

Lewis and Clark Middle School

Enrollment and Achievement School Data Book



2015-2016

Enrollment and Achievement

Table of Contents

- Section 1..... 5
 - Snapshot Report 9
 - Enrollment Trends.....13
 - Mobility Trends14
 - Free and Reduced Lunch Participation15
- Section 3.....17
 - Student Achievement.....18
 - NeSA-Reading, Mathematics, Science and Writing.....19
- Section 4.....29
 - Social Indicators.....31
 - Attendance33
 - Discipline.....34
 - Climate Survey37
- Achievement Indicators39
- Section A.....41
 - Nebraska State Accountability (NeSA) Results41
- Section B47
 - NWEA Measures of Academic Progress (MAP)47

Section 1

- Snapshot Report

Snapshot Report

School Snapshot Report provides a quick overview of the schools demographic characteristics which include the following details described below.

School Characteristics (based on previous year's Official Fall Membership taken the last Friday in September)

- **Enrollment** – Number of students enrolled.
- **Free/Reduced Lunch Percent** – Percent of students participating in the free or reduced price lunch program and used as an indication of the level of poverty.
- **English Language Learner Percent** - Percent of students qualifying/receiving assistance through the English as a /Second Language (ESL) program.
- **Special Education Student Percent** – Percent of students qualifying/receiving special education assistance.
- **Refugee Student Percent** – Percent of students who have been identified as refugees from another country.
- **Mobility Rate** – Any student who enters or leaves school between the last Friday in September and the last day of school is counted in the mobility rate. This would include students who transfer into a district and within a district, homebound students, students contracted to other agencies, etc. An individual student is counted only once. This number is divided by the K-12 enrollment taken the last Friday in September.
- **Attendance Rate** – Total number of days present divided by the total number of days of membership.

Student Achievement (2015-16 results are preliminary and will be final in August 2016)

Nebraska State Accountability (NeSA) test trend data is displayed for those groups identified as “Meeting” or “Exceeding” grade level standards on the state tests taken by all public school students in Nebraska. The percent of students in the “Meets” and “Exceeds” groups represents those students who have met the grade level criterion for proficiency established by the Nebraska Department of Education. Annual NeSA test results represent an overview of the student achievement for schools and districts. Percentage of change is noted from the previous test administration.

NeSA Administration Grade Levels:

- NeSA-Reading Grades 3-8, and 11
- NeSA-Mathematics Grades 3-8, and 11
- NeSA-Science Grades 5, 8, and 11
- NeSA-Writing Grades 4, 8, and 11

Attendance

Absences used in these calculations are an accumulation of all out of school absent time and do not include activity absences, office absences, or student success center absences. All other excused and unexcused absences are included in attendance calculations. Pre-Kindergarten students are not included in attendance calculations.

Attendance Rate – The attendance rate shows the total number of days students are actually in school compared to the number of days they could have been in school. The attendance rate is the sum of student days present divided by the sum of student days enrolled.

Absence Rate – The Absence Rate is determined by subtracting the Attendance Rate from 100%.

Average Days Absent – The Average Days Absent is calculated by using the total out of school absences for students who were in attendance at a school at Official Fall Membership (last Friday in September) and remained at the school until May 1st.

FAY Excessive Absence Percent – The Full Academic Year (FAY) Excessive Absence Percent is the percent of students with 10 or more absences divided by the number of FAY students. For this calculation FAY represents those students who were in attendance at a school at Official Fall Membership (last Friday in September) and remained at the school until May 1st. This calculation includes Alternative Curriculum Program (ACP) students who are frequently absent.

Suspension

Suspension Summary – The Suspension Summary shows the number of individual students who were placed on short or long-term suspensions. The percentage of students suspended is determined by dividing the number of individual students who were suspended by the Official Fall Membership.

School Climate

School Climate Survey Summary – The School Climate Survey Summary reports the survey participant's degree of agreement with positive statements regarding the school. An average rating between 1 (Strong Disagreement) and 5 (Strong Agreement) represents the strength of the agreement with the survey statement. Students, parents, and staff responses are summarized by an average rating for each of the survey categories: School Climate, School Safety, Equity/Respect for Diversity, and Discipline.

Snapshot Report



Lewis & Clark Middle School School Characteristics 2015-16

| Characteristic | District | School |
|----------------------------|----------|--------|
| Enrollment | 51,885 | 771 |
| Free/Reduced Lunch % | 74.3% | 73.4% |
| English Language Learner % | 14.0% | 10.9% |
| Special Education % | 17.9% | 18.5% |
| Refugee % | 4.5% | 17.5% |
| Mobility Rate (14-15) | 16.8% | 15.3% |
| Attendance Rate % | 92.9% | 92.6% |

Note: School characteristics are based on official fall membership from 2015-16.
Enrollment includes Head Start and PreK

Lewis & Clark Middle School State Test (NeSA) Scores Percent of Students Meeting or Exceeding Grade Level Standards and Growth Goal Status

| Year | Reading | Writing | Math | Science |
|---|---------------|----------------|---------------|----------------|
| 2011-12 | 52.31 | — | 32.27 | 34.80 |
| 2012-13 | 58.00 | 47.90 | 32.20 | 39.65 |
| 2013-14 | 59.74 | NA | 37.88 | 41.32 |
| 2014-15 | 62.60 | 61.40 | 42.40 | 44.80 |
| 2015-16 | 68.38 | 54.80 | 44.19 | 39.49 |
| % of Change | ↑ 5.78 | ↓ -6.60 | ↑ 1.79 | ↓ -5.31 |
| 2015-16 Growth Goal | 59.00 | 65.00 | 42.00 | 49.00 |
| 2015-16 Goal Status (Met/Not Met) | Met | Not Met | Met | Not Met |

- This chart contains preliminary NeSA results. Final assessment results will not be available until August 2016.
- The percent of change indicates the increase or decrease from the previous year.
- Scoring procedures for the NeSA Writing test changed in 2012-13 from previous years. The 2013-14 NeSA Writing Scores are permanently embargoed for Grades 8 and 11.
- The goal of the Omaha Public Schools is to maximize the growth of all students. Schools annually set Growth Goals to support their school improvement planning. Growth Goals represent a measured improvement in NeSA results from one year to the next.

**Lewis & Clark Middle School
Attendance Summary
2014-15 to 2015-16**

| Year | Attendance Rate (All Enrollments) | Absence Rate (All Enrollments) | Average Days Absent (Full Academic Year) | Excessive Absence Percent* (Full Academic Year) |
|---------|-----------------------------------|--------------------------------|--|---|
| 2014-15 | 93.52% | 6.48% | 10.40 | 33.58% |
| 2015-16 | 92.60% | 7.40% | 12.30 | 41.27% |
| Change | -0.92% | 0.92% | 1.90 | 7.69% |

*% of Excessive Absence (>10 days)

**Lewis & Clark Middle School
Suspension Summary*
2014-15 to 2015-16**

| Year | Membership | Number of Students Suspended | Percent of Students Suspended |
|---------|------------|------------------------------|-------------------------------|
| 2014-15 | 710 | 199 | 28.03% |
| 2015-16 | 771 | 191 | 24.77% |
| Change | 61 | -8 | -3.26% |

*Suspension Summary includes grades K-6

**Lewis & Clark Middle School
Climate Survey Summary
2014-15 to 2015-16**

| Year | Number of Participants | | | School Climate | | | School Safety | | | Equity/Respect For Diversity | | | Discipline | | |
|---------------|------------------------|--------------|--------|----------------|--------------|--------|---------------|--------------|--------|------------------------------|--------------|--------|------------|--------------|--------|
| | Staff | Stu- dent | Parent | Staff | Stu- dent | Parent | Staff | Stu- dent | Parent | Staff | Stu- dent | Parent | Staff | Stu- dent | Parent |
| 2014-15 | 54 | 574 | 170 | 4.05 | 3.40 | 4.42 | 4.29 | 3.92 | 4.45 | 4.31 | 3.37 | 4.38 | 3.79 | 3.38 | 4.22 |
| 2015-16 | 45 | 578 | 2 | 3.88 | 3.57 | 3.95 | 4.14 | 3.96 | 4.25 | 4.25 | 3.63 | 4.00 | 3.77 | 3.63 | 3.63 |
| Change | -9 | 4 | -168 | -0.17 | 0.17 | -0.47 | -0.16 | 0.04 | -0.20 | -0.06 | 0.26 | -0.38 | -0.02 | 0.25 | -0.59 |

Section 2

Demographics

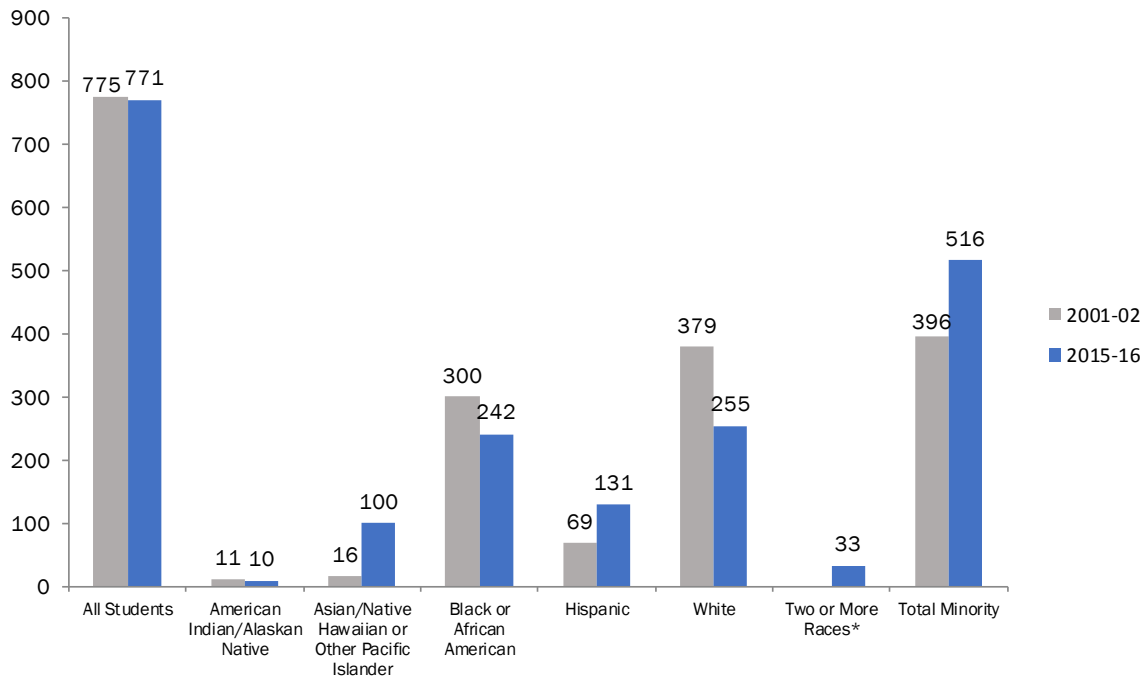
- Enrollment
- Mobility
- Free and Reduced Lunch

Enrollment Trends

The Omaha Public School District has experienced a 17% increase in enrollment over the past 15 years. Through this increase, the district has also experienced a continuous diversification of the student body. Specifically, the district has observed significant growth in both the Asian Pacific Islander and Hispanic student populations with both of these groups doubling in size. In contrast, the Black/African American student group has exhibited a slight decline while the White/European American population has declined at a greater rate. The district's diversity still remains unmatched in any other district in the state of Nebraska.

