

State Ward Statistical Snapshot Project

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This report contains a number of tables comprised of aggregate data for students who attended Nebraska accredited public schools, including special purpose schools, between the dates of July 1, 2010 and June 30, 2011 and were identified as state wards. According to the *State Ward Education Snapshot Agreement*, the purpose of this project is to provide information to the Nebraska Department of Health and Human Services (DHHS) in support of their effort "to evaluate the effectiveness of Nebraska's K-12 public school system as it relates to the education of state wards."

The data originated from the following sources; (1) the DHHS NFOCUS database, (2) Nebraska Student and Staff Record System (NSSRS), (3) The Data Recognition Corporation (DRC), and (4) MIS 2000 (Migrant). Nebraska Department of Education's (NDE) data set consisted of all students having a school enrollment record between the dates of July 1, 2010 and June 30th, 2011 (2010-11 School Year) as identified in the NSSRS. The DHHS data set consisted of all school-age State wards, 4-19 years of age, as identified in the NFOCUS database between the dates of July 1, 2010 and June 30th, 2011.

Microsoft[®] Fuzzy Lookup is a tool in the Data Flow Transformations of the SQL Server Business Intelligence Development Studio in the SQL Server 2008 Integration Services (SSIS). Fuzzy Lookup was used to match records between the NDE and DHHS data sets. The data elements used for matching were first name, last name, date of birth and gender. Fuzzy Lookup returns the closest match and indicates the quality of the match. Out of the 7,710 students in the DHHS data set, 5,769 students were positively matched with the NDE data set. The following standardization process eliminated all duplicate NDE Student ID's in the merged dataset. See Appendix A for the data elements contained in the merged data set.

Standardization Process for the NDE data set

1. The records were evaluated for NDE Student IDs with only attendance records and sum of days in attendance less than 260 days but more than 0.
2. If duplication existed after Step 1, the NDE Student IDs were evaluated to keep the record with the most days attended.
3. If duplication existed after Step 2, the NDE Student IDs were evaluated to keep the record with the full academic year indicator.
4. If duplication existed after Step 3, the NDE Student IDs were evaluated to keep the record with the fewer days absent.
5. If duplication existed after Step 4, the NDE Student IDs were evaluated to keep the record with FRL.

There are two major sections contained in this report required by the *State Ward Education Snapshot Agreement*. The first section, "Education-Related Data", contains information comparing the state ward population to the non-state ward population for Nebraska students. The second section, "Education-Related Data Broken Down into Descriptive Sub Categories", expands on the "Education-Related Data" found in the first section by evaluating the state ward population by a number of descriptive categories. See Table 1 for a list of the data elements used in this analysis and their respective sources.

Some data within the report is masked to protect against displaying personally identifiable information, publicly, in accordance with The Family Educational Rights and Privacy Act (FERPA). NDE uses two primary masking rules as outlined in *The NDE Data Access and Use Policy and Procedures* document, and are as follows:

1. Rule of 10 – Used to protect privacy when numbers are small. Nebraska masks all numbers when there are fewer than 10 in a group.
2. Rule of 100% - Used to protect privacy in student performance when all students in a group fall into the same achievement level regardless of the total student count.

Masked data within this report is replaced with an asterisk (*).

Table 1

Data Elements and Their Respective Sources

Data Element	Source
Gender	NSSRS - Student Template
Grade Level	NSSRS - Student Template
District Type	NSSRS - School Enrollment Template
Food Program Eligibility	NSSRS - Student Template
Received SPED Services	NSSRS - SPED Snapshot Template
Disability Type	NSSRS - SPED Snapshot Template
LEP Participation	NSSRS - Student Template
High Ability Learner	NSSRS - Student Template
Migrant	MIS2000
Dropouts	NSSRS - School Enrollment Template
Not Enrolled	NSSRS - School Enrollment Template
2010 - 2011 Graduates	NSSRS - School Enrollment Template
Highly Mobile	NSSRS - School Enrollment Template
Homeless	NSSRS - Programs Fact Template
Career Education	NSSRS - Programs Fact Template
Early Childhood	NSSRS - Programs Fact Template
NeSA Reading Avg. Scale Score	DRC
NeSA Math Avg. Scale Score	DRC
STARS Science Overall Performance	NSSRS - Assessment Response Template
DHHS Service Area	DHHS
Judicial District	DHHS
Placement Type	DHHS
Adjudication Type	DHHS
Ward Status	DHHS
Sum of Days Present	NSSRS - Student Summary Attendance Template
Sum of Days Absent	NSSRS - Student Summary Attendance Template

Section 1. Education-Related Data

The following tables compare the state ward population to the non-state ward population, on a number on academic indicators as outlined in the *State Ward Education Snapshot Agreement*. Where appropriate, notes are added below the table defining the data elements.

Table 2

Total Count of State Ward and Non State Ward Student in Nebraska

		N	%
Ward Status	Non-Ward	303048	98.1%
	Ward	5769	1.9%
	Total	308817	100.0%

Note. The "Ward" count is based upon the number of student from the DHHS NFOCUS database that were able to be positively matched to an NDE ID.

