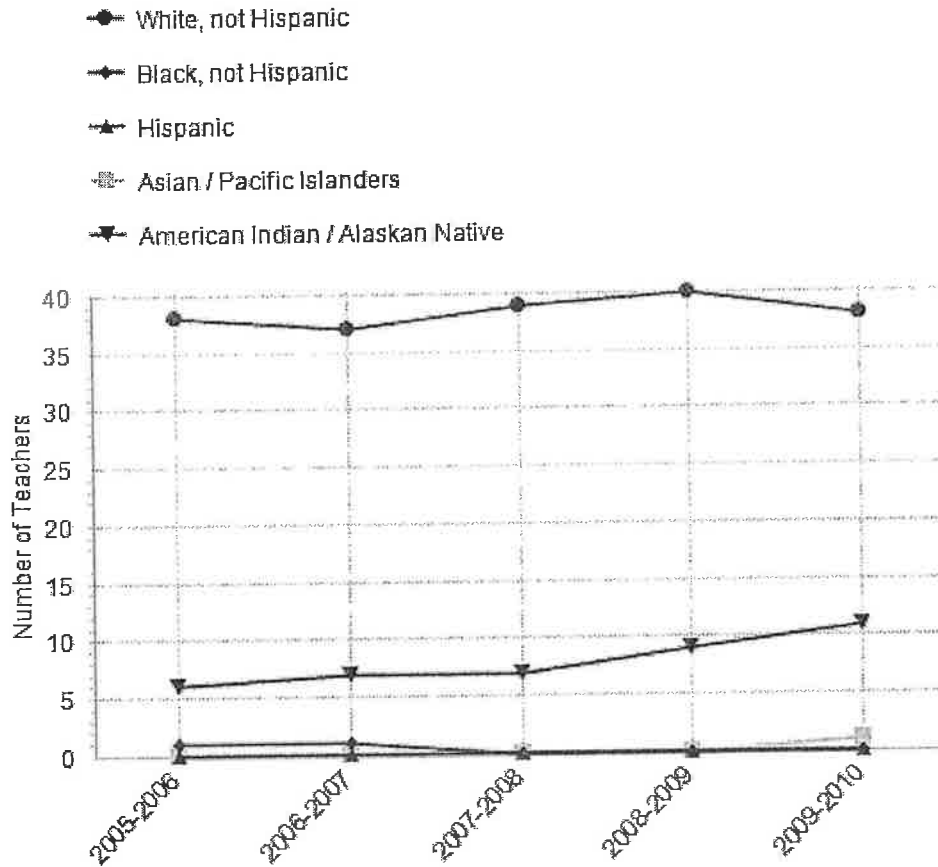
High School Teachers Endorsed in the Subject Area They Teach

| Subject | State Average | District Average |
|--------------------------------|----------------------|-------------------------|
| Language Arts | 92.04% | 89.05% |
| Mathematics | 93.72% | 100.00% |
| Social Studies | 95.69% | 94.13% |
| Science | 87.38% | 43.38% |
| Foreign Language | 94.86% | 100.00% |
| Career and Technical Education | 92.29% | 92.64% |
| Health and Physical Education | 92.83% | 90.38% |
| Visual and Performing Arts | 96.05% | 68.07% |
| Overall Average | 92.69% | 84.84% |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Teachers FTE by Race/Ethnicity

Teacher Race and Ethnicity



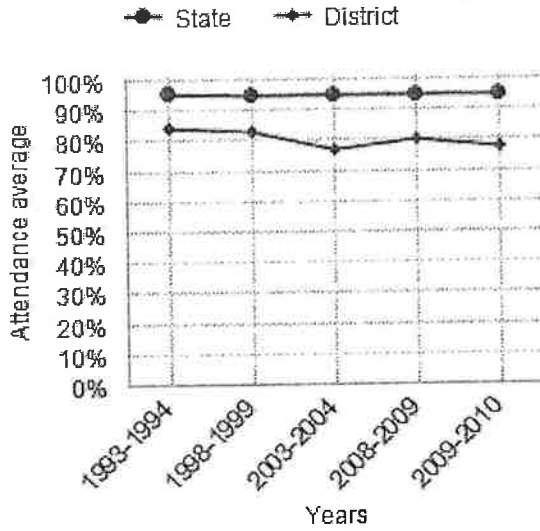
Teacher Race and Ethnicity

| Years | White, not Hispanic | Black, not Hispanic | Hispanic | Asian / Pacific Islanders | American Indian / Alaskan Native |
|-----------|---------------------|---------------------|----------|---------------------------|----------------------------------|
| 2005-2006 | 38 | 1 | 0 | 0 | 6 |
| 2006-2007 | 37 | 1 | 0 | 0 | 7 |
| 2007-2008 | 39 | 0 | 0 | 0 | 7 |
| 2008-2009 | 40 | 0 | 0 | 0 | 9 |
| 2009-2010 | 38 | 0 | 0 | 1 | 11 |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Attendance Rate

Attendance Rate



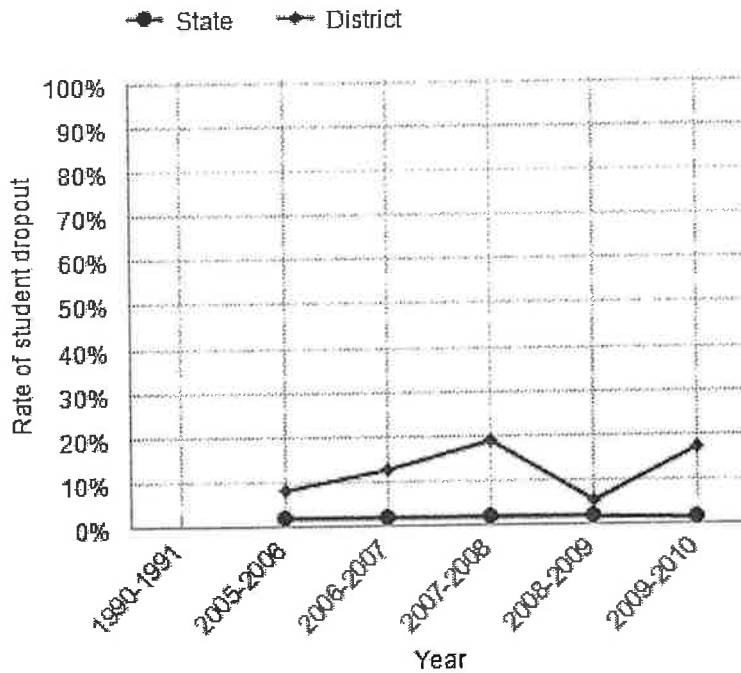
Attendance Rate

| Years | State | District |
|-----------|--------|----------|
| 1993-1994 | 95.12% | 84.43% |
| 1998-1999 | 94.95% | 82.63% |
| 2003-2004 | 94.70% | 76.83% |
| 2008-2009 | 94.83% | 80.37% |
| 2009-2010 | 94.76% | 77.49% |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Dropout Rate - All Students

Dropout Rate - All Students



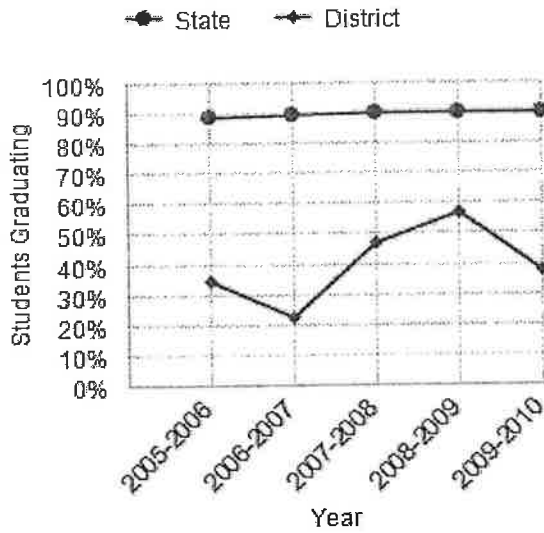
Student Dropout Rate

| Years | State | District |
|-----------|-------|----------|
| 1990-1991 | | |
| 2005-2006 | 1.81% | 8.00% |
| 2006-2007 | 1.94% | 12.82% |
| 2007-2008 | 1.69% | 18.92% |
| 2008-2009 | 1.59% | 5.26% |
| 2009-2010 | 1.46% | 17.19% |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Graduation Rate - All Students

High School Graduation Rate - All Students



High School Graduation Rate

| Years | State | District |
|-----------|--------|----------|
| 2005-2006 | 88.76% | 34.69% |
| 2006-2007 | 89.17% | 22.64% |
| 2007-2008 | 89.74% | 46.88% |
| 2008-2009 | 89.85% | 56.67% |
| 2009-2010 | 90.03% | 37.78% |





2008-2009 State of the Schools Report A Report on Nebraska Public Schools

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Description

Description provided by the school district for 2008 - 2009

Umonhon Nation (Omaha Nation) Public School is located in Macy, Nebraska, the center of Tribal Government for the Omaha Tribe of Nebraska. Macy, an unincorporated town of about 1,550 is about 33 miles southeast of Sioux City, Iowa and about 70 miles northwest of Omaha, near the Missouri River.

The K-12 school has a student population of approximately 435, 99% of whom are Native American. The majority are Omaha Indian.

The school has a faculty of 48, six of whom are Native. A main building and four outlying buildings are divided into three grade levels: K-5 (elementary), 6-7-8 (middle school) and 9-12 (high school).

Omaha Nation is a school-wide Title I school and has Success for All Reading and Math in the elementary school and Expeditionary Learning in the high school as Comprehensive School Reform projects.

Current Contact Information

UMO N HO N NATION PUBLIC SCHS
206 MAIN ST
BOX 280
MACY, NE 68039-0280

Phone: (402)837-5622

Fax: (402)837-5245

Agency ID: 87-0016

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ District Improvement Goals

Improvement Goals provided by the school district for 2008 - 2009

School improvement goals include adopting the Success for All Reading program in the elementary schools, and Expeditionary Learning in the secondary schools in order to improve academic

performance and attendance. As a school-wide Title I school, class sizes have also been reduced to provide more student/teacher interaction.

OUR GOALS FOR UMONHON NATION IN OUR ACTION PLAN

1. Increase communication with the community.
2. Increase attendance and decrease the dropout rate.
3. Promote positive student character.
4. Improve literacy to achieve mastery of high standards across all disciplines.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ District Characteristics & Ratings

The State of Nebraska has two accountability goals at each grade level: Assessment Quality and Student Performance. A district must earn a Good, Very Good or Exemplary to meet those goals.

Student Characteristics 2008 - 2009

Nebraska Student Characteristics

| Characteristics | State Average | District Average |
|--|---------------|------------------|
| Eligible for free and reduced price meals | *38.35% | *76.04% |
| Moving in or out during school year (mobility) | 12.02% | 43.10% |
| Learning the English language | 6.31% | 0.00% |
| Receiving special education services | 15.21% | 19.95% |

* Based on pre-kindergarten through 12th grade fall enrollment.

District Ratings 2008 - 2009

District ratings show the quality of the district assessment used to measure student learning on standards and tell how well students performed on standards.

The quality of the assessment influences the rating of students meeting standards. The goal for all school districts is to have high quality assessment and show improvement in student performance over time. The Assessment Quality ratings shown below are based upon the most recent District Assessment Portfolio reviews. The ratings for Students Meeting the Standards are based upon the student performance on both reading and mathematics standards.

District ratings for assessment quality and performance reflect the performance of selected grades and not on the entire school district.

| | | State District Ratings Reading 2008 - 2009 | | | | | |
|---------------------|------------------------------------|---|-------------------|------|-----------|-----------|---------------------------------|
| | | Unacceptable | Needs Improvement | Good | Very Good | Exemplary | Percentage of Students Assessed |
| Grades 03-06 | Assessment Quality | | | | | ✓ | |
| | Students Meeting Reading Standards | | | | ✓ | | 99.06% |
| Grades 07-08 | Assessment Quality | | | | | ✓ | |
| | Students Meeting Reading Standards | | | | | ✓ | 100.00% |
| Grade 11 | Assessment Quality | | | | | ✓ | |
| | Students Meeting Reading Standards | | | | | ✓ | 93.33% |

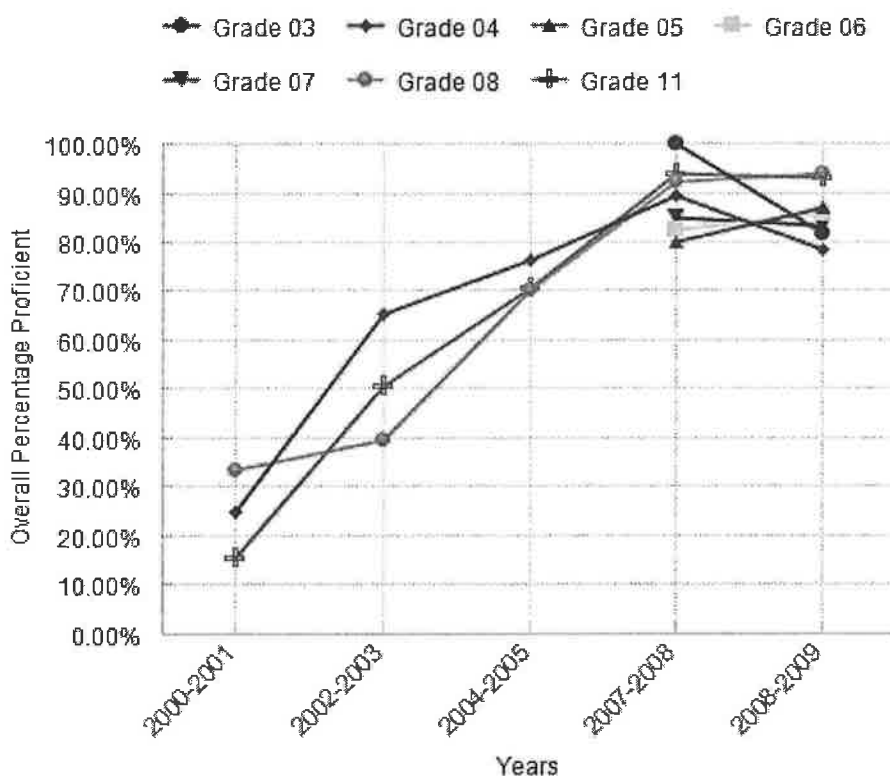
| | | State District Ratings Mathematics 2008 - 2009 | | | | | |
|---------------------|--|---|-------------------|------|-----------|-----------|---------------------------------|
| | | Unacceptable | Needs Improvement | Good | Very Good | Exemplary | Percentage of Students Assessed |
| Grades 03-06 | Assessment Quality | | | | | ✓ | |
| | Students Meeting or Exceeding Math Standards | | | | | ✓ | 99.07% |
| Grades 07-08 | Assessment Quality | | | | ✓ | | |

| | | | | | | | |
|----------|--|--|--|--|---|---|---------|
| | Students Meeting or Exceeding Math Standards | | | | | ✓ | 100.00% |
| Grade 11 | Assessment Quality | | | | | ✓ | |
| | Students Meeting or Exceeding Math Standards | | | | ✓ | | 94.44% |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

Nebraska Reading Standards - All Students including students in Special Education and English Language Learners

**Assessment of State Reading Standards
All Students**



Overall Performance Percentages for All Students Meeting or Exceeding Standards

| Years | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|-----------|----------|----------|----------|----------|----------|----------|----------|
| 2000-2001 | N / A | 24.93% | N / A | N / A | N / A | 33.33% | 15.34% |
| 2002-2003 | N / A | 65.12% | N / A | N / A | N / A | 39.41% | 50.69% |
| 2004-2005 | N / A | 76.26% | N / A | N / A | N / A | 70.00% | 70.56% |

| | | | | | | | |
|--------------------|----------------|----------------|---------------|---------------|---------------|----------------|----------------|
| *2007-2008 | 100.00% | 89.29% | 80.00% | 82.61% | 85.00% | 92.31% | 93.75% |
| 2008-2009 | 81.82% | 78.57% | 86.96% | 85.71% | 83.33% | 93.75% | 92.86% |
| % of Change | ↓18.18% | ↑53.64% | ↑6.96% | ↑3.10% | ↓1.67% | ↑60.42% | ↑77.52% |

% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

Nebraska Reading Standards - All Students including students in Special Education and English Language Learners

Assessment of State Reading Standards

All Students in Grade 3

2008 - 2009

Performance on 3rd Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 92.21% | 81.82% | 100.00% |

Performance on 3rd Grade State Assessment

| Students Not Proficient | | | | Students Proficient | | | | Students Assessed | |
|-------------------------|---|-------------|---|---------------------|----------|---|---------|-------------------|----|
| Beginning | | Progressing | | Proficient | Advanced | | Percent | Count | |
| * | * | * | * | 66.67% | 22 | * | * | 100.00% | 33 |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

Nebraska Reading Standards - All Students including students in Special Education and English Language Learners

Assessment of State Reading Standards

All Students in Grade 4

2008 - 2009

Performance on 4th Grade State Standards

| Standard Number | Standard: <i>By the end of the 4th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|---------------|-------------------|
| | | State | District | District |
| <u>NE.4.1.3</u> | Identify the main idea and supporting details in what they have read. | 95.03% | 75.00% | 100.00% |
| <u>NE.4.1.4</u> | Identify the resource appropriate for a specific purpose and use the resource to locate information. | 96.03% | 85.71% | 100.00% |
| <u>NE.4.1.6</u> | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 95.44% | 89.29% | 100.00% |
| <u>NE.4.1.7</u> | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 94.10% | 75.00% | 100.00% |
| <u>NE.4.1.8</u> | Identify similarities and differences between two fourth grade level reading selections. | 95.06% | 89.29% | 100.00% |
| Overall Averages | | 94.85% | 78.57% | 100.00% |

Performance on 4th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | | | |
|-------------------------|-------------|---------------------|----------|--------|---------|-------------------|---|---------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | | | |
| 0.00% | 0 | ★ | ★ | 60.71% | 17 | ★ | ★ | 100.00% | 28 |

- ★ Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

Nebraska Reading Standards - All Students including students in Special Education and English Language Learners

Assessment of State Reading Standards

All Students in Grade 5

2008 - 2009

Performance on 5th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|---|---------------|-------------------|
| | State | District | District |
| Overall Averages | 93.04% | 86.96% | 95.83% |

Performance on 5th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | | | |
|-------------------------|-------------|---------------------|----------|--------|---------|-------------------|---|--------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | | | |
| ★ | ★ | 0.00% | 0 | 82.61% | 19 | ★ | ★ | 95.83% | 23 |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

Nebraska Reading Standards - All Students including students in Special Education and English Language Learners

**Assessment of State Reading Standards
All Students in Grade 6
2008 - 2009**

Performance on 6th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 93.96% | 85.71% | 100.00% |

Performance on 6th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | | | |
|-------------------------|-------------|---------------------|----------|--------|----|-------------------|-------|---------|----|
| Beginning | Progressing | Proficient | Advanced | | | Percent | Count | | |
| 0.00% | 0 | * | * | 52.38% | 11 | * | * | 100.00% | 21 |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

Nebraska Reading Standards - All Students including students in Special Education and English Language Learners

**Assessment of State Reading Standards
All Students in Grade 7
2008 - 2009**

Performance on 7th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 91.61% | 83.33% | 100.00% |

Performance on 7th Grade State Assessment

| Students Not Proficient | Students Proficient | Students Assessed |
|-------------------------|---------------------|-------------------|
|-------------------------|---------------------|-------------------|

| Beginning | | Progressing | | Proficient | | Advanced | | Percent | Count |
|-----------|---|-------------|---|------------|---|----------|----|---------|-------|
| * | * | * | * | * | * | 55.56% | 10 | 100.00% | 18 |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

Nebraska Reading Standards - All Students including students in Special Education and English Language Learners

Assessment of State Reading Standards All Students in Grade 8 2008 - 2009

Performance on 8th Grade State Standards

| Standard Number | Standard: <i>By the end of the 8th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|---------------|-------------------|
| | | State | District | District |
| <u>NE.8.1.1</u> | Identify the main idea and supporting details in what they have read. | 93.18% | 87.50% | 100.00% |
| <u>NE.8.1.2</u> | Identify, locate, and use multiple resources to access information on an assigned or self-selected t | 95.61% | 87.50% | 100.00% |
| <u>NE.8.1.4</u> | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 92.69% | 81.25% | 100.00% |
| <u>NE.8.1.5</u> | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 92.73% | 81.25% | 100.00% |
| <u>NE.8.3.2</u> | Use multiple presentation styles for specific audiences and purposes. | 93.42% | 93.75% | 100.00% |
| Overall Averages | | 95.22% | 93.75% | 100.00% |

Performance on 8th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| 0.00% | 0 | * | * | * | * | 100.00% | 16 |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

Nebraska Reading Standards - All Students including students in Special Education and English Language Learners

Assessment of State Reading Standards All Students in Grade 12 2008 - 2009

Note: Nebraska schools test 11th grade students to determine progress on 12th grade standards.

