Lincoln High School

School Profile 2014-2015

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Lincoln High School

Mission: *Lincoln High School is committed to preparing each student to use multiple perspectives and individual talents to live, learn, and work in a diverse society.*

Vision: *As a multicultural learning community, we will provide for our students and*
staff a safe, fair, and inclusive learning environment where

- *Each student is given an equal opportunity to grow in knowledge, skills, and responsible behaviors, to make positive life choices, and to become a life-long learner with the academic skills to continue education after high school.*

- *Each student is given an equal opportunity to develop skills in leadership, thinking, and communication as well as the social and personal skills needed to work with others to solve life problems.*

- *Each student will become a productive citizen in a culturally diverse, global community.*

Goals:

1. *Raise the graduation rate*

2. *All students will improve their academic skills in order to close the achievement gap*
3. *All students will improve their reading skills in all content areas*

Introduction

Lincoln High School

Lincoln High School was founded in 1871 and is the oldest of the 6 public high schools in the city. In over 135 years of service to the community, more than 40,000 students have graduated from LHS. Prior to the addition of two new high schools in the Lincoln Public Schools, Lincoln High School had served approximately 2100 students in grades 10-12. Starting in the 2003-04 school year became a 9-12 building and currently has approximately 1650 students. It is one of the most diverse high schools in the state and offers over 200 courses in twelve different departments.

Lincoln High operates an eight-period instructional day and 245 credit points are required in grades 9-12 by the Lincoln Board of Education. Within the eight-period day, most students take seven classes as the first period begins at 7:00 am with only a small number of classes being offered. Programs are available for students who plan to attend college and those who want to join the work force. LHS provides Tech Prep courses and students also may take college courses on the university and community college campuses. LHS serves students with almost every level of special education handicap as well as gifted students, and students with limited English speaking ability. There are courses which have integrated subject matter from different departments and are team taught. Special programs exist for students who are parents and have children of their own in the Student Child Learning Center.

Selected courses are designed to prepare students to meet the Lincoln Public Schools Graduation Demonstration Requirements in reading and writing. The GDEs apply to all students graduating from the Lincoln Public Schools, and are in addition to the 245 credit hours requirements.

Grades are reported using a four-point scale. Selected courses characterized by higher levels of rigor are assigned weighted grades, with a grade of A being reported as five points.

During the 2007-08 school year, Lincoln High School became an International Baccalaureate World School. This highly rigorous, college preparation course of study was first offered to the juniors and seniors in the fall of 2008. Lincoln High will be the second high school in Nebraska to offer this unique program. Students who earn their International Baccalaureate Diploma are eligible to be granted college credit, advanced standing, and admittance to universities of distinction around the world.

IB students take six core classes including English, world language, social studies, math, science and the arts. Students are also required to take a philosophy course entitled Theory of Knowledge, as well as, complete a 4000-word research essay. This program will prepare students to meet the challenges of college work no matter where they choose to attend.

Lincoln Public Schools

In the past few years, attendance at Lincoln Public Schools has increased from 34,500 students during the 2008-09 school year to over 37,844 for the 2013-14 school year.

Lincoln Public Schools includes 38 elementary schools, 11 middle schools, 6 high schools, 1 alternative school, and 4 specialty focus high school programs. The district serves over 37,844 students, employs approximately 2,500 teachers, 350 non-teaching certified staff, 150 administrators, and has a total of over 5,000 employees. The K-12 enrollments include 42.5% participation in the Free or Reduced Price Lunch Program; nearly 5,800 special education students; 30% ethnic minority membership; and approximately 6% English Language Learners from over 50 countries.

In the past ten years, enrollment at Lincoln Public Schools has increased more than 12%. Meanwhile, our poverty rate has increased 64%, enrollment for immigrant and refugee children increased by 76%, and the numbers of ethnic minority students are up 135%.

Lincoln Community:

Lincoln, the State Capital of Nebraska, has an approximate population of 258,000. It is the home of the University of Nebraska-Lincoln, Nebraska Wesleyan University, Union College, Southeast Community College and several private vocational-technical schools. The business of the city centers on government, education, insurance, banking, and light industry. There are nearly 80 square miles of land devoted to 84 parks. Lincoln's population is predominately Caucasian (83%). The Asian, Hispanic, and Black population make up about 14% of the population. Median Household Income is $44,702 with 17.9% of the children living below poverty. The percent of Lincoln's population with a high school diploma or better is 90.2% and 33.3% attaining a bachelor's degree or higher.