Table 3

Count of Not Enrolled Students by Ward Status

		Ward Status			
		Non-Ward		Ward	
		N	%	N	%
Not Enrolled	No	302697	99.9%	5701	98.8%
	Yes	351	0.1%	68	1.2%

Note. "Not enrolled" is defined as a student who is not attending for disciplinary or other eligibility reasons, but is eligible to enroll at a later date.

Table 4

Count of Dropouts by Ward Status

		Ward Status			
		Non-Ward		Ward	
		N	%	N	%
Dropout	Yes	1135	0.4%	182	3.2%
	No	301913	99.6%	5587	96.8%

Note. A Dropout is a student in grades 7 through 12, if he or she:

1. Was enrolled in school but the withdrew at some time during the school year; and
 - Was not enrolled on or before the last Friday in September on the following school year; and
 - Does not meet any of the following exclusionary conditions.
2. Was enrolled on the last day of school; and
 - Was not re-enrolled the following school year; and
 - Was not enrolled on or before the last Friday in September of the subsequent school year (i.e., was not reported as a dropout of the year before); and
 - Does not meet any of the following exclusionary conditions.

Exclusionary conditions:

- a) Graduated from high school or completed a district/system-approved educational program;
- b) Transferred to another public district, special purpose school (state operated school), nonpublic system, exempt (home school) or district/system-approved educational program and known to be receiving education services;
- c) Aged out - A student over the age of twenty-one to which the district/system is no longer required to provide a free, public education. The aged out enrollment status is used for this student ([School Enrollment: Enrollment Code (7)])
- d) Death

Table 5

Mean Days Present and Days Absent by Ward Status

		Sum of Days Present	Sum of Days Absent
Non-Ward	Mean	156.64	7.76
	Std. Deviation	29.58	8.49
Ward	Mean	133.87	15.94
	Std. Deviation	44.88	17.24
Total	Mean	156.22	7.91
	Std. Deviation	30.10	8.80

Table 6

Count of Highly Mobile Students by Ward Status

		Ward Status			
		Non-Ward		Ward	
		N	%	N	%
Highly Mobile	No	290219	95.8%	4314	74.8%
	Yes	12829	4.2%	1455	25.2%

Note. A highly mobile student is defined as, "Any student who enrolls in two or more public schools during an academic year. If a student's initial public school enrollment for the year is after the State's official membership day (last Friday in September), it is assumed that this enrollment represents the second public school enrollment occurrence for the school year."

Table 7

Count of 2010 - 2011 Graduates by Ward Status

				2010 - 2011 Graduates			
				No		Yes	
				N	Row Total N %	N	Row Total N %
Ward Status	Non-Ward	Grade Level	09	*	*	*	*
			10	21756	99.9%	11	0.1%
			11	20925	98.5%	319	1.5%
		12	2814	12.6%	19455	87.4%	
	Ward	Grade Level	11	792	99.0%	*	*
			12	366	56.3%	284	43.7%

Note. A graduate is defined as a student who completed an approved program of study and met district/system requirements for a high school diploma. Excluded are grade levels that did not contain any students graduating in the 2010-2011 school year.

Table 8

Count of Students Who Received SPED Services by Ward Status

		Ward Status			
		Non-Ward		Ward	
		N	%	N	%
Received SPED Services	No	252752	83.4%	3679	63.8%
	Yes	50296	16.6%	2090	36.2%

Table 9

Count of Disability Type by Ward Status

		Ward Status					
		Non-Ward		Ward		Total	
		N	%	N	%	N	%
Disability Type	Autism	2371	0.8%	52	0.9%	2423	0.8%
	Behavioral Disorder	1894	0.6%	455	7.9%	2349	0.8%
	Deaf-Blindness	*	*	*	*	*	*
	Developmental Delay	3432	1.1%	90	1.6%	3522	1.1%
	Hearing Impaired	737	0.2%	16	0.3%	753	0.2%
	Mental Handicap	3917	1.3%	217	3.8%	4134	1.3%
	Multiple Impairments	417	0.1%	14	0.2%	431	0.1%
	No verified disability	252752	83.4%	3679	63.8%	256431	83.0%
	Orthopedic Impairment	352	0.1%	*	*	355	0.1%
	Other Health Impairment	6476	2.1%	401	7.0%	6877	2.2%
	Specific Learning Disability	15855	5.2%	627	10.9%	16482	5.3%
	Speech Language Impairment	14326	4.7%	205	3.6%	14531	4.7%
	Traumatic Brain Injury	246	0.1%	*	*	254	0.1%
	Visual Impairment	264	0.1%	*	*	266	0.1%

Table 10

Count of High Ability Learner by Ward Status

		Ward Status			
		Non-Ward		Ward	
		N	%	N	%
High Ability Learner	No	268314	88.5%	5631	97.6%
	Yes	34734	11.5%	138	2.4%

Note. Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully.