Performance on 12th Grade State Standards

| Standard Number | Standard: <i>By the end of the 12th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|---------------|-------------------|
| | | State | District | District |
| <u>NE.12.1.1</u> | Identify the main idea and supporting details in what they have read. | 91.15% | 92.31% | 92.86% |
| <u>NE.12.1.2</u> | Locate evaluate and use primary and secondary resources for research. | 90.44% | 92.86% | 93.33% |
| <u>NE.12.1.5</u> | Demonstrate the ability to analyze fiction through identifying and applying knowledge of elements an | 88.51% | 85.71% | 93.33% |
| <u>NE.12.1.6</u> | Identify and apply knowledge of the text structure and organizational elements to analyze non-fictio | 90.96% | 85.71% | 93.33% |
| <u>NE.12.3.2</u> | Make oral presentations that demonstrate consideration of audience purpose and information. | 91.24% | 100.00% | 93.33% |
| Overall Averages | | 91.54% | 92.86% | 93.33% |

Performance on 11th Grade State Standards

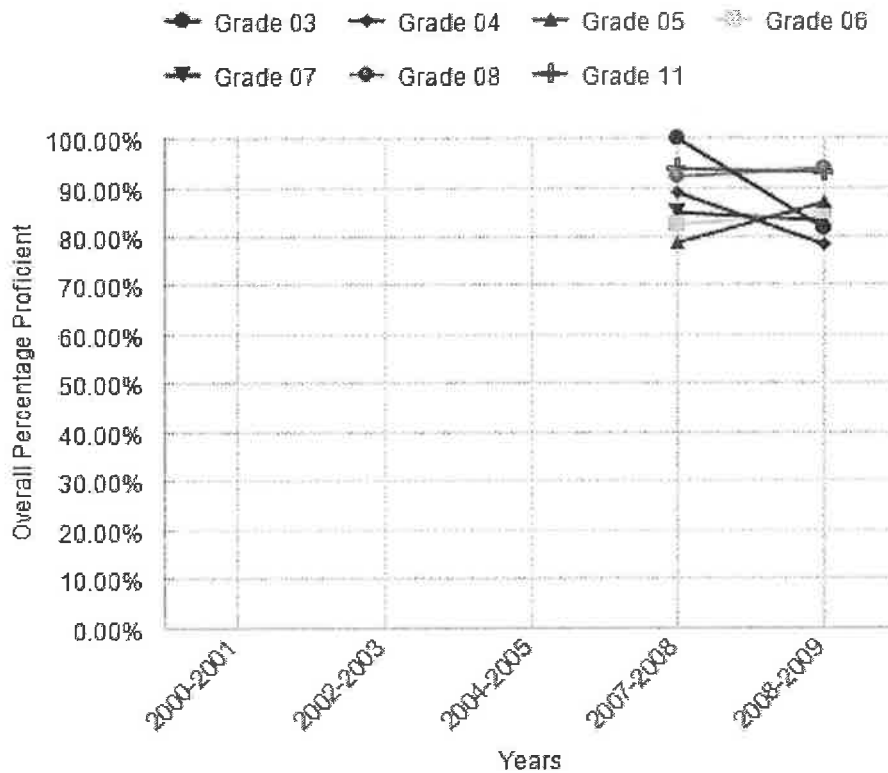
| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| * | * | 0.00% | 0 | * | * | * | * |
| | | | | | | 93.33% | 14 |

* Data has been masked to protect the identity of students using one the following criteria:
 1) Fewer than 10 students were reported in a grade or standard.
 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards Race/Ethnicity: American Indian / Alaska Native



Overall Performance Percentages for Race/Ethnicity: American Indian / Alaska Native Meeting or Exceeding Standards

| Years | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|-------------|----------|----------|----------|----------|----------|----------|----------|
| 2000-2001 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| 2002-2003 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| 2004-2005 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| *2007-2008 | 100.00% | 88.89% | 78.95% | 82.61% | 85.00% | 92.31% | 93.75% |
| 2008-2009 | 81.82% | 78.57% | 86.96% | 85.00% | 83.33% | 93.75% | 92.86% |
| % of Change | ↓18.18% | ↓10.32% | ↑8.01% | ↑2.39% | ↓1.67% | ↑1.44% | ↓0.89% |

% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: American Indian / Alaska Native in Grade 3
2008 - 2009**

Performance on 3rd Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 80.80% | 81.82% | 100.00% |

Performance on 3rd Grade State Assessment

| Students Not Proficient | | | | Students Proficient | | | | Students Assessed | |
|-------------------------|---|-------------|---|---------------------|----------|---|---------|-------------------|----|
| Beginning | | Progressing | | Proficient | Advanced | | Percent | Count | |
| * | * | * | * | 66.67% | 22 | * | * | 100.00% | 33 |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: American Indian / Alaska Native in Grade 4
2008 - 2009**

Performance on 4th Grade State Standards

| Standard Number | Standard: <i>By the end of the 4th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|---------------|-------------------|
| | | State | District | District |
| <u>NE.4.1.3</u> | Identify the main idea and supporting details in what they have read. | 84.71% | 75.00% | 100.00% |
| <u>NE.4.1.4</u> | Identify the resource appropriate for a specific purpose and use the resource to locate information. | 88.38% | 85.71% | 100.00% |
| <u>NE.4.1.6</u> | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 88.38% | 89.29% | 100.00% |
| <u>NE.4.1.7</u> | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 85.54% | 75.00% | 100.00% |
| <u>NE.4.1.8</u> | Identify similarities and differences between two fourth grade level reading selections. | 88.52% | 89.29% | 100.00% |
| Overall Averages | | 88.41% | 78.57% | 100.00% |

Performance on 4th Grade State Standards

| Students Not Proficient | | | | Students Proficient | | | | Students Assessed | |
|-------------------------|---|-------------|---|---------------------|----------|---|---------|-------------------|----|
| Beginning | | Progressing | | Proficient | Advanced | | Percent | Count | |
| 0.00% | 0 | * | * | 60.71% | 17 | * | * | 100.00% | 28 |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: American Indian / Alaska Native in Grade 5
2008 - 2009**

Performance on 5th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 84.64% | 86.96% | 95.83% |

Performance on 5th Grade State Assessment

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|-------------------|-------|
| Beginning | Progressing | Proficient | Advanced | Percent | Count |
| * | * | 0.00% | 0 | 82.61% | 19 |
| | | * | * | 95.83% | 23 |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: American Indian / Alaska Native in Grade 6
2008 - 2009**

Performance on 6th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 82.85% | 85.00% | 100.00% |

Performance on 6th Grade State Assessment

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|-------------------|-------|
| Beginning | Progressing | Proficient | Advanced | Percent | Count |
| | | | | | |

| | | | | | | | | | |
|-------|---|---|---|--------|----|---|---|---------|----|
| 0.00% | 0 | * | * | 55.00% | 11 | * | * | 100.00% | 20 |
|-------|---|---|---|--------|----|---|---|---------|----|

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards
Race/Ethnicity: American Indian / Alaska Native in Grade 7
2008 - 2009

Performance on 7th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 79.29% | 83.33% | 100.00% |

Performance on 7th Grade State Assessment

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|-------------------|-------|
| Beginning | Progressing | Proficient | Advanced | Percent | Count |
| * | * | * | * | 55.56% | 10 |
| | | | | 100.00% | 18 |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards
Race/Ethnicity: American Indian / Alaska Native in Grade 8
2008 - 2009

Performance on 8th Grade State Standards

| Standard Number | Standard: <i>By the end of the 8th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-----------------|---|---|----------|-------------------|
| | | State | District | District |
| <u>NE.8.1.1</u> | Identify the main idea and supporting details in what they have read. | 85.64% | 87.50% | 100.00% |

| | | | | |
|-------------------------|--|---------------|---------------|----------------|
| NE.8.1.2 | Identify, locate, and use multiple resources to access information on an assigned or self-selected t | 86.77% | 87.50% | 100.00% |
| NE.8.1.4 | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 82.38% | 81.25% | 100.00% |
| NE.8.1.5 | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 86.10% | 81.25% | 100.00% |
| NE.8.3.2 | Use multiple presentation styles for specific audiences and purposes. | 80.56% | 93.75% | 100.00% |
| Overall Averages | | 88.18% | 93.75% | 100.00% |

Performance on 8th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| 0.00% | 0 | * | * | * | * | 100.00% | 16 |

- * Data has been masked to protect the identity of students using one the following criteria:
 1) Fewer than 10 students were reported in a grade or standard.
 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

**Race/Ethnicity: American Indian / Alaska Native in Grade 12
 2008 - 2009**

Note: Nebraska schools test 11th grade students to determine progress on 12th grade standards.

Performance on 12th Grade State Standards

| Standard Number | Standard: <i>By the end of the 12th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|--|---|----------|-------------------|
| | | State | District | District |
| NE.12.1.1 | Identify the main idea and supporting details in what they have read. | 81.38% | 92.31% | 92.86% |
| NE.12.1.2 | Locate evaluate and use primary and secondary resources for research. | 83.22% | 92.86% | 93.33% |
| NE.12.1.5 | Demonstrate the ability to analyze fiction through identifying and applying knowledge of elements an | 78.47% | 85.71% | 93.33% |
| NE.12.1.6 | Identify and apply knowledge of the text structure and organizational elements to analyze non-fictio | 82.76% | 85.71% | 93.33% |
| NE.12.3.2 | Make oral presentations that demonstrate consideration of audience purpose and information. | 85.21% | 100.00% | 93.33% |

| | | | | | | | | | |
|--|---|-------------|---------------------|--------|----------|--------|-------------------|--------|----|
| Overall Averages | | | | 86.01% | 92.86% | 93.33% | | | |
| Performance on 11th Grade State Standards | | | | | | | | | |
| Students Not Proficient | | | Students Proficient | | | | Students Assessed | | |
| Beginning | | Progressing | Proficient | | Advanced | | Percent | Count | |
| * | * | 0.00% | 0 | * | * | * | * | 93.33% | 14 |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

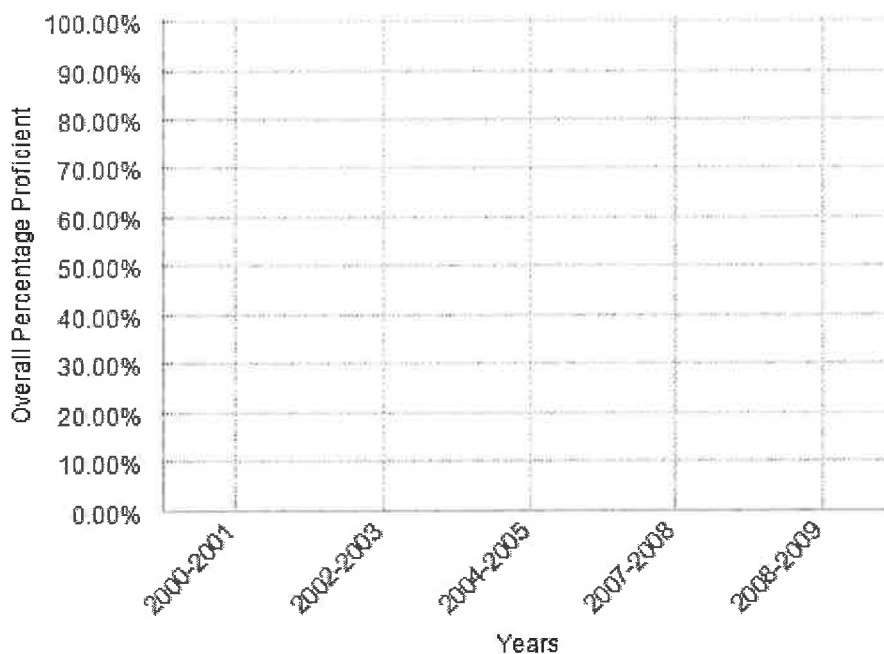
SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Asian / Pacific Islander

- ◆ Grade 03
- ◆ Grade 04
- ◆ Grade 05
- ◆ Grade 06
- ◆ Grade 07
- ◆ Grade 08
- ◆ Grade 11



Overall Performance Percentages for Race/Ethnicity: Asian / Pacific Islander Meeting or Exceeding Standards

| Years | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|-----------|----------|----------|----------|----------|----------|----------|----------|
| 2000-2001 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2002-2003 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004-2005 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| | | | | | | | |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| *2007-2008 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| 2008-2009 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| % of Change | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Asian / Pacific Islander in Grade 3

2008 - 2009

Performance on 3rd Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 88.54% | 0.00% | ▲ |

Performance on 3rd Grade State Assessment

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Asian / Pacific Islander in Grade 4

2008 - 2009

Performance on 4th Grade State Standards

| Standard Number | Standard: <i>By the end of the 4th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-----------------|---|---|----------|-------------------|
| | | State | District | District |

| | | | | |
|-------------------------|--|---------------|--------------------|--------------|
| NE.4.1.3 | Identify the main idea and supporting details in what they have read. | 98.25% | * | * |
| NE.4.1.4 | Identify the resource appropriate for a specific purpose and use the resource to locate information. | 98.23% | * | * |
| NE.4.1.6 | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 96.49% | * | * |
| NE.4.1.7 | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 93.91% | * | * |
| NE.4.1.8 | Identify similarities and differences between two fourth grade level reading selections. | 94.78% | * | * |
| Overall Averages | | 95.14% | No Students | 0.00% |

Performance on 4th Grade State Standards

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|--------------------------------|---|----------------------------|---|--------------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

- * Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 4th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.
- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: Asian / Pacific Islander in Grade 5
2008 - 2009**

Performance on 5th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|-----------------|--------------------------|
| | State | District | District |
| Overall Averages | 92.57% | 0.00% | ▲ |

Performance on 5th Grade State Assessment

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|--------------------------------|---|----------------------------|---|--------------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: Asian / Pacific Islander in Grade 6
2008 - 2009**

| Performance on 6th Grade State Assessment | | | |
|---|---|----------|-------------------|
| | Students Meeting or Exceeding Standards | | Students Assessed |
| | State | District | District |
| Overall Averages | 92.48% | 0.00% | ▲ |

| Performance on 6th Grade State Assessment | | | | | |
|---|---|---------------------|---|-------------------|---|
| Students Not Proficient | | Students Proficient | | Students Assessed | |
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: Asian / Pacific Islander in Grade 7
2008 - 2009**

| Performance on 7th Grade State Assessment | | | |
|---|---|----------|-------------------|
| | Students Meeting or Exceeding Standards | | Students Assessed |
| | State | District | District |
| Overall Averages | 88.70% | 0.00% | ▲ |

| Performance on 7th Grade State Assessment | | | | | |
|---|---|---------------------|---|-------------------|---|
| Students Not Proficient | | Students Proficient | | Students Assessed | |
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: Asian / Pacific Islander in Grade 8
2008 - 2009**

Performance on 8th Grade State Standards

| Standard Number | Standard: <i>By the end of the 8th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|--------------------|-------------------|
| | | State | District | District |
| <u>NE.8.1.1</u> | Identify the main idea and supporting details in what they have read. | 95.35% | * | * |
| <u>NE.8.1.2</u> | Identify, locate, and use multiple resources to access information on an assigned or self-selected t | 94.19% | * | * |
| <u>NE.8.1.4</u> | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 95.29% | * | * |
| <u>NE.8.1.5</u> | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 95.29% | * | * |
| <u>NE.8.3.2</u> | Use multiple presentation styles for specific audiences and purposes. | 98.81% | * | * |
| Overall Averages | | 94.56% | No Students | 0.00% |

Performance on 8th Grade State Standards

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

* Data was masked to protect the identity of students using one of the following criteria:
 1) Fewer than 10 were reported in 8th grade for the standard.
 2) All students were reported in a category that does not meet the standards.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards
Race/Ethnicity: Asian / Pacific Islander in Grade 12
2008 - 2009

Note: Nebraska schools test 11th grade students to determine progress on 12th grade standards.