School Improvement Goals:

1) The graduation rate will improve.
2) All students will improve their reading skills in the content areas.
3) All students will improve their academic skills in order to close the achievement gap.

Lincoln High teachers participate in weekly Professional Learning Community (PLC) meetings. Teachers are grouped by content area and during this time discuss and determine Essential Objectives, SMART goals, instructional strategies and interventions, and develop common assessments and discuss the results. Professional Learning Communities have been in place at Lincoln High beginning in the 2006-07 school year.

LHS teachers participate in 10.5 hours of staff development flex sessions each school year. During the 2009-10 school year, Lincoln High teachers participated in book discussions

from the book A Repair Kit for Grading by Ken O'Connor. This has led to a change in various grading practices and policies at LHS and continued discussions on formative and summative assessments.

Starting in the 2010-2011 and continuing through the 2011-2012 school year, improving reading skills has been the focus for building staff development. Through the expertise of Reading Coaches, LHS staff is trained on implementing specific reading instruction into every classroom.

In 2012-2013, the LHS began a journey towards becoming more culturally proficient. These conversations take place monthly and the goal is for the staff to learn more about themselves in order to serve our diverse population.

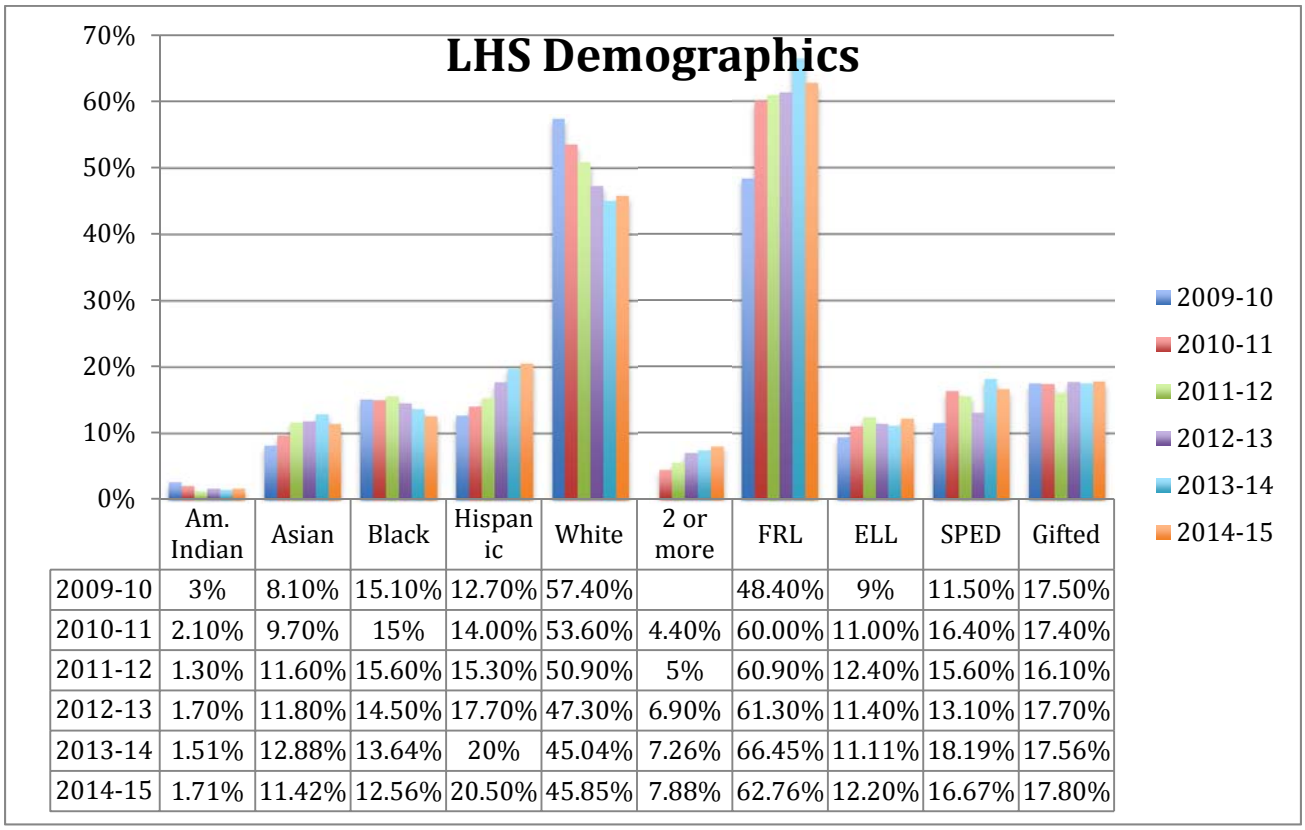
In 2013-2014, the Lincoln High Staff continued with cultural proficiency as a focus for staff development. Teachers in each department also received training in reading strategies to use in their particular content areas. These strategies focused on the areas of vocabulary and summarization.

