

NOTE: *This document is an excerpt from the Nebraska Department of Education “Update: Standards, Assessment, and Accountability (SAA-4)”, Volume 4, published August 2009. The entire document is available at the NDE Standards, Assessment, and Accountability website: <http://www.nde.state.ne.us/assessment>.*



IV. State and Federal Accountability

A. The Nebraska Student and Staff Record System (NSSRS)



- Validating Data
- Reporting NRT Scores and Sub Scores in 2010

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A. The Nebraska Student and Staff Record System (NSSRS)

The Nebraska Student and Staff Record System, the NSSRS, has been operating fully as the state's record system for several years. Districts are to be congratulated for their successful completion of data submission.

As the spring approaches and assessment results are due by June 30, 2010, districts should be aware of several important reporting considerations.



- The Consolidated Data Collection (CDC) will continue to collect non-student level data as it did last year.
- Reporting student performance on reading, mathematics and science data in 2010 will change. Individual student results will be reported only in **mathematics and science**. In mathematics and science only, districts will report on one of the following:
 - State STAR Standards
 - State Standards – full set
 - Local STAR Standards
 - Local Standards – full set.
- NeSA-R Test results will be used for reading.
- Assessment data may be submitted throughout the year beginning in January, but data can NOT be accepted after June 30, 2010.
- Business rules for assessment data have been posted on the NDE website at <http://www.nde.state.ne.us/assessment/Implementation.htm>
- Districts need to access the verification and validation reports from the NSSRS web site to determine the accuracy of the data being submitted. Directions for accessing reports are provided on the NSSRS web site.
- Additional help with NSSRS data submission may be obtained from the HELP Desk at 1-888-285-0556.
- For help specifically with the submission of assessment data you may contact:

John Moon, Statewide Assessment Office
(402) 471-2495; E-mail: john.moon@nebraska.gov

Validating Data in the NSSRS

After the district has entered its student assessment results into the NSSRS system, districts can review the results using the NSSRS Validation Home page. The NSSRS Validation link is accessed through the NDE portal by clicking on the "Student &

Staff” (NSSRS) tab. An activation code is necessary to enter the NSSRS Validation link.

- On the NSSRS Validation page, the default School Year is to 2010-06-30. To view 2009-06-30 school year, use the change years function.
- On the NSSRS Validation Home page review the errors for the “Assessment Fact” and “Assessment Response” templates. To navigate the site, use the document “NSSRS Validation Website Reference Guide,” available at <http://www.nde.state.ne.us/nssrs/Documents.htm> Make corrections as needed and submit new template files via NSSRS Data Manager to address errors.
- Select “Verification Reports” link. In the “Reports” window select the State of the Schools Report-Student Performance (Assessment) either “By School” or “District-wide.” This report will display the aggregated data from the submitted assessment templates in a format similar to SOSR.
- Compare the NSSRS results with results calculated in the district.
- AYP Verification reports are available on the NSSRS Validation Home page for review by clicking on the “AYP Count Verification” link. This link provides 2009-10 disaggregated information for AYP and STARS for all grades by building and district for School Year 2010-06-30. Note that data for AYP is consolidated into grade levels-elementary, middle and high.
- To review individual student data, the audit link on the right side of the NSSRS Data report will open to a list of individual student results. Here results are displayed by student number.

Reporting Students Who Move

Most students will be assessed in the district and reported by the district where they are enrolled. This is true whether students move between or within districts. Students who move out of the district/school before the end of the year are included in the Student Template but not the Year-end Student Snapshot. Additionally, in Assessment Response A code of “N” (Not Assessed) indicates the student was not assessed while enrolled at the time of the assessment. A code of “M” (Moved) indicates the student moved into the district after the assessment or moved out before the assessment.

Districts are expected to report – by June 30th – the assessment results (mathematics and science) students have achieved while the student is enrolled. There is no requirement to “go back” and “catch up” on previously assessed standards for students who move in during the course of the school year. Districts will be expected to obtain those records from previous districts as they have in the past. Reading results will be supplied by the NDE from the state reading test, NeSA-R.

The Nebraska Student and Staff Record System requires clarifications regarding the reporting of contracted public school students. There are two categories for the reporting of assessment results for contracted public school students.

Category One: Students contracted from one public district to another public district.