Performance on 12th Grade State Standards

| Standard Number | Standard: <i>By the end of the 12th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|--------------------|-------------------|
| | | State | District | District |
| <u>NE.12.1.1</u> | Identify the main idea and supporting details in what they have read. | 87.80% | ✱ | ✱ |
| <u>NE.12.1.2</u> | Locate evaluate and use primary and secondary resources for research. | 91.67% | ✱ | ✱ |
| <u>NE.12.1.5</u> | Demonstrate the ability to analyze fiction through identifying and applying knowledge of elements an | 84.52% | ✱ | ✱ |
| <u>NE.12.1.6</u> | Identify and apply knowledge of the text structure and organizational elements to analyze non-fictio | 88.24% | ✱ | ✱ |
| <u>NE.12.3.2</u> | Make oral presentations that demonstrate consideration of audience purpose and information. | 87.80% | ✱ | ✱ |
| Overall Averages | | 88.67% | No Students | 0.00% |

Performance on 11th Grade State Standards

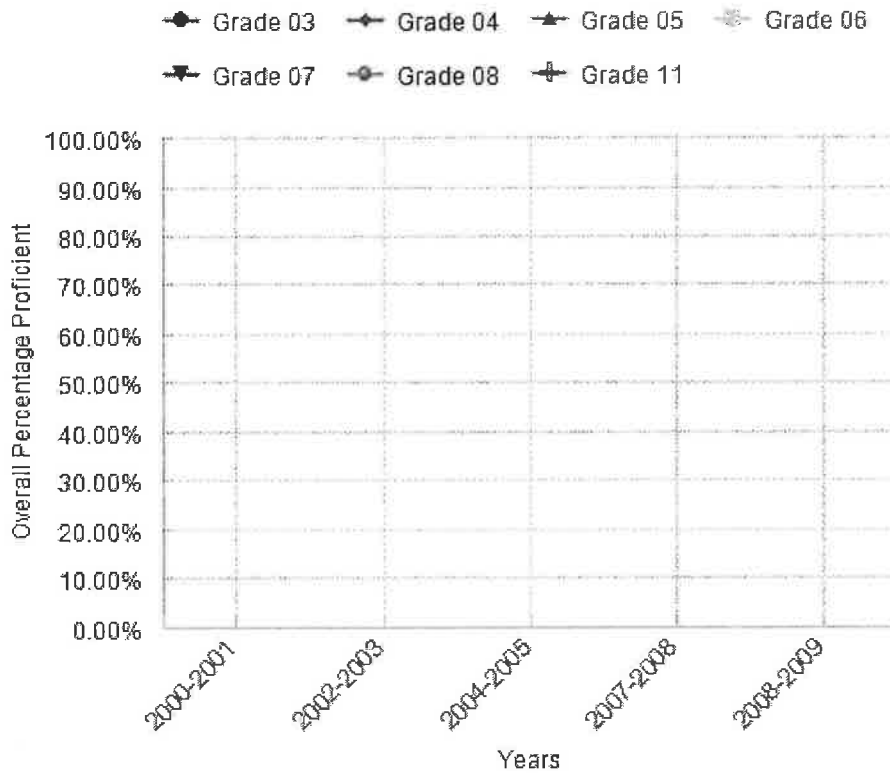
| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

- ✱ Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 12th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.
- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards
Race/Ethnicity: White, Not Hispanic



Overall Performance Percentages for Race/Ethnicity: White, Not Hispanic Meeting or Exceeding Standards

| Years | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 2000-2001 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| 2002-2003 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| 2004-2005 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| *2007-2008 | 0.00% | * | * | 0.00% | 0.00% | 0.00% | 0.00% |
| 2008-2009 | 0.00% | 0.00% | 0.00% | * | 0.00% | 0.00% | 0.00% |
| % of Change | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: White, Not Hispanic in Grade 3**

2008 - 2009

Performance on 3rd Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 94.31% | 0.00% | ▲ |

Performance on 3rd Grade State Assessment

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMONHONNATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: White, Not Hispanic in Grade 4

2008 - 2009

Performance on 4th Grade State Standards

| Standard Number | Standard: <i>By the end of the 4th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|--|---|-------------|-------------------|
| | | State | District | District |
| <u>NE.4.1.3</u> | Identify the main idea and supporting details in what they have read. | 95.78% | * | * |
| <u>NE.4.1.4</u> | Identify the resource appropriate for a specific purpose and use the resource to locate information. | 96.50% | * | * |
| <u>NE.4.1.6</u> | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 95.98% | * | * |
| <u>NE.4.1.7</u> | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 95.09% | * | * |
| <u>NE.4.1.8</u> | Identify similarities and differences between two fourth grade level reading selections. | 95.93% | * | * |
| Overall Averages | | 96.44% | No Students | 0.00% |

Performance on 4th Grade State Standards

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

- * Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 4th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.
- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards
Race/Ethnicity: White, Not Hispanic in Grade 5
2008 - 2009

Performance on 5th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 94.69% | 0.00% | ▲ |

Performance on 5th Grade State Assessment

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards
Race/Ethnicity: White, Not Hispanic in Grade 6
2008 - 2009

Performance on 6th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 94.90% | 100.00% | * |

Performance on 6th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|--|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| 0.00% | 0 | 0.00% | 0 | * | * | * | |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

**Race/Ethnicity: White, Not Hispanic in Grade 7
2008 - 2009**

Performance on 7th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 93.55% | 0.00% | ▲ |

Performance on 7th Grade State Assessment

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

**Race/Ethnicity: White, Not Hispanic in Grade 8
2008 - 2009**

Performance on 8th Grade State Standards

| Standard Number | Standard: <i>By the end of the 8th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-----------------|---|---|----------|-------------------|
| | | State | District | District |

| | | | | |
|-------------------------|--|---------------|--------------------|--------------|
| <u>NE.8.1.1</u> | Identify the main idea and supporting details in what they have read. | 94.11% | * | * |
| <u>NE.8.1.2</u> | Identify, locate, and use multiple resources to access information on an assigned or self-selected t | 96.61% | * | * |
| <u>NE.8.1.4</u> | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 93.92% | * | * |
| <u>NE.8.1.5</u> | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 93.47% | * | * |
| <u>NE.8.3.2</u> | Use multiple presentation styles for specific audiences and purposes. | 94.74% | * | * |
| Overall Averages | | 96.38% | No Students | 0.00% |

Performance on 8th Grade State Standards

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

- * Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 8th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.
- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: White, Not Hispanic in Grade 12
2008 - 2009**

Note: Nebraska schools test 11th grade students to determine progress on 12th grade standards.

Performance on 12th Grade State Standards

| Standard Number | Standard: <i>By the end of the 12th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|--|---|----------|-------------------|
| | | State | District | District |
| <u>NE.12.1.1</u> | Identify the main idea and supporting details in what they have read. | 92.05% | * | * |
| <u>NE.12.1.2</u> | Locate evaluate and use primary and secondary resources for research. | 91.44% | * | * |
| <u>NE.12.1.5</u> | Demonstrate the ability to analyze fiction through identifying and applying knowledge of elements an | 89.72% | * | * |

| | | | | |
|-------------------------|---|---------------|--------------------|--------------|
| NE.12.1.6 | Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction | 92.01% | * | * |
| NE.12.3.2 | Make oral presentations that demonstrate consideration of audience purpose and information. | 92.12% | * | * |
| Overall Averages | | 93.44% | No Students | 0.00% |

Performance on 11th Grade State Standards

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

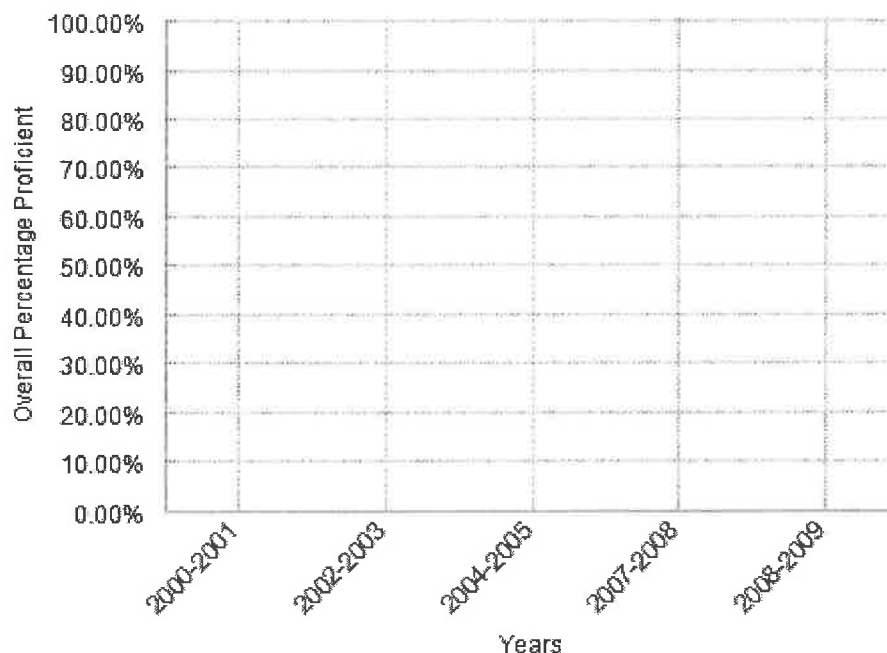
- * Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 12th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.
- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: Black, Not Hispanic**

- ◆ Grade 03
- ◆ Grade 04
- ◆ Grade 05
- ◆ Grade 06
- ◆ Grade 07
- ◆ Grade 08
- ◆ Grade 11



Overall Performance Percentages for Race/Ethnicity: Black, Not Hispanic Meeting or Exceeding Standards

| Years | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 2000-2001 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| 2002-2003 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| 2004-2005 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| *2007-2008 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| 2008-2009 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| % of Change | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: Black, Not Hispanic in Grade 3
2008 - 2009**

Performance on 3rd Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 82.66% | 0.00% | ▲ |

Performance on 3rd Grade State Assessment

| Students Not Proficient | Students Proficient | Students Assessed |
|-------------------------|---------------------|-------------------|
| 0.00% 0 | 0.00% 0 | 0.00% 0 |

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: Black, Not Hispanic in Grade 4
2008 - 2009**

Performance on 4th Grade State Standards

| Standard Number | Standard: <i>By the end of the 4th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|--------------------|-------------------|
| | | State | District | District |
| <u>NE.4.1.3</u> | Identify the main idea and supporting details in what they have read. | 91.47% | * | * |
| <u>NE.4.1.4</u> | Identify the resource appropriate for a specific purpose and use the resource to locate information. | 94.53% | * | * |
| <u>NE.4.1.6</u> | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 93.70% | * | * |
| <u>NE.4.1.7</u> | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 90.70% | * | * |
| <u>NE.4.1.8</u> | Identify similarities and differences between two fourth grade level reading selections. | 93.85% | * | * |
| Overall Averages | | 87.75% | No Students | 0.00% |

Performance on 4th Grade State Standards

| Students Not Proficient | Students Proficient | Students Assessed |
|-------------------------|---------------------|-------------------|
| 0.00% | 0 | 0.00% |
| | | 0 |

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 - 1) Fewer than 10 were reported in 4th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.
- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Black, Not Hispanic in Grade 5

2008 - 2009

Performance on 5th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|---|--------------|-------------------|
| | State | District | District |
| Overall Averages | 87.16% | 0.00% | ▲ |

Performance on 5th Grade State Assessment

| Students Not Proficient | Students Proficient | Students Assessed |
|-------------------------|---------------------|-------------------|
|-------------------------|---------------------|-------------------|

| | | | | | |
|-------|---|-------|---|-------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |
|-------|---|-------|---|-------|---|

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Black, Not Hispanic in Grade 6

2008 - 2009

Performance on 6th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 90.63% | 0.00% | ▲ |

Performance on 6th Grade State Assessment

| Students Not Proficient | Students Proficient | Students Assessed |
|-------------------------|---------------------|-------------------|
| 0.00% | 0 | 0.00% |
| | 0 | 0 |

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Black, Not Hispanic in Grade 7

2008 - 2009

Performance on 7th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 83.95% | 0.00% | ▲ |

Performance on 7th Grade State Assessment

| Students Not Proficient | Students Proficient | Students Assessed |
|-------------------------|---------------------|-------------------|
|-------------------------|---------------------|-------------------|

| | | | | | |
|-------|---|-------|---|-------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |
|-------|---|-------|---|-------|---|

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

**Assessment of State Reading Standards
Race/Ethnicity: Black, Not Hispanic in Grade 8
2008 - 2009**

Performance on 8th Grade State Standards

| Standard Number | Standard: <i>By the end of the 8th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|--------------------|-------------------|
| | | State | District | District |
| <u>NE.8.1.1</u> | Identify the main idea and supporting details in what they have read. | 84.75% | * | * |
| <u>NE.8.1.2</u> | Identify, locate, and use multiple resources to access information on an assigned or self-selected t | 93.22% | * | * |
| <u>NE.8.1.4</u> | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 87.72% | * | * |
| <u>NE.8.1.5</u> | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 89.57% | * | * |
| <u>NE.8.3.2</u> | Use multiple presentation styles for specific audiences and purposes. | 88.50% | * | * |
| Overall Averages | | 90.68% | No Students | 0.00% |

Performance on 8th Grade State Standards

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

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 1) Fewer than 10 were reported in 8th grade for the standard.
 2) All students were reported in a category that does not meet the standards.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Black, Not Hispanic in Grade 12

2008 - 2009

Note: Nebraska schools test 11th grade students to determine progress on 12th grade standards.

Performance on 12th Grade State Standards

| Standard Number | Standard: <i>By the end of the 12th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|--------------------|-------------------|
| | | State | District | District |
| <u>NE.12.1.1</u> | Identify the main idea and supporting details in what they have read. | 81.40% | ★ | ★ |
| <u>NE.12.1.2</u> | Locate evaluate and use primary and secondary resources for research. | 88.10% | ★ | ★ |
| <u>NE.12.1.5</u> | Demonstrate the ability to analyze fiction through identifying and applying knowledge of elements an | 83.53% | ★ | ★ |
| <u>NE.12.1.6</u> | Identify and apply knowledge of the text structure and organizational elements to analyze non-fictio | 84.34% | ★ | ★ |
| <u>NE.12.3.2</u> | Make oral presentations that demonstrate consideration of audience purpose and information. | 83.12% | ★ | ★ |
| Overall Averages | | 83.01% | No Students | 0.00% |

Performance on 11th Grade State Standards

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

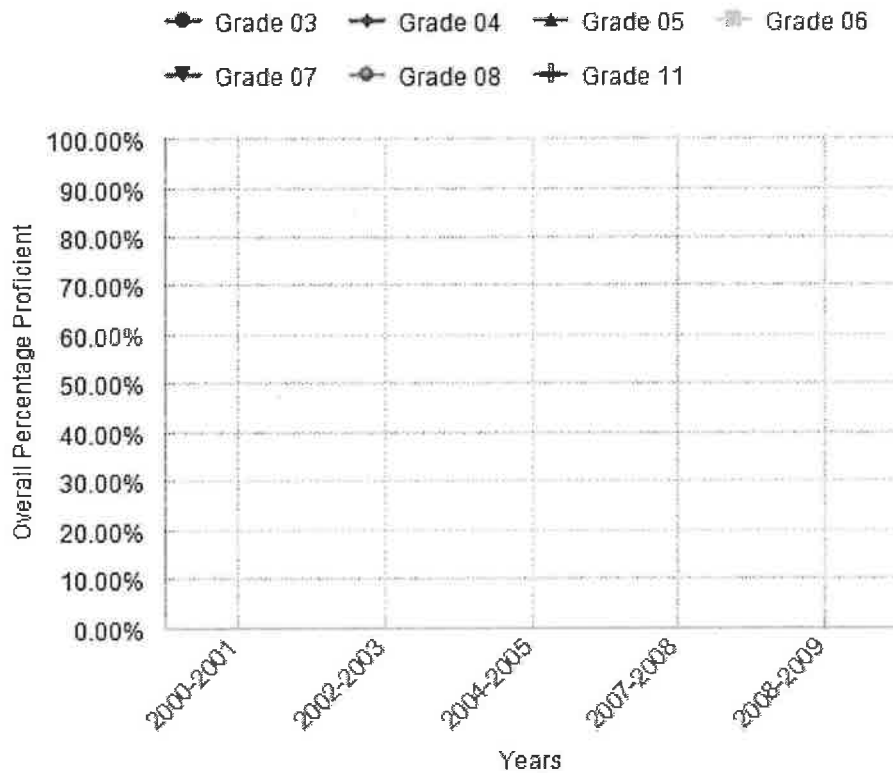
- ★ Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 12th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.
- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Hispanic



Overall Performance Percentages for Race/Ethnicity: Hispanic Meeting or Exceeding Standards

| Years | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 2000-2001 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| 2002-2003 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| 2004-2005 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| *2007-2008 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| 2008-2009 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| % of Change | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Hispanic in Grade 3

2008 - 2009

Performance on 3rd Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 89.38% | 0.00% | ▲ |

Performance on 3rd Grade State Assessment

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Hispanic in Grade 4

2008 - 2009

Performance on 4th Grade State Standards

| Standard Number | Standard: <i>By the end of the 4th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|--------------------|-------------------|
| | | State | District | District |
| <u>NE.4.1.3</u> | Identify the main idea and supporting details in what they have read. | 92.27% | * | * |
| <u>NE.4.1.4</u> | Identify the resource appropriate for a specific purpose and use the resource to locate information. | 94.41% | * | * |
| <u>NE.4.1.6</u> | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 93.41% | * | * |
| <u>NE.4.1.7</u> | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 89.59% | * | * |
| <u>NE.4.1.8</u> | Identify similarities and differences between two fourth grade level reading selections. | 90.79% | * | * |
| Overall Averages | | 91.63% | No Students | 0.00% |

Performance on 4th Grade State Standards

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

- * Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 4th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.
- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Hispanic in Grade 5

2008 - 2009

Performance on 5th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 88.60% | 0.00% | ▲ |

Performance on 5th Grade State Assessment

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Hispanic in Grade 6

2008 - 2009

Performance on 6th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 92.41% | 0.00% | ▲ |

Performance on 6th Grade State Assessment

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|--|---------------------|--|-------------------|--|
| | | | | | |

| | | | | | |
|-------|---|-------|---|-------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |
|-------|---|-------|---|-------|---|

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Hispanic in Grade 7

2008 - 2009

Performance on 7th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 87.13% | 0.00% | ▲ |

Performance on 7th Grade State Assessment

| Students Not Proficient | Students Proficient | Students Assessed |
|-------------------------|---------------------|-------------------|
| 0.00% | 0 | 0.00% |
| | 0 | 0 |

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Hispanic in Grade 8

2008 - 2009

Performance on 8th Grade State Standards

| Standard Number | Standard: <i>By the end of the 8th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-----------------|--|---|----------|-------------------|
| | | State | District | District |
| <u>NE.8.1.1</u> | Identify the main idea and supporting details in what they have read. | 88.19% | * | * |
| <u>NE.8.1.2</u> | Identify, locate, and use multiple resources to access information on an assigned or self-selected t | 89.72% | * | * |

| | | | | |
|-------------------------|--|---------------|--------------------|--------------|
| NE.8.1.4 | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 85.29% | * | * |
| NE.8.1.5 | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 88.33% | * | * |
| NE.8.3.2 | Use multiple presentation styles for specific audiences and purposes. | 85.54% | * | * |
| Overall Averages | | 92.12% | No Students | 0.00% |

Performance on 8th Grade State Standards

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

- * Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 were reported in 8th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.
- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Nebraska Reading Standards - Student Ethnic Subgroups

Assessment of State Reading Standards

Race/Ethnicity: Hispanic in Grade 12

2008 - 2009

Note: Nebraska schools test 11th grade students to determine progress on 12th grade standards.