The charts below illustrate the racial composition of the school's student population from 2001-02 to 2015-16.

Lewis & Clark Middle School



| | 2001-02 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | Change 2001-02 to 2015-16 |
|---|---------|---------|---------|---------|---------|---------------------------|
| All Students | 775 | 673 | 687 | 710 | 771 | -0.5% |
| American Indian/Alaskan Native | 11 | 8 | 3 | 10 | 10 | -9.1% |
| Asian/Native Hawaiian or Other Pacific Islander | 16 | 75 | 92 | 100 | 100 | 525.0% |
| Black or African American | 300 | 185 | 203 | 222 | 242 | -19.3% |
| Hispanic | 69 | 123 | 112 | 119 | 131 | 89.9% |
| White | 379 | 238 | 242 | 233 | 255 | -32.7% |
| Two or More Races* | 33 | 44 | 34 | 26 | 33 | -25.0% |
| Total Minority | 396 | 435 | 445 | 477 | 516 | 30.3% |

*Two or More Races comparison years are 2011-12 to 2014-15

Note: Data is based on official fall membership

Mobility Trends

Any student who enrolls in two or more public schools during an academic year is considered a highly mobile student. If a student's initial public school enrollment for the year is after the State's Official Membership day (i.e., the last Friday in September), it is assumed that this enrollment represents the second public school enrollment occurrence for the school year. To determine the percentage of highly mobile students, the number of students who would be considered highly mobile is divided by the total number of students served by the district.

Lewis & Clark Middle School

Mobility: 2001-02 to 2014-15

| School Year | Enrollment | Mobile Percentage |
|------------------|------------|-------------------|
| 2001-02 | 775 | 28.3 |
| 2011-12 | 646 | 21.0 |
| 2012-13 | 673 | 19.4 |
| 2013-14 | 687 | 14.2 |
| 2014-15 | 710 | 15.3 |
| District 2014-15 | 52,025 | 16.8 |

According to Educational Research Services, *Spectrum*, (Winter 2007), student mobility for a school can be categorized as follows:

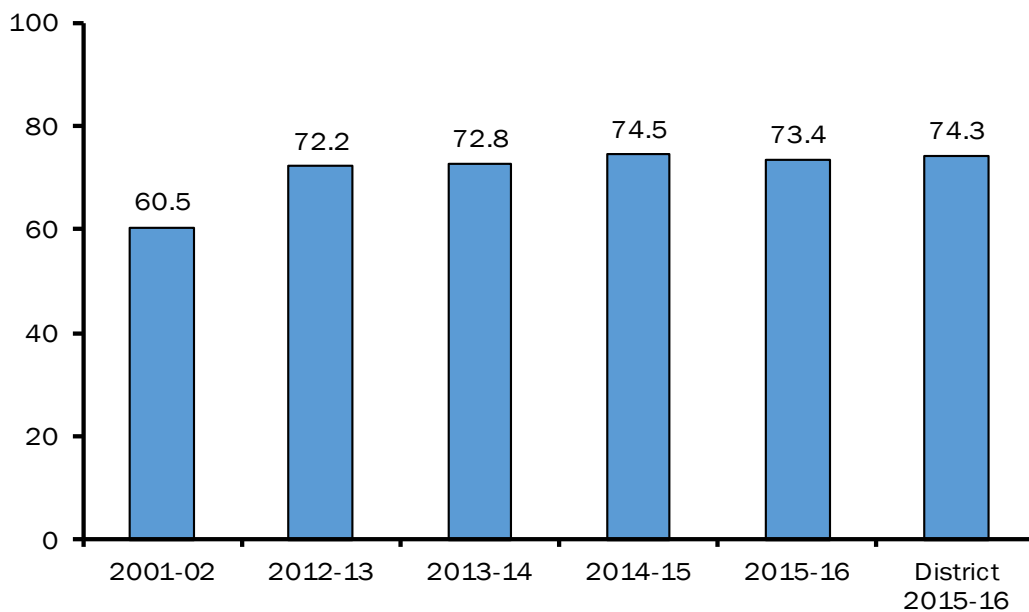
- High 15%
- Very High 20%
- Hyper mobility 30% or greater



Free and Reduced Lunch Participation

Free meals or reduced price meals are available to students eligible under federal poverty guidelines. Guidelines are based on family size and income or benefits such as Supplemental Nutritional Assistance Program (SNAP) or Temporary Assistance to Needy Families. Free/Reduced Priced Lunch columns (FRL) are eligible students who participate in the program. The chart below illustrates the free and reduced lunch participation of the school's student population from 2012-13 to 2015-16.

**Lewis & Clark Middle School
Percent Free/Reduced Lunch Participation**



While individual students may differ within the group, there is a strong relationship between a student's socioeconomic status and their levels of academic achievement. In general, researchers have found students achieve at lower levels when they experience the challenges of poverty in their daily lives (Reeves, 2009; Levin, 2007; Pellino, 2007; Butler, 2006; Nelson, 2006; Rowan et al., 2004). Omaha Public Schools is accountable for raising the achievement of all students and acknowledges the challenges that need to be addressed to decrease the negative impact of poverty on student achievement.

Section 3

Student Achievement

- Preliminary NeSA Results
 - Reading
 - Writing
 - Mathematics
 - Science

Student Achievement

NeSA State Assessment Results (Grades 3-8, and 11) – Nebraska State Accountability tests are annually administered statewide to public school students in grades 3-8 and 11 to provide an overview of student achievement in schools and districts for reading, writing, mathematics, and science. These criterion referenced tests measure content specified on grade level state standards. Results are presented in scale scores which place students into one of three performance levels: “Below the Standards”, “Meets the Standards”, or “Exceeds the Standards.” Percent proficient results are calculated using data from the “Meets the Standards” and “Exceeds the Standards” groups.

The NeSA tests represent the following content standards:

- NeSA-Reading: Vocabulary and Comprehension
- NeSA-Writing: Ideas/Content, Organization, Word Choice/Voice, and Sentence Fluency/Conventions
- NeSA-Mathematics: Number Sense, Geometric/Masurement, Algebra, and Data Analysis/Probability
- NeSA-Science: Inquiry, the Nature of Science and Technology, Physical Science, Life Science, and Earth and Space Science

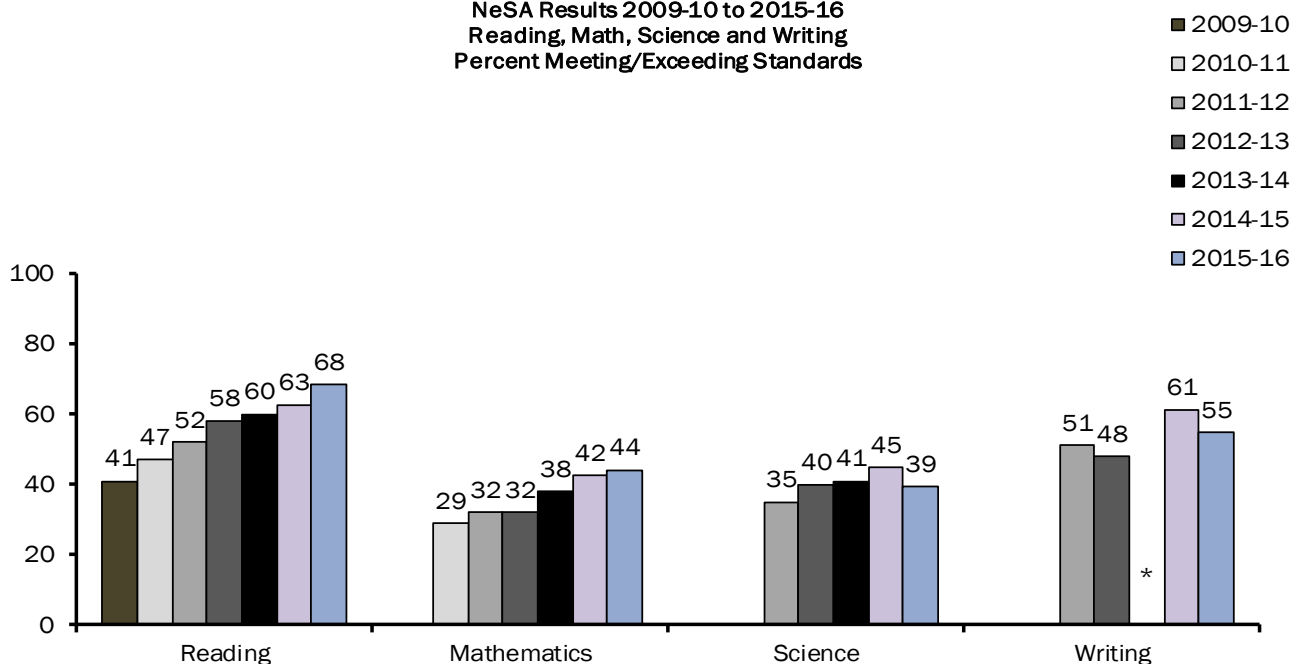
Assessment Results - Preliminary

NeSA-Reading, Mathematics, Science and Writing

NeSA statewide testing in the area of reading in grades 3-8 and 11 was administered for the first time in Spring 2010. Mathematics at these same grade levels was assessed statewide the following year. In 2012 science was added. The area of Writing has been assessed at grades 4, 8 and 11 for a number of years, but the scoring process was changed in 2011-12 for grades 8 and 11 and changed in 2012-13 for grade 4.