Table 11

Count of Limited English Proficiency (LEP) by Ward Status

		Ward Status			
		Non-Ward		Ward	
		N	%	N	%
LEP Participation	No	282350	93.2%	5579	96.7%
	Yes	20698	6.8%	190	3.3%

Note. The term ‘limited English proficient’, when used with respect to an individual, means an individual -

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Table 12

Count of Migrant by Ward Status

		Ward Status			
		Non-Ward		Ward	
		N	%	N	%
Migrant	No	299995	99.0%	5737	99.4%
	Yes	3053	1.0%	32	0.6%

Note. According to sections 1115(b)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2)) and 1309(2) of the statute and section 200.81(d) and 200.103(a) of the regulations, a child is a migratory child and eligible for the MEP services if all of the following conditions are met:

- The child is not older than 21 years of age; *and*
- The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; *and*
- The child is a migrant agricultural worker or a migrant fisher *or* the child has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; *and*
- The child moved within the preceding 36 months in order to seek or obtain work, or to accompany or join the migratory agricultural worker or migratory fisher identified in 3, above, who moved within the preceding 36 months in order to seek or obtain qualifying work; *and*
- With regard to the move identified in 4, above, the child:

Has moved from one school district to another; *or*

In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or*

Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (This provision currently applies only to Alaska.)

Table 13

Count of Food Program Eligibility by Ward Status

		Ward Status			
		Non-Ward		Ward	
		N	%	N	%
Food Program Eligibility	Eligible for Free Meals	104820	34.6%	4509	78.2%
	Eligible for Free Special Milk	*	*	*	*
	Eligible for Reduced Price Meals	25424	8.4%	187	3.2%
	Not Eligible for Free or Reduced Meals	172749	57.0%	1073	18.6%

Note. Free Meal means a lunch or breakfast available to a child from a household eligible for free meals based on family size and income or qualifying for benefits based on Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) benefits. It also includes Foster Care, Homeless, and Migrant students and students in Head Start/Even Start programs. Reduced Price Meal means a lunch or breakfast available for a child from a household eligible for a reduced price meal based on family size and income. The Special Milk Program is available only when students do not have access to lunch or breakfast. Free special milk guidelines are identical to free meal guidelines.

Table 14

Count of Homeless Students by Ward Status

		Ward Status			
		Non-Ward		Ward	
		N	%	N	%
Homeless	No	300899	99.3%	5463	94.7%
	Yes	2149	0.7%	306	5.3%

Note. The term ‘homeless children and youths’ means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless by above conditions. The term ‘school of origin’ refers to the school the student attended when permanently housed, or the school in which they were last enrolled. The term ‘enroll’ is defined as attending classes and participating fully in school activities.

Table 15

Early Childhood Students by Ward Status

		Ward Status			
		Non-Ward		Ward	
		N	%	N	%
Early Childhood	No	292081	96.4%	5673	98.3%
	Yes	10967	3.6%	96	1.7%

Note. Includes students served in an approved Early Childhood Education program at any time during the school year.

Table 16

Count of Career Education by Ward Status

		Ward Status			
		Non-Ward		Ward	
		N	%	N	%
Career Education	No	215451	71.1%	4055	70.3%
	Yes	87597	28.9%	1714	29.7%

Note. Contains both students listed as Career Education Participants and Concentrators. A Participant is a secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area. A concentrator is a secondary student who has earned three (3) or more credits in a single CTE program of study area (e.g. health sciences or business administration), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients and have exited secondary education.

Table 17

NeSA Mathematics and Reading Average Scale Scores by Ward Status

Ward Status	*Grade Level	NeSA - Mathematics Average Scale Scores	NeSA - Reading Average Scale Scores
Non-Ward	3	103.77	104.62
	4	102.96	109.28
	5	103.13	108.15
	6	100.81	109.18
	7	99.14	110.85
	8	98.76	106.82
	11	96.36	103.43
	Total	100.76	107.47
Ward	3	86.96	92.97
	4	88.26	94.35
	5	76.52	80.84
	6	74.59	87.79
	7	69.47	83.66
	8	62.85	75.76
	11	50.61	64.71
	Total	68.37	79.31
Total	3	103.59	104.50
	4	102.79	109.11
	5	102.83	107.84
	6	100.52	108.94
	7	98.78	110.52
	8	98.13	106.27
	11	95.02	102.29
	Total	100.29	107.06

Note. *Grade Level "11" contains any students in grades 9, 10, 11, or 12 who took NeSA-R and/or NeSA-M during the 2010-2011 school year. All students in grades 3-8 and 11 are tested with the Nebraska State AcNability, NeSA tests. Scale scores range from 0-200 on both tests.

Table 18

STARS Science Percent Meeting or Exceeding Standards by Ward Status

Ward Status Grade Level		STARS Science % Meeting or Exceeding Standards
Non-Ward	4	96.48
	5	89.58
	8	89.90
	11	88.55
	Total N	51902
Ward	4	95.45
	5	75.13
	8	69.90
	11	62.16
	Total N	806
Total	4	96.47
	5	89.42
	8	89.48
	11	88.04
	Total N	52708

Note. Each district reported on State standards at the benchmark grades of 4 or 5, 8 and 11. The 2010 - 2011 school year was the last year districts reported STARS Science as it has been replaced by NeSA Science for the 2011-2012 school year and beyond.

**Section 2. Education-Related Data Broken Down into Descriptive Sub-Categories
for the State Ward Population of Nebraska Students**

The following tables contain data for the state ward population of Nebraska students on a number on academic indicators as outlined in the *State Ward Education Snapshot Agreement*.

Where appropriate, notes are added below the table defining the data elements.