Performance on 12th Grade State Standards

| Standard Number | Standard: <i>By the end of the 12th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|--------------------|-------------------|
| | | State | District | District |
| NE.12.1.1 | Identify the main idea and supporting details in what they have read. | 84.59% | * | * |
| NE.12.1.2 | Locate evaluate and use primary and secondary resources for research. | 80.99% | * | * |
| NE.12.1.5 | Demonstrate the ability to analyze fiction through identifying and applying knowledge of elements an | 78.31% | * | * |
| NE.12.1.6 | Identify and apply knowledge of the text structure and organizational elements to analyze non-fictio | 82.10% | * | * |
| NE.12.3.2 | Make oral presentations that demonstrate consideration of audience purpose and information. | 83.87% | * | * |
| Overall Averages | | 84.27% | No Students | 0.00% |

Performance on 11th Grade State Standards

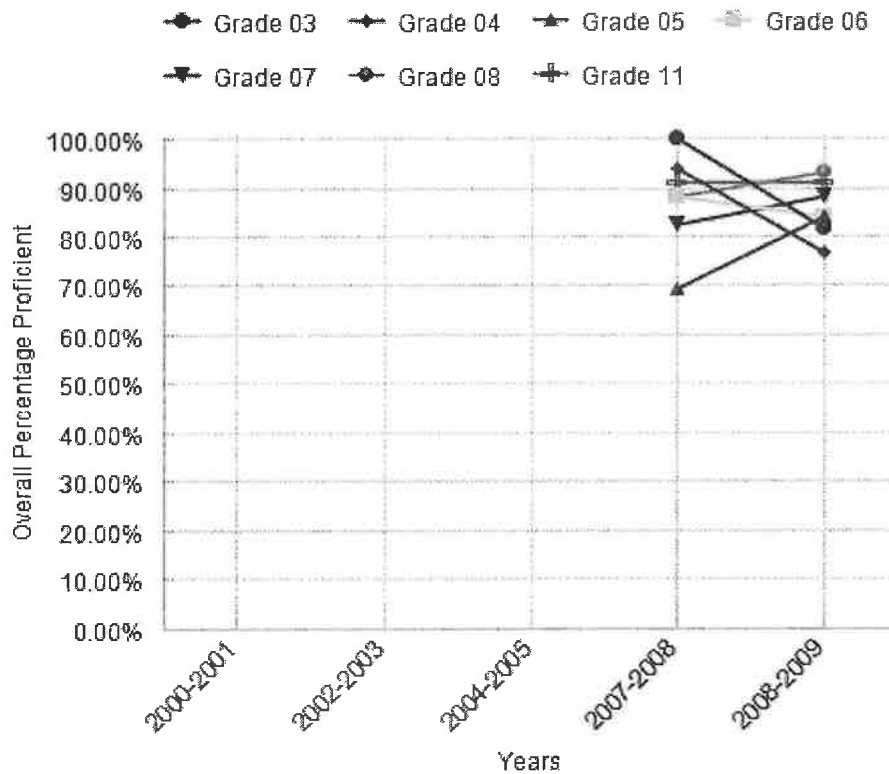
| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|---|---------------------|---|-------------------|---|
| 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |

- * Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 12th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.
- ▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Students Eligible for Free/Reduced Priced Meals

**Assessment of State Reading Standards
Free/Reduced Priced Meals**



Overall Performance Percentages for Free/Reduced Priced Meals Meeting or Exceeding Standards

| Years | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|-----------|----------|----------|----------|----------|----------|----------|----------|
| 2000-2001 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2002-2003 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004-2005 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| | | | | | | | |
|--------------------|----------------|----------------|----------------|---------------|---------------|---------------|--------------|
| *2007-2008 | 100.00% | 93.75% | 69.23% | 88.24% | 82.35% | 88.24% | 90.91% |
| 2008-2009 | 81.82% | 76.92% | 84.21% | 84.21% | 88.24% | 92.86% | 90.91% |
| % of Change | ↓18.18% | ↓16.83% | ↑14.98% | ↓4.03% | ↑5.89% | ↑4.62% | 0.00% |

% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Students Eligible for Free/Reduced Priced Meals

**Assessment of State Reading Standards
Free/Reduced Priced Meals in Grade 3
2008 - 2009**

Performance on 3rd Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 87.95% | 81.82% | 100.00% |

Performance on 3rd Grade State Assessment

| Students Not Proficient | | | | Students Proficient | | | | Students Assessed | |
|-------------------------|---|-------------|---|---------------------|----------|---|---------|-------------------|----|
| Beginning | | Progressing | | Proficient | Advanced | | Percent | Count | |
| * | * | * | * | 66.67% | 22 | * | * | 100.00% | 33 |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Students Eligible for Free/Reduced Priced Meals

**Assessment of State Reading Standards
Free/Reduced Priced Meals in Grade 4
2008 - 2009**

Performance on 4th Grade State Standards

| Standard Number | Standard: <i>By the end of the 4th grade, students will ...</i> | Students Meeting or Exceeding Standards | Students Assessed |
|-----------------|---|---|-------------------|
|-----------------|---|---|-------------------|

| | | State | District | District |
|-------------------------|--|---------------|---------------|----------------|
| NE.4.1.3 | Identify the main idea and supporting details in what they have read. | 92.89% | 73.08% | 100.00% |
| NE.4.1.4 | Identify the resource appropriate for a specific purpose and use the resource to locate information. | 94.26% | 84.62% | 100.00% |
| NE.4.1.6 | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 93.34% | 88.46% | 100.00% |
| NE.4.1.7 | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 91.36% | 73.08% | 100.00% |
| NE.4.1.8 | Identify similarities and differences between two fourth grade level reading selections. | 92.93% | 88.46% | 100.00% |
| Overall Averages | | 91.43% | 76.92% | 100.00% |

Performance on 4th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|--------|----|-------------------|-------|
| Beginning | Progressing | Proficient | Advanced | | | Percent | Count |
| 0.00% | 0 | * | * | 57.69% | 15 | * | * |
| | | | | | | 100.00% | 26 |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Reading Standards - Students Eligible for Free/Reduced Priced Meals

**Assessment of State Reading Standards
Free/Reduced Priced Meals in Grade 5
2008 - 2009**

Performance on 5th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|---|---------------|-------------------|
| | State | District | District |
| Overall Averages | 88.81% | 84.21% | 95.00% |

Performance on 5th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|--------|----|-------------------|-------|
| Beginning | Progressing | Proficient | Advanced | | | Percent | Count |
| * | * | 0.00% | 0 | 78.95% | 15 | * | * |
| | | | | | | 95.00% | 19 |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Students Eligible for Free/Reduced Priced Meals

**Assessment of State Reading Standards
Free/Reduced Priced Meals in Grade 6
2008 - 2009**

| Performance on 6th Grade State Assessment | | | |
|---|---|----------|-------------------|
| | Students Meeting or Exceeding Standards | | Students Assessed |
| | State | District | District |
| Overall Averages | 90.83% | 84.21% | 100.00% |

| Performance on 6th Grade State Assessment | | | | | | | | | |
|---|-------------|---------------------|----------|---------|-------------------|---|---|---------|----|
| Students Not Proficient | | Students Proficient | | | Students Assessed | | | | |
| Beginning | Progressing | Proficient | Advanced | Percent | Count | | | | |
| 0.00% | 0 | * | * | 52.63% | 10 | * | * | 100.00% | 19 |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Students Eligible for Free/Reduced Priced Meals

**Assessment of State Reading Standards
Free/Reduced Priced Meals in Grade 7
2008 - 2009**

| Performance on 7th Grade State Assessment | | | |
|---|---|----------|-------------------|
| | Students Meeting or Exceeding Standards | | Students Assessed |
| | State | District | District |
| Overall Averages | 86.03% | 88.24% | 100.00% |

| Performance on 7th Grade State Assessment | | | | | | |
|---|-------------|---------------------|----------|---------|-------------------|--|
| Students Not Proficient | | Students Proficient | | | Students Assessed | |
| Beginning | Progressing | Proficient | Advanced | Percent | Count | |
| | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|--------|----|---------|----|
| * | * | * | * | * | * | 58.82% | 10 | 100.00% | 17 |
|---|---|---|---|---|---|--------|----|---------|----|

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Students Eligible for Free/Reduced Priced Meals

Assessment of State Reading Standards Free/Reduced Priced Meals in Grade 8 2008 - 2009

Performance on 8th Grade State Standards

| Standard Number | Standard: <i>By the end of the 8th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|---------------|-------------------|
| | | State | District | District |
| <u>NE.8.1.1</u> | Identify the main idea and supporting details in what they have read. | 89.12% | 85.71% | 100.00% |
| <u>NE.8.1.2</u> | Identify, locate, and use multiple resources to access information on an assigned or self-selected t | 92.76% | 92.86% | 100.00% |
| <u>NE.8.1.4</u> | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 88.37% | 78.57% | 100.00% |
| <u>NE.8.1.5</u> | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 88.36% | 78.57% | 100.00% |
| <u>NE.8.3.2</u> | Use multiple presentation styles for specific audiences and purposes. | 88.57% | 92.86% | 100.00% |
| Overall Averages | | 92.19% | 92.86% | 100.00% |

Performance on 8th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| 0.00% | 0 | * | * | * | * | 100.00% | 14 |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Students Eligible for Free/Reduced Priced Meals

Assessment of State Reading Standards Free/Reduced Priced Meals in Grade 12 2008 - 2009

Note: Nebraska schools test 11th grade students to determine progress on 12th grade standards.

Performance on 12th Grade State Standards

| Standard Number | Standard: <i>By the end of the 12th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|---------------|-------------------|
| | | State | District | District |
| <u>NE.12.1.1</u> | Identify the main idea and supporting details in what they have read. | 87.27% | 90.91% | 91.67% |
| <u>NE.12.1.2</u> | Locate evaluate and use primary and secondary resources for research. | 84.77% | 90.91% | 91.67% |
| <u>NE.12.1.5</u> | Demonstrate the ability to analyze fiction through identifying and applying knowledge of elements an | 83.24% | 81.82% | 91.67% |
| <u>NE.12.1.6</u> | Identify and apply knowledge of the text structure and organizational elements to analyze non-fictio | 85.93% | 81.82% | 91.67% |
| <u>NE.12.3.2</u> | Make oral presentations that demonstrate consideration of audience purpose and information. | 86.07% | 100.00% | 91.67% |
| Overall Averages | | 86.67% | 90.91% | 91.67% |

Performance on 11th Grade State Standards

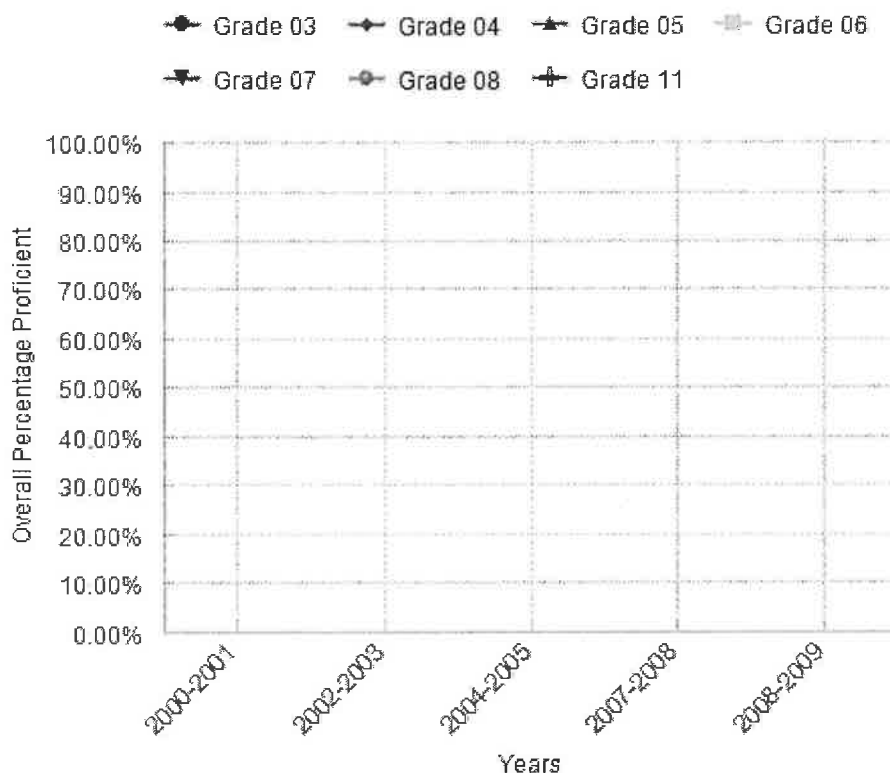
| Students Not Proficient | | Students Proficient | | | | Students Assessed | | | |
|-------------------------|-------------|---------------------|----------|---|---|-------------------|-------|--------|----|
| Beginning | Progressing | Proficient | Advanced | | | Percent | Count | | |
| * | * | 0.00% | 0 | * | * | * | * | 91.67% | 11 |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Special Education Students

Assessment of State Reading Standards Students in Special Education



Overall Performance Percentages for Students in Special Education Meeting or Exceeding Standards

| Years | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 2000-2001 | N / A | * | N / A | N / A | N / A | * | * |
| 2002-2003 | N / A | * | N / A | N / A | N / A | * | * |
| 2004-2005 | N / A | 0.00% | N / A | N / A | N / A | * | * |
| *2007-2008 | * | * | * | * | * | * | * |
| 2008-2009 | * | * | * | * | * | * | * |
| % of Change | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Reading Standards - Special Education Students

**Assessment of State Reading Standards
Students in Special Education in Grade 3**

2008 - 2009

Performance on 3rd Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 78.86% | 75.00% | * |

Performance on 3rd Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|---|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| * | * | 0.00% | 0 | * | * | * | * |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Special Education Students

**Assessment of State Reading Standards
Students in Special Education in Grade 4
2008 - 2009**

Performance on 4th Grade State Standards

| Standard Number | Standard: <i>By the end of the 4th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|--|---|----------|-------------------|
| | | State | District | District |
| <u>NE.4.1.3</u> | Identify the main idea and supporting details in what they have read. | 87.48% | * | * |
| <u>NE.4.1.4</u> | Identify the resource appropriate for a specific purpose and use the resource to locate information. | 89.05% | * | * |
| <u>NE.4.1.6</u> | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 88.67% | * | * |
| <u>NE.4.1.7</u> | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 84.83% | * | * |
| <u>NE.4.1.8</u> | Identify similarities and differences between two fourth grade level reading selections. | 88.05% | * | * |
| Overall Averages | | 83.28% | * | * |

Performance on 4th Grade State Standards

| Students Not Proficient | Students Proficient | Students Assessed |
|-------------------------|---------------------|-------------------|
|-------------------------|---------------------|-------------------|

| Beginning | | Progressing | | Proficient | | Advanced | | Percent | Count |
|-----------|---|-------------|---|------------|---|----------|---|---------|-------|
| 0.00% | 0 | * | * | * | * | 0.00% | 0 | * | * |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.
- * Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 4th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.

Special Education Counts

| Number of 4th grade special education students | Students assessed no accommodations | Students assessed with appropriate accommodations | Students assessed with appropriate modifications |
|--|-------------------------------------|---|--|
| * | * | * | * |

- * Data was masked to protect the identity of students using the following criteria:
 - 1) Fewer than 10 were reported in 4th grade for the category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Special Education Students

**Assessment of State Reading Standards
Students in Special Education in Grade 5
2008 - 2009**

Performance on 5th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 79.77% | 33.33% | * |

Performance on 5th Grade State Assessment

| Students Not Proficient | | Students Proficient | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|-------------------|-------|
| Beginning | Progressing | Proficient | Advanced | Percent | Count |
| * | * | 0.00% | 0 | * | * |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Special Education Students

Assessment of State Reading Standards Students in Special Education in Grade 6 2008 - 2009

Performance on 6th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 79.75% | 60.00% | * |

Performance on 6th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|--|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| 0.00% | 0 | * | * | * | * | * | |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Nebraska Reading Standards - Special Education Students

Assessment of State Reading Standards Students in Special Education in Grade 7 2008 - 2009

Performance on 7th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 75.19% | 57.14% | * |

Performance on 7th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|--|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| * | * | * | * | * | * | * | |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Special Education Students

**Assessment of State Reading Standards
Students in Special Education in Grade 8
2008 - 2009**

Performance on 8th Grade State Standards

| Standard Number | Standard: <i>By the end of the 8th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|----------|-------------------|
| | | State | District | District |
| <u>NE.8.1.1</u> | Identify the main idea and supporting details in what they have read. | 79.71% | * | * |
| <u>NE.8.1.2</u> | Identify, locate, and use multiple resources to access information on an assigned or self-selected t | 86.11% | * | * |
| <u>NE.8.1.4</u> | Identify and apply knowledge of the structure elements and literary techniques to analyze fiction. | 78.16% | * | * |
| <u>NE.8.1.5</u> | Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction | 77.86% | * | * |
| <u>NE.8.3.2</u> | Use multiple presentation styles for specific audiences and purposes. | 83.32% | * | * |
| Overall Averages | | 81.91% | * | * |

Performance on 8th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|-------|---------|-------------------|---|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| 0.00% | 0 | * | * | 0.00% | 0 | 0.00% | 0 |
| | | | | | | * | * |

* Data has been masked to protect the identity of students using one the following criteria:

- 1) Fewer than 10 students were reported in a grade or standard.
- 2) All students were reported in a single performance category.

* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 were reported in 8th grade for the standard.
- 2) All students were reported in a category that does not meet the standards.

Special Education Counts

| Number of 8th grade special education students | Students assessed no accommodations | Students assessed with appropriate accommodations | Students assessed with appropriate modifications |
|--|-------------------------------------|---|--|
| * | * | * | * |

- * Data was masked to protect the identity of students using the following criteria:
 - 1) Fewer than 10 were reported in 8th grade for the category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Reading Standards - Special Education Students

**Assessment of State Reading Standards
Students in Special Education in Grade 12
2008 - 2009**

Note: Nebraska schools test 11th grade students to determine progress on 12th grade standards.

Performance on 12th Grade State Standards

| Standard Number | Standard: <i>By the end of the 12th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|----------|-------------------|
| | | State | District | District |
| <u>NE.12.1.1</u> | Identify the main idea and supporting details in what they have read. | 73.24% | * | * |
| <u>NE.12.1.2</u> | Locate evaluate and use primary and secondary resources for research. | 74.14% | * | * |
| <u>NE.12.1.5</u> | Demonstrate the ability to analyze fiction through identifying and applying knowledge of elements an | 68.65% | * | * |
| <u>NE.12.1.6</u> | Identify and apply knowledge of the text structure and organizational elements to analyze non-fictio | 72.61% | * | * |
| <u>NE.12.3.2</u> | Make oral presentations that demonstrate consideration of audience purpose and information. | 77.53% | * | * |
| Overall Averages | | 74.69% | * | * |

Performance on 11th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|---|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| * | * | 0.00% | 0 | * | * | * | * |

- * Data has been masked to protect the identity of students using one the following criteria:
 - 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.
- * Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 12th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.