Lewis & Clark Middle School Grades 7-8

NeSA Results 2009-10 to 2015-16
Reading, Math, Science and Writing
Percent Meeting/Exceeding Standards



Lewis & Clark Middle School

NeSA Reading

Percent of Students Meeting or Exceeding Grade Level Standards

| All | Grade 7 | Grade 8 |
|-------------------------|--------------|--------------|
| District 2015-16 | 71.13 | 63.80 |
| 2015-16 | 72.44 | 64.29 |
| 2014-15 | 63.81 | 61.41 |
| 2013-14 | 59.94 | 59.55 |
| 2012-13 | 60.06 | 55.16 |
| 2011-12 | 59.88 | 44.55 |
| Overall Change * | 12.56 | 19.74 |
| Annual Change ** | 8.63 | 2.88 |

| Black | Grade 7 | Grade 8 |
|------------------|---------|---------|
| 2015-16 | 58.62 | 53.33 |
| 2014-15 | 56.36 | 42.61 |
| 2013-14 | 40.54 | 47.57 |
| 2012-13 | 45.92 | 46.39 |
| 2011-12 | 39.53 | 25.00 |
| Overall Change * | 19.09 | 28.33 |
| Annual Change ** | 2.26 | 10.72 |

| Hispanic | Grade 7 | Grade 8 |
|------------------|---------|---------|
| 2015-16 | 72.73 | 62.12 |
| 2014-15 | 53.85 | 67.27 |
| 2013-14 | 64.81 | 58.33 |
| 2012-13 | 57.38 | 50.79 |
| 2011-12 | 53.13 | 33.96 |
| Overall Change * | 19.60 | 28.16 |
| Annual Change ** | 18.88 | -5.15 |

| White | Grade 7 | Grade 8 |
|------------------|---------|---------|
| 2015-16 | 90.71 | 88.50 |
| 2014-15 | 84.35 | 89.34 |
| 2013-14 | 88.24 | 81.45 |
| 2012-13 | 83.33 | 75.21 |
| 2011-12 | 83.33 | 71.55 |
| Overall Change * | 7.38 | 16.95 |
| Annual Change ** | 6.37 | -0.85 |

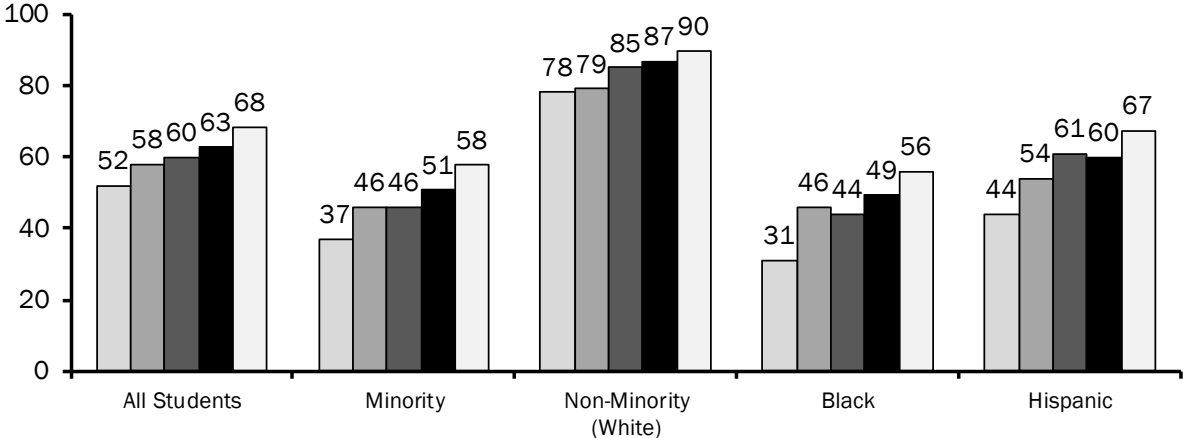
* Overall Change - Difference between 2015-16 and 2011-12

** Annual Change - Difference between 2015-16 and 2014-15

Lewis & Clark Middle School Grades 7-8

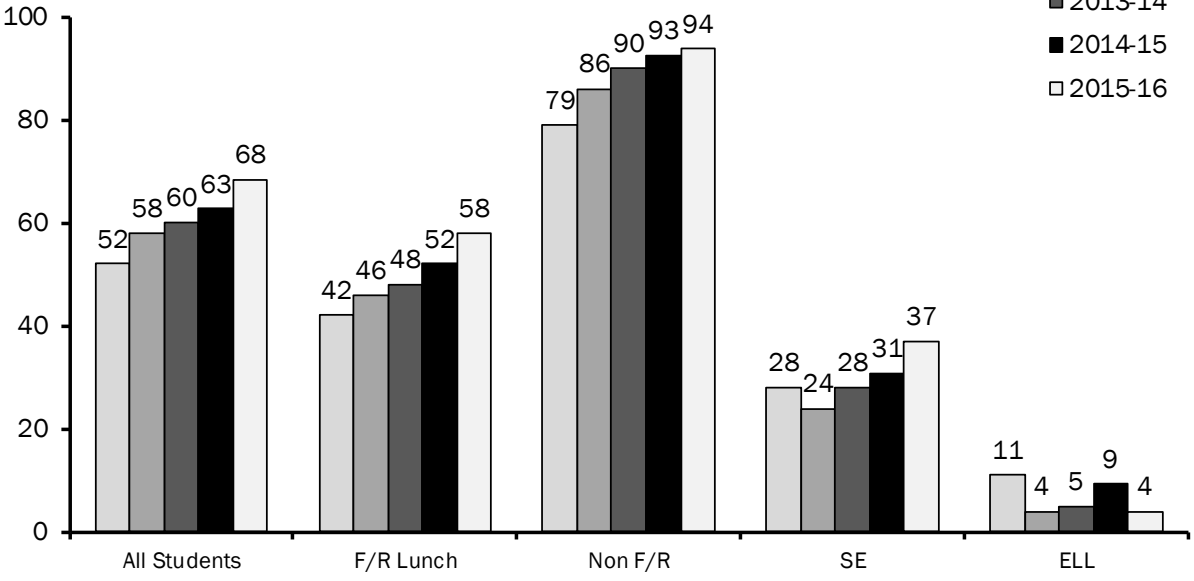
**NeSA-Reading Trend Data
Percent Meeting/Exceeding Standards**

- 2011-12
- ▒ 2012-13
- 2013-14
- 2014-15
- 2015-16



**NeSA-Reading Trend Data
Percent Meeting/Exceeding Standards**

- 2011-12
- ▒ 2012-13
- 2013-14
- 2014-15
- 2015-16



Lewis & Clark Middle School

NeSA Mathematics

Percent of Students Meeting or Exceeding Grade Level Standards

| All | Grade 7 | Grade 8 |
|-------------------------|--------------|--------------|
| District 2015-16 | 47.48 | 43.67 |
| 2015-16 | 53.69 | 34.62 |
| 2014-15 | 47.43 | 37.36 |
| 2013-14 | 42.09 | 33.79 |
| 2012-13 | 37.95 | 25.95 |
| 2011-12 | 40.54 | 23.77 |
| Overall Change * | 13.15 | 10.85 |
| Annual Change ** | 6.26 | -2.75 |

| Black | Grade 7 | Grade 8 |
|------------------|---------|---------|
| 2015-16 | 33.06 | 17.60 |
| 2014-15 | 31.53 | 20.87 |
| 2013-14 | 25.00 | 12.38 |
| 2012-13 | 21.21 | 16.49 |
| 2011-12 | 25.84 | 10.09 |
| Overall Change * | 7.22 | 7.51 |
| Annual Change ** | 1.53 | -3.27 |

| Hispanic | Grade 7 | Grade 8 |
|------------------|---------|---------|
| 2015-16 | 44.12 | 28.36 |
| 2014-15 | 37.88 | 31.58 |
| 2013-14 | 33.33 | 31.67 |
| 2012-13 | 29.03 | 20.63 |
| 2011-12 | 32.81 | 13.21 |
| Overall Change * | 11.31 | 15.15 |
| Annual Change ** | 6.24 | -3.22 |

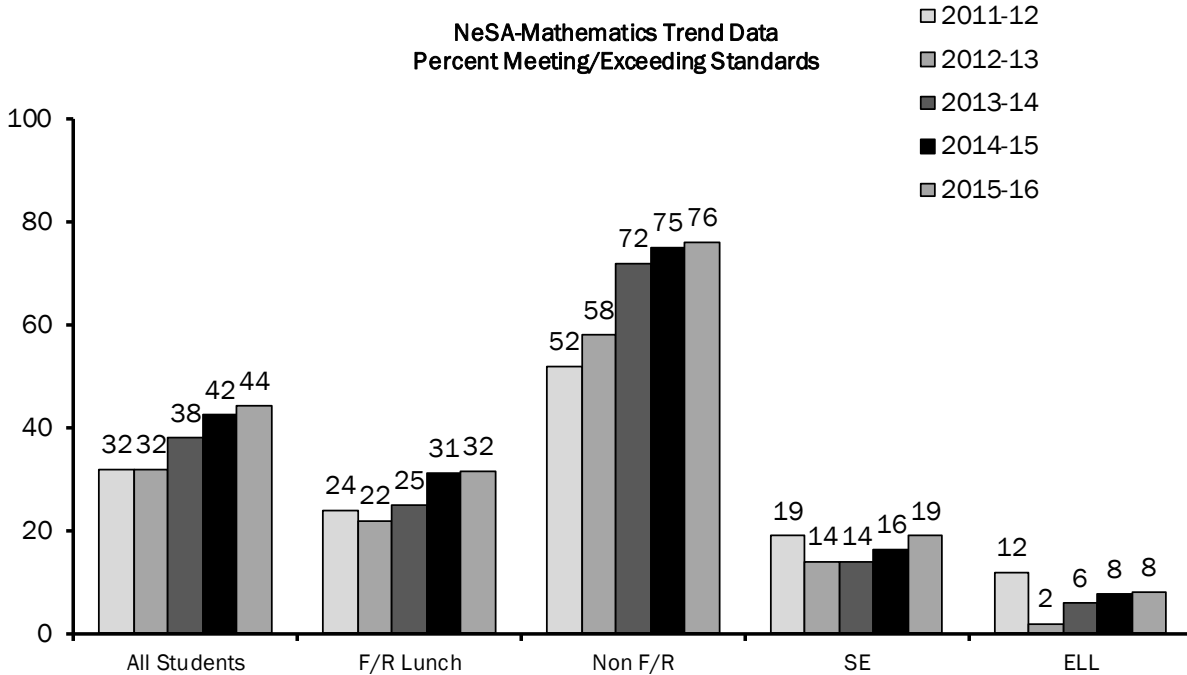
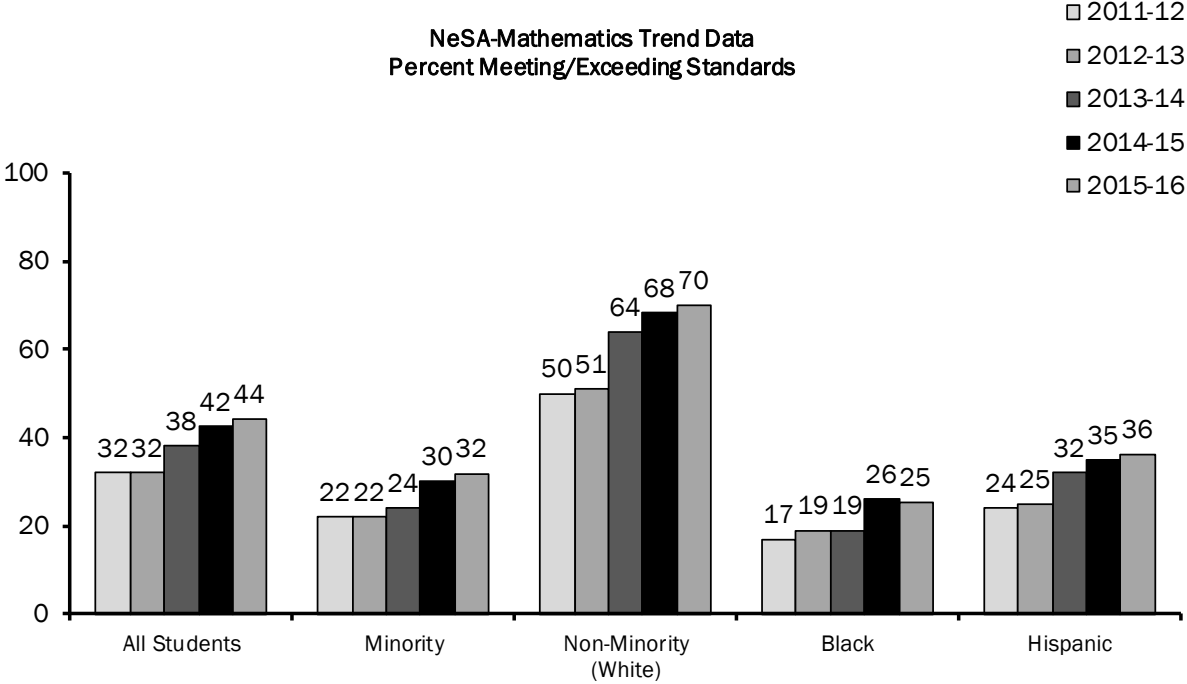
| White | Grade 7 | Grade 8 |
|------------------|---------|---------|
| 2015-16 | 78.57 | 59.29 |
| 2014-15 | 71.93 | 64.75 |
| 2013-14 | 69.75 | 58.87 |
| 2012-13 | 60.32 | 42.15 |
| 2011-12 | 56.35 | 43.10 |
| Overall Change * | 22.22 | 16.19 |
| Annual Change ** | 6.64 | -5.46 |

