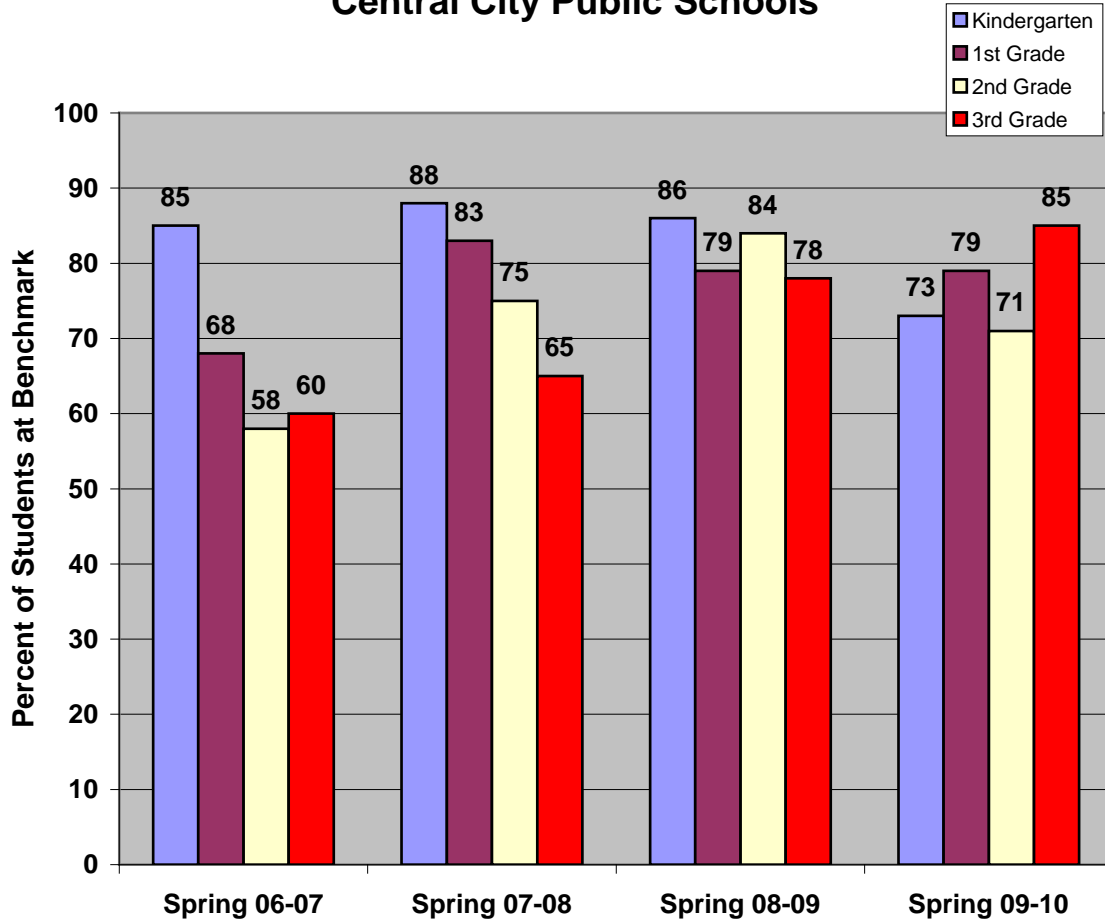


Elementary Dibels

Four Year Comparison of Dibels Scores Spring 2006 - Spring 2010 Central City Public Schools



Summary Analysis:

-CCPS Third Grade students maintained their progress in DIBELS scores throughout all four years of implementation with their highest percent of students reaching benchmark occurring in the fourth year. These students also had a total of four years of Reading First strategies and resources.