In these situations, the receiving district needs to do the following:

- Enroll the student, adding or verifying the NDE Student ID number, adding it to the district.
- Report attendance, demographics and all NSSRS requirements.
- Report assessment results.

Essentially, students contracted from one public school to another public school become students in the receiving district.

Category Two: Students contracted from a public district to any education agency that is not a public district. Some examples of education agencies that are not considered to be a public district include but are not limited to the following: Interim programs-schools (Rule 18), approved special education service providers, court-appointed placements, ESU programs, and temporary out-of-school placements.

In these situations, the public district needs to do the following:

- Keep the student enrolled.
- Continue to report attendance, demographics, and all NSSRS requirements.
- Make arrangements with the other education agency to administer assessment.
- Report the assessment results obtained from the education agency.

Note: Assessment results for students attending non-public schools are not required to be reported to NDE unless the non-public school student is enrolled in the public school for at least .51 of the time. If a non-public school is also an approved service provider for special education, Category Two (above) applies.

Home-Schooled Students

Districts are responsible for reporting home schooled students only if they are enrolled in the district at least .51 of the time.

Ward of the Court

If a student is a ward of the court, or a ward of the state, and there is a question about who reports assessment results, the student remains a resident of the district where he or she became a ward of the court, and that district is responsible for all student and assessment reporting. (Section 7 of 79-215).

It is also the responsibility of that district to assign the student to the appropriate building and report all student data.



Reporting Individual Scores on National Assessment Instruments

As required by LB# 1157, beginning in the **2009-10** reporting year districts will need to submit individual student scores and sub scores on national tests.

In August 2008, the State Board of Education, as required by LB# 1157, **recommended** the national tests that should be used and in which grades they should be reported.

The results of that **recommendation** are as follows:

Grades 4, 8:	Terra Nova ITBS (Iowa Test of Basic Skills) Stanford Achievement Test NWEA (Northwest Evaluation Assessment)
Grade 10:	PLAN

Districts should note that these are **recommendations** only and are **not** requirements. If districts choose to administer different tests or administer tests in grades other than those recommended, they may do so.

What districts do need to do is to be sure they collect individual scores and sub scores. Each test provides results differently, and therefore, each test state average will be calculated and displayed separately on the State of the Schools Report.

National Assessment Instrument Scores and Sub Scores

In the spring of 2010, districts will be asked to report individual student composite or total scores and the sub scores for reading and for mathematics. Because each test is different, the total scores are named differently by different test makers and may even include different subject areas. Districts should prepare to report the scores and sub scores of national assessment instruments in 2009-10. The following pages illustrate the scores and sub scores of the five recommended tests, the Terra Nova, the ITBS, the Stanford, the NWEA and PLAN.

If districts choose tests other than the recommended five, they should report the composite scores, reading and mathematics total scores that approximate the samples provided.

Example of Terra Nova



Student Subtest & Objective Report

Student Name	
Student ID	
Special Codes	
Grade	
Birth Date	
District	
School	
Teacher	
Test Name	TN3-CB
Level/Form	15 G
Test Date	11-03-2008
Template	Student Subtest & Objective
Report Date	02-04-2009

Degree of Mastery Key	
<input type="radio"/>	Low Mastery
<input checked="" type="radio"/>	Moderate Mastery
<input type="radio"/>	High Mastery
<input type="radio"/>	N Not all items attempted

Reading Composite

Math Composite

Total Score NCE

Scores By Subtest

Subtest	Scale Score	Grade Equiv	National Percentile	Normal Curve Eq	National Stan
Reading	650	5.5	53	51	5
Vocabulary	650	5.9	58	54	5
Reading Composite	650	5.8	58	54	5
Language	665	7.9	73	63	6
Language Mechanics	642	5.6	54	52	5
Language Composite	654	6.7	65	58	6
Mathematics	647	5.6	57	54	5
Math Computation	607	4.4	30	29	4
Math Composite	627	4.9	43	46	5
Total Score	654	6.0	62	58	6
Spelling	638	5.3	53	51	5