Table 19

Count of Not Enrolled State Wards by Gender, District Type, and Grade Level

		Not Enrolled	
		No	Yes
		N	N
Gender	F	2376	25
	M	3325	43
District Type	Public	5425	68
	Special Purpose	*	*
Grade Level	1	*	*
	10	825	14
	11	786	14
	12	623	27
	2	*	*
	3	*	*
	4	*	*
	5	*	*
	6	*	*
	7	309	*
	8	426	*
	9	704	*
	HK	*	*
	KG	*	*
	PK	*	*

Note. Refer to Table 3 for the definition of Not Enrolled.

Table 20

Count of Not Enrolled State Wards by DHHS Descriptive Sub-Categories

		Not Enrolled	
		No	Yes
		N	N
Adjudication Type	Abuse-Neglect	3346	16
	OJS	1753	42
	Status Offender	602	10
Judicial District	1	*	*
	2	525	*
	3	1171	33
	4	1737	17
	5	328	*
	6	257	*
	7	*	*
	8	*	*
	9	344	*
	10	*	*
	11	452	*
	12	212	*
DHHS Service Area	Central	631	*
	Eastern	2135	22
	Northern	664	*
	Out of State	*	*
	Southeast	1606	33
	Western	664	*
Placement Type	In Home	1300	18
	Out of Home	4401	50

Note. Refer to Table 3 for the definition of Not Enrolled.

Table 21

Count of Dropouts for State Wards by Gender, District Type, and Grade Level

		Dropouts	
		Yes	No
		N	N
Gender	F	71	2330
	M	111	3257
District Type	Public	181	5312
	Special Purpose	*	275
Grade Level	1	*	*
	10	40	799
	11	43	757
	12	79	571
	2	*	*
	3	*	*
	4	*	*
	5	*	*
	6	*	*
	7	*	*
	8	*	*
	9	19	694
	HK	*	*
	KG	*	330
	PK	*	109

Note. Refer to Table 4 for the definition of Dropouts.

Table 22

Count of Dropouts for State Ward by DHHS Descriptive Sub-Categories

		Dropouts	
		Yes	No
		N	N
Adjudication Type	Abuse-Neglect	38	3324
	OJS	113	1682
	Status Offender	31	581
Judicial District	1	*	135
	2	10	520
	3	54	1150
	4	49	1705
	5	14	315
	6	*	256
	7	*	217
	8	*	100
	9	15	333
	10	*	206
	11	15	442
	12	*	208
DHHS Service Area	Central	22	613
	Eastern	57	2100
	Northern	15	651
	Out of State	*	*
	Southeast	67	1572
	Western	21	650
Placement Type	In Home	71	1247
	Out of Home	111	4340

Note. Refer to Table 4 for the definition of Dropouts.

Table 23

Count of Highly Mobile Students for State Wards by Gender, District Type, and Grade Level

		Highly Mobile	
		No	Yes
		N	N
Gender	F	1860	541
	M	2454	914
District Type	Public	4199	1294
	Special Purpose	115	161
Grade Level	1	248	51
	10	554	285
	11	528	272
	12	501	149
	2	217	42
	3	209	44
	4	224	39
	5	220	39
	6	203	49
	7	240	71
	8	309	119
	9	470	243
	HK	*	*
	KG	278	52
	PK	*	*

Note. Refer to Table 6 for the definition of Highly Mobile.

Table 24

Count of Highly Mobile Students for State Wards by DHHS Descriptive Sub-Categories

		Highly Mobile	
		No	Yes
		N	N
Adjudication Type	Abuse-Neglect	2805	557
	OJS	1034	761
	Status Offender	475	137
Judicial District	1	99	42
	2	429	101
	3	922	282
	4	1362	392
	5	225	104
	6	186	72
	7	162	61
	8	76	25
	9	230	118
	10	145	65
	11	340	117
	12	138	76
DHHS Service Area	Central	429	206
	Eastern	1686	471
	Northern	470	196
	Out of State	*	*
	Southeast	1250	389
	Western	478	193
Placement Type	In Home	1178	140
	Out of Home	3136	1315

Note. Refer to Table 6 for the definition of Highly Mobile.

Table 25

Count of 2010 - 2011 Graduates for State Wards by Gender, District Type, and Grade Level

		2010 - 2011 Graduates	
		No	Yes
		N	N
Gender	F	2255	146
	M	3222	146
District Type	Public	5205	288
	Special Purpose	272	*
Grade Level	11	792	*
	12	366	284

Note. Refer to Table 7 for the definition of a Graduate.

Table 26

Count of 2011 Graduates for State Wards by DHHS Descriptive Sub-Categories

		2011 Graduates			
		No		Yes	
		Grade Level		Grade Level	
		11	12	11	12
		N	N	N	N
Adjudication Type	Abuse-Neglect	206	88	*	110
	OJS	463	230	*	128
	Status Offender	*	48	*	46
Judicial District	1	*	*	*	*
	2	*	40	*	51
	3	201	138	*	58
	4	181	70	*	59
	5	*	16	*	20
	6	*	16	*	*
	7	*	11	*	*
	8	*	*	*	*
	9	57	26	*	24
	10	*	15	*	18
	11	*	21	*	24
	12	*	*	*	*
DHHS Service Area	Central	93	47	*	47
	Eastern	237	103	*	100
	Northern	*	32	*	26
	Out of State	*	*	*	*
	Southeast	270	159	*	82
	Western	*	25	*	29
Placement Type	In Home	160	90	*	63
	Out of Home	632	276	*	221

Note. Refer to Table 7 for the definition of a Graduate.