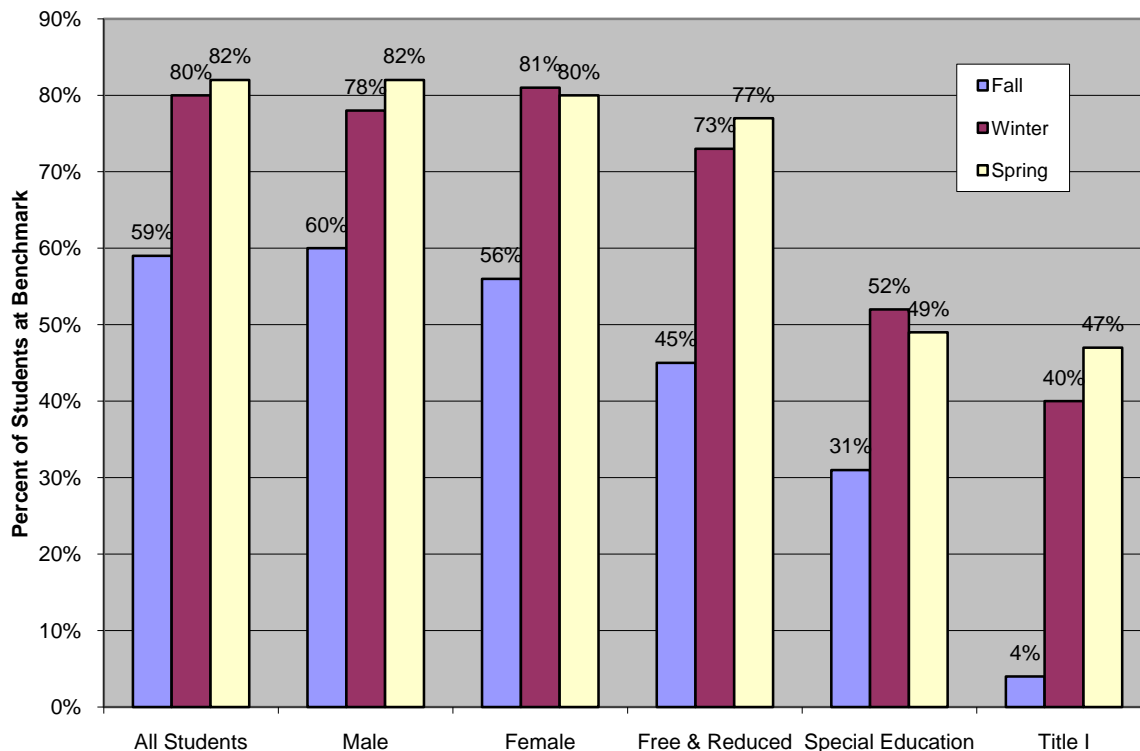
-Each grade level, K – 2, had drops in scores throughout the four years of program implementation. The second year reflected highest scores for students in grades 2 and Kindergarten. The scores for students in grade 1 dropped in year three, but stayed consistent in year four.

Disaggregated DIBELS Results

K-3 Benchmark Scores

Fall 08-09 to Spring 08-09

Central City Elementary



Summary Analysis:

When we began the Reading First initiative, information was not disaggregated. The 2008-2009 school year was the first year data was disaggregated.

* CCPS made significant gains with all subgroups from fall to spring of the 2008-2009 school year.

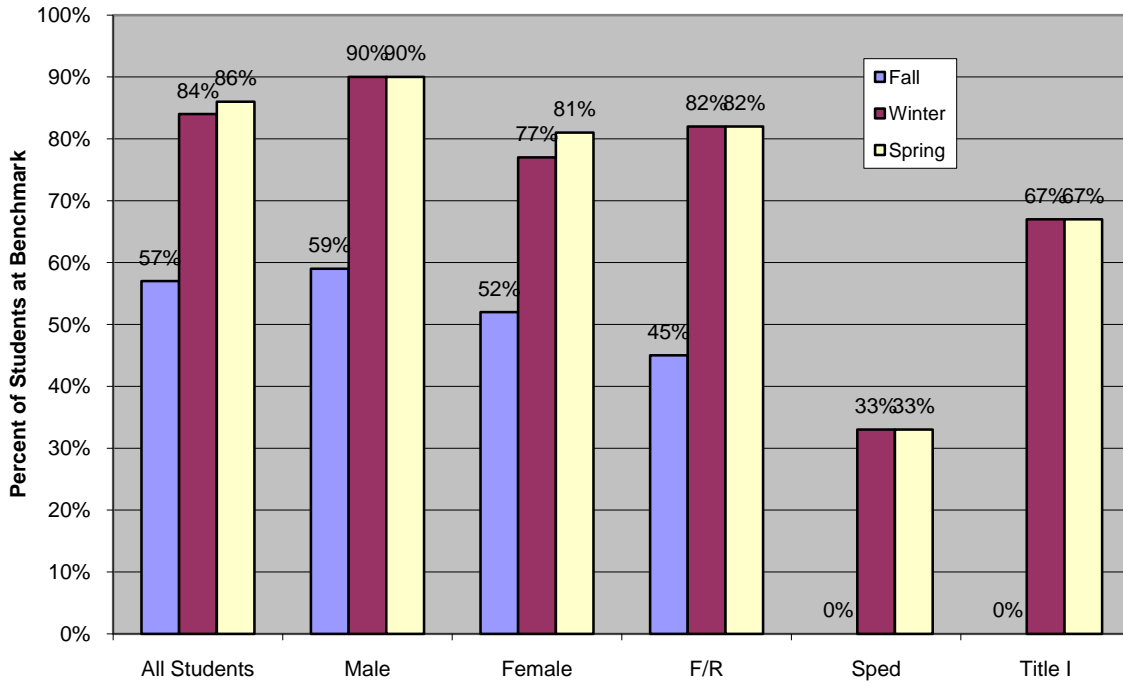
* CCPS had 23% more students reach Benchmark in the spring compared to the fall.