Special Education Counts

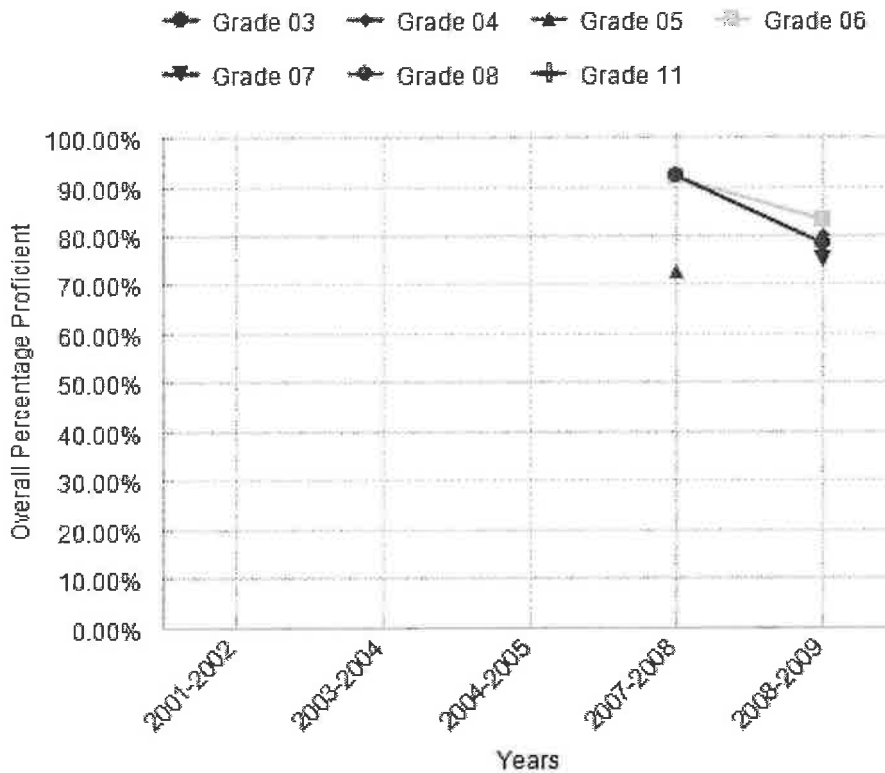
| Number of 11th grade special education students | Students assessed no accommodations | Students assessed with appropriate accommodations | Students assessed with appropriate modifications |
|---|-------------------------------------|---|--|
| * | * | * | * |

* Data was masked to protect the identity of students using the following criteria:
 1) Fewer than 10 were reported in 12th grade for the category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards
Gender: Males



Overall Performance Percentages for Gender: Males Meeting or Exceeding Standards

| Years | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|-------------|----------|----------|----------|----------|----------|----------|----------|
| 2001-2002 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| 2003-2004 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| 2004-2005 | N / A | N / A | N / A | N / A | N / A | N / A | N / A |
| *2007-2008 | 92.31% | * | 72.73% | 91.67% | * | * | * |
| 2008-2009 | 78.57% | 80.00% | * | 83.33% | 75.00% | * | * |
| % of Change | ↓13.74% | 0.00% | 0.00% | ↓8.34% | 0.00% | 0.00% | 0.00% |

% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

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- 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Males in Grade 3

2008 - 2009

Performance on 3rd Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 93.42% | 78.57% | 100.00% |

Performance on 3rd Grade State Assessment

| Students Not Proficient | | | | Students Proficient | | | | Students Assessed | |
|-------------------------|---|-------------|---|---------------------|----------|---|---|-------------------|-------|
| Beginning | | Progressing | | Proficient | Advanced | | | Percent | Count |
| * | * | * | * | 71.43% | 10 | * | * | 100.00% | 14 |

* Data has been masked to protect the identity of students using one the following criteria:

- 1) Fewer than 10 students were reported in a grade or standard.
- 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Males in Grade 4

2008 - 2009

Performance on 4th Grade State Standards

| Standard Number | Standard: <i>By the end of the 4th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|---------------|-------------------|
| | | State | District | District |
| <u>NE.4.1.1</u> | Demonstrate place value of whole numbers through the millions and decimals to the hundredth place. | 95.01% | 73.33% | 100.00% |
| <u>NE.4.1.3</u> | Describe and apply relationships between whole numbers, decimals, and fractions by order, comparison | 95.86% | 80.00% | 100.00% |
| <u>NE.4.2.1</u> | Estimate, add, subtract, multiply, and divide whole numbers without and with calculators and solve w | 94.67% | 66.67% | 100.00% |
| <u>NE.4.3.1</u> | Estimate, measure, and solve word problems using metric units for linear measure, area, mass/weight, | 95.28% | 80.00% | 100.00% |
| <u>NE.4.3.2</u> | Estimate, measure, and solve word problems using standard units for linear measure, area, mass/weigh | 96.29% | 73.33% | 100.00% |
| <u>NE.4.4.3</u> | Identify, analyze, and compare two-dimensional geometric figures using congruence, symmetry, similar | 96.97% | 86.67% | 100.00% |
| <u>NE.4.5.1</u> | Collect organize record and interpret data and describe the findings. | 95.33% | 93.33% | 100.00% |
| <u>NE.4.6.2</u> | Identify describe and extend arithmetic patterns using concrete materials and tables. | 96.73% | 73.33% | 100.00% |
| Overall Averages | | 95.48% | 80.00% | 100.00% |

Performance on 4th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| 0.00% | 0 | * | * | * | * | 100.00% | 15 |

* Data has been masked to protect the identity of students using one the following criteria:

- 1) Fewer than 10 students were reported in a grade or standard.
- 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

**Gender: Males in Grade 5
2008 - 2009**

Performance on 5th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 91.64% | 75.00% | * |

Performance on 5th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|---|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| * | * | 0.00% | 0 | * | * | 0.00% | 0 |
| | | | | | * | * | |

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 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

**Gender: Males in Grade 6
2008 - 2009**

Performance on 6th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 91.55% | 83.33% | 100.00% |

Performance on 6th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| * | * | 0.00% | 0 | * | * | 100.00% | 12 |
| | | | | | | | |

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 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Males in Grade 7

2008 - 2009

Performance on 7th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 91.39% | 75.00% | 100.00% |

Performance on 7th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|---|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| * | * | 0.00% | 0 | * | * | * | * |
| | | | | | 100.00% | 12 | |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Males in Grade 8

2008 - 2009

Performance on 8th Grade State Standards

| Standard Number | Standard: <i>By the end of the 8th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-----------------|--|---|----------|-------------------|
| | | State | District | District |
| <u>NE.8.1.2</u> | Determine equivalences among fractions, decimals and percents. | 90.75% | * | * |
| <u>NE.8.2.2</u> | Identify the appropriate operation and do the correct calculations when solving word problems. | 91.20% | * | * |
| <u>NE.8.2.3</u> | Solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, | 89.98% | * | * |
| <u>NE.8.3.1</u> | Select measurement tools and measure quantities for temperature, time, money, distance, angles, area | 93.27% | * | * |
| <u>NE.8.4.3</u> | Use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, t | 88.17% | * | * |

| | | | | |
|-------------------------|--|---------------|----------|----------|
| <u>NE.8.5.2</u> | Read and interpret tables charts and graphs to make comparisons and predictions. | 91.59% | * | * |
| <u>NE.8.6.2</u> | Apply algebraic concepts and operations to solve linear equations and word problems. | 89.82% | * | * |
| <u>NE.8.6.3</u> | Describe and represent relations using tables graphs and rules. | 90.65% | * | * |
| Overall Averages | | 91.12% | * | * |

Performance on 8th Grade State Standards

| Students Not Proficient | | | | Students Proficient | | | | Students Assessed | |
|-------------------------|---|-------------|---|---------------------|---|----------|---|-------------------|-------|
| Beginning | | Progressing | | Proficient | | Advanced | | Percent | Count |
| * | * | * | * | * | * | 0.00% | 0 | * | * |

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 - 2) All students were reported in a single performance category.
- * Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 8th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

► Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Males in Grade 12

2008 - 2009

Note: Nebraska schools test 11th grade students to determine progress on 12th grade standards.

Performance on 12th Grade State Standards

| Standard Number | Standard: <i>By the end of the 12th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|--|---|----------|-------------------|
| | | State | District | District |
| <u>NE.12.2.1</u> | Solve theoretical and applied problems using numbers in equivalent forms, radicals, exponents, scien | 87.11% | * | * |
| <u>NE.12.4.1</u> | Calculate perimeter and area of two-dimensional shapes and surface area and volume of three-dimensio | 87.37% | * | * |
| <u>NE.12.4.6</u> | Apply geometric properties to solve problems. | 86.88% | * | * |
| <u>NE.12.5.1</u> | Select a sampling technique to gather data analyze the resulting data and make inferences. | 87.73% | * | * |
| <u>NE.12.5.3</u> | Apply theoretical probability to represent problems and make decisions. | 86.17% | * | * |

| | | | | |
|-------------------------|---|---------------|----------|----------|
| <u>NE.12.6.1</u> | Graph and interpret algebraic relations and inequalities. | 83.41% | * | * |
| <u>NE.12.6.2</u> | Solve problems involving equations and inequalities. | 85.31% | * | * |
| Overall Averages | | 88.67% | * | * |

Performance on 11th Grade State Standards

| Students Not Proficient | | | | Students Proficient | | | | Students Assessed | |
|-------------------------|---|-------------|---|---------------------|---|----------|---|-------------------|-------|
| Beginning | | Progressing | | Proficient | | Advanced | | Percent | Count |
| * | * | * | * | * | * | 0.00% | 0 | * | * |

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 - 2) All students were reported in a single performance category.
- * Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 12th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Females in Grade 3

2008 - 2009

Performance on 3rd Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|---|---------------|-------------------|
| | State | District | District |
| Overall Averages | 93.99% | 84.21% | 100.00% |

Performance on 3rd Grade State Assessment

| Students Not Proficient | | | | Students Proficient | | | | Students Assessed | |
|-------------------------|---|-------------|---|---------------------|----|----------|---|-------------------|-------|
| Beginning | | Progressing | | Proficient | | Advanced | | Percent | Count |
| * | * | * | * | 78.95% | 15 | * | * | 100.00% | 19 |

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 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Females in Grade 4

2008 - 2009

Performance on 4th Grade State Standards

| Standard Number | Standard: <i>By the end of the 4th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-------------------------|--|---|---------------|-------------------|
| | | State | District | District |
| <u>NE.4.1.1</u> | Demonstrate place value of whole numbers through the millions and decimals to the hundredth place. | 94.73% | 85.71% | 100.00% |
| <u>NE.4.1.3</u> | Describe and apply relationships between whole numbers, decimals, and fractions by order, comparison | 95.86% | 78.57% | 100.00% |
| <u>NE.4.2.1</u> | Estimate, add, subtract, multiply, and divide whole numbers without and with calculators and solve w | 95.85% | 71.43% | 100.00% |
| <u>NE.4.3.1</u> | Estimate, measure, and solve word problems using metric units for linear measure, area, mass/weight, | 94.45% | 64.29% | 100.00% |
| <u>NE.4.3.2</u> | Estimate, measure, and solve word problems using standard units for linear measure, area, mass/weigh | 95.79% | 64.29% | 100.00% |
| <u>NE.4.4.3</u> | Identify, analyze, and compare two-dimensional geometric figures using congruence, symmetry, similar | 97.58% | 100.00% | 100.00% |
| <u>NE.4.5.1</u> | Collect organize record and interpret data and describe the findings. | 95.54% | 78.57% | 100.00% |
| <u>NE.4.6.2</u> | Identify describe and extend arithmetic patterns using concrete materials and tables. | 96.89% | 64.29% | 100.00% |
| Overall Averages | | 95.53% | 78.57% | 100.00% |

Performance on 4th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| 0.00% | 0 | * | * | * | * | 100.00% | 14 |

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 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

**Gender: Females in Grade 5
2008 - 2009**

Performance on 5th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 91.83% | 89.47% | 95.00% |

Performance on 5th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | | | |
|-------------------------|-------------|---------------------|----------|--------|----|-------------------|-------|--------|----|
| Beginning | Progressing | Proficient | Advanced | | | Percent | Count | | |
| * | * | 0.00% | 0 | 84.21% | 16 | * | * | 95.00% | 19 |

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 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

**Gender: Females in Grade 6
2008 - 2009**

Performance on 6th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 92.38% | 90.00% | 100.00% |

Performance on 6th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | | | |
|-------------------------|-------------|---------------------|----------|---|---|-------------------|-------|---------|----|
| Beginning | Progressing | Proficient | Advanced | | | Percent | Count | | |
| * | * | 0.00% | 0 | * | * | * | * | 100.00% | 10 |

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 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Females in Grade 7

2008 - 2009

Performance on 7th Grade State Assessment

| | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|---|----------|-------------------|
| | State | District | District |
| Overall Averages | 93.08% | 85.71% | * |

Performance on 7th Grade State Assessment

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|---|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| * | * | 0.00% | 0 | * | * | * | * |

- * Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
 - 2) All students were reported in a single performance category.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Females in Grade 8

2008 - 2009

Performance on 8th Grade State Standards

| Standard Number | Standard: <i>By the end of the 8th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|-----------------|--|---|----------|-------------------|
| | | State | District | District |
| <u>NE.8.1.2</u> | Determine equivalences among fractions, decimals and percents. | 92.63% | 100.00% | 100.00% |
| <u>NE.8.2.2</u> | Identify the appropriate operation and do the correct calculations when solving word problems. | 92.56% | 70.00% | 100.00% |
| <u>NE.8.2.3</u> | Solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, | 91.21% | 90.00% | 100.00% |
| <u>NE.8.3.1</u> | Select measurement tools and measure quantities for temperature, time, money, distance, angles, area | 92.94% | 90.00% | 100.00% |
| <u>NE.8.4.3</u> | Use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, t | 90.23% | 60.00% | 100.00% |

| | | | | |
|-------------------------|--|---------------|---------------|----------------|
| <u>NE.8.5.2</u> | Read and interpret tables charts and graphs to make comparisons and predictions. | 92.70% | 90.00% | 100.00% |
| <u>NE.8.6.2</u> | Apply algebraic concepts and operations to solve linear equations and word problems. | 92.06% | 30.00% | 100.00% |
| <u>NE.8.6.3</u> | Describe and represent relations using tables graphs and rules. | 92.05% | 50.00% | 100.00% |
| Overall Averages | | 92.66% | 90.00% | 100.00% |

Performance on 8th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | |
|-------------------------|-------------|---------------------|----------|---|---------|-------------------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | |
| 0.00% | 0 | * | * | * | * | 100.00% | 10 |

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- 2) All students were reported in a single performance category.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

► Nebraska Mathematics Standards - Student Gender Subgroups

Assessment of State Mathematics Standards

Gender: Females in Grade 12

2008 - 2009

Note: Nebraska schools test 11th grade students to determine progress on 12th grade standards.

Performance on 12th Grade State Standards

| Standard Number | Standard: <i>By the end of the 12th grade, students will ...</i> | Students Meeting or Exceeding Standards | | Students Assessed |
|------------------|--|---|----------|-------------------|
| | | State | District | District |
| <u>NE.12.2.1</u> | Solve theoretical and applied problems using numbers in equivalent forms, radicals, exponents, scien | 89.55% | 100.00% | 91.67% |
| <u>NE.12.4.1</u> | Calculate perimeter and area of two-dimensional shapes and surface area and volume of three-dimensio | 89.30% | * | * |
| <u>NE.12.4.6</u> | Apply geometric properties to solve problems. | 87.74% | * | * |
| <u>NE.12.5.1</u> | Select a sampling technique to gather data analyze the resulting data and make inferences. | 89.17% | 70.00% | 90.91% |
| <u>NE.12.5.3</u> | Apply theoretical probability to represent problems and make decisions. | 86.45% | * | * |
| <u>NE.12.6.1</u> | Graph and interpret algebraic relations and inequalities. | 85.69% | * | * |

| | | | | |
|-------------------------|--|---------------|---------------|---------------|
| NE.12.6.2 | Solve problems involving equations and inequalities. | 88.49% | * | * |
| Overall Averages | | 91.32% | 83.33% | 92.31% |

Performance on 11th Grade State Standards

| Students Not Proficient | | Students Proficient | | | | Students Assessed | | | |
|-------------------------|-------------|---------------------|----------|--------|---------|-------------------|---|--------|----|
| Beginning | Progressing | Proficient | Advanced | | Percent | Count | | | |
| 0.00% | 0 | * | * | 83.33% | 10 | 0.00% | 0 | 92.31% | 12 |

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 - 2) All students were reported in a single performance category.
- * Data was masked to protect the identity of students using one of the following criteria:
 - 1) Fewer than 10 were reported in 12th grade for the standard.
 - 2) All students were reported in a category that does not meet the standards.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Adequate Yearly Progress

District Level AYP Status: NOT MET, IMPROVEMENT SHOWN

**Federal Accountability: School District
Students in Elementary School
2008 - 2009**

Federal District Decisions

| Year | Total Number of Decisions Reading and Mathematics | | Explanation of Decisions | | | | | | | | | | Assessment Quality R M | |
|-------------|--|----------------|--------------------------|------------------------|----------------------|------------------------|----------------------|------------------------|----------------------|------------------------|---------|-----|---------------------------|-----|
| | | | Reading | | | | Mathematics | | | | Writing | | | |
| | Performance | | Participation | | Performance | | Participation | | | | | | | |
| | Goals MET | Groups >= 30 * | Groups that MET Goal | Eligible Groups >=30 * | Groups that MET Goal | Eligible Groups >=30 * | Groups that MET Goal | Eligible Groups >=30 * | Groups that MET Goal | Eligible Groups >=30 * | | | | |
| 2007 - 2008 | 12 | 12 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | MET | MET | MET |
| 2008 - 2009 | 12 | 12 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | MET | MET | MET |

Two consecutive years of not meeting the state goals in the same subject area considering all the eligible groups in all grade levels in the district identifies it as being in need of improvement. Small schools with no groups of 30 must receive Good, Very Good or Exemplary decisions on both the quality of their assessments and the performance of students on standards.

Federal Accountability (AYP) 2007 - 2008: MET

Federal Accountability (AYP) 2008 - 2009: MET

**AYP Status Decision for Consecutive Years of Progress:
2007 - 2008: MET**

2008 - 2009: MET

* To meet federal accountability requirements, school districts and buildings with 30 more students in any of nine groups must meet the following federal accountability goals:

- Reading Performance 81 percent of elementary students, 81 percent of middle school students and 83 percent of high school students scoring proficient on state standards.
- Reading Participation At least 95 percent of the students must have been assessed in reading.
- Mathematics Performance 83 percent of elementary students, 79 percent of middle school students and 81 percent of high school students scoring proficient on state standards.
- Mathematics Participation At least 95 percent of the students must have been assessed in mathematics.
- Other Academic Indicator *Writing* The other academic indicator for elementary and middle school: 62 percent of elementary students and 61 percent of middle school students scoring proficient on statewide writing assessments.
- Other Academic Indicator *Graduation Rate* The other academic indicator for high school: high school graduation rate of 83.97 percent.
- Assessment Quality Quality of assessments must be rated Good, Very Good or Exemplary.

Percentage of students meeting federal accountability goals: student performance and participation.