Each teacher at LHS is asked to set an appraisal goal related to improving the reading skills of their students. This was implemented in 2011 and has continued to be the expectation.

Lincoln High's school improvement efforts have been heavily influenced by two Federal Grants received. The abstracts for the Small Learning Community Grant and LPS Graduation Initiative Grant are in Appendix B as well as descriptions for various programs being implemented by LHS through the 2011-12 school year. The Small Learning Community Grant is a $1.3 million five year grant received by Lincoln High and the LPS Graduation Initiative Grant is shared by Lincoln North Star and Lincoln Northeast high schools

I. Demographic Data

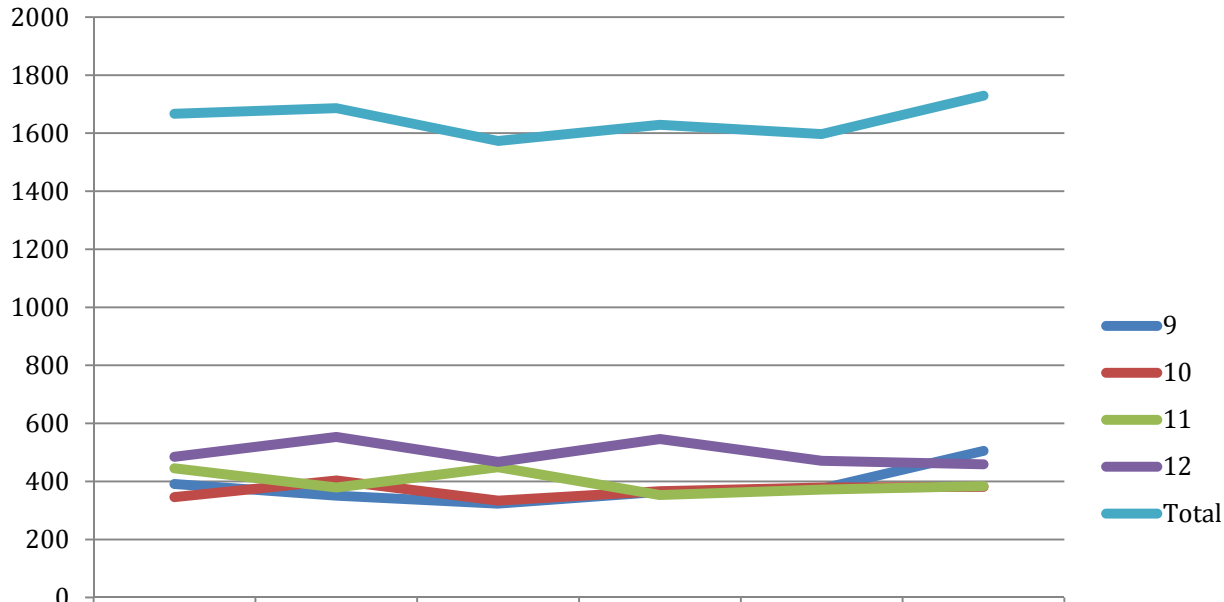
Demographic Data



	Am. Indian	Asian	Black	Hispanic	White	2 or more	FRL	ELL	SPED	Gifted
2009-10	3%	8.10%	15.10%	12.70%	57.40%		48.40%	9%	11.50%	17.50%
2010-11	2.10%	9.70%	15%	14.00%	53.60%	4.40%	60.00%	11.00%	16.40%	17.40%
2011-12	1.30%	11.60%	15.60%	15.30%	50.90%	5%	60.90%	12.40%	15.60%	16.10%
2012-13	1.70%	11.80%	14.50%	17.70%	47.30%	6.90%	61.30%	11.40%	13.10%	17.70%
2013-14	1.51%	12.88%	13.64%	20%	45.04%	7.26%	66.45%	11.11%	18.19%	17.56%
2014-15	1.71%	11.42%	12.56%	20.50%	45.85%	7.88%	62.76%	12.20%	16.67%	17.80%