* In the spring, 22% more Males reached Benchmark and 24% more Females reached Benchmark.

* In the spring, 32% more students that qualified for Free & Reduced lunches reached Benchmark compared to the fall.

* In the spring, 18% more students that qualified for Special Education reached Benchmark

Kindergarten DIBELS 2008-2009



Fall Results include Initial Sound Fluency and Letter Naming Fluency.

Winter Results include Initial Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency.

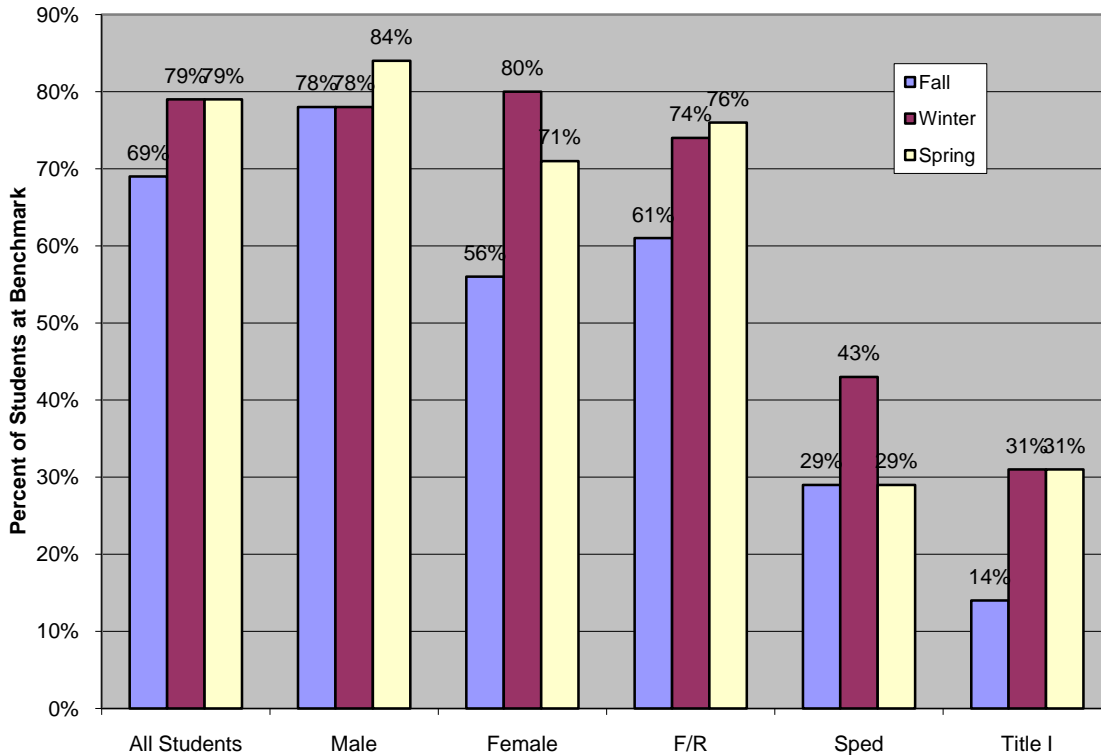
Spring Results include Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency.

The Kindergarten students made significant progress from the fall benchmark testing to the winter benchmark testing. The same percentage of Males (90%), Free & Reduced (82%), Special Education (33%), and Title I (67%) students reached Benchmark on the winter and spring testing periods.

Nebraska Reading First Student Achievement Goals 2008-2009

Eighty-six percent (86%) of Kindergarten students scored at Benchmark at the end of the 2008-2009 school year. Ninety-one percent (91%) of Kindergarten students scored at Benchmark on the Phoneme Segmentation Fluency subtest and eighty-seven (87%) percent of Kindergarten students scored at Benchmark on the Nonsense Word Fluency subtest.