Student Performance: Reading

| Student Groups | 2007 - 2008 | | 2008 - 2009 | |
|--|-------------|---------------|-------------|---------------|
| | Performance | Participation | Performance | Participation |
| All students | MET | MET 98.98% | MET | MET 99.03% |
| American Indian/Alaska Native | MET | MET 98.96% | MET | MET 99.02% |
| Asian or Pacific Islander | ★ | ★ | ★ | ★ |
| White, Not Hispanic | ★ | ★ | ★ | ★ |
| Black, Not Hispanic | ★ | ★ | ★ | ★ |
| Hispanic | ★ | ★ | ★ | ★ |
| Students eligible for free and reduced lunch | MET | MET 98.48% | MET | MET 98.95% |
| Special Education Students | | | | |
| English Language Learners | ★ | ★ | ★ | ★ |

Student Performance: Mathematics

| Student Groups | 2007 - 2008 | | 2008 - 2009 | |
|-------------------------------|-------------|----------------|-------------|---------------|
| | Performance | Participation | Performance | Participation |
| All students | MET | MET 100.00% | MET | MET 99.04% |
| American Indian/Alaska Native | MET | MET 100.00% | MET | MET 99.03% |
| Asian or Pacific Islander | ★ | ★ | ★ | ★ |
| White, Not Hispanic | ★ | ★ | ★ | ★ |
| Black, Not Hispanic | ★ | ★ | ★ | ★ |

| | | | | |
|--|-----|-------------|-----|------------|
| Hispanic | * | * | * | * |
| Students eligible for free and reduced lunch | MET | MET 100.00% | MET | MET 98.96% |
| Special Education Students | | | | |
| English Language Learners | * | * | * | * |

**Additional Federal Accountability Indicators
(Not used to determine AYP)**

| Student Groups | Reading | | Mathematics | |
|-------------------------------------|-------------|--------------|-------------|--------------|
| | Performance | Not Assessed | Performance | Not Assessed |
| Male | MET | 0.00% | MET | 0.00% |
| Female | MET | 1.59% | MET | 1.59% |
| Students served in migrant programs | * | * | * | * |

~ To be included for AYP determinations, a group must have at least 30 students.

* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

State Accountability: MET

Small schools and districts with no groups of 30, are held to meeting the State Accountability requirements for AYP decisions. To meet State Accountability requirements, school districts and buildings must receive Good, Very Good or Exemplary decisions on both the quality of their assessments and the performance of students on standards.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Adequate Yearly Progress

District Level AYP Status: NOT MET, IMPROVEMENT SHOWN

**Federal Accountability: School District
Students in Middle School
2008 - 2009**

Federal District Decisions

| Year | Total Number of Decisions Reading and Mathematics | | Explanation of Decisions | | | | | | | | | | Assessment Quality | |
|-------------|---|----------------|--------------------------|------------------------|----------------------|------------------------|----------------------|------------------------|----------------------|------------------------|---------|-----|--------------------|--|
| | | | Reading | | | | Mathematics | | | | Writing | | | |
| | Performance | | Participation | | Performance | | Participation | | | | | | | |
| | Goals MET | Groups >= 30 * | Groups that MET Goal | Eligible Groups >=30 * | Groups that MET Goal | Eligible Groups >=30 * | Groups that MET Goal | Eligible Groups >=30 * | Groups that MET Goal | Eligible Groups >=30 * | | | | |
| 2007 - 2008 | 11 | 12 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | MET | MET | MET | |

| | | | | | | | | | | | | | |
|-------------------|----|----|---|---|---|---|---|---|---|---|-----|-----|-----|
| 2008 - 2009 | 12 | 12 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | MET | MET | MET |
|-------------------|----|----|---|---|---|---|---|---|---|---|-----|-----|-----|

Two consecutive years of not meeting the state goals in the same subject area considering all the eligible groups in all grade levels in the district identifies it as being in need of improvement. Small schools with no groups of 30 must receive Good, Very Good or Exemplary decisions on both the quality of their assessments and the performance of students on standards.

Federal Accountability (AYP) 2007 - 2008: NOT MET

Federal Accountability (AYP) 2008 - 2009: MET

AYP Status Decision for Consecutive Years of Progress:

2007 - 2008: NOT MET

2008 - 2009: NOT MET, IMPROVEMENT SHOWN

* To meet federal accountability requirements, school districts and buildings with 30 more students in any of nine groups must meet the following federal accountability goals:

- Reading Performance 81 percent of elementary students, 81 percent of middle school students and 83 percent of high school students scoring proficient on state standards.
- Reading Participation At least 95 percent of the students must have been assessed in reading.
- Mathematics Performance 83 percent of elementary students, 79 percent of middle school students and 81 percent of high school students scoring proficient on state standards.
- Mathematics Participation At least 95 percent of the students must have been assessed in mathematics.
- Other Academic Indicator *Writing* The other academic indicator for elementary and middle school: 62 percent of elementary students and 61 percent of middle school students scoring proficient on statewide writing assessments.
- Other Academic Indicator *Graduation Rate* The other academic indicator for high school: high school graduation rate of 83.97 percent.
- Assessment Quality Quality of assessments must be rated Good, Very Good or Exemplary.

Percentage of students meeting federal accountability goals: student performance and participation.

Student Performance: Reading

| Student Groups | 2007 - 2008 | | 2008 - 2009 | |
|--|-------------|---------------|-------------|----------------|
| | Performance | Participation | Performance | Participation |
| All students | MET | MET 97.92% | MET | MET 100.00% |
| American Indian/Alaska Native | MET | MET 97.92% | MET | MET 100.00% |
| Asian or Pacific Islander | * | * | * | * |
| White, Not Hispanic | * | * | * | * |
| Black, Not Hispanic | * | * | * | * |
| Hispanic | * | * | * | * |
| Students eligible for free and reduced lunch | MET | MET 97.22% | MET | MET 100.00% |
| Special Education Students | | | * | * |

| English Language Learners | * | * | * | * |
|--|-------------|---------------|-------------|----------------|
| Student Performance: Mathematics | | | | |
| Student Groups | 2007 - 2008 | | 2008 - 2009 | |
| | Performance | Participation | Performance | Participation |
| All students | MET | MET 97.87% | MET | MET 100.00% |
| American Indian/Alaska Native | MET | MET 97.87% | MET | MET 100.00% |
| Asian or Pacific Islander | * | * | * | * |
| White, Not Hispanic | * | * | * | * |
| Black, Not Hispanic | * | * | * | * |
| Hispanic | * | * | * | * |
| Students eligible for free and reduced lunch | NOT MET | MET 97.14% | MET | MET 100.00% |
| Special Education Students | * | * | * | * |
| English Language Learners | * | * | * | * |

| Additional Federal Accountability Indicators (Not used to determine AYP) | | | | |
|---|-------------|--------------|-------------|--------------|
| Student Groups | Reading | | Mathematics | |
| | Performance | Not Assessed | Performance | Not Assessed |
| Male | * | * | * | * |
| Female | * | * | * | * |
| Students served in migrant programs | * | * | * | * |

* To be included for AYP determinations, a group must have at least 30 students.

- * Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
 - 2) All students were reported in a single performance category.

State Accountability: MET

Small schools and districts with no groups of 30, are held to meeting the State Accountability requirements for AYP decisions. To meet State Accountability requirements, school districts and buildings must receive Good, Very Good or Exemplary decisions on both the quality of their assessments and the performance of students on standards.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Adequate Yearly Progress

District Level AYP Status: NOT MET, IMPROVEMENT SHOWN

Federal Accountability: School District

**Students in High School
2008 - 2009**

Federal District Decisions

| Year | Total Number of Decisions Reading and Mathematics | | Explanation of Decisions | | | | | | | | | | Assessment Quality | |
|-------------|---|----------------|--------------------------|------------------------|----------------------|------------------------|----------------------|------------------------|----------------------|------------------------|-----------------|---|--------------------|-----|
| | | | Reading | | | | Mathematics | | | | Graduation Rate | | | |
| | Performance | | Participation | | Performance | | Participation | | | | | | | |
| | Goals MET | Groups >= 30 * | Groups that MET Goal | Eligible Groups >=30 * | Groups that MET Goal | Eligible Groups >=30 * | Groups that MET Goal | Eligible Groups >=30 * | Groups that MET Goal | Eligible Groups >=30 * | R | M | | |
| 2007 - 2008 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ★ | MET | MET |
| 2008 - 2009 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ★ | MET | MET |

Two consecutive years of not meeting the state goals in the same subject area considering all the eligible groups in all grade levels in the district identifies it as being in need of improvement. Small schools with no groups of 30 must receive Good, Very Good or Exemplary decisions on both the quality of their assessments and the performance of students on standards.

Federal Accountability (AYP) Small Schools 2007 - 2008: MET
Federal Accountability (AYP) Small Schools 2008 - 2009: MET

AYP Status Decision for Consecutive Years of Progress:

2007 - 2008: MET
2008 - 2009: MET

* To meet federal accountability requirements, school districts and buildings with 30 more students in any of nine groups must meet the following federal accountability goals:

- Reading Performance 81 percent of elementary students, 81 percent of middle school students and 83 percent of high school students scoring proficient on state standards.
- Reading Participation At least 95 percent of the students must have been assessed in reading.
- Mathematics Performance 83 percent of elementary students, 79 percent of middle school students and 81 percent of high school students scoring proficient on state standards.
- Mathematics Participation At least 95 percent of the students must have been assessed in mathematics.
- Other Academic Indicator *Writing* The other academic indicator for elementary and middle school: 62 percent of elementary students and 61 percent of middle school students scoring proficient on statewide writing assessments.
- Other Academic Indicator *Graduation Rate* The other academic indicator for high school: high school graduation rate of 83.97 percent.
- Assessment Quality Quality of assessments must be rated Good, Very Good or Exemplary.

Percentage of students meeting federal accountability goals: student performance and participation.

Student Performance: Reading

| Student Groups | 2007 - 2008 | | 2008 - 2009 | |
|--|-------------|---------------|-------------|---------------|
| | Performance | Participation | Performance | Participation |
| All students | --- | --- | --- | --- |
| American Indian/Alaska Native | --- | --- | --- | --- |
| Asian or Pacific Islander | * | * | * | * |
| White, Not Hispanic | * | * | * | * |
| Black, Not Hispanic | * | * | * | * |
| Hispanic | * | * | * | * |
| Students eligible for free and reduced lunch | --- | --- | --- | --- |
| Special Education Students | * | * | * | * |
| English Language Learners | * | * | * | * |

Student Performance: Mathematics

| Student Groups | 2007 - 2008 | | 2008 - 2009 | |
|--|-------------|---------------|-------------|---------------|
| | Performance | Participation | Performance | Participation |
| All students | --- | --- | --- | --- |
| American Indian/Alaska Native | --- | --- | --- | --- |
| Asian or Pacific Islander | * | * | * | * |
| White, Not Hispanic | * | * | * | * |
| Black, Not Hispanic | * | * | * | * |
| Hispanic | * | * | * | * |
| Students eligible for free and reduced lunch | --- | --- | --- | --- |
| Special Education Students | * | * | * | * |
| English Language Learners | * | * | * | * |

Additional Federal Accountability Indicators
(Not used to determine AYP)

| Student Groups | Reading | | Mathematics | |
|-------------------------------------|-------------|--------------|-------------|--------------|
| | Performance | Not Assessed | Performance | Not Assessed |
| Male | * | * | * | * |
| Female | * | * | * | * |
| Students served in migrant programs | * | * | * | * |

--- To be included for AYP determinations, a group must have at least 30 students.

* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

State Accountability: MET

Small schools and districts with no groups of 30, are held to meeting the State Accountability requirements for AYP decisions. To meet State Accountability requirements, school districts and

buildings must receive Good, Very Good or Exemplary decisions on both the quality of their assessments and the performance of students on standards.

| AYP Graduation Rate | |
|---------------------|----------|
| State | District |
| 89.74% | 48.48% |

AYP Graduation Rate

No Child Left Behind requires reporting and comparing of school, district and state graduation rates. The data used for the AYP graduation rate differs from the State level graduation data reported elsewhere. For AYP graduation rate calculations, districts are allowed to include English Language Learners who graduate in the 5th year of high school and students with disabilities who graduate in their 5th, 6th or 7th year.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ NCLB Qualified Teachers

NCLB Qualified Teachers 2008 - 2009

The No Child Left Behind (NCLB) Act requires all teachers, teaching in the content areas it identifies as core academic areas, to demonstrate that they have sufficient content knowledge in that subject. Teachers in Nebraska met this requirement by holding the appropriate endorsement for the courses/classes taught or by successfully completing the HOUSSE process. The chart below provides the number and percentage of courses taught by NCLB Qualified Teachers in each of the NCLB content areas.

| NCLB Content Areas | 2007 - 2008 | | 2008 - 2009 | |
|------------------------------|-------------------|------------------------|-------------------|------------------------|
| | Number of courses | Percent NCLB Qualified | Number of courses | Percent NCLB Qualified |
| CIVICS AND GOVERNMENT | 2 | 100.00% | 1 | 100.00% |
| ECONOMICS | N / A | N / A | 1 | 100.00% |
| ELEMENTARY | 15 | 100.00% | 15 | 100.00% |
| ENGLISH LANGUAGE ARTS | 36 | 88.89% | 38 | 100.00% |
| FOREIGN LANGUAGES | 11 | 100.00% | 27 | 100.00% |
| HISTORY AND GEOGRAPHY | 8 | 100.00% | 9 | 100.00% |
| MATHEMATICS | 13 | 100.00% | 15 | 100.00% |
| NATURAL SCIENCES | 16 | 100.00% | 18 | 100.00% |
| SELF-CONTAINED | 3 | 100.00% | 1 | 100.00% |
| VISUAL AND PERFORMING ARTS | 23 | 100.00% | 32 | 100.00% |
| Overall Count/Average | 127 | 96.85% | 157 | 100.00% |

* For NCLB purposes, one elementary teacher is considered as one course.

Nebraska's emergency teaching certificate is the Provisional Commitment Certificate. In 07-08, there were no teachers in this district teaching on this certificate.

NCLB Non-Qualified Teachers

| NCLB Content Areas | 2007 - 2008 | | 2008 - 2009 | |
|------------------------------|-------------------|------------------------|-------------------|------------------------|
| | Number of courses | Percent NCLB Qualified | Number of courses | Percent NCLB Qualified |
| CIVICS AND GOVERNMENT | 0 | 0.00% | 0 | 0.00% |
| ECONOMICS | N / A | N / A | 0 | 0.00% |
| ELEMENTARY | 0 | 0.00% | 0 | 0.00% |
| ENGLISH LANGUAGE ARTS | 4 | 11.11% | 0 | 0.00% |
| FOREIGN LANGUAGES | 0 | 0.00% | 0 | 0.00% |
| HISTORY AND GEOGRAPHY | 0 | 0.00% | 0 | 0.00% |
| MATHEMATICS | 0 | 0.00% | 0 | 0.00% |
| NATURAL SCIENCES | 0 | 0.00% | 0 | 0.00% |
| SELF-CONTAINED | 0 | 0.00% | 0 | 0.00% |
| VISUAL AND PERFORMING ARTS | 0 | 0.00% | 0 | 0.00% |
| Overall Count/Average | 4 | 3.15% | 0 | 0.00% |

NCLB established a goal of having 100% of all teachers in NCLB content areas. Districts must annually measure the progress of each school and the district toward meeting this goal.

NOTE: NCLB Qualified Teacher data presented here includes Special Education teachers.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Standardized Test

Standardized Test - Reading
Percentage of students scoring above the national average

Grades 3-6 Performance on Standardized Reading Test

| Years | Below U.S. Average | | Above U.S. Average | | Not Tested | | Tested | |
|-----------|--------------------|--------|--------------------|--------|------------|--------|---------|--------|
| | Percent | Number | Percent | Number | Percent | Number | Percent | Number |
| 2004-2005 | 88.23% | 15 | * | * | 10.53% | 2 | 89.47% | 17 |
| 2005-2006 | 88.89% | 16 | * | * | 0.00% | 0 | 100.00% | 18 |
| 2006-2007 | 92.59% | 25 | * | * | 6.90% | 2 | 93.10% | 27 |
| 2007-2008 | 92.60% | 25 | * | * | 6.90% | 2 | 93.10% | 27 |
| 2008-2009 | 89.66% | 26 | * | * | 0.00% | 0 | 100.00% | 29 |

Grades 3-6 Reading Assessed on the Following Tests

Standardized Test

Stanford Achievement Test

Grades 5-8 Performance on Standardized Reading Test

| Years | Below U.S. Average | | Above U.S. Average | | Not Tested | | Tested | |
|-----------|--------------------|--------|--------------------|--------|------------|--------|---------|--------|
| | Percent | Number | Percent | Number | Percent | Number | Percent | Number |
| 2004-2005 | 90.47% | 19 | * | * | 0.00% | 0 | 100.00% | 21 |

| | | | | | | | | |
|-----------|--------|----|---|---|-------|---|---------|----|
| 2005-2006 | 92.31% | 12 | * | * | 0.00% | 0 | 100.00% | 13 |
| 2006-2007 | 90.00% | 18 | * | * | 9.09% | 2 | 90.91% | 20 |
| 2007-2008 | 95.65% | 22 | * | * | 4.17% | 1 | 95.83% | 23 |
| 2008-2009 | * | * | * | * | * | * | * | * |

Grades 5-8 Reading Assessed on the Following Tests

Standardized Test

Stanford Achievement Test

Grades 9-12 Performance on Standardized Reading Test

| Years | Below U.S. Average | | Above U.S. Average | | Not Tested | | Tested | |
|-----------|--------------------|--------|--------------------|--------|------------|--------|---------|--------|
| | Percent | Number | Percent | Number | Percent | Number | Percent | Number |
| 2004-2005 | 88.24% | 15 | * | * | 10.53% | 2 | 89.47% | 17 |
| 2005-2006 | * | * | * | * | 0.00% | 0 | 100.00% | 11 |
| 2006-2007 | * | * | * | * | * | * | * | * |
| 2007-2008 | 94.73% | 18 | * | * | 0.00% | 0 | 100.00% | 19 |
| 2008-2009 | 84.62% | 11 | * | * | 0.00% | 0 | 100.00% | 13 |

Grades 9-12 Reading Assessed on the Following Tests

Standardized Test

Stanford Achievement Test

Data has been masked to protect the identity of students using the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a category that does not meet the standards.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Standardized Test

Standardized Test - Mathematics

Percentage of students scoring above the national average

Grades 3-6 Performance on Standardized Math Test

| Years | Below U.S. Average | | Above U.S. Average | | Not Tested | | Tested | |
|-----------|--------------------|--------|--------------------|--------|------------|--------|---------|--------|
| | Percent | Number | Percent | Number | Percent | Number | Percent | Number |
| 2004-2005 | 94.12% | 16 | * | * | 10.53% | 2 | 89.47% | 17 |
| 2005-2006 | 77.78% | 14 | * | * | 0.00% | 0 | 100.00% | 18 |
| 2006-2007 | 85.18% | 23 | * | * | 6.90% | 2 | 93.10% | 27 |
| 2007-2008 | 77.78% | 21 | * | * | 6.90% | 2 | 93.10% | 27 |
| 2008-2009 | 96.55% | 28 | * | * | 0.00% | 0 | 100.00% | 29 |