Table 27

Count of State Wards that received SPED Services by Gender, District Type, and Grade Level

		Received SPED Services	
		No	Yes
		N	N
Gender	F	1779	622
	M	1900	1468
District Type	Public	3512	1981
	Special Purpose	167	109
Grade Level	1	209	90
	10	539	300
	11	539	261
	12	434	216
	2	179	80
	3	149	104
	4	170	93
	5	150	109
	6	142	110
	7	179	132
	8	269	159
	9	440	273
	HK	*	*
	KG	228	102
	PK	51	58

Table 28

Count of State Wards that received SPED Services by DHHS Descriptive Sub-Categories

		Received SPED Services	
		No	Yes
		N	N
Adjudication Type	Abuse-Neglect	2160	1202
	OJS	1109	686
	Status Offender	410	202
Judicial District	1	76	65
	2	349	181
	3	712	492
	4	1180	574
	5	197	132
	6	159	99
	7	154	69
	8	53	48
	9	231	117
	10	111	99
	11	300	157
	12	157	57
DHHS Service Area	Central	376	259
	Eastern	1448	709
	Northern	433	233
	Out of State	*	*
	Southeast	964	675
	Western	457	214
Placement Type	In Home	882	436
	Out of Home	2797	1654

Table 29

Count of High Ability Learners for State Wards by Gender, District Type, and Grade Level

		High Ability Learner	
		No	Yes
		N	N
Gender	F	2335	66
	M	3296	72
District Type	Public	5355	138
	Special Purpose	*	*
Grade Level	1	297	*
	10	822	17
	11	779	21
	12	634	16
	2	256	*
	3	238	15
	4	253	10
	5	251	*
	6	244	*
	7	299	12
	8	416	12
	9	700	13
	HK	*	*
	KG	329	*
	PK	109	*

Note. Refer to Table 10 for the definition of High Ability Learner.

Table 30

Count of High Ability Learners by DHHS Descriptive Sub-Categories

		High Ability Learner	
		No	Yes
		N	N
Adjudication Type	Abuse-Neglect	3269	93
	OJS	1767	28
	Status Offender	595	17
Judicial District	1	*	*
	2	521	*
	3	1163	41
	4	1714	40
	5	322	*
	6	255	*
	7	215	*
	8	99	*
	9	340	*
	10	207	*
	11	444	13
	12	210	*
DHHS Service Area	Central	623	12
	Eastern	2109	48
	Northern	651	15
	Out of State	*	*
	Southeast	1593	46
	Western	654	17
Placement Type	In Home	1269	49
	Out of Home	4362	89

Note. Refer to Table 10 for the definition of High Ability Learner.

Table 31

Count of LEP Eligibility for State Wards by Gender, District Type, and Grade Level

		LEP Eligibility	
		No	Yes
		N	N
Gender	F	2321	80
	M	3258	110
District Type	P	5303	190
	Special Purpose	*	*
Grade Level	1	284	15
	10	821	18
	11	783	17
	12	637	13
	2	243	16
	3	243	10
	4	248	15
	5	244	15
	6	244	*
	7	299	12
	8	413	15
	9	703	10
	HK	*	*
	KG	308	22
	PK	105	*

Note. Refer to Table 11 for the definition of LEP.

Table 32

Count of LEP Eligibility for State Wards by DHHS Descriptive Sub-Categories

		LEP Eligibility	
		No	Yes
		N	N
Adjudication Type	Abuse-Neglect	3229	133
	OJS	1751	44
	Status Offender	599	13
Judicial District	1	140	*
	2	523	*
	3	1154	50
	4	1683	71
	5	311	18
	6	246	12
	7	222	*
	8	*	*
	9	333	15
	10	207	*
	11	447	10
	12	212	*
DHHS Service Area	Central	617	18
	Eastern	2079	78
	Northern	637	29
	Out of State	*	*
	Southeast	1586	53
	Western	659	12
Placement Type	In Home	1275	43
	Out of Home	4304	147

Note. Refer to Table 11 for the definition of LEP.

Table 33

Count of Migrant State Wards by Gender, District Type, and Grade Level

		Migrant	
		No	Yes
		N	N
Gender	F	2386	15
	M	3351	17
District Type	P	5462	31
	Special Purpose	275	*
Grade Level	1	296	*
	10	833	*
	11	796	*
	12	*	*
	2	257	*
	3	252	*
	4	262	*
	5	258	*
	6	251	*
	7	308	*
	8	424	*
	9	711	*
	HK	*	*
	KG	327	*
	PK	108	*

Note. Refer to Table 12 for the definition of Migrant.

Table 34

Count of Migrant State Wards by DHHS Descriptive Sub-Categories

		Migrant	
		No	Yes
		N	N
Adjudication Type	Abuse-Neglect	3344	18
	OJS	1786	*
	Status Offender	607	*
Judicial District	1	*	*
	2	*	*
	3	*	*
	4	1748	*
	5	326	*
	6	252	*
	7	220	*
	8	*	*
	9	345	*
	10	*	*
	11	447	10
	12	*	*
DHHS Service Area	Central	632	*
	Eastern	2151	*
	Northern	654	12
	Out of State	*	*
	Southeast	1638	*
	Western	661	10
Placement Type	In Home	1316	*
	Out of Home	4421	30

Note. Refer to Table 12 for the definition of Migrant.