First Grade DIBELS 2008-2009



Fall Results include Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency.

Winter and Spring Results include Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency.

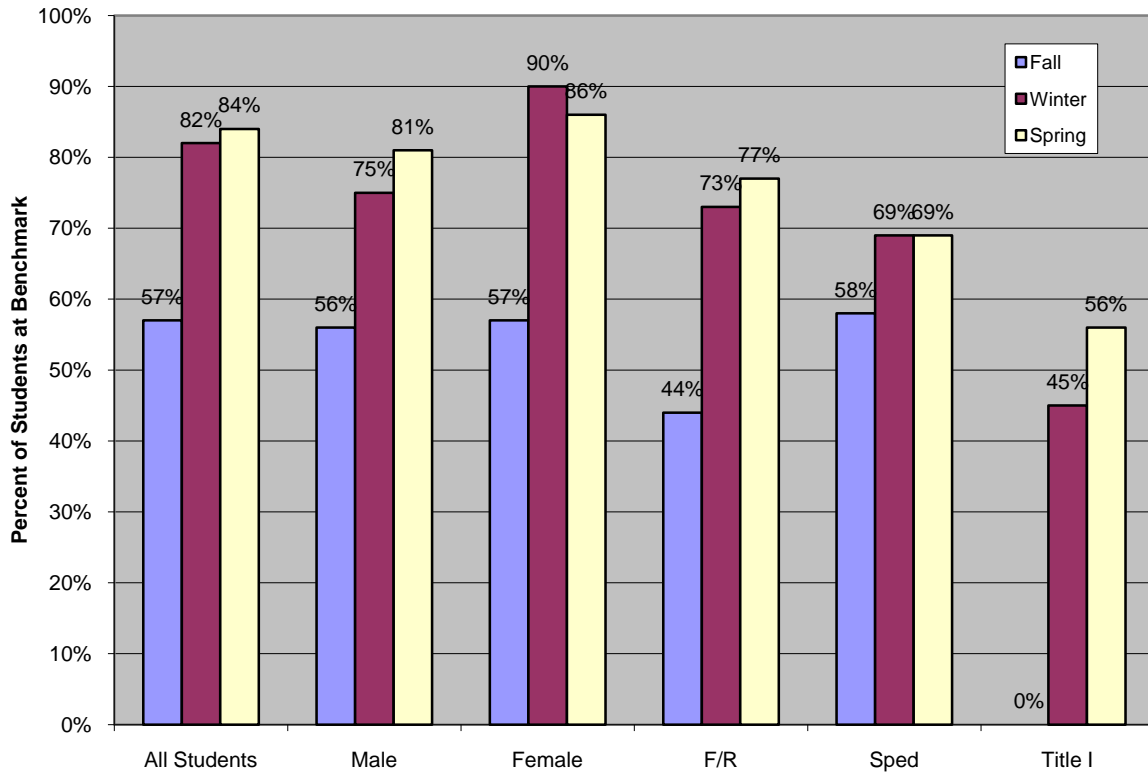
The First Grade students made progress from the fall testing to the spring testing with the exception of the Special Education subgroup. Fourteen percent (14%) more students reached Benchmark from fall to winter testing, but then 14% dropped on the spring testing. The same percentage of All Students (79%) reached Benchmark on winter and spring testing. The same percentage of Males (78%) reached Benchmark on fall and spring testing. The same percentage of Title I students (31%) reached Benchmark on winter and spring testing.

Nebraska Reading First Student Achievement Goals 2008-2009

Seventy-nine percent (79%) of First Grade students scored at Benchmark at the end of the 2008-2009 school year.

Eighty-nine percent (89%) of First Grade students scored at Benchmark on the Nonsense Word Fluency subtest and seventy-nine percent (79%) of First Grade students scored at Benchmark on Oral Reading Fluency.