* Overall Change - Difference between 2015-16 and 2011-12

** Annual Change - Difference between 2015-16 and 2014-15

Lewis & Clark Middle School

Grades 7-8



Lewis & Clark Middle School

NeSA Science

Percent of Students Meeting or Exceeding Grade Level Standards

| All | Grade 8 |
|-------------------------|--------------|
| District 2015-16 | 46.01 |
| 2015-16 | 39.49 |
| 2014-15 | 44.78 |
| 2013-14 | 41.32 |
| 2012-13 | 39.65 |
| 2011-12 | 34.77 |
| Overall Change * | 4.72 |
| Annual Change ** | -5.29 |

| Black | Grade 8 |
|------------------|---------|
| 2015-16 | 22.40 |
| 2014-15 | 29.57 |
| 2013-14 | 25.00 |
| 2012-13 | 22.68 |
| 2011-12 | 14.68 |
| Overall Change * | 7.72 |
| Annual Change ** | -7.17 |

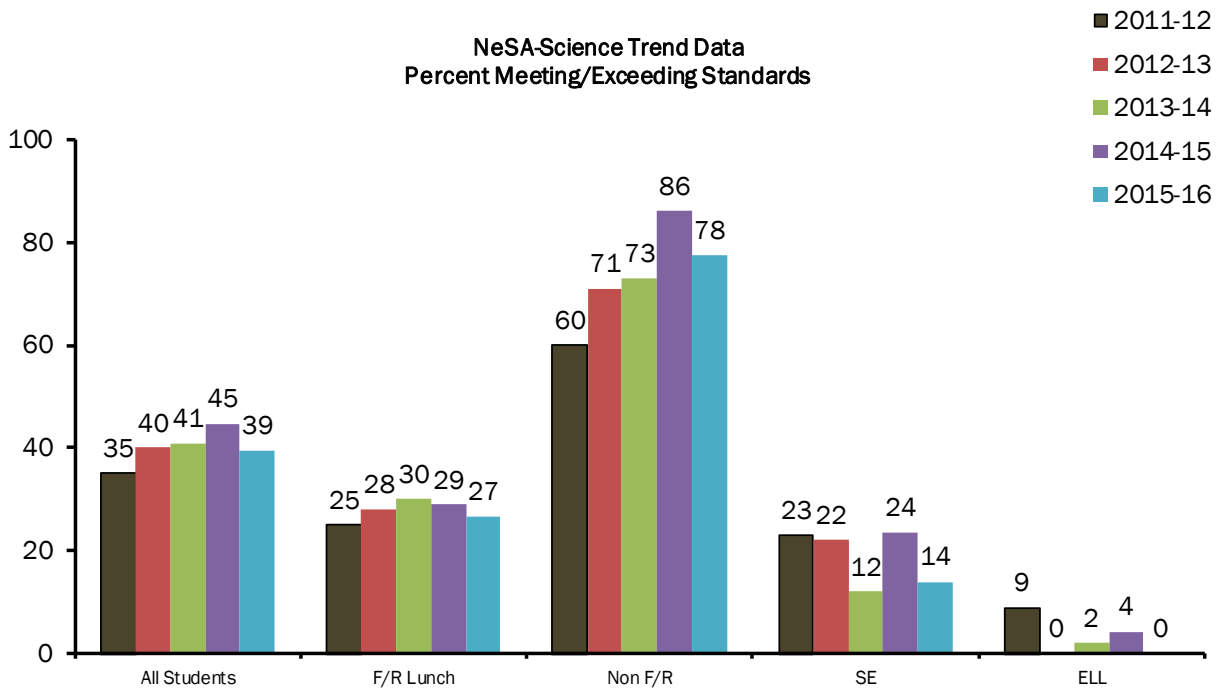
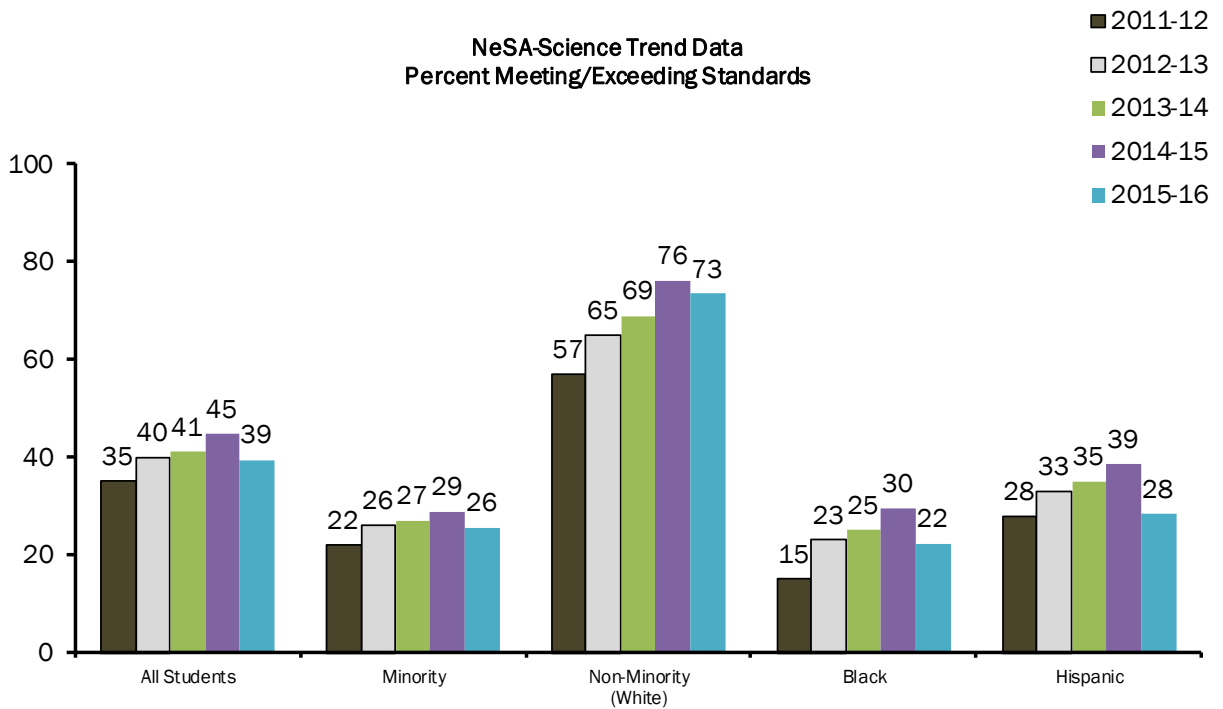
| Hispanic | Grade 8 |
|------------------|---------|
| 2015-16 | 28.36 |
| 2014-15 | 38.60 |
| 2013-14 | 35.00 |
| 2012-13 | 33.33 |
| 2011-12 | 28.30 |
| Overall Change * | 0.06 |
| Annual Change ** | -10.24 |

| White | Grade 8 |
|------------------|---------|
| 2015-16 | 73.45 |
| 2014-15 | 76.23 |
| 2013-14 | 69.35 |
| 2012-13 | 65.29 |
| 2011-12 | 56.90 |
| Overall Change * | 16.55 |
| Annual Change ** | -2.78 |

* Overall Change - Difference between 2015-16 and 2011-12

** Annual Change - Difference between 2015-16 and 2014-15

Lewis & Clark Middle School Grade 8



Lewis & Clark Middle School

NeSA-Writing

Percent of Students Meeting or Exceeding Grade Level Standards

| All | Grade 8 |
|-------------------------|--------------|
| District 2015-16 | 48.42 |
| 2015-16 | 54.80 |
| 2014-15 | 61.38 |
| 2013-14 | 65.00 |
| 2012-13 | 47.94 |
| 2011-12 | 54.00 |
| Overall Change * | 0.80 |
| Annual Change ** | -6.57 |

| Black | Grade 8 |
|------------------|---------|
| 2015-16 | 33.91 |
| 2014-15 | 44.55 |
| 2013-14 | 51.49 |
| 2012-13 | 32.58 |
| 2011-12 | 39.25 |
| Overall Change * | -5.34 |
| Annual Change ** | -10.63 |