Scores By Subtest / Objective

Subtest / Objective	Degree of Mastery
Reading	
Basic Understanding	<input checked="" type="radio"/>
Analyze Text	<input checked="" type="radio"/>
Evaluate/Extend Meaning	<input checked="" type="radio"/>
Rdg/Wrtg Strategies	<input checked="" type="radio"/>
Subtest Average	0
Vocabulary	
Word Meaning	<input checked="" type="radio"/>
Multimeaning Words	<input checked="" type="radio"/>
Words in Context	<input checked="" type="radio"/>
Subtest Average	0
Language	
Sentence Structure	<input checked="" type="radio"/>
Writing Strategies	<input checked="" type="radio"/>
Editing Skills	<input checked="" type="radio"/>
Subtest Average	0
Language Mechanics	
Sent. Phrases, Clauses	<input checked="" type="radio"/>
Writing Conventions	<input checked="" type="radio"/>
Subtest Average	0
Mathematics	
Number & Num Relations	<input checked="" type="radio"/>
Computation & Estimation	<input checked="" type="radio"/>
Operation Concepts	<input checked="" type="radio"/>
Measurement	<input checked="" type="radio"/>
Geometry & Spatial Sense	<input checked="" type="radio"/>
Data, Stats, & Prob	<input checked="" type="radio"/>
Patterns, Funcs, Algebra	<input checked="" type="radio"/>
Subtest Average	0
Math Computation	
Multiply Whole Numbers	<input checked="" type="radio"/>
Divide Whole Numbers	<input checked="" type="radio"/>
Decimals	<input checked="" type="radio"/>
Fractions	<input checked="" type="radio"/>
Subtest Average	0
Spelling	
Vowels	<input checked="" type="radio"/>
Consonants	<input checked="" type="radio"/>
Structural Units	<input checked="" type="radio"/>
Subtest Average	0
Total Average	0



PERFORMANCE PROFILE FOR

Iowa Tests of Basic Skills® (ITBS®)

Reading Total in NCE

Student ID:
Form/Level:
Test Date:
Norms:
Order No.:
Page: 1

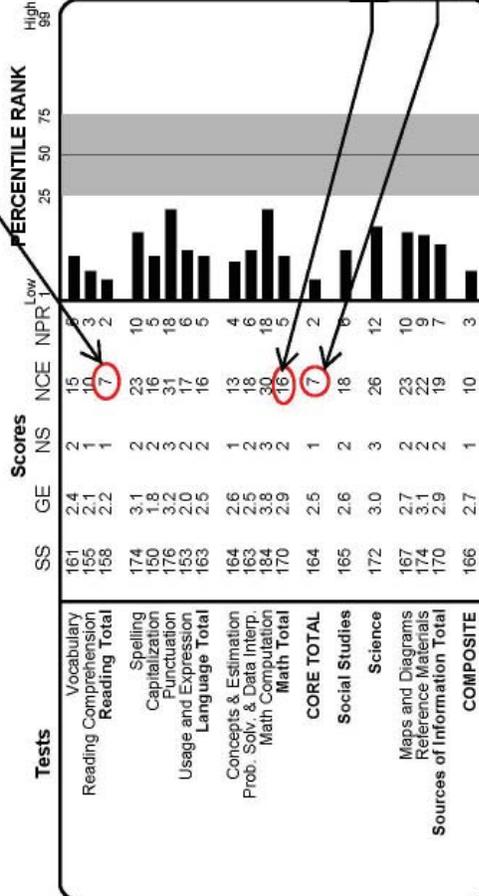
Student:
Class:
Building:
System:

Grade: 5

In the upper left, part of this report, scores are printed for the tests, totals, and, if available, the composite. Several types of scores are reported, including the national percentile rank (NPR), which is the percent of students in this grade in the nation with a lower score on that test, total, or composite.

The graph to the right of the scores provides a visual display of the student's performance on each test relative to the other test areas. The NPR for the various scores are displayed as horizontal bars. The varying lengths of these bars permit identification of the student's stronger and weaker areas of achievement.

The lower part of the report, provides detailed information about skills in each test. The number of items for each skill, the number attempted, the percent correct for the student, and the percent correct for students in this grade in the nation are reported. The difference between the student's percent correct and the percent correct for students in the nation is displayed as a horizontal bar. These bars permit identification of skills that stand out as high or low when compared with students in the nation.