Second Grade DIBELS 2008-2009



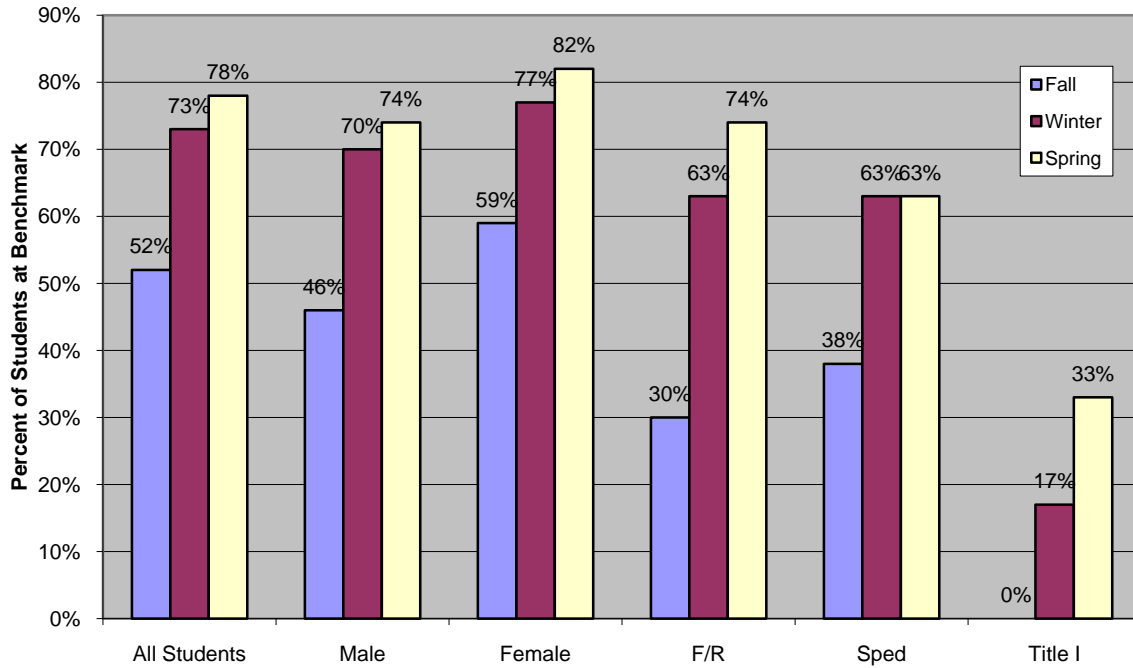
Fall Results include Nonsense Word Fluency and Oral Reading Fluency
Winter and Spring Results include Oral Reading Fluency

The Second Grade students made significant progress from the fall testing to the spring testing. The only drop in students making Benchmark were Females from winter (90%) to spring (86%). The same percentage of Special Education students (69%) made Benchmark on the winter and spring testing.

Nebraska Reading First Student Achievement Goals 2008-2009

Eighty-four percent (84%) of Second Grade students scored at Benchmark at the end of the 2008-2009 school year.

Third Grade DIBELS 2008-2009



Fall, Winter, and Spring Results include Oral Reading Fluency.

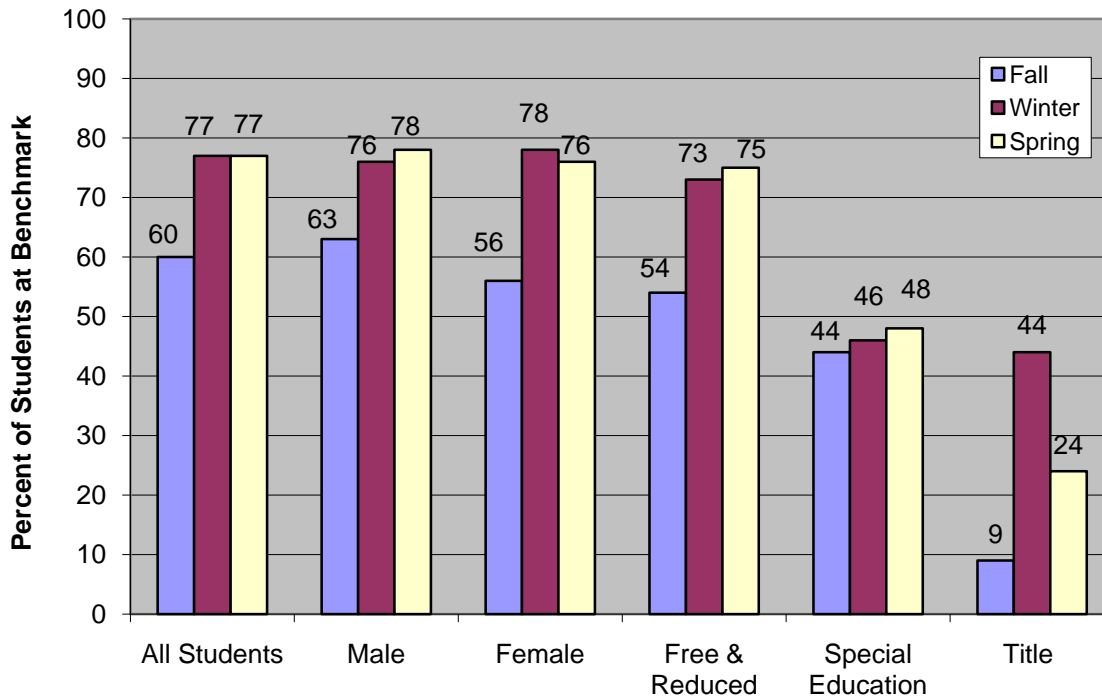
The Third Grade students made significant progress from the fall testing to the spring testing. The same percentage of Special Education students (63%) made Benchmark on the winter and spring testing.