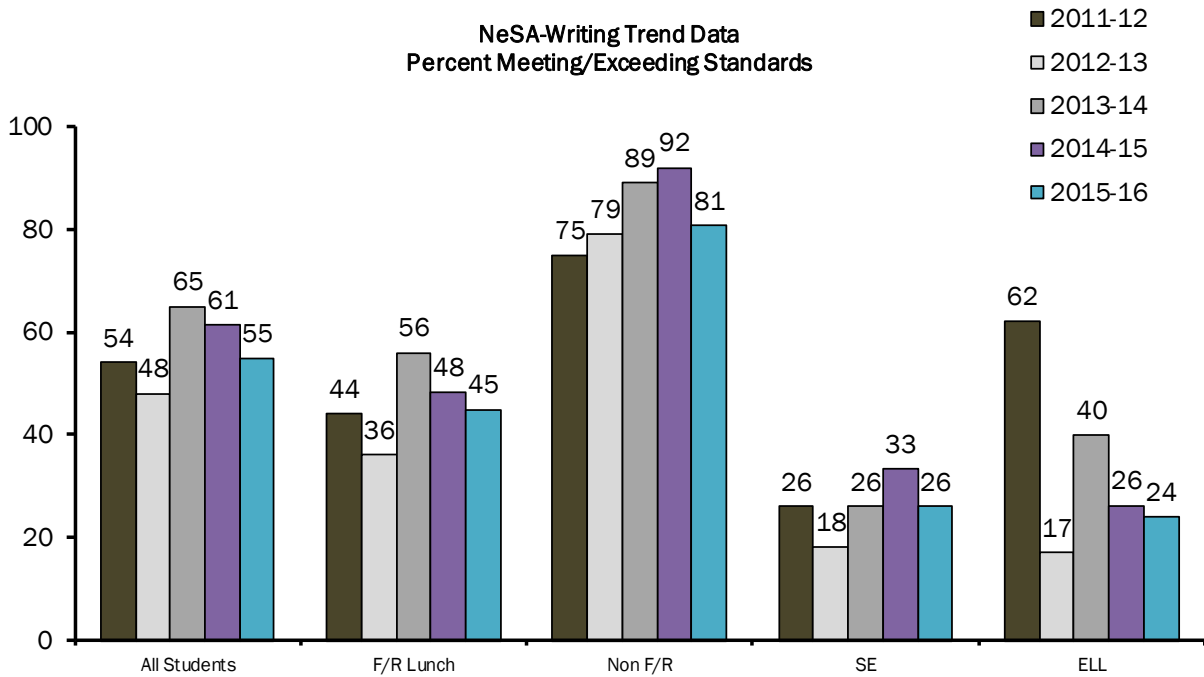
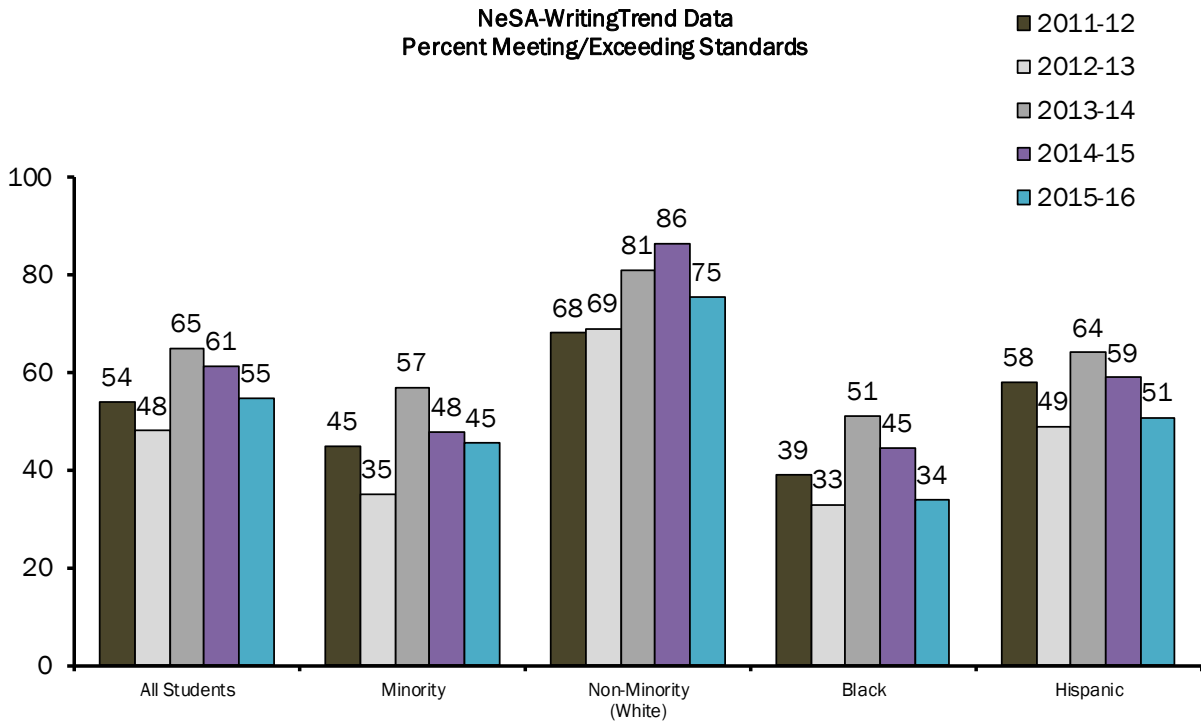
| Hispanic | Grade 8 |
|------------------|---------|
| 2015-16 | 50.77 |
| 2014-15 | 58.93 |
| 2013-14 | 63.79 |
| 2012-13 | 49.21 |
| 2011-12 | 58.00 |
| Overall Change * | -7.23 |
| Annual Change ** | -8.16 |

| White | Grade 8 |
|------------------|---------|
| 2015-16 | 75.45 |
| 2014-15 | 86.44 |
| 2013-14 | 80.67 |
| 2012-13 | 69.23 |
| 2011-12 | 68.10 |
| Overall Change * | 7.35 |
| Annual Change ** | -10.99 |

* Overall Change - Difference between 2015-16 and 2011-12

** Annual Change - Difference between 2015-16 and 2014-15

Lewis & Clark Middle School Grade 8



Section 4

Social Indicators

- Attendance
- Discipline
- Climate Survey

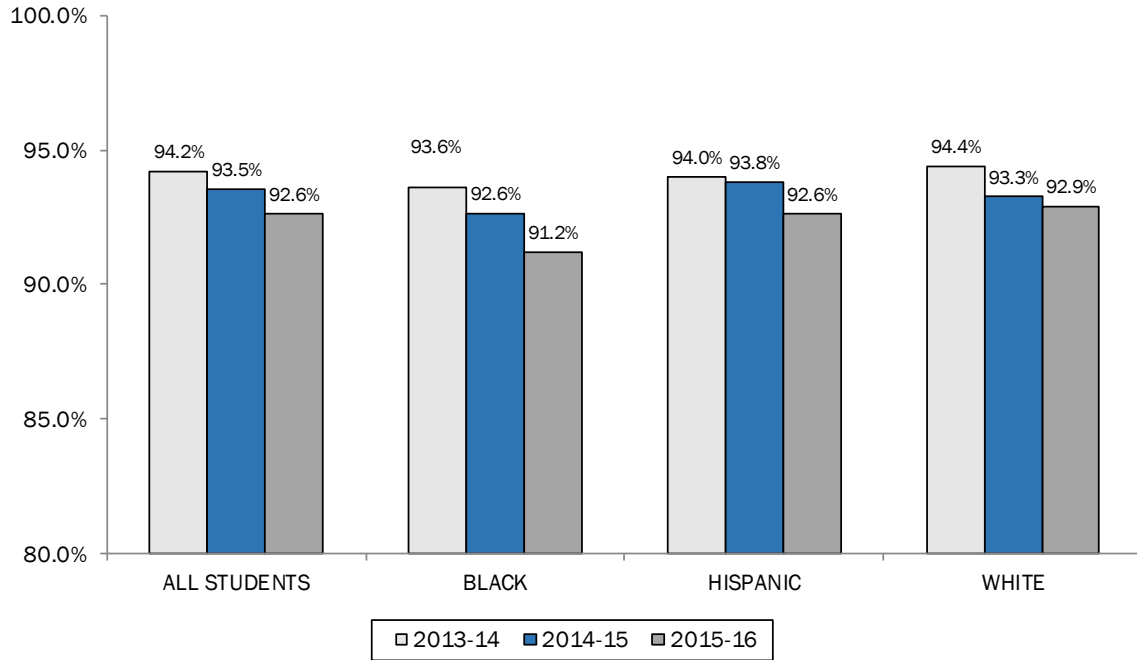
Social Indicators

Attendance – School attendance has frequently been demonstrated to have a high correlation to student achievement scores, particularly when comparing the achievement of students who miss ten or more days of school in an academic year to students with better attendance records. **It is important for schools to note patterns of absenteeism for individual students and groups of students to better understand and support good school attendance.**

Discipline – School discipline data shows the number of students who were suspended from school compared to the demographics of the school population to determine if the proportion of students is similar. Comparisons are made for race/ethnicity, gender, free/reduced lunch participants, special education and English Language Learner student groups. An overall total for the school is also included. Student Demographic Representation is based on the Official Fall Membership in the Fall of 2015.

School Climate Survey Summary – The School Climate Survey Summary reports the survey participant's degree of agreement with positive statements regarding the school. An average rating between 1 (Strong Disagreement) and 5 (Strong Agreement) represents the strength of the agreement with the survey statement. Students, parents, and staff responses are summarized by an average rating for each of the survey categories: School Climate, School Safety, Equity/Respect for Diversity, and Discipline.

Lewis & Clark Middle School
Attendance Rate*
(Average Percent of Students in Attendance)
All Grades



| | 2013-14 | 2014-15 | 2015-16 | Change 2013-14 to 2015-16 |
|--------------|---------|---------|---------|---------------------------------|
| ALL STUDENTS | 94.2% | 93.5% | 92.6% | -1.6% |
| BLACK | 93.6% | 92.6% | 91.2% | -2.4% |
| HISPANIC | 94.0% | 93.8% | 92.6% | -1.4% |
| WHITE | 94.4% | 93.3% | 92.9% | -1.5% |

* Attendance Rate - Total number of days present divided by the total number days of membership.