Math Total in NCE

Core Total in NCE

SS = Standard Score, GE = Grade Equivalent, NS = National Equivalent, NCE = Normal Curve Equiv., NPR = National Percentile Rank

Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Differences* Nat. Diff.	Differences* -20	Differences* +20
Vocabulary	37	37	22	55	-33	-	-
Reading Comprehension	16	16	13	55	-42	-	-
Inference and Interpretation	15	15	20	61	-41	-	-
Analysis and Generalization	12	12	42	58	-16	-	-
Spelling	23	23	30	60	-30	-	-
Root Words	9	9	22	39	-17	-	-
Words with Affixes	4	4	0	67	-67	-	-
Correct Spelling	4	4	0	67	-67	-	-
Capitalization	5	5	0	62	-62	-	-
Names/Titles / Dates/Holidays	6	6	33	54	-21	-	-
Place Names	5	5	40	46	-6	-	-
Names: Organizations & Groups	7	7	14	51	-37	-	-
Writing Conventions	5	5	0	60	-60	-	-
Overcapitalization/Correct Cap	5	5	0	60	-60	-	-
Punctuation	12	12	42	55	-13	-	-
End Punctuation	8	8	25	47	-22	-	-
Comma	5	5	20	40	-20	-	-
Apostrophe/Quotes/Colon/Semi	3	3	0	62	-62	-	-
Correct Punctuation	3	3	0	62	-62	-	-
Usage and Expression	10	10	20	58	-38	-	-
Nouns, Pronouns, and Modifiers	6	6	17	59	-42	-	-
Verbs	6	6	50	53	-3	-	-
Conciseness and Clarity	6	6	17	57	-40	-	-
Organization of Ideas	7	7	14	60	-46	-	-
Appropriate Use	7	7	14	60	-46	-	-
Concepts & Estimation	13	13	23	60	-37	-	-
Number Properties & Operations	6	6	33	63	-30	-	-
Algebra	6	6	0	55	-55	-	-
Geometry	3	3	0	59	-59	-	-
Measurement	3	3	67	48	19	+	+
Probability and Statistics	9	9	33	50	-17	-	-
Estimation	9	9	33	50	-17	-	-
Prob. Solv. & Data Interp.	15	15	27	58	-31	-	-
Problem Solving	3	3	33	68	-35	-	-
Single-step	8	8	25	54	-29	-	-
Multiple-step	4	4	25	58	-33	-	-
Approaches and Procedures	11	11	18	54	-36	-	-
Data Interpretation	3	3	33	60	-27	-	-
Read Amounts	8	8	13	52	-39	-	-
Compare Quant./Relationships	3	3	67	72	-5	+	+
Math Computation	4	4	0	66	-66	-	-
Add with Whole Numbers	6	6	83	55	28	+	+
Subtract with Whole Numbers	7	7	0	45	-45	-	-
Multiply with Whole Numbers	5	5	20	44	-24	-	-
Divide with Whole Numbers	4	4	25	48	-23	-	-
Add or Subtract with Fractions	11	11	9	51	-42	-	-
Add or Subtract with Decimals	10	10	30	57	-27	-	-
Social Studies	4	4	25	57	-32	-	-
History	11	11	9	51	-42	-	-
Geography	12	12	33	49	-16	-	-
Economics	4	4	25	57	-32	-	-
Government and Society	4	4	25	57	-32	-	-
Tests and Skills	14	14	29	54	-25	-	-
Scientific Inquiry	9	9	11	53	-42	-	-
Life Science	8	8	38	55	-17	-	-
Earth and Space Science	6	6	33	55	-22	-	-
Physical Science	6	6	33	55	-22	-	-
Maps and Diagrams	8	8	25	54	-29	-	-
Locate/Process Information	12	12	33	55	-22	-	-
Interpret Information	6	6	17	47	-30	-	-
Analyze Information	6	6	17	47	-30	-	-
Reference Materials	12	12	17	61	-44	-	-
Using Reference Materials	20	20	30	56	-26	-	-
Searching for Information	27	27	30	60	-30	-	-
Critical Thinking	29	29	21	52	-31	-	-
Reading	34	34	26	53	-27	-	-
Language	21	21	33	52	-19	-	-
Mathematics	20	20	25	52	-27	-	-
Social Studies	28	28	29	55	-26	-	-
Science	28	28	29	55	-26	-	-
Sources of Information	28	28	29	55	-26	-	-

* A plus (+) or minus (-) sign in the difference graph indicates that the bar extends beyond +20. No. Att. = Number Attempted %C = Percent Correct



with Otis-Lennon School Ability Test®, Eighth Edition

About This Student's Performance:

Firstname recently took the *Stanford Achievement Test*, Tenth Edition (Stanford 10). This test is one measure of this student's achievement. This report compares this student's performance to students in the same grade across the nation. Percentile Bands show ranges within which this student's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject-but not as well as 30% of students.