Nebraska Reading First Student Achievement Goals 2008-2009

Seventy-eight (78%) of Third Grade students scored at Benchmark at the end of the 2008-2009 school year.

Disaggregated DIBELS Results K-3 Benchmark Scores

Fall 09-10 to Spring 09-10
Central City Elementary

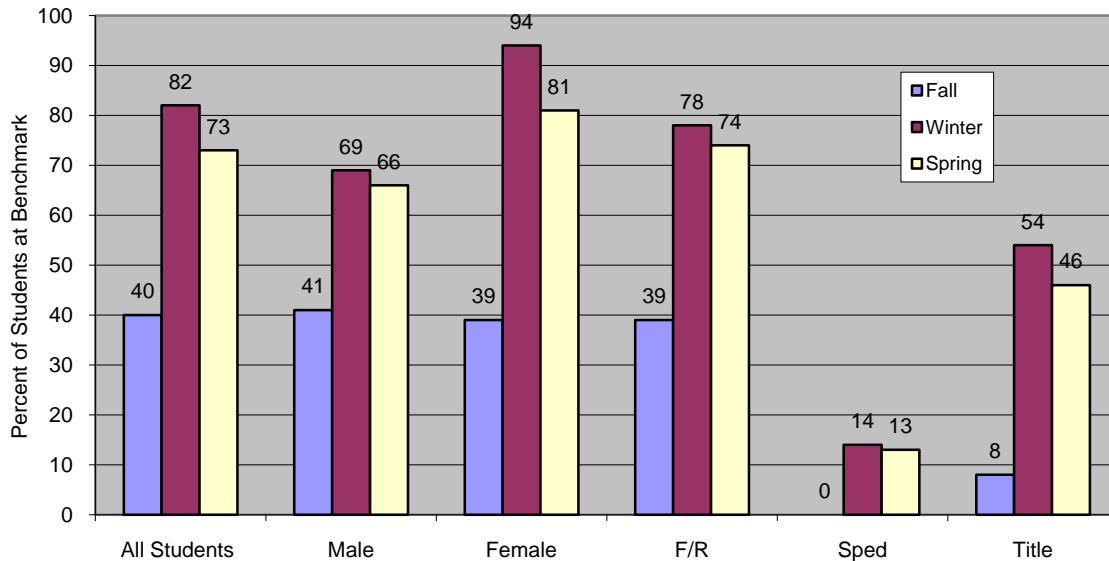


Summary Analysis:

- * CCPS made significant gains with all sub-groups from fall to spring of the 09-10 school year with the exception of the special education sub-group where the gain was only by 4%.
- * CCPS had 17% more students reach benchmark in the spring compared to the fall.
- * In the spring, 15% more males reached benchmark and 20% more females reached benchmark.
- * In the spring, 21% more students that qualify for free & reduced lunches reached benchmark compared to the fall.

The largest increase in scores was with students receiving Title One interventions early in the school year. Many of those students reached benchmark during the winter testing period. The number of students receiving Title One services who reached Benchmark decreased in the spring. This showed a need for more intense interventions within the Title One program.

Kindergarten DIBELS 2009-2010



Fall Results include Initial Sound Fluency and Letter Naming Fluency

Winter Results include Initial Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency.

Spring Results include Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency.