Table 35

Count of Food Program Eligibility for State Wards by Gender, District Type, and Grade Level

		Food Program Eligibility		
		Eligible for Free Meals	Eligible for Reduced Price Meals	Not Eligible for Free or Reduced Meals
		N	N	N
Gender	F	1929	69	403
	M	2580	118	670
District Type	Public	4233	187	1073
	Special Purpose	*	*	*
Grade Level	1	279	*	14
	10	613	36	190
	11	520	22	258
	12	387	22	241
	2	238	*	15
	3	235	*	16
	4	238	14	11
	5	236	*	15
	6	215	*	32
	7	243	15	53
	8	350	12	66
	9	573	29	111
	HK	*	*	*
	KG	303	*	20
	PK	75	*	31

Note. Refer to Table 13 for the definition of Food Program Eligibility.

Table 36

Count of Food Program Eligibility for State Wards by DHHS Descriptive Sub-Categories

		Food Program Eligibility		
		Eligible for Free Meals	Eligible for Reduced Price Meals	Not Eligible for Free or Reduced Meals
		N	N	N
Adjudication Type	Abuse-Neglect	2860	88	414
	OJS	1232	61	502
	Status Offender	417	38	157
Judicial District	1	101	*	32
	2	368	23	139
	3	885	18	301
	4	1476	44	234
	5	252	11	66
	6	192	*	58
	7	185	*	34
	8	74	*	25
	9	273	17	58
	10	162	13	35
	11	360	27	70
	12	181	12	21
DHHS Service Area	Central	489	33	113
	Eastern	1750	65	342
	Northern	524	17	125
	Out of State	*	*	*
	Southeast	1204	33	402
	Western	541	39	91
Placement Type	In Home	930	86	302
	Out of Home	3579	101	771

Note. Refer to Table 13 for the definition of Food Program Eligibility.

Table 37

Count of Homeless State Wards by Gender, District Type, and Grade Level

		Homeless	
		No	Yes
		N	N
Gender	F	2263	138
	M	3200	168
District Type	Public	5187	306
	Special Purpose	*	*
Grade Level	1	289	10
	10	782	57
	11	757	43
	12	611	39
	2	248	11
	3	243	10
	4	257	*
	5	248	11
	6	240	12
	7	295	16
	8	406	22
	9	653	60
	HK	*	*
	KG	324	*
	PK	106	*

Note. Refer to Table 14 for the definition of Homeless.

Table 38

Count of Homeless State Wards by DHHS Descriptive Sub-Categories

		Homeless	
		No	Yes
		N	N
Adjudication Type	Abuse-Neglect	3198	164
	OJS	1698	97
	Status Offender	567	45
Judicial District	1	139	*
	2	504	26
	3	1127	77
	4	1626	128
	5	326	*
	6	241	17
	7	218	*
	8	99	*
	9	338	10
	10	207	*
	11	438	19
	12	200	14
DHHS Service Area	Central	622	13
	Eastern	2004	153
	Northern	641	25
	Out of State	*	*
	Southeast	1557	82
	Western	638	33
Placement Type	In Home	1277	41
	Out of Home	4186	265

Note. Refer to Table 14 for the definition of Homeless.

Table 39

Count of Early Childhood State Wards by Gender, District Type, and Grade Level

		Early Childhood	
		No	Yes
		N	N
Gender	F	2365	36
	M	3308	60
District Type	P	5397	96
	SO	*	*
Grade Level	1	*	*
	10	*	*
	11	*	*
	12	*	*
	2	*	*
	3	*	*
	4	*	*
	5	*	*
	6	*	*
	7	*	*
	8	*	*
	9	*	*
	HK	*	*
	KG	*	*
	PK	13	96

Note. Refer to Table 15 for the definition of Early Childhood.

Table 40

Count of Early Childhood State Wards by DHHS Descriptive Sub-Categories

		Early Childhood	
		No	Yes
		N	N
Adjudication Type	Abuse-Neglect	3266	96
	OJS	*	*
	Status Offender	*	*
Judicial District	1	138	*
	2	522	*
	3	1189	15
	4	1721	33
	5	320	*
	6	254	*
	7	221	*
	8	99	*
	9	345	*
	10	202	*
	11	451	*
	12	211	*
DHHS Service Area	Central	623	12
	Eastern	2119	38
	Northern	656	10
	Out of State	*	*
	Southeast	1612	27
	Western	662	*
Placement Type	In Home	1302	16
	Out of Home	4371	80

Note. Refer to Table 15 for the definition of Early Childhood.

Table 41

Count of Career Education for State Wards by Gender, District Type, and Grade Level

		Career Education	
		No	Yes
		N	N
Gender	F	1609	792
	M	2446	922
District Type	Public	3779	1714
	Special Purpose	*	*
Grade Level	1	*	*
	10	470	369
	11	430	370
	12	339	311
	2	*	*
	3	*	*
	4	*	*
	5	*	*
	6	*	*
	7	169	142
	8	226	202
	9	393	320
	HK	*	*
	KG	*	*
	PK	*	*

Note. Refer to Table 16 for the definition of Career Education.