The chart below shows this student's performance in each subject area tested.

Lexile measure = 730L

Information on the use of Lexiles can be found at www.PearsonLexile.com. Lexiles used with permission.

TEACHER: SAMPLE TEACHER
 SCHOOL: SAMPLE SCHOOL - 0000000000
 DISTRICT: SAMPLE DISTRICT

Total Reading

GRADE: 04
 TEST DATE: 04/08

GE: 09 Yrs 08 Mos

STUDENT NO.: 0000000000

Subtests and Totals	Number Possible	Number Correct	Scaled Score	Age PR-S	Age NCE	National PR-S	National NCE	AAC Range	National Grade Percentile Bands
Total Reading	114	82	639	59-5	54.8	59-5	54.8	MIDDLE	10 30 50 70 90 99
Word Study Skills	30	25	664	76-6	64.9	76-6	64.9	HIGH	
Reading Vocabulary	30	22	627	46-5	47.9	46-5	47.9	MIDDLE	
Reading Comprehension	54	35	634	53-5	54.6	53-5	54.6	MIDDLE	
Total Mathematics	80	56	633	64-6	57.3	64-6	57.3	MIDDLE	
Mathematics Problem Solving	48	30	622	54-5	52.1	54-5	52.1	MIDDLE	
Mathematics Procedures	32	26	650	74-6	63.5	74-6	63.5	HIGH	
Language	48	28	610	39-4	44.1	39-4	44.1	MIDDLE	
Language Mechanics	24	15	617	46-5	47.9	46-5	47.9	MIDDLE	
Language Expression	24	13	603	36-4	42.5	36-4	42.5	MIDDLE	
Spelling	40	30	647	73-6	62.9	73-6	62.9	HIGH	
Science	40	30	643	69-6	60.4	69-6	60.4	MIDDLE	
Social Science	40	22	607	40-5	44.7	40-5	44.7	MIDDLE	
Listening	40	22	608	35-4	41.9	35-4	41.9	MIDDLE	
Thinking Skills	190	122	623	56-5	53.2	56-5	53.2	MIDDLE	
Basic Battery	322	218	NA	57-5	53.5	57-5	53.5	MIDDLE	
Complete Battery	402	270	NA	56-5	53.4	56-5	53.4	MIDDLE	

Total Mathematics

Basic Battery

Otis-Lennon School Ability Test®	Number Possible	Number Correct	SAI	Age PR-S	Age NCE	Scaled Score	National Grade Percentile Bands
Total	72	38	106	65-6	XX.X	XXX	10 30 50 70 90 99
Verbal	36	21	112	77-7	XX.X	XXX	
Nonverbal	36	17	102	55-5	XX.X	XXX	

Clusters	Below Avg				Above Avg	Clusters	Above Avg			
	NP	NA	NC	NC			NP	NA	NC	NC
Word Study Skills	30	25	10	13	✓	Science (cont.)	13	9	✓	
Structural Analysis	12	10	18	14	✓	Form & Function	20	16	✓	
Phonetic Analysis-Consonants	9	8	6	6	✓	Thinking Skills	40	22	✓	
Phonetic Analysis-Vowels	9	7	6	6	✓	Social Science	10	10	✓	
Reading Vocabulary	30	22	16	13	✓	History	10	6	✓	
Synonyms	12	9	16	13	✓	Geography	10	8	✓	
Multiple Meaning Words	9	5	16	13	✓	Political Science	10	6	✓	
Context Clues	9	8	24	15	✓	Economics	10	2	✓	
Thinking Skills	18	13	8	3	✓	App. of Knowledge/Comp.	14	7	✓	
Reading Comprehension	54	35	8	3	✓	Org., Summ. & Interp. of Info.	15	7	✓	
Literary	18	12	8	5	✓	Determination of Cause/Effect	11	8	✓	
Informational	18	10	24	13	✓	Listening	20	11	✓	
Functional	18	13	8	4	✓	Vocabulary	40	22	✓	
Interpretation	12	11	8	4	✓	Comprehension	10	3	✓	
Initial Understanding	20	12	5	3	✓	Initial Understanding	30	19	✓	
Critical Analysis	12	8	12	6	✓	Interpretation	8	6	✓	
Strategies	10	4	12	6	✓	Analysis	12	7	✓	
Thinking Skills	42	24	10	7	✓	Strategies	7	4	✓	
Mathematics Problem Solving	24	16	7	7	✓	Literary	3	2	✓	
Number Sense & Operations	48	30	5	2	✓	Informational	10	7	✓	
Patterns/Relationships/Algebra	6	6	40	30	✓	Functional	10	10	✓	
Data, Statistics & Probability	8	4	5	2	✓	Thinking Skills	22	13	✓	
Geometry & Measurement	10	4	11	6	✓	Thinking Skills	190	122	✓	
Communication & Representation	6	2	11	10	✓					
Estimation	8	5	7	5	✓					
Mathematical Connections	21	13	11	11	✓					
Reasoning & Problem Solving	13	10	7	5	✓					
Thinking Skills	40	26	13	10	✓					