Grades 3-6 Math Assessed on the Following Tests

Standardized Test

Stanford Achievement Test

Grades 5-8 Performance on Standardized Math Test

| Years | Below U.S. Average | | Above U.S. Average | | Not Tested | | Tested | |
|-----------|--------------------|--------|--------------------|--------|------------|--------|---------|--------|
| | Percent | Number | Percent | Number | Percent | Number | Percent | Number |
| 2004-2005 | 95.24% | 20 | * | * | 0.00% | 0 | 100.00% | 21 |
| 2005-2006 | 92.31% | 12 | * | * | 0.00% | 0 | 100.00% | 13 |
| 2006-2007 | 85.00% | 17 | * | * | 9.09% | 2 | 90.91% | 20 |
| 2007-2008 | 95.23% | 20 | * | * | 12.50% | 3 | 87.50% | 21 |
| 2008-2009 | * | * | * | * | * | * | * | * |

Grades 5-8 Math Assessed on the Following Tests

Standardized Test

Stanford Achievement Test

Grades 9-12 Performance on Standardized Math Test

| Years | Below U.S. Average | | Above U.S. Average | | Not Tested | | Tested | |
|-----------|--------------------|--------|--------------------|--------|------------|--------|---------|--------|
| | Percent | Number | Percent | Number | Percent | Number | Percent | Number |
| 2004-2005 | 58.83% | 10 | * | * | 10.53% | 2 | 89.47% | 17 |
| 2005-2006 | * | * | * | * | 0.00% | 0 | 100.00% | 11 |
| 2006-2007 | 90.91% | 10 | * | * | 8.33% | 1 | 91.67% | 11 |
| 2007-2008 | 88.89% | 16 | * | * | 5.26% | 1 | 94.74% | 18 |
| 2008-2009 | 84.61% | 11 | * | * | 0.00% | 0 | 100.00% | 13 |

Grades 9-12 Math Assessed on the Following Tests

Standardized Test

Stanford Achievement Test

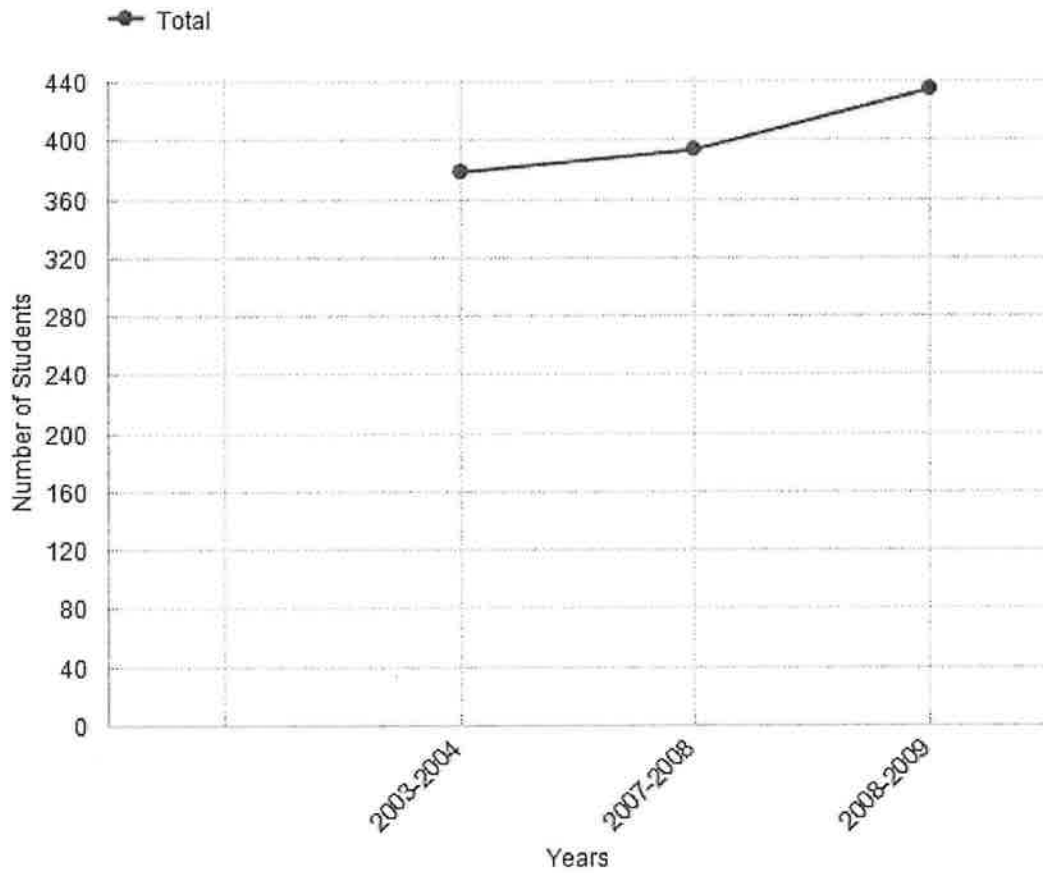
Data has been masked to protect the identity of students using the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a category that does not meet the standards.

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Student Enrollment

Enrollment Trends



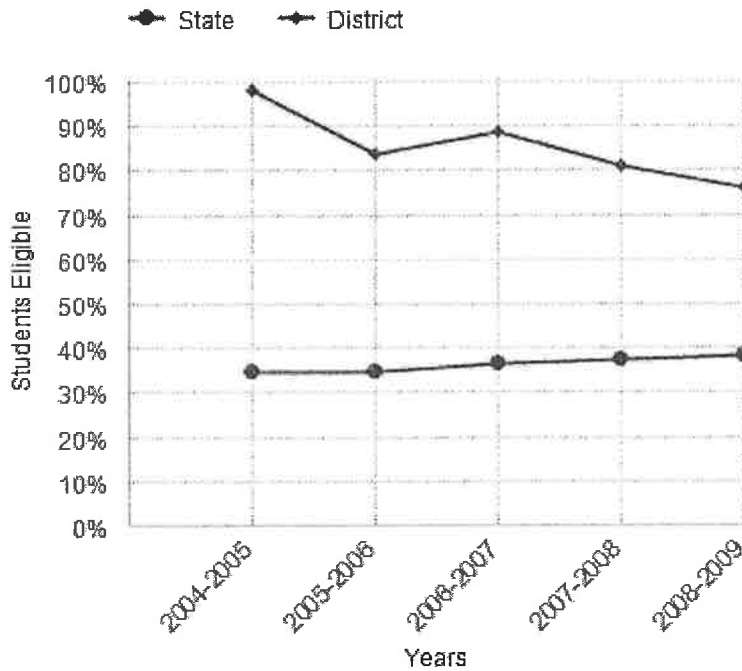
Grade-by-Grade Enrollment

| Grade | Years | | |
|--------------|------------|------------|------------|
| | 2003-2004 | 2007-2008 | 2008-2009 |
| PK | | | 28 |
| K | 42 | 50 | 48 |
| 1 | 34 | 57 | 43 |
| 2 | 27 | 29 | 52 |
| 3 | 26 | 30 | 34 |
| 4 | 31 | 29 | 32 |
| 5 | 32 | 27 | 25 |
| 6 | 20 | 23 | 20 |
| 7 | 25 | 24 | 19 |
| 8 | 27 | 30 | 30 |
| 9 | 33 | 31 | 29 |
| 10 | 32 | 16 | 28 |
| 11 | 13 | 20 | 13 |
| 12 | 37 | 27 | 33 |
| Total | 379 | 393 | 434 |

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Free/Reduced Priced Meals

Students Eligible for Free/Reduced Priced Meals



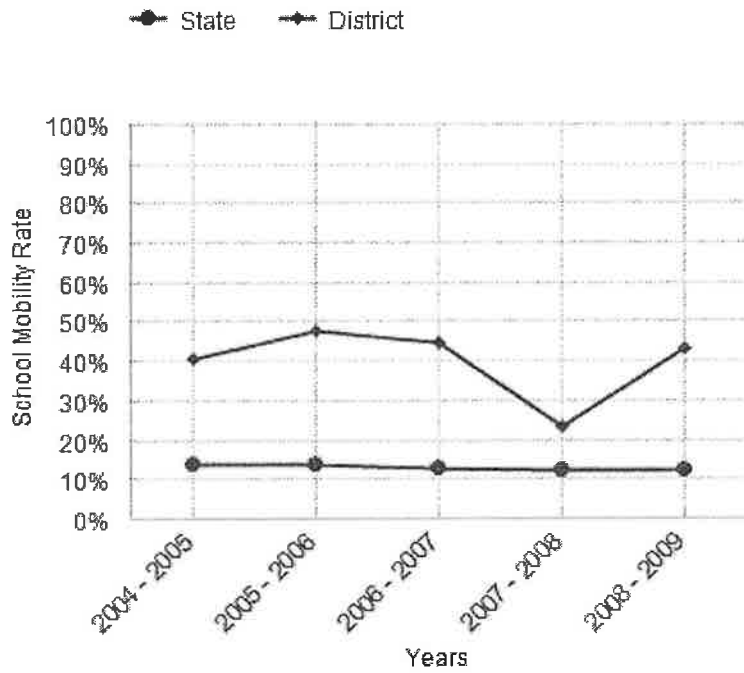
Free/Reduced Priced Meals

| Years | State | District |
|-----------|--------|----------|
| 2004-2005 | 34.79% | 98.40% |
| 2005-2006 | 34.66% | 83.56% |
| 2006-2007 | 36.42% | 88.86% |
| 2007-2008 | 37.33% | 80.88% |
| 2008-2009 | 38.35% | 76.04% |

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ School Mobility Rate

School Mobility Rate



School Mobility Rate

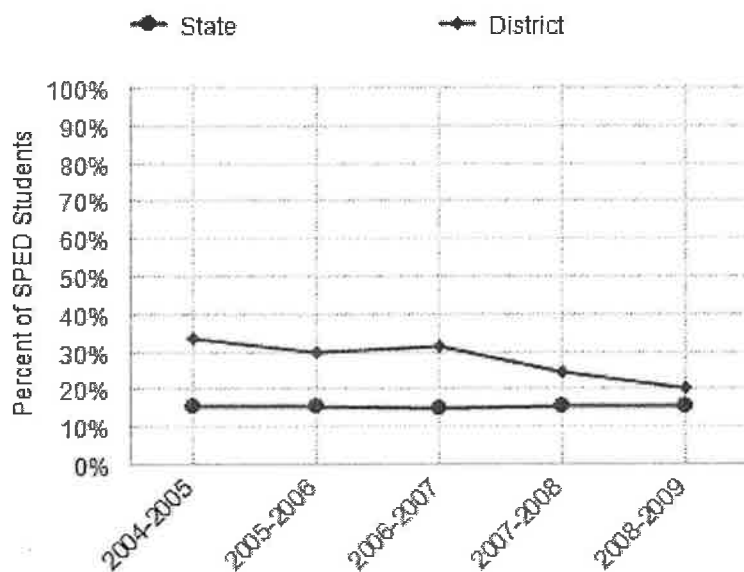
| Years | State | District |
|--------------|--------|----------|
| 2004 - 2005 | 13.82% | 40.69% |
| 2005 - 2006 | 13.77% | 47.66% |
| 2006 - 2007 | 12.64% | 44.47% |
| 2007 - 2008 | 12.38% | 23.41% |
| *2008 - 2009 | 12.02% | 43.10% |

*Starting in 2008-2009, the determination of mobility rates is made from individual student data.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Students in Special Education Programs

Students in Special Education Programs



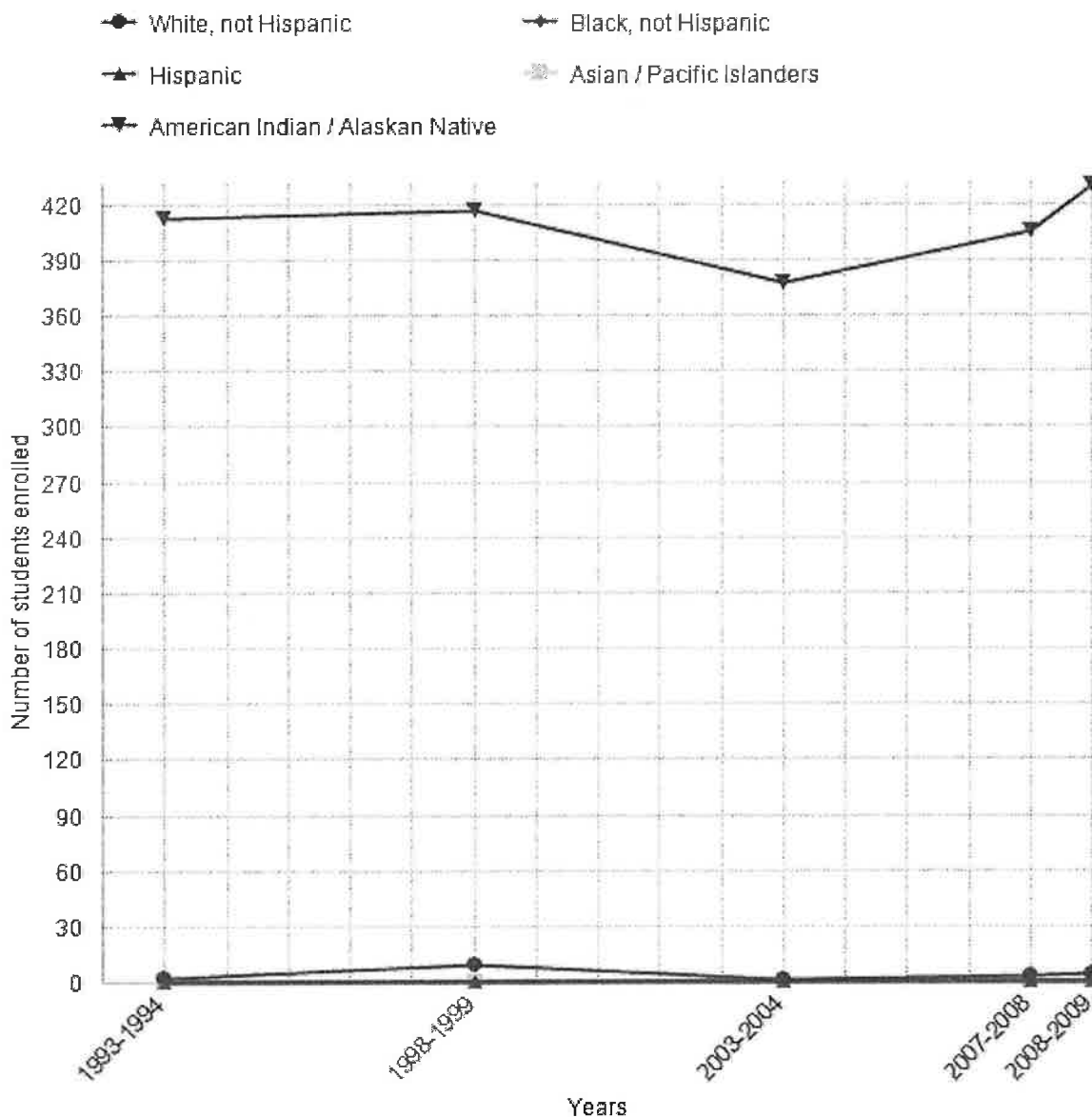
Special Education Trends

| Years | State | District |
|-----------|--------|----------|
| 2004-2005 | 15.39% | 33.51% |
| 2005-2006 | 15.21% | 30.03% |
| 2006-2007 | 14.95% | 31.54% |
| 2007-2008 | 15.19% | 24.68% |
| 2008-2009 | 15.21% | 19.95% |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Race/Ethnicity

Student Enrollment Trends by Race and Ethnicity



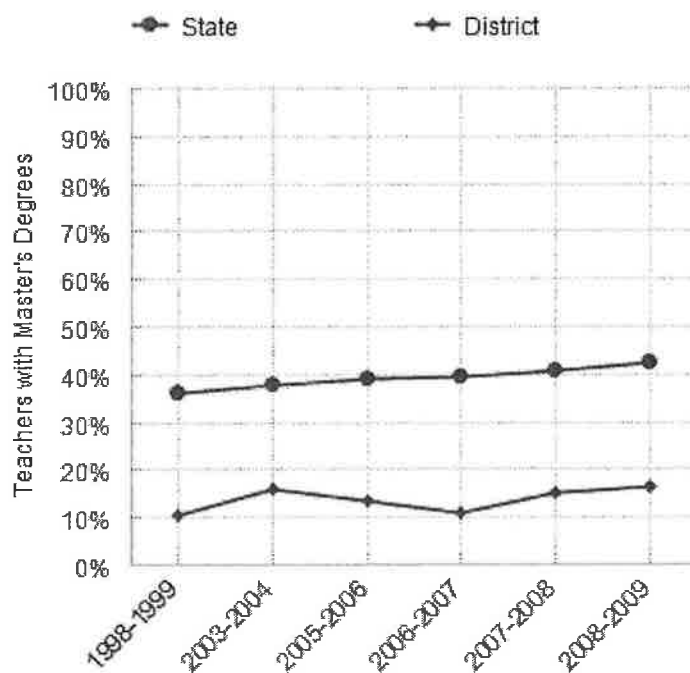
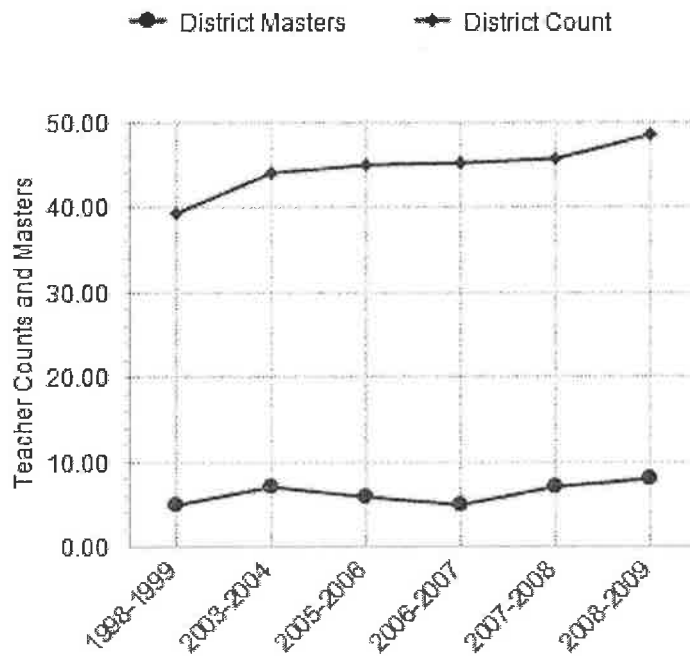
Student Enrollment Trends by Race and Ethnicity

| Years | White, not Hispanic | Black, not Hispanic | Hispanic | Asian / Pacific Islanders | American Indian / Alaskan Native |
|-----------|---------------------|---------------------|----------|---------------------------|----------------------------------|
| 1993-1994 | 2 | 0 | 0 | 0 | 413 |
| 1998-1999 | 9 | 0 | 0 | 0 | 417 |
| 2003-2004 | 1 | 0 | 0 | 0 | 378 |
| 2007-2008 | 3 | 0 | 0 | 0 | 405 |
| 2008-2009 | 4 | 0 | 0 | 0 | 430 |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▸ Teachers