Lewis & Clark Middle School
Discipline Data
2015-16

| Grade 7 by Race/Ethnicity | | | | | | | | | | | |
|------------------------------|------------------------------------|-------|---------------------------|--------------|--------------|--|----------------|-------------|---------------------------|-------------|-------------|
| Student Group | Student Demographic Representation | | Suspension Representation | | | Mandatory Reassignments Representation | | | Expulsions Representation | | |
| | N | % | N | % Suspension | % Subgroup | N | % Reassignment | % Subgroup | N | % Expulsion | % Subgroup |
| | African American | 124 | 31.6% | 55 | 61.8% | 44.4% | 3 | 61.8% | 2.4% | 5 | 83.3% |
| Asian American | 41 | 10.4% | 4 | 4.5% | 9.8% | 0 | 4.5% | 0.0% | 0 | 0.0% | 0.0% |
| White, Not Hispanic | 142 | 36.1% | 20 | 22.5% | 14.1% | 0 | 22.5% | 0.0% | 0 | 0.0% | 0.0% |
| Hispanic/Latino | 65 | 16.5% | 10 | 11.2% | 15.4% | 0 | 11.2% | 0.0% | 1 | 16.7% | 1.5% |
| American Indian | 5 | 1.3% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% |
| Pacific Islander | 0 | 0.0% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% |
| Multi-Racial | 16 | 4.1% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% |
| Total Students | 393 | | 89 | | 22.6% | 3 | | 0.8% | 6 | | 1.5% |

| Grade 7 Gender, FRL, Special Education, and English Language Learners (ELL) | | | | | | | | | | | |
|--|------------------------------------|-------|---------------------------|--------------|------------|--|----------------|------------|---------------------------|-------------|------------|
| Student Group | Student Demographic Representation | | Suspension Representation | | | Mandatory Reassignments Representation | | | Expulsions Representation | | |
| | N | % | N | % Suspension | % Subgroup | N | % Reassignment | % Subgroup | N | % Expulsion | % Subgroup |
| | Male | 205 | 52.2% | 59 | 66.3% | 28.8% | 2 | 66.3% | 1.0% | 5 | 83.3% |
| Female | 188 | 47.8% | 30 | 33.7% | 16.0% | 1 | 33.7% | 0.5% | 1 | 16.7% | 0.5% |
| FRL | 275 | 70.0% | 81 | 91.0% | 29.5% | 3 | 91.0% | 1.1% | 5 | 83.3% | 1.8% |
| Special Education | 72 | 18.3% | 26 | 29.2% | 36.1% | 2 | 29.2% | 2.8% | 1 | 16.7% | 1.4% |
| ELL | 38 | 9.7% | 5 | 5.6% | 13.2% | 0 | 5.6% | 0.0% | 0 | 0.0% | 0.0% |

Lewis & Clark Middle School
Discipline Data
2015-16

| Grade 8 by Race/Ethnicity | | | | | | | | | | | |
|------------------------------|------------------------------------|-------|---------------------------|--------------|--------------|--|----------------|-------------|---------------------------|-------------|-------------|
| Student Group | Student Demographic Representation | | Suspension Representation | | | Mandatory Reassignments Representation | | | Expulsions Representation | | |
| | N | % | N | % Suspension | % Subgroup | N | % Reassignment | % Subgroup | N | % Expulsion | % Subgroup |
| African American | 118 | 30.0% | 58 | 56.9% | 49.2% | 2 | 56.9% | 1.7% | 1 | 50.0% | 0.8% |
| Asian American | 59 | 15.0% | 7 | 6.9% | 11.9% | 0 | 6.9% | 0.0% | 0 | 0.0% | 0.0% |
| White, Not Hispanic | 113 | 28.8% | 23 | 22.5% | 20.4% | 0 | 22.5% | 0.0% | 0 | 0.0% | 0.0% |
| Hispanic/Latino | 66 | 16.8% | 12 | 11.8% | 18.2% | 0 | 11.8% | 0.0% | 1 | 50.0% | 1.5% |
| American Indian | 5 | 1.3% | 1 | 1.0% | 20.0% | 0 | 1.0% | 0.0% | 0 | 0.0% | 0.0% |
| Pacific Islander | 0 | 0.0% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% |
| Multi-Racial | 17 | 4.3% | 1 | 1.0% | 5.9% | 0 | 1.0% | 0.0% | 0 | 0.0% | 0.0% |
| Total Students | 378 | | 102 | | 27.0% | 2 | | 0.5% | 2 | | 0.5% |

| Grade 8 Gender, FRL, Special Education, and English Language Learners (ELL) | | | | | | | | | | | |
|--|------------------------------------|-------|---------------------------|--------------|------------|--|----------------|------------|---------------------------|-------------|------------|
| Student Group | Student Demographic Representation | | Suspension Representation | | | Mandatory Reassignments Representation | | | Expulsions Representation | | |
| | N | % | N | % Suspension | % Subgroup | N | % Reassignment | % Subgroup | N | % Expulsion | % Subgroup |
| Male | 201 | 51.1% | 62 | 60.8% | 30.8% | 2 | 60.8% | 1.0% | 2 | 100.0% | 1.0% |
| Female | 177 | 45.0% | 40 | 39.2% | 22.6% | 1 | 39.2% | 0.6% | 0 | 0.0% | 0.0% |
| FRL | 291 | 74.0% | 85 | 83.3% | 29.2% | 3 | 83.3% | 1.0% | 2 | 100.0% | 0.7% |
| Special Education | 71 | 18.1% | 27 | 26.5% | 38.0% | 2 | 26.5% | 2.8% | 1 | 50.0% | 1.4% |
| ELL | 46 | 11.7% | 10 | 9.8% | 21.7% | 0 | 9.8% | 0.0% | 0 | 0.0% | 0.0% |

Lewis & Clark Middle School
Discipline Data
2015-16

| Grades 7-8 by Race/Ethnicity | | | | | | | | | | | |
|---------------------------------|------------------------------------|-------|---------------------------|--------------|--------------|--|----------------|-------------|---------------------------|-------------|-------------|
| Student Group | Student Demographic Representation | | Suspension Representation | | | Mandatory Reassignments Representation | | | Expulsions Representation | | |
| | N | % | N | % Suspension | % Subgroup | N | % Reassignment | % Subgroup | N | % Expulsion | % Subgroup |
| African American | 242 | 61.6% | 113 | 59.2% | 46.7% | 5 | 59.2% | 2.1% | 6 | 75.0% | 2.5% |
| Asian American | 100 | 25.4% | 11 | 5.8% | 11.0% | 0 | 5.8% | 0.0% | 0 | 0.0% | 0.0% |
| White, Not Hispanic | 255 | 64.9% | 43 | 22.5% | 16.9% | 0 | 22.5% | 0.0% | 0 | 0.0% | 0.0% |
| Hispanic/Latino | 131 | 33.3% | 22 | 11.5% | 16.8% | 0 | 11.5% | 0.0% | 2 | 25.0% | 1.5% |
| American Indian | 10 | 2.5% | 1 | 0.5% | 10.0% | 0 | 0.5% | 0.0% | 0 | 0.0% | 0.0% |
| Pacific Islander | 0 | 0.0% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% |
| Multi-Racial | 33 | 8.4% | 1 | 0.5% | 3.0% | 0 | 0.5% | 0.0% | 0 | 0.0% | 0.0% |
| Total Students | 771 | | 191 | | 24.8% | 5 | | 0.6% | 8 | | 1.0% |

| Grades 7-8 Gender, FRL, Special Education, and English Language Learners (ELL) | | | | | | | | | | | |
|---|------------------------------------|--------|---------------------------|--------------|------------|--|----------------|------------|---------------------------|-------------|------------|
| Student Group | Student Demographic Representation | | Suspension Representation | | | Mandatory Reassignments Representation | | | Expulsions Representation | | |
| | N | % | N | % Suspension | % Subgroup | N | % Reassignment | % Subgroup | N | % Expulsion | % Subgroup |
| Male | 406 | 103.3% | 121 | 63.4% | 29.8% | 4 | 63.4% | 1.0% | 7 | 87.5% | 1.7% |
| Female | 365 | 92.9% | 70 | 36.6% | 19.2% | 2 | 36.6% | 0.5% | 1 | 12.5% | 0.3% |
| FRL | 566 | 144.0% | 166 | 86.9% | 29.3% | 6 | 86.9% | 1.1% | 7 | 87.5% | 1.2% |
| Special Education | 143 | 36.4% | 53 | 27.7% | 37.1% | 4 | 27.7% | 2.8% | 2 | 25.0% | 1.4% |
| ELL | 84 | 21.4% | 15 | 7.9% | 17.9% | 0 | 7.9% | 0.0% | 0 | 0.0% | 0.0% |

Please note: Student Demographic Representation is based on 2015-16 Official Membership, grades 7-8. Discipline numbers are based on student counts, not incidence of suspension or reassignment. For example, if a student is suspended multiple times during the school year it is only counted once.

**Omaha Public Schools
Climate Survey
Lewis & Clark Middle School**

| Statement | 2014-15 | | | 2015-16 | | | Change (+/-) 14-15 to 15-16 | | |
|---|---------|---------|--------|---------|---------|--------|-----------------------------|---------|--------|
| | Staff | Student | Parent | Staff | Student | Parent | Staff | Student | Parent |
| Number of Participants | 54 | 574 | 170 | 45 | 578 | 9 | -9 | 4 | -161 |
| School Climate | | | | | | | | | |
| The atmosphere of this school is positive. | 4.13 | 3.23 | 4.53 | 3.66 | 3.39 | 4.78 | -0.48 | 0.16 | 0.24 |
| Students are proud of the school. (Staff, Parent) Adults are proud of this school. (Student) | 4.13 | 3.63 | 4.38 | 3.82 | 3.89 | 4.78 | -0.32 | 0.27 | 0.40 |
| Staff members are proud of this school. | 4.33 | 3.75 | 4.48 | 4.00 | | 4.78 | -0.33 | | 0.30 |
| Staff members at this school demonstrate their care and concern for students. (Staff, Parent) Adults at this school openly show that they care about me. (Student) | 4.54 | 3.50 | 4.51 | 4.30 | 3.72 | 4.56 | -0.24 | 0.23 | 0.05 |
| Students value the opinions of the adults at this school. (Staff, Parent) I value the opinions of the adults at this school. (Student) | 3.90 | 3.51 | 4.31 | 3.75 | 3.72 | 4.33 | -0.15 | 0.21 | 0.02 |
| Staff and administration value the opinions of students at this school. (Staff, Parent) Adults at this school value my opinions. (Student) | 4.27 | 3.25 | 4.36 | 4.05 | 3.49 | 4.56 | -0.22 | 0.24 | 0.20 |
| Students at this school show respect for one another. (Staff) Students at this school treat one another with respect. (Student, Parent) | 3.48 | 2.87 | 4.10 | 3.50 | 3.00 | 4.67 | 0.02 | 0.13 | 0.57 |
| Staff members exhibit a sense of trust and acceptance among themselves. | 3.48 | | | 3.48 | | | 0.00 | | |
| Parents and visitors are welcomed when they visit the school. | 4.56 | | 4.62 | 4.34 | | 4.88 | -0.22 | | 0.26 |
| Staff members are well respected in the community. | | | 4.25 | | | 4.56 | | | 0.30 |
| Staff at this school encourage parents and community members to express concerns or make suggestions. | | | 4.46 | | | 4.11 | | | -0.35 |
| Staff and administration at this school are available to parents. | | | 4.63 | | | 4.67 | | | 0.04 |
| I feel comfortable at this school. | | 3.48 | | | 3.75 | | | 0.27 | |
| School Safety | | | | | | | | | |
| Students feel safe at this school. (Staff, Parent) I feel safe at school. (Student) | 4.23 | 3.67 | 4.45 | 4.07 | 3.90 | 4.78 | -0.16 | 0.23 | 0.33 |
| Students are safe on the way to and from school. (Staff, Parent) I feel safe on the way to and from school. (Student) | 3.87 | 4.16 | 4.45 | 3.73 | 4.02 | 4.44 | -0.14 | -0.15 | -0.01 |
| The school has practiced a plan to respond to tornado, fire, and other emergencies. | 4.79 | | | 4.62 | | | -0.17 | | |
| Equity/Respect for Diversity | | | | | | | | | |
| All students are treated with respect at this school regardless of race or gender. (Student) All students, regardless of ethnicity, are treated with respect at this school. (Staff, Parent) | 4.29 | 3.12 | 4.31 | 4.16 | 3.56 | 4.56 | -0.14 | 0.45 | 0.25 |
| All students, regardless of gender, are treated with respect at this school. | 4.35 | | 4.35 | 4.41 | | 4.78 | 0.06 | | 0.42 |
| Respecting diversity is taught in my classroom. (Student) Respecting diversity is a regular part of day-to-day learning at this school. (Staff, Parent) | 4.29 | 3.62 | 4.47 | 4.18 | 3.69 | 4.22 | -0.11 | 0.07 | -0.25 |