STANFORD LEVEL/FORM: INTERMEDIATE 1/A
 2007 NORMS: Spring National
 OLSAT LEVEL/FORM: E/5
 2002 NORMS: Spring National
 C = Content Cluster P = Process Cluster
 Scores based on normative data copyright © 2003, 2008 by NCS Pearson, Inc. All rights reserved.
 COPY 01
 PROCESS NO.: 00000000-000000-000000-0

Mathematics

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
W09	6	232- 235 -238		221			75- 82 -87
F08	6	216- 219 -222	219	218	19	8	41- 51 -59
S08	5	227- 230 -233	223	219			72- 79 -85
W08	5	218- 221 -224	218	216			59- 67 -75
F07	5	208- 211 -214	212	212			48- 50 -59
S07	4	211- 214 -217	214	211	7	9	52- 61 -69
W07	4	210- 213 -216	209	208			64- 69 -77
F06	4	204- 207 -210	204	203			53- 64 -74

Most recent

No Composite Score

Mathematics Score -Percentile Rank

Reading

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
W09	6	225- 228 -231		214			80- 86 -92
F08	6	230- 233 -236	214	212	10	4	88- 96 -98
S08	5	227- 230 -233	215	211			90- 95 -97
W08	5	223- 226 -229	212	210			88- 93 -96
F07	5	217- 220 -223	208	207			80- 87 -93
S07	4	225- 228 -231	208	206	22	6	94- 97 -98
W07	4	210- 213 -216	206	204			66- 78 -85
F06	4	203- 206 -209	202	200			57- 66 -78

Reading Score-Percentile Rank

Mathematics Goals Performance - Winter 2009

Numeration & Number Sense	High
Computation & Estimation	Avg
Measurement	HiAvg
Geometry & Spatial Concept	Avg
Data Analysis & Probability	High
Algebraic Concepts	High

Reading Goals Performance - Winter 2009

Strat to Read Words / Vocab	High
Identify Main Idea / Details	HiAvg
Characteristics of Text	High
Elements / Tech Fict / Nonfict	High

Lexile Range: 1011-1161

Explanatory Notes:

Language Usage

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S08	5	220- 223 -226	216	212	11	4	72- 82 -89
W08	5	222- 225 -228	213	210			83- 90 -95
F07	5	209- 212 -215	210	207			49- 59 -72
S07	4	219- 222 -225	210	207	16	6	83- 90 -95
W07	4	208- 211 -214	207	205			57- 67 -76
F06	4	203- 206 -209	202	201			50- 60 -70

Language Usage Goals Performance - Winter 2009

There were no test events found for the selected term, Winter 2009

Season/Year
The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Student Score Range
The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

District Average RIT
The average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg.
The average score observed for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).

Student Growth
Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.

Typical Growth
The average growth of students in the most recent NWEA RIT Scale Norms study who were in the same grade and began the growth comparison period at a similar achievement level.

Student %ile Range
The number in the middle is your child's percentile rank - the percentage of students in the most recent NWEA RIT Scale Norms study that had a RIT score less than or equal to your child's score. The numbers on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

Goal Performance
Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

Lexile Range
The difficulty range of text that can be understood by the student 75% of the time.