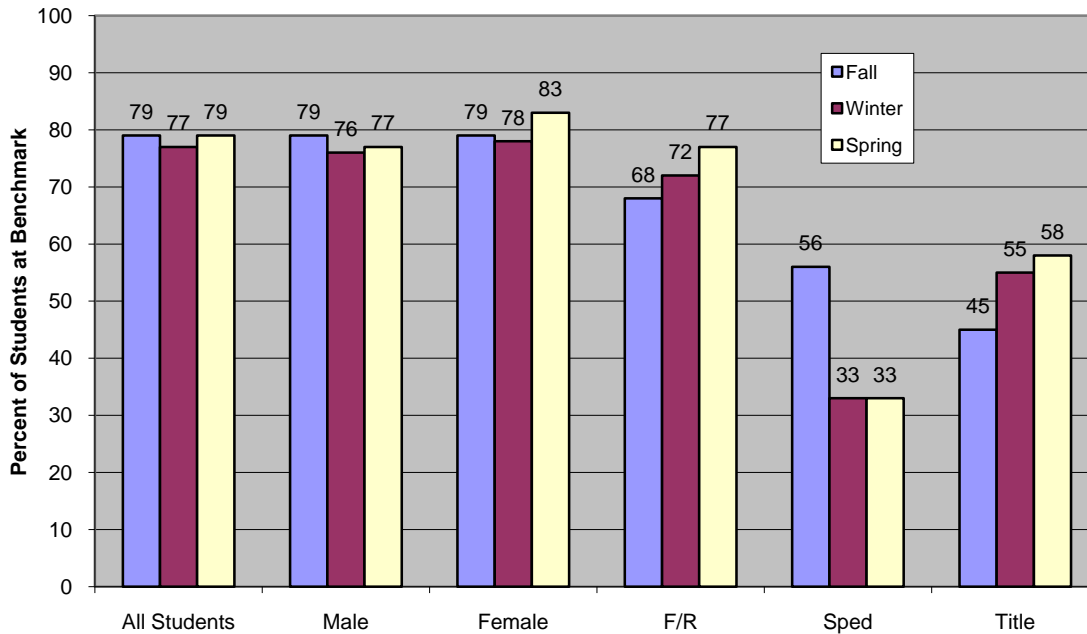
The Kindergarten students made significant progress from the fall benchmark testing to the winter benchmark testing. The percentage of students who progressed to benchmark on the spring benchmark testing dropped 9% on the All Student category, and in the other subgroups. This fall, additional interventions were begun to address this concern.

Nebraska Reading First Student Achievement Goals 2009-2010

Seventy-three percent (73%) of Kindergarten students scored at Benchmark at the end of the 2009-2010 school year.

Ninety-three percent (93%) of Kindergarten students scored at Benchmark on the Phoneme Segmentation Fluency subtest and seventy-two percent (72%) of Kindergarten

First Grade DIBELS 2009-2010



Fall Results include Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency.

Winter and Spring Results include Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency.

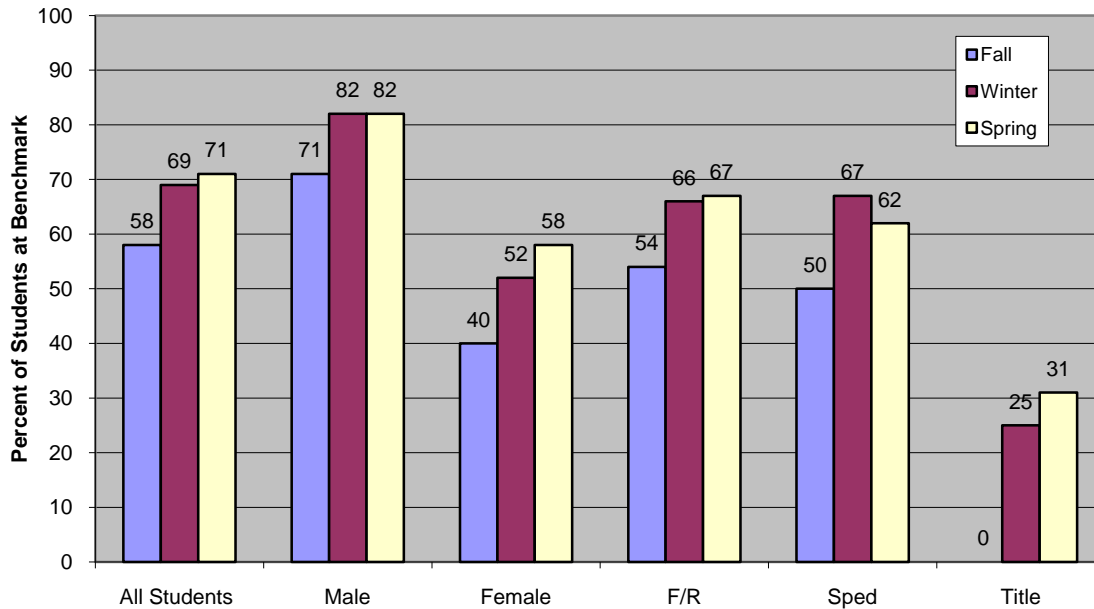
All groups in Grade 1 sustained their progress through the winter and spring benchmark testing with the exception of the Special Education subgroup. Additional interventions have been started with the students remaining in this subgroup this fall as second grade students.