**Omaha Public Schools
Climate Survey
Lewis & Clark Middle School**

| Statement | 2014-15 | | | 2015-16 | | | Change (+/-) 14-15 to 15-16 | | |
|---|---------|---------|--------|---------|---------|--------|-----------------------------|---------|--------|
| | Staff | Student | Parent | Staff | Student | Parent | Staff | Student | Parent |
| Discipline | 54 | 574 | 170 | 45 | 578 | 9 | -9 | 4 | -161 |
| My teachers communicate procedures, expected behavior, and consequences. (Student) | | | | | | | | | |
| Expectations, procedures, and subsequent consequences are clearly defined at this school. (Staff, Parent) | 4.22 | 3.86 | 4.39 | 3.95 | 4.09 | 4.56 | -0.26 | 0.23 | 0.17 |
| Procedures for correcting problem behaviors are implemented consistently by staff and administration. | 3.37 | | 4.17 | 3.42 | | 4.56 | 0.05 | | 0.38 |
| Consequences are fairly and consistently applied to all students regardless of ethnicity or gender. | | 3.37 | 4.17 | 3.70 | 3.75 | 4.44 | 3.70 | 0.38 | 0.28 |
| A structure exists for organizing resources and personnel for a student with chronic problem behavior. | 3.75 | | | 3.63 | | | -0.12 | | |
| Effective teaching practices are being used to minimize problem behavior in classrooms. | 3.86 | | | 3.95 | | | 0.09 | | |
| Generally, students in my classroom behave well. (Student) | | | | | | | | | |
| Generally, students use appropriate social skills at this school. (Staff, Parent) | 3.76 | 2.91 | 4.14 | 3.95 | 3.05 | 4.22 | 0.19 | 0.14 | 0.08 |
| Parent Involvement | | | | | | | | | |
| Staff at this school regularly communicate with parents about student progress. | | | 4.40 | | | 4.11 | | | -0.29 |
| Staff strive to involve parents in school sponsored activities and events. | | | 4.44 | | | 4.38 | | | -0.07 |
| Staff at this school offer a variety of volunteer opportunities for parents. | | | 4.21 | | | 4.44 | | | 0.23 |
| Staff value parent support whether provided at home or through involvement at the school. | | | 4.43 | | | 4.44 | | | 0.01 |
| Staff at this school invite parents to serve on advisory boards and decision making committees. | | | 4.14 | | | 4.33 | | | 0.20 |
| Staff at this school provide parents with information about community resources. | | | 4.10 | | | 4.11 | | | 0.01 |
| Do your children receive free or reduced-price lunch? (% of Yes responses) | | | 39.61 | | | 0.00 | | | -39.61 |
| Do any of your children currently receive English as second language services? (% of Yes responses) | | | 5.88 | | | 11.11 | | | 5.23 |
| Do any of your children currently receive Special Education Services? (% of Yes responses) | | | | | | 0.00 | | | NA |

| Average | 2014-15 | | | 2015-16 | | | Change (+/-) 14-15 to 15-16 | | |
|-------------------------------------|---------|---------|--------|---------|---------|--------|-----------------------------|---------|--------|
| | Staff | Student | Parent | Staff | Student | Parent | Staff | Student | Parent |
| Number of Participants | 54 | 574 | 170 | 45 | 578 | 9 | -9 | 4 | -161 |
| School Climate | 4.05 | 3.40 | 4.42 | 3.88 | 3.57 | 4.60 | -0.17 | 0.17 | 0.18 |
| School Safety | 4.29 | 3.92 | 4.45 | 4.14 | 3.96 | 4.61 | -0.16 | 0.04 | 0.16 |
| Equity/Respect for Diversity | 4.31 | 3.37 | 4.38 | 4.25 | 3.63 | 4.52 | -0.06 | 0.26 | 0.14 |
| Discipline | 3.79 | 3.38 | 4.22 | 3.77 | 3.63 | 4.44 | -0.02 | 0.25 | 0.23 |

Achievement Indicators

Section A

Nebraska State Accountability (NeSA) Results

- Grade 7: Reading and Mathematics
- Grade 8: Reading, Mathematics, and Writing

Section B

NWEA Measures of Academic Progress (MAP) – Norm Reference Test

Section A

Nebraska State Accountability (NeSA) Results



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
SCHOOL PERFORMANCE LEVEL SUMMARY
SPRING 2016**

GRADE 7

****NOT FOR PUBLIC DISTRIBUTION****

**THIS REPORT IS FOR INTERNAL DISTRICT USE ONLY AND FOR REQUIRED STATE AND FEDERAL REPORTING PURPOSES.
INFORMATION TO PROTECT SMALL NUMBERS OF STUDENTS HAS NOT BEEN SUPPRESSED.
RELEASE OF SUMMARY DATA TO THE PUBLIC MAY VIOLATE INDIVIDUAL STUDENT CONFIDENTIALITY (FERPA).**

DISTRICT: **OMAHA PUBLIC SCHOOLS (28-0001-000)**

SCHOOL: **LEWIS & CLARK MIDDLE SCHOOL (28-0001-029)**

| Performance Level Ranges | | Reading | | | | | Mathematics | | | | | | |
|---|---------------|----------------------------------|-----------------------|-----------------------|-------------------------|---------------|--------------------------------|----------------------------------|-----------------------|-----------------------|-------------------------|---------------|--------------------------------|
| | | Average Scale Score ¹ | % Below the Standards | % Meets the Standards | % Exceeds the Standards | Number Tested | Number Not Tested ² | Average Scale Score ¹ | % Below the Standards | % Meets the Standards | % Exceeds the Standards | Number Tested | Number Not Tested ² |
| Exceeds the Standards | 135 - 200 | | | | | | | | | | | | |
| Meets the Standards | 085 - 134 | | | | | | | | | | | | |
| Below the Standards | 084 and Below | | | | | | | | | | | | |
| All Students | | 117 | 27 | 37 | 35 | 371 | 0 | 094 | 47 | 40 | 13 | 383 | 0 |
| Male | | 115 | 29 | 36 | 35 | 194 | 0 | 095 | 45 | 41 | 15 | 197 | 0 |
| Female | | 119 | 25 | 39 | 36 | 177 | 0 | 092 | 49 | 40 | 11 | 186 | 0 |
| American Indian/Alaska Native | | 118 | 20 | 60 | 20 | 5 | 0 | 080 | 40 | 60 | 0 | 5 | 0 |
| Asian | | 089 | 58 | 26 | 16 | 38 | 0 | 085 | 63 | 25 | 13 | 40 | 0 |
| Black | | 102 | 41 | 40 | 19 | 110 | 0 | 077 | 68 | 28 | 4 | 118 | 0 |
| Native Hawaiian or Other Pacific Islander | | 000 | 0 | 0 | 0 | 0 | 0 | 000 | 0 | 0 | 0 | 0 | 0 |
| White | | 139 | 9 | 34 | 57 | 138 | 0 | 113 | 22 | 54 | 25 | 138 | 0 |
| Hispanic | | 110 | 28 | 45 | 27 | 64 | 0 | 087 | 58 | 36 | 6 | 66 | 0 |
| Two or More Races | | 123 | 19 | 38 | 44 | 16 | 0 | 099 | 25 | 69 | 6 | 16 | 0 |
| Free and Reduced | | 103 | 39 | 41 | 20 | 246 | 0 | 082 | 62 | 32 | 6 | 253 | 0 |
| Not Free and Reduced | | 146 | 4 | 30 | 66 | 120 | 0 | 120 | 13 | 59 | 28 | 120 | 0 |
| LEP/ELL Eligible | | 062 | 97 | 3 | 0 | 33 | 0 | 063 | 88 | 12 | 0 | 41 | 0 |
| Not LEP/ELL Eligible | | 122 | 21 | 41 | 38 | 338 | 0 | 097 | 42 | 44 | 14 | 342 | 0 |
| Special Education | | 085 | 60 | 32 | 8 | 60 | 0 | 071 | 78 | 18 | 3 | 60 | 0 |
| Not Special Education | | 123 | 21 | 39 | 40 | 311 | 0 | 098 | 41 | 45 | 15 | 323 | 0 |

¹ Includes: zero scores for **INV** = Invalid, **PAR** = Parent Refusal, and **SAE** = Student Absent for the Entire Testing Window

² Includes: **INV** = Invalid, **PAR** = Parent Refusal, and **SAE** = Student Absent for the Entire Testing Window

With fewer than 10 students, inferences from the performance level percentages are not reliable.



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
SCHOOL PERFORMANCE LEVEL SUMMARY
SPRING 2016**

GRADE 8

****NOT FOR PUBLIC DISTRIBUTION**
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DISTRICT: **OMAHA PUBLIC SCHOOLS (28-0001-000)**