Composite Percent Score

Your Score Report

TEST DATE: OCTOBER 23, 2008

TEST FORM: 00A

SCHOOL CODE: 000000

SCHOOL NAME: EXAMPLE HIGH SCHOOL



More Info at
www.planstudent.org

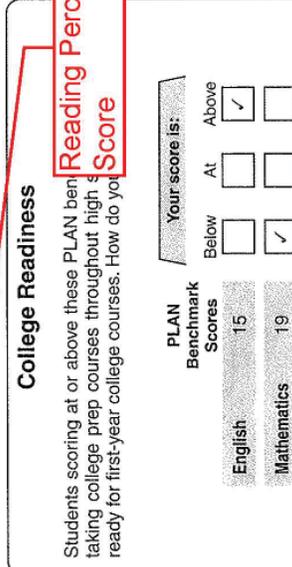
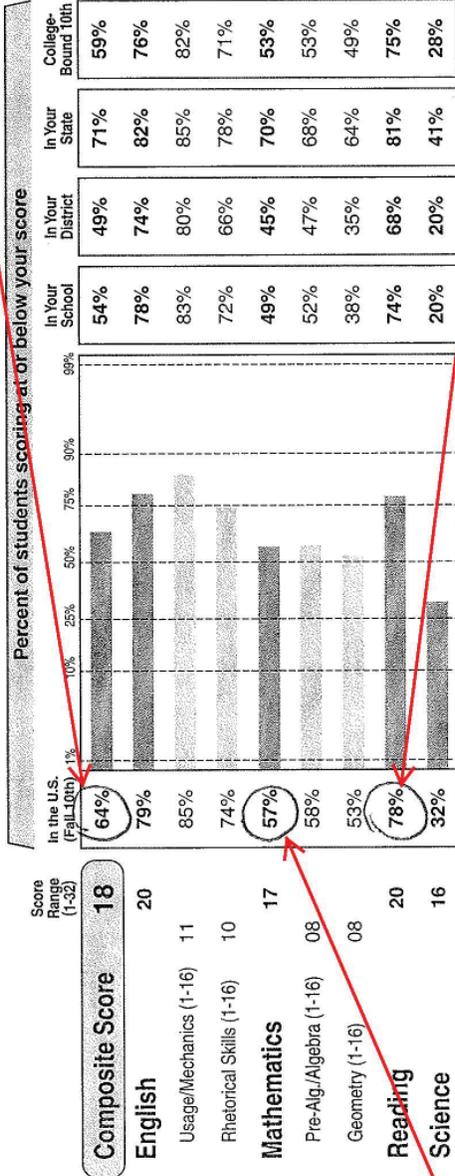
Your Estimated ACT Composite Score Range
 19-23
 Use this score range to help plan for college.

Your Educational Plans for After High School
 4-Year College or University

Admission Standards
 Colleges differ in their admission standards. For example, most students in "selective" colleges have ACT Composite scores in the range of 21 to 26. Some admitted students may have scores outside the range.

Admission Standard	Typical Scores
Open	16-21
Traditional Selective	18-24
Highly Selective	21-26
	25-30

Profile for Success
Your Career Area Preference
 Management
 Successful college sophomores in majors related to your preferred Career Area typically have ACT Composite scores of:
 21-25
 See Using Your PLAN Results.



Admission Standards
 Colleges differ in their admission standards. For example, most students in "selective" colleges have ACT Composite scores in the range of 21 to 26. Some admitted students may have scores outside the range.

Profile for Success
 Successful college sophomores in majors related to your preferred Career Area typically have ACT Composite scores of:
 21-25
 See Using Your PLAN Results.

- Your reported needs**
- Making plans for my education, career, and work after high school
 - Improving my writing skills
 - Improving my reading speed and comprehension
 - Improving my study skills
 - Improving my mathematical skills
 - Improving my computer skills
 - Improving my public speaking skills

B. Transitions in State and Federal Accountability

Adequate Yearly Progress (AYP)

A report of Adequate Yearly Progress is an annual measure of progress against state AYP goals. The annual report is done as a federal requirement to determine whether or not buildings are providing for the achievement of all students. Over time, the expectation is that all buildings will show improvement in the data elements examined so that all students will be successful.

Since the 1980's all buildings receiving Title I funds have been examined annually for adequate progress, but the No Child Left Behind Act requires the examination of all school buildings in the state for AYP, not just those who accept Title I funds. There are three levels of accountability: building AYP, state AYP, and district AYP. All buildings, regardless of size, will report all student performance and will be included in district and state AYP reports.