Table 42

Count of Career Education for State Wards by DHHS Descriptive Sub-Categories

		Career Education	
		No	Yes
		N	N
Adjudication Type	Abuse-Neglect	2578	784
	OJS	1160	635
	Status Offender	317	295
Judicial District	1	98	43
	2	308	222
	3	924	280
	4	1194	560
	5	224	105
	6	199	59
	7	157	66
	8	66	35
	9	244	104
	10	153	57
	11	310	147
	12	178	36
DHHS Service Area	Central	442	193
	Eastern	1422	735
	Northern	479	187
	Out of State	*	*
	Southeast	1224	415
	Western	488	183
Placement Type	In Home	879	439
	Out of Home	3176	1275

Note. Refer to Table 16 for the definition of Career Education

Tables 43

NeSA-M and NeSA-R Average Scale Scores by Gender

Ward	Gender	NeSA - Mathematics Average Scale Scores	NeSA - Reading Average Scale Scores
Yes	F	71.49	85.33
	M	65.99	74.71
	Total	68.37	79.31

Note. Refer to Table 17 for the definition of NeSA-M and NeSA-R.

Table 44

NeSA-M and NeSA-R Average Scale Scores by Grade

Ward	Grade Level*	NeSA - Mathematics Average Scale Scores	NeSA - Reading Average Scale Scores
Yes	3	86.96	92.97
	4	88.26	94.35
	5	76.52	80.84
	6	74.59	87.79
	7	69.47	83.66
	8	62.85	75.76
	11	50.61	64.71
	Total	68.37	79.31

Note. Refer to Table 17 for the definition of NeSA-M and NeSA-R.

Table 45

NeSA-M and NeSA-R Average Scale Scores by District Type

Ward	District Type	NeSA - Mathematics Average Scale Scores	NeSA - Reading Average Scale Scores
Yes	Public	68.90	79.96
	Special Purpose	40.00	43.93
	Total	68.37	79.31

Note. Refer to Table 17 for the definition of NeSA-M and NeSA-R.

Table 46

NeSA-M and NeSA-R Average Scale Scores by Adjudication Type

Ward	Adjudication Type	NeSA - Mathematics Average Scale Scores	NeSA - Reading Average Scale Scores
Yes	Abuse-Neglect	75.02	85.25
	OJS	50.53	61.82
	Status Offender	59.91	75.06
	Total	68.37	79.31

Note. Refer to Table 17 for the definition of NeSA-M and NeSA-R.

Table 47

NeSA-M and NeSA-R Average Scale Scores by Judicial District

Ward	Judicial District	NeSA - Mathematics Average Scale Scores	NeSA - Reading Average Scale Scores
Yes	1	69.45	74.05
	2	70.16	83.70
	3	73.50	82.75
	4	61.60	74.80
	5	62.83	71.70
	6	68.65	83.84
	7	72.69	80.59
	8	81.14	90.61
	9	67.24	72.77
	10	74.65	81.99
	11	74.28	89.27
	12	74.47	77.13
	Total	68.37	79.31

Note. Refer to Table 17 for the definition of NeSA-M and NeSA-R.

Table 48

NeSA-M and NeSA-R Average Scale Scores by DHHS Service Area

Ward	DHHS Service Area	NeSA - Mathematics Average Scale Scores	NeSA - Reading Average Scale Scores
Yes	Central	69.35	76.72
	Eastern	62.87	76.31
	Northern	70.15	80.75
	Out of State	72.00	68.00
	Southeast	72.41	81.18
	Western	74.34	85.53
	Total	68.37	79.31

Note. Refer to Table 17 for the definition of NeSA-M and NeSA-R.

Table 49

NeSA-M and NeSA-R Average Scale Scores by Placement Type

Ward	Placement Type	NeSA - Mathematics Average Scale Scores	NeSA - Reading Average Scale Scores
Yes	In Home	72.14	83.11
	Out of Home	67.01	77.94
	Total	68.37	79.31

Note. Refer to Table 17 for the definition of NeSA-M and NeSA-R.

References

Nebraska Department of Education. (2011). Student Templates Instruction Manual.

Nebraska Department of Education. (2011). Programs Fact Template Instruction Manual.

Nebraska Department of Education. (2012). Guidance for Reporting Dropouts.

Nebraska Department of Education. (2010). Data Access and Use Policy and Procedures.

Appendix A

Data Element Name	Data Element Description	Data Element Agency
DATA YEARS	The school year the student attended (20102011)	NDE
NDE_STUDENT_ID	The student's unique ID in the NSSRS database	NDE
GRADE_LEVEL	The student's grade level.	NDE
FOOD_PROGRAM_ELIGIBILITY_CODE	The student's eligibility for Free or Reduced Lunch program code (0,1,2,3)	NDE
FOOD_PROGRAM_ELIGIBILITY_DESC	The student's eligibility for Free or Reduced Lunch program (Not eligible for Free or Reduced Price Meals , Eligible for Free Meals, Eligible for Reduced Price Meals or Eligible for Free Special Milk)	NDE
VERIFIED_DISABILITY_DESC	The student's description of the verified disability	NDE
SPECIAL_EDUCATION_DESC	The student is identified with an IEP or without an IEP	NDE
LEP_ELIGIBILITY_DESC	The student is identified as Limited English proficient (LEP) or not LEP	NDE
GIFTED_ELIGIBILITY_DESC	The student is participated in a High Ability Learner program or not participating in the High Ability Lerner program	NDE
MIGRANT_DESC	The student is a migrant or not a migrant based on the MIS 2000	NDE
DROPOUT_DESC	The student is a dropout or not a dropout in grades 7-12	NDE
NOT_ENROLLED_DESC	The student is enrolled as not enrolled, eligible to return or is not enrolled eligible to return	NDE