Nebraska Reading First Student Achievement Goals 2009-2010

Seventy-nine percent (79%) of First Grade students scored at Benchmark at the end of the 2009-2010 school year.

Eighty-one percent (81%) of First Grade students scored at Benchmark on the Nonsense Word Fluency subtest and seventy-nine percent (79%) of First Grade students scored at Benchmark on Oral Reading Fluency.

Second Grade DIBELS 2009-2010



Fall Results include Nonsense Word Fluency and Oral Reading Fluency.
Winter and Spring Results include Oral Reading Fluency.

This year, accuracy percentages were also included in assessment data for Second Grade. The range of accuracy scores for the Spring testing was 88 - 100 with the median score being ninety-eight percent (98%).

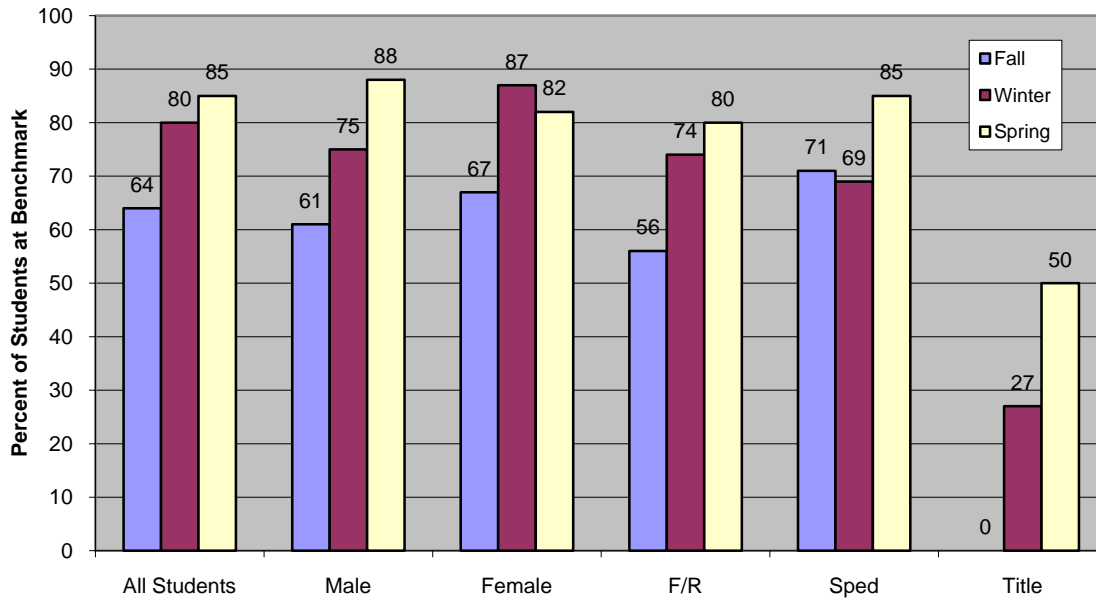
All groups in Grade 2 sustained their progress through the winter and spring benchmark testing with the exception of the Special Education subgroup. Additional interventions have been started with the students remaining in this subgroup this fall as third grade students.

The female student subgroup scored significantly lower than the male student subgroup during all three benchmark testing periods.

Nebraska Reading First Student Achievement Goals 2009-2010

Seventy-one percent (71%) of Second Grade students scored at Benchmark at the

Third Grade DIBELS 2009-2010



Fall, Winter, and Spring Results include Oral Reading Fluency.

This year, accuracy percentages were also included in assessment data for Third Grade. The range of accuracy scores for the Spring testing was 94 - 100 with the median score being ninety-eight percent (98%).

All groups in Grade 3 sustained their progress through the winter and spring benchmark testing with the exception of the Female student subgroup. The drop in the number of students in this subgroup was 5%.

Nebraska Reading First Student Achievement Goals 2009-2010

Eighty-five percent (85%) of Third Grade students scored at Benchmark at the end of the 2009-2010 school year.

Seventy-one percent (71%) of end of the year Third Grade students were enrolled