The data elements to be examined annually for accountability and AYP in grades 3 through 8 and one grade in high school include the following:

- ⊙ Student performance and participation rate in reading (New NeSA-R)
- ⊙ Student performance and participation rate in mathematics (STARS)
- ⊙ District assessment quality in mathematics only
- ⊙ Statewide writing assessment (grades 4 and 8)
- ⊙ Graduation rate (high school)

 The 2009-10 AYP reports and decisions will use the data submitted via the NSSRS, the CDC, and the NeSA Reading results. This includes demographic and assessment results at the student level and district decisions in the CDC. Reporting for the AYP is completed by disaggregated student groups: race, gender, ethnicity, socio-economic status, migrant status, special education, and for those students learning the English language.

 **It is anticipated that new AYP Reading Goals will be reset in 2010 since the new NeSA-Reading tests will be used in AYP calculations. Any new goals for reading will not be available until after the first set of NeSA-R results in the summer of 2010.**

 **The mathematics goal will remain the same as the old STARS goal, which are the same as the 2009 goal:**

- Elementary grades - 83%**
- Middle school grades - 79%**
- High School grades - 81 %**

The Assessment Quality (portfolio) rating is one of the indicators used in making AYP decisions. For the 2009-10 ratings, the only Assessment Quality Ratings to be used will be the mathematics rating.

Additional information will be provided throughout the year regarding the transition of the accountability goals.

Display of Adequate Yearly Progress on the State of the Schools Report

The 2010 State of the Schools Report will again display the AYP decisions for each school and district.

The AYP status was available for auditing throughout the summer on a State of the School's Preview window. Districts have reviewed their data to ensure its accuracy. The formula and process for determining AYP decisions are provided in the AYP Guidance, available at <http://www.nde.state.ne.us/Assessment/documents/AYPGuidance2008-09.pdf>. The AYP status should be reviewed and the Department should be notified if there are questions or concerns.

AYP questions should be directed to the Title I consultants or:

Marilyn Peterson, Director, Federal Programs
Phone: (402) 471-3504 or E-mail: marilyn.peterson@nebraska.gov

C. State of the Schools Report - Fall 2009

The State of the Schools Report will include a summary of statewide information plus individual district and building profiles. The following sections provide additional information. It will be available on the Nebraska Department of Education web site: www.nde.state.ne.us

The State of the Schools Report will be released on October 5, 2009 at 10:00 a.m. CST

- In addition, the State Report Card will include an aggregate of information about Nebraska's schools.
- The Report Card will be available both in print and electronically.

School District and Building Information

District information will include the information about each public school district by district and by building. The data will include the following:

- Narrative description of districts and buildings.
- District and building improvement goals.
- Student characteristics including students who move frequently (mobility), students who receive special education services, students who are learning the English language, and students who receive free and reduced lunch.
- Reports of student performance on reading and mathematics standards in the elementary, middle and high school grades in 2008-09.

- Percentage of students included in the local assessment.
- Reports of student results on the statewide writing assessment at the district and individual building levels.
- District Ratings on assessment quality and student performance.
- Adequate Yearly Progress determinations.
- English/Reading/Language Arts and Mathematics graduation requirements.
- Graduation rate and follow-up.
- ACT information.
- School finance.
- Teacher qualifications.
- Teacher salaries.
- Student attendance.
- High school curriculum.
- Special Education Improving Learning for Children with Disabilities (ILCD) data.

State of the Schools Report Functions

In recent years functions were added to State of the Schools. Current data is extensive but combining multiple data sources is time consuming and labor intensive. The following features are accessible from the menu.

- 1) District Profiles – will feature each district and will be accessible from the district menu. The profile will be a summary and condensed version of data sources: district statistics, student performance results on Standards, Statewide Writing Assessment, results from national assessment instruments and AYP.
- 2) Building Profiles – will be similar to the district profile, and the building profile will feature building statistics and student performance information specific to that building.
- 3) A State Profile will be available including the same features as those in the District Page.

These profiles may be used as a state, district or building report card.

4) The Data Analysis Tool

This feature allows users of the web site to select up to five school districts or buildings for comparison on multiple data sources. Users may select the districts and the data sources they wish to compare, i.e. student enrollment, student performance, attendance, etc.