COMPLETER_DIPLOMA_DESC	The student has received a regular high school diploma	NDE
COMPLETER_NO_DIPLOMA_DESC	The student has received a GED or other award but not a regular high school diploma	NDE
HIGHLY_MOBILE_DESC	The student who enrolls in two or more public schools during an academic year. If a student's initial public school enrollment for the year is after the State's official membership day (last Friday in September), it is assumed that this enrollment represents the second public school enrollment occurrence for the school year.	NDE
HOMELESS_DESC	The students eligible for Homeless Education services at any time during the school year	NDE
CAREER_EDUCATION_DESC	The student received or is receiving Title I Vocational/Career services at any time during this school year	NDE
EARLY_CHILDHOOD_DESC	The student received or is receiving Title I Early Childhood Education (pre-kindergarten) services at any time during this school year in a program that is not part of a Title I Schoolwide project.	NDE
NESA_FULL_ACADEMIC_YEAR_DISTRICT	The district the student took the assessment	NDE
NESA_FULL_ACADEMIC_YEAR_SCHOOL	The school year the student took the assessment	NDE
NESA_READING_GRADE_LEVEL	The grade level the student took the NeSA reading assessment	NDE
NESA_READING_SCALE_SCORE	The scale score the student received for the reading	NDE

	test	
NESA_READING_PERFORMANCE_LEVEL	The student's results from the reading scores is converted to a performance levels based on cut scores established by NDE. (1,2,3 blank) (1-Exceeds the Standards, 2-Meets the Standards, 3-Below the Standards, and blank For not tested codes of NLE, RAL, and EMW)	NDE
NESA_READING_REASON_NOT_TESTED	The student's reason (NLE, RAL, and EMW) for not taking the reading assessment (NLE – No longer Enrolled, RAL – Recently Arrived LEP, or EMW – Emergency Medical Waiver)	NDE
NESA_MATHEMATICS_GRADE_LEVEL	The grade level the student took the NeSA math assessment	NDE
NESA_MATHEMATICS_SCALE_SCORE	The scale score the student received for the reading test	NDE
NESA_MATHEMATICS_PERFORMANCE_LEVEL	The student's results from the math scores is converted to a performance levels based on cut scores established by NDE. (1,2,3 blank) (1-Exceeds the Standards, 2-Meets the Standards, 3-Below the Standards, and lank For not tested codes of NLE, RAL, and EMW)	NDE
NESA_MATHEMATICS_REASON_NOT_TESTED	The student's reason (NLE, RAL, and EMW) for not taking the Math assessment (NLE – No longer Enrolled, RAL – Recently Arrived LEP, or EMW – Emergency Medical Waiver)	NDE
SCIENCE_STANDARDS_ALTERNATE	The student received an	NDE

	alternate assessment because the IEP team has determined and documented that they have a significant cognitive disability.	
SCIENCE_AVERAGE_PERFORMANCE_LEVEL	The student's results from the math scores is converted to a performance levels based on cut scores established by NDE. (1,2,3 blank) (1-Exceeds the Standards, 2-Meets the Standards, 3-Below the Standards, and lank For not tested codes of NLE, RAL, and EMW)	NDE
SCIENCE_OVERALL_PERFORMANCE_LEVEL		NDE
SCIENCE_STANDARDS_REPORTED_N		NDE
SCIENCE_MODIFICATION		NDE
SCIENCE_ACCOMMODATION		NDE
SCIENCE_MEDICAL_WAIVER	The student was not assessed for science because of an Emergency Medical Waiver	NDE
SCIENCE_PARENT_WAIVER	The student was not assessed for science because of a formal request from parent or guardian	NDE
DAYS_ATTENDANCE	Total days the student is in school at a district	NDE
DAYS_ABSENCE	Total day the student is not in school at a district	NDE
FALL_MEMBERSHIP	The student is enrolled in the district at Fall Membership, the last Friday in September	NDE
FTE_PERCENT		NDE
DISTRICT_TYPE_CODE	The type of school the student attended (State Operated school or Public school)	NDE
DAYS_ATTENDANCE_SUM	The student's sum of days in attendance at a district or districts	NDE
N_FOCUS_ID_NO	The state ward's unique	NDHHS

	identifier in the NFOCUS database	
Gender_Either_M_or_F	The state ward's gender	NDHHS
Service_Area	The state ward's NDHHS Service Area	NDHHS
Judicial_District	The state ward's judicial district	NDHHS
Type_of_Placement	The state ward's type of placement (remains in-home or in-out-of-home placement)	NDHHS
Type_of_Adjudication	The state ward's type of adjudication	NDHHS
_Similarity	Value of 1 is an exact match on First Name, Last Name, Date of Birth and Gender between the NDHHS record and NDE record	Matching System