SCHOOL: **LEWIS & CLARK MIDDLE SCHOOL (28-0001-029)**

| Performance Level Ranges | | Reading | | | | | Mathematics | | | | | Science | | | | | | | |
|---|---------------|----------------------------------|-----------------------|-----------------------|-------------------------|---------------|--------------------------------|----------------------------------|-----------------------|-----------------------|-------------------------|---------------|--------------------------------|----------------------------------|-----------------------|-----------------------|-------------------------|---------------|--------------------------------|
| | | Average Scale Score ¹ | % Below the Standards | % Meets the Standards | % Exceeds the Standards | Number Tested | Number Not Tested ² | Average Scale Score ¹ | % Below the Standards | % Meets the Standards | % Exceeds the Standards | Number Tested | Number Not Tested ² | Average Scale Score ¹ | % Below the Standards | % Meets the Standards | % Exceeds the Standards | Number Tested | Number Not Tested ² |
| Exceeds the Standards | 135 - 200 | | | | | | | | | | | | | | | | | | |
| Meets the Standards | 085 - 134 | | | | | | | | | | | | | | | | | | |
| Below the Standards | 084 and Below | | | | | | | | | | | | | | | | | | |
| All Students | | 102 | 35 | 42 | 23 | 368 | 0 | 080 | 66 | 26 | 8 | 380 | 0 | 079 | 61 | 32 | 7 | 380 | 0 |
| Male | | 099 | 39 | 42 | 19 | 172 | 0 | 079 | 66 | 25 | 8 | 179 | 0 | 081 | 61 | 28 | 11 | 179 | 0 |
| Female | | 106 | 32 | 42 | 26 | 196 | 0 | 081 | 65 | 27 | 8 | 201 | 0 | 078 | 60 | 36 | 3 | 201 | 0 |
| American Indian/Alaska Native | | 103 | 0 | 100 | 0 | 6 | 0 | 083 | 83 | 0 | 17 | 6 | 0 | 082 | 67 | 33 | 0 | 6 | 0 |
| Asian | | 075 | 67 | 25 | 9 | 57 | 0 | 076 | 76 | 14 | 10 | 63 | 0 | 063 | 83 | 16 | 2 | 63 | 0 |
| Black | | 089 | 47 | 44 | 9 | 117 | 0 | 066 | 83 | 16 | 1 | 122 | 0 | 067 | 79 | 20 | 2 | 122 | 0 |
| Native Hawaiian or Other Pacific Islander | | 000 | 0 | 0 | 0 | 0 | 0 | 000 | 0 | 0 | 0 | 0 | 0 | 000 | 0 | 0 | 0 | 0 | 0 |
| White | | 130 | 11 | 43 | 46 | 109 | 0 | 098 | 41 | 41 | 17 | 109 | 0 | 102 | 27 | 57 | 17 | 109 | 0 |
| Hispanic | | 097 | 35 | 52 | 13 | 63 | 0 | 074 | 70 | 27 | 3 | 64 | 0 | 073 | 70 | 28 | 2 | 64 | 0 |
| Two or More Races | | 135 | 19 | 25 | 56 | 16 | 0 | 107 | 31 | 50 | 19 | 16 | 0 | 106 | 31 | 44 | 25 | 16 | 0 |
| Free and Reduced | | 091 | 45 | 44 | 12 | 267 | 0 | 072 | 74 | 23 | 3 | 277 | 0 | 070 | 73 | 26 | 1 | 277 | 0 |
| Not Free and Reduced | | 137 | 9 | 36 | 54 | 96 | 0 | 106 | 39 | 35 | 26 | 96 | 0 | 109 | 23 | 53 | 24 | 96 | 0 |
| LEP/ELL Eligible | | 054 | 98 | 2 | 0 | 43 | 0 | 058 | 96 | 4 | 0 | 53 | 0 | 049 | 100 | 0 | 0 | 53 | 0 |
| Not LEP/ELL Eligible | | 109 | 27 | 47 | 26 | 325 | 0 | 084 | 61 | 30 | 10 | 327 | 0 | 084 | 54 | 38 | 8 | 327 | 0 |
| Special Education | | 073 | 68 | 25 | 7 | 60 | 0 | 061 | 92 | 5 | 3 | 60 | 0 | 060 | 90 | 7 | 3 | 60 | 0 |
| Not Special Education | | 108 | 29 | 45 | 26 | 308 | 0 | 084 | 61 | 30 | 9 | 320 | 0 | 083 | 55 | 37 | 8 | 320 | 0 |

¹ Includes: zero scores for **INV** = Invalid, **PAR** = Parent Refusal, and **SAE** = Student Absent for the Entire Testing Window

² Includes: **INV** = Invalid, **PAR** = Parent Refusal, and **SAE** = Student Absent for the Entire Testing Window

With fewer than 10 students, inferences from the performance level percentages are not reliable.



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA-W)
SCHOOL WRITING SUMMARY
SPRING 2015**

GRADE 8

DISTRICT: OMAHA PUBLIC SCHOOLS (28-0001-000)

SCHOOL: LEWIS & CLARK MIDDLE SCHOOL (28-0001-029)

| Student Groups Included in State Results | Average Scale Score ¹ | Average Domain Score ² | | | | % Below the Standards | % Meets the Standards | % Exceeds the Standards | Number Tested | Number Not Tested ³ |
|---|----------------------------------|-----------------------------------|--------------|-------------------|------------------------------|-----------------------|-----------------------|-------------------------|---------------|--------------------------------|
| | | Ideas/Content | Organization | Word Choice/Voice | Sentence Fluency/Conventions | | | | | |
| All Students | 43 | 5.7 | 5.5 | 5.6 | 5.4 | 39 | 36 | 26 | 334 | 0 |
| Male | 40 | 5.4 | 5.2 | 5.3 | 5.1 | 47 | 34 | 19 | 167 | 0 |
| Female | 47 | 6.0 | 5.8 | 5.9 | 5.7 | 30 | 37 | 33 | 167 | 0 |
| American Indian/Alaska Native | 40 | 5.5 | 5.2 | 5.5 | 5.3 | 33 | 67 | 0 | 6 | 0 |
| Asian | 37 | 5.4 | 5.0 | 4.8 | 4.4 | 61 | 32 | 6 | 31 | 0 |
| Black | 36 | 5.0 | 4.9 | 5.0 | 4.8 | 55 | 40 | 5 | 110 | 0 |
| Native Hawaiian or Other Pacific Islander | 48 | 6.0 | 6.0 | 6.0 | 6.0 | 0 | 100 | 0 | 1 | 0 |
| White | 53 | 6.5 | 6.3 | 6.5 | 6.4 | 14 | 31 | 55 | 118 | 0 |
| Hispanic | 41 | 5.5 | 5.3 | 5.5 | 5.1 | 41 | 41 | 18 | 56 | 0 |
| Two or More Races | 43 | 5.6 | 5.3 | 5.7 | 5.1 | 67 | 0 | 33 | 12 | 0 |
| Free and Reduced | 38 | 5.2 | 5.1 | 5.2 | 4.9 | 51 | 39 | 10 | 232 | 0 |
| Not Free and Reduced | 55 | 6.7 | 6.5 | 6.7 | 6.5 | 10 | 28 | 62 | 102 | 0 |
| LEP/ELL Eligible | 33 | 5.0 | 4.6 | 4.3 | 4.1 | 83 | 13 | 4 | 24 | 0 |
| Not LEP/ELL Eligible | 44 | 5.7 | 5.6 | 5.7 | 5.5 | 35 | 37 | 27 | 310 | 0 |
| Special Education | 32 | 4.7 | 4.4 | 4.6 | 4.4 | 66 | 28 | 6 | 68 | 0 |
| Not Special Education | 46 | 5.9 | 5.8 | 5.9 | 5.7 | 32 | 38 | 31 | 266 | 0 |
| Spanish Assessments | 33 | 4.5 | 4.0 | 4.5 | 4.0 | 100 | 0 | 0 | 2 | 0 |

| Other Student Groups | Number of Students |
|--|--------------------|
| Emergency Medical Waiver | 0 |
| Alternate Assessment | 3 |
| Language Other than English or Spanish | 20 |

¹ Includes: zero scores for **INV** = Invalid, **PAR** = Parent Refusal, **SAE** = Student Absent for the Entire Testing Window

² Each domain score is the sum of the two readers for the domain. For a scoreable paper, scores can range from 2 to 8. Please refer to the rubric.

³ Includes: **INV** = Invalid, **PAR** = Parent Refusal, **SAE** = Student Absent for the Entire Testing Window

Section B

NWEA Measures of Academic Progress (MAP)

The MAP assessment is a computerized, adaptive assessment that serves as a norm-referenced test. Specific classroom results can help teachers identify the skills and concepts a student knows, and what he or she needs in order to keep growing. MAP tests measure individual student academic growth over time, independent of grade level or age.

A variety of reports at the school, classroom, and individual student level are available in the online system. The 2014-2015 school year provides a baseline for MAP data at grades two and seven.

Grade Report

The Grade Report shows students' detailed and summary test data by grade for a selected term. The report can be used to look at the distribution of students based on performance, indicates strengths and challenges, and identify instruction and curriculum gaps. The reports on the following pages summarize the performance level in each goal area for both mathematics and reading and the overall performance level. The reports include school comparisons to the district and the grade level norm group.

Mathematics

MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009

| Summary | |
|--|-------|
| Total Students With Valid Growth Test Scores | 363 |
| Mean RIT | 220.6 |
| Standard Deviation | 18 |
| District Grade Level Mean RIT | 217.4 |
| Students At or Above District Grade Level Mean RIT | 218 |
| Norm Grade Level Mean RIT | 222.6 |
| Students At or Above Norm Grade Level Mean RIT | 181 |

| | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Overall Performance | | | | | | | | | | | | |
| MAP: Math 6+ NE 2009 / NE Mathematics K-8, 12: 2009 | 89 | 25% | 64 | 18% | 78 | 21% | 64 | 18% | 68 | 19% | 220-221-222 | 18 |
| Goal Area | | | | | | | | | | | | |
| Number Sense | 103 | 28% | 65 | 18% | 79 | 22% | 51 | 14% | 65 | 18% | 221-222-223 | 19.2 |
| Geometry and Measurement | 118 | 33% | 73 | 20% | 67 | 18% | 62 | 17% | 43 | 12% | 218-219-220 | 18.5 |
| Algebraic Concepts | 108 | 30% | 50 | 14% | 89 | 25% | 70 | 19% | 46 | 13% | 220-221-222 | 18 |
| Data Analysis & Probability | 116 | 32% | 73 | 20% | 66 | 18% | 59 | 16% | 49 | 13% | 219-220-221 | 19.9 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test invalidations: ****1 The test duration was too short to provide a valid result.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

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Reading

MAP: Reading 6+ NE 2014 / NE English Language Arts K-12: 2014

| Summary | |
|--|-------|
| Total Students With Valid Growth Test Scores | 360 |
| Mean RIT | 215 |
| Standard Deviation | 16.2 |
| District Grade Level Mean RIT | 211.6 |
| Students At or Above District Grade Level Mean RIT | 231 |
| Norm Grade Level Mean RIT | 214.4 |
| Students At or Above Norm Grade Level Mean RIT | 205 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| MAP: Reading 6+ NE 2014 / NE English Language Arts K-12: 2014 | 73 | 20% | 48 | 13% | 78 | 22% | 82 | 23% | 79 | 22% | 214-215-216 | 16.2 |
| Goal Area | | | | | | | | | | | | |
| Identify Bias, Purpose, Text Elements, Devices | 75 | 21% | 50 | 14% | 62 | 17% | 69 | 19% | 104 | 29% | 217-218-219 | 17.6 |
| Identify Characteristics, Features of Text | 92 | 26% | 44 | 12% | 71 | 20% | 73 | 20% | 80 | 22% | 214-215-216 | 18 |
| Build and Use Vocabulary | 94 | 26% | 55 | 15% | 67 | 19% | 65 | 18% | 79 | 22% | 214-215-216 | 17.5 |
| Infer, Draw Conclusions, Predict | 107 | 30% | 51 | 14% | 63 | 18% | 57 | 16% | 82 | 23% | 213-214-215 | 18.4 |
| Use Main Idea, Supporting Details | 103 | 29% | 56 | 16% | 69 | 19% | 67 | 19% | 65 | 18% | 212-213-214 | 18.2 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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