Percentage and Count of Teachers with Master's Degrees

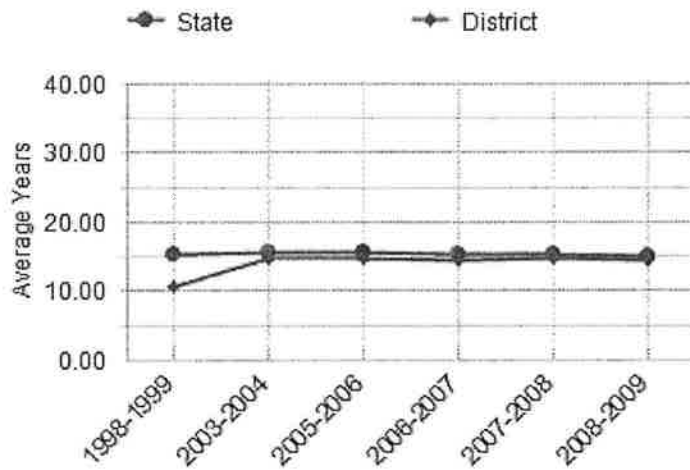


Teachers Count and Teachers with Master's Degree

| Years | Total Teacher Count | | Total Teachers with Master's Degrees | | Percentage of Teachers with Master's Degrees | |
|-----------|---------------------|----------|--------------------------------------|----------|--|----------|
| | State | District | State | District | State | District |
| 1998-1999 | 19,907.64 | 39.37 | 8,391.00 | 5.00 | 36.04% | 10.42% |
| 2003-2004 | 19,949.98 | 44.00 | 7,774.00 | 7.00 | 38.00% | 15.91% |
| 2005-2006 | 23,586.92 | 45.00 | 9,610.00 | 6.00 | 39.08% | 13.33% |
| 2006-2007 | 23,839.21 | 45.40 | 9,833.00 | 5.00 | 39.65% | 10.87% |
| 2007-2008 | 24,193.13 | 45.86 | 10,242.00 | 7.00 | 40.80% | 15.22% |
| 2008-2009 | 24,331.56 | 48.70 | 10,712.00 | 8.00 | 42.41% | 16.33% |

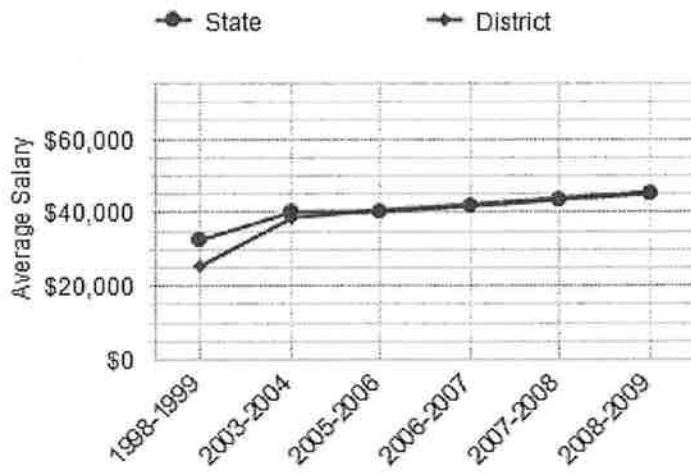


Average Years of Teaching Experience



| Years | State | District |
|-----------|-------|----------|
| 1998-1999 | 15.39 | 10.63 |
| 2003-2004 | 15.59 | 14.75 |
| 2005-2006 | 15.62 | 14.78 |
| 2006-2007 | 15.49 | 14.43 |
| 2007-2008 | 15.30 | 14.67 |
| 2008-2009 | 15.19 | 14.37 |

Average Teacher Salary



| Years | State | District |
|-------------|----------|----------|
| 1998-1999 | \$32,878 | \$25,502 |
| * 2003-2004 | \$40,090 | \$38,775 |
| 2005-2006 | \$40,382 | \$40,556 |
| 2006-2007 | \$42,080 | \$42,362 |
| 2007-2008 | \$43,629 | \$44,005 |
| 2008-2009 | \$44,968 | \$45,398 |

* Salary for 2003-2004 uses a new calculation. Click on Data Definitions & Explanations.

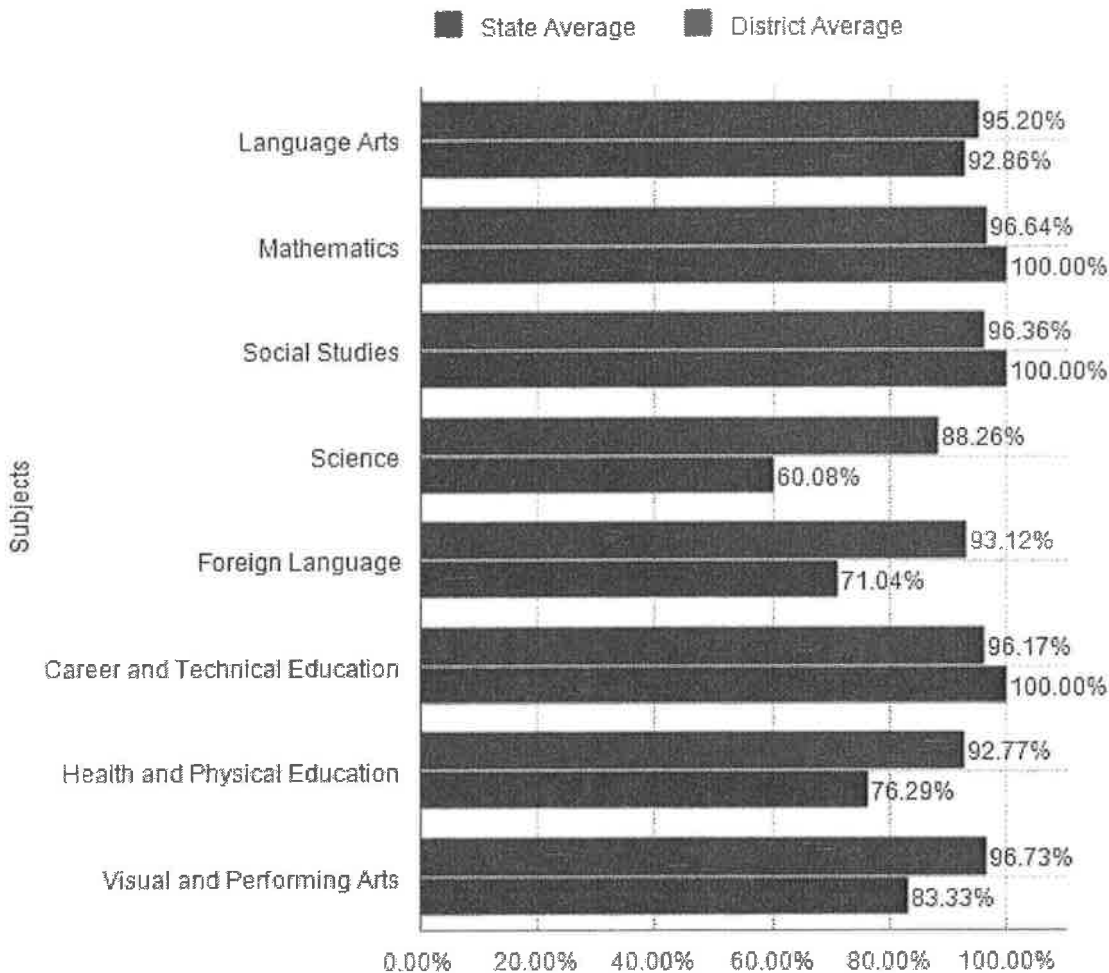
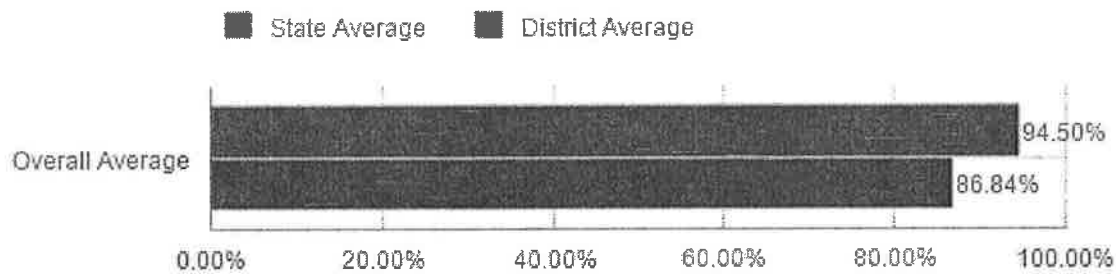
SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Teacher Qualifications

State accreditation requirements specify that at least 80 percent of instructional units provided in the secondary grades must be assigned to teachers who hold certificates displaying appropriate endorsements. Endorsements mean the teachers majored in the subjects they teach.

Percentage of 9th - 12th grade classes taught by teachers endorsed in that subject.

**High School Teachers Endorsed
in the Subject Area They Teach
2008-2009**



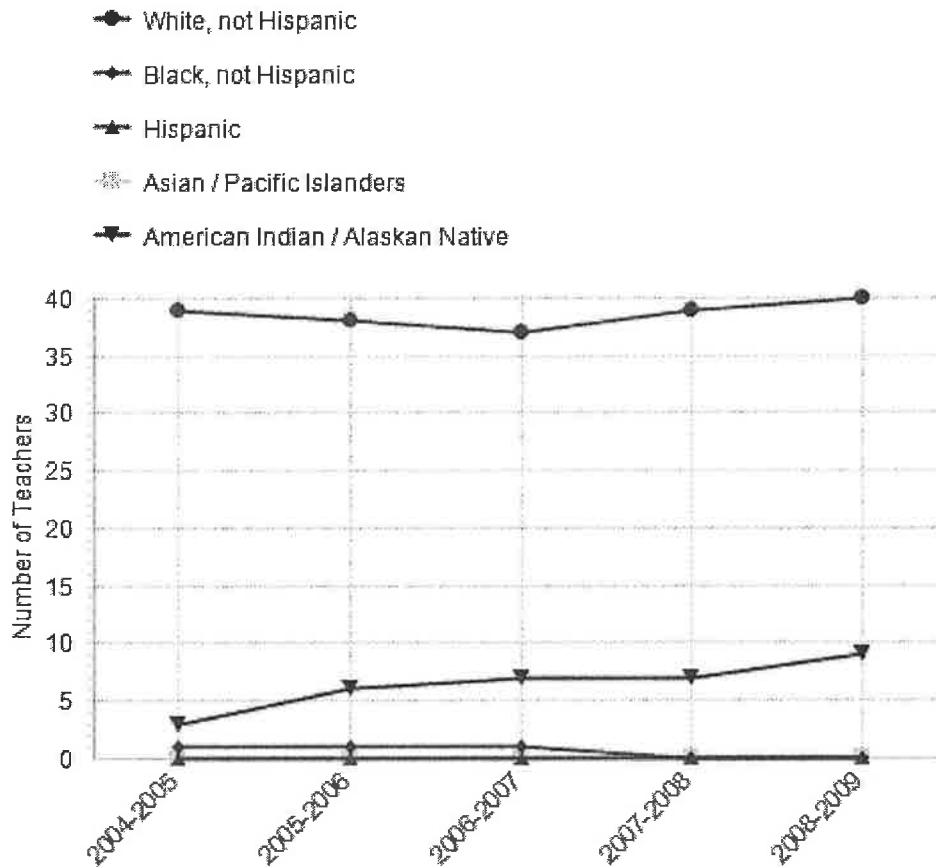
High School Teachers Endorsed in the Subject Area They Teach

| Subject | State Average | District Average |
|--------------------------------|----------------------|-------------------------|
| Language Arts | 95.20% | 92.86% |
| Mathematics | 96.64% | 100.00% |
| Social Studies | 96.36% | 100.00% |
| Science | 88.26% | 60.08% |
| Foreign Language | 93.12% | 71.04% |
| Career and Technical Education | 96.17% | 100.00% |
| Health and Physical Education | 92.77% | 76.29% |
| Visual and Performing Arts | 96.73% | 83.33% |
| Overall Average | 94.50% | 86.84% |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Teachers FTE by Race/Ethnicity

Teacher Race and Ethnicity



Teacher Race and Ethnicity

| Years | White, not Hispanic | Black, not Hispanic | Hispanic | Asian / Pacific Islanders | American Indian / Alaskan Native |
|-----------|---------------------|---------------------|----------|---------------------------|----------------------------------|
| 2004-2005 | 39 | 1 | 0 | 0 | 3 |
| 2005-2006 | 38 | 1 | 0 | 0 | 6 |
| 2006-2007 | 37 | 1 | 0 | 0 | 7 |
| 2007-2008 | 39 | 0 | 0 | 0 | 7 |
| 2008-2009 | 40 | 0 | 0 | 0 | 9 |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Accreditation

School Accreditation

- All public school districts are required to be accredited by the State. Accreditation requirements are found in the Regulations and Procedures for the Accreditation of Schools (Rule 10). To review the accreditation requirements, see www.nde.state.ne.us/LEGAL/RULE10.html.
- Accreditation establishes minimum requirements for: kindergarten through 12th grade curricula; teacher and administrator qualifications; media and technology resources; standards, assessment, and reporting procedures; school improvement processes; and related topics. The accreditation requirements assure equitable learning opportunities, encourage quality and support accountability in Nebraska schools.
- Regional accreditation by North Central Association Commission on Accreditation and School Improvement is also available and is optional for Nebraska schools. North Central provides standards and school improvement procedures that commit schools to excellence. The North Central Association Commission on Accreditation and School Improvement accrediting agency encompasses 19 states and is also responsible for accreditation of the Department of Defense Schools operated for families of U.S. military personnel in overseas locations.

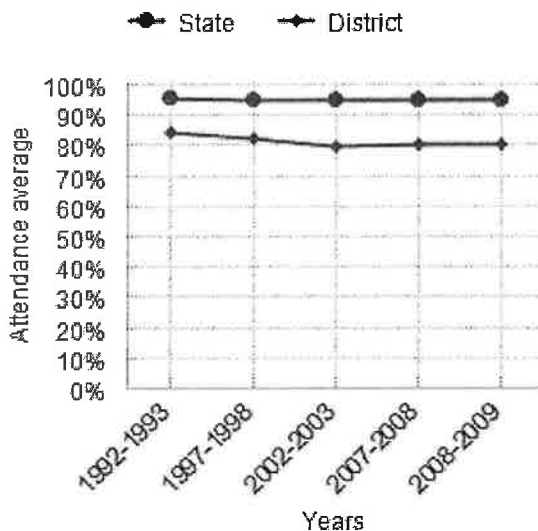
Local District Accreditation

This district is accredited by the State.

SCHOOL DISTRICT: U M O N H O N N A T I O N P U B L I C S C H S

▶ Attendance Rate

Attendance Rate



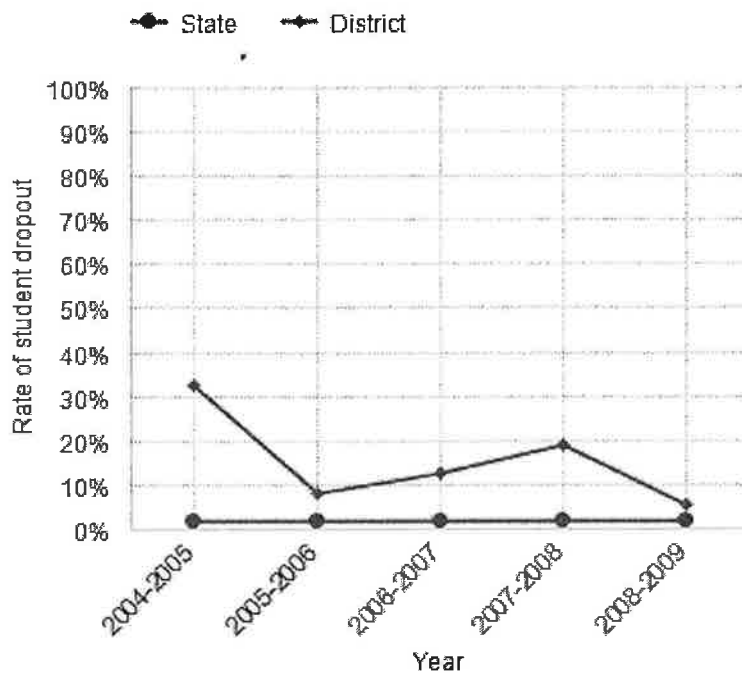
Attendance Rate

| Years | State | District |
|-----------|--------|----------|
| 1992-1993 | 95.31% | 83.89% |
| 1997-1998 | 95.00% | 82.33% |
| 2002-2003 | 95.05% | 79.55% |
| 2007-2008 | 94.71% | 80.12% |
| 2008-2009 | 94.83% | 80.37% |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Dropout Rate - All Students

Dropout Rate - All Students



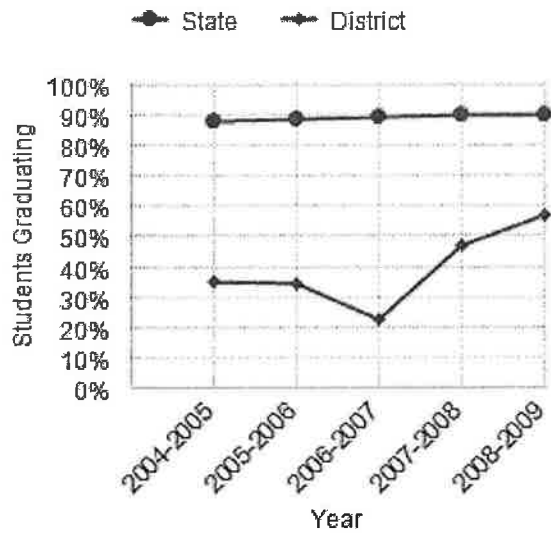
Student Dropout Rate

| Years | State | District |
|-----------|-------|----------|
| 2004-2005 | 1.86% | 32.52% |
| 2005-2006 | 1.81% | 8.00% |
| 2006-2007 | 1.94% | 12.82% |
| 2007-2008 | 1.69% | 18.92% |
| 2008-2009 | 1.59% | 5.26% |

SCHOOL DISTRICT: UMO N HO N NATION PUBLIC SCHS

▶ Graduation Rate - All Students

High School Graduation Rate - All Students



High School Graduation Rate

| Years | State | District |
|-----------|--------|----------|
| 2004-2005 | 88.04% | 35.29% |
| 2005-2006 | 88.76% | 34.69% |
| 2006-2007 | 89.17% | 22.64% |
| 2007-2008 | 89.74% | 46.88% |
| 2008-2009 | 89.85% | 56.67% |

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