- The percentage of students that are white has decreased more than 13% in the last five years
- LHS's Hispanic population has grown by almost 8% in five years
- The percentage of LHS students that receive Free/Reduced Lunch has risen 15% in the past six years.
- LHS is one of two LPS High Schools that has an ELL Program. Many of the students in the ELL program come from backgrounds where they have Limited Formal Schooling.

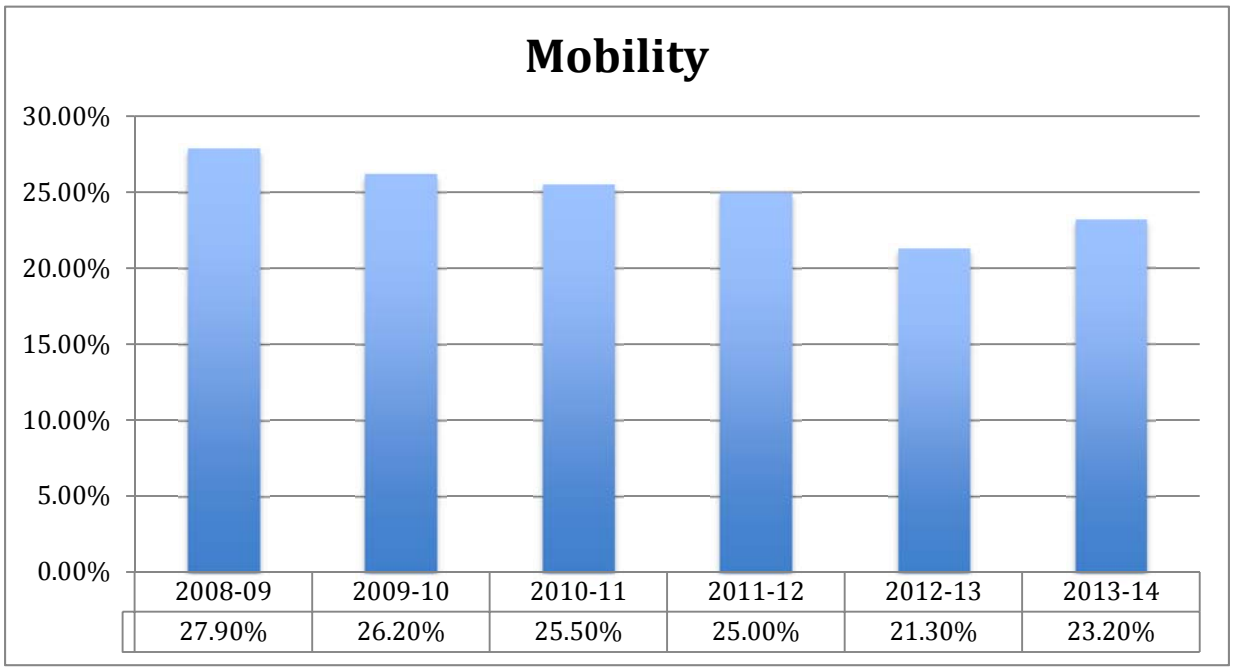
Total Enrollment



	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
9	391	351	323	364	375	505
10	346	403	334	366	379	381
11	445	379	449	353	372	384
12	485	553	467	546	471	459
Total	1667	1686	1573	1629	1597	1729

- Lincoln High's Enrollment has hovered around 1600 students since Lincoln Southwest and Lincoln Northstar opened
- The upward trend in enrollment is partly due to growth in the IB Programme at LHS
- Almost 40% of students at LHS option in from other attendance area

Student Mobility



- The percentage of LHS students who are mobile has decreased from 27.9% in 2008-09 to 23.2% in 2013-14.

Failure Rates 2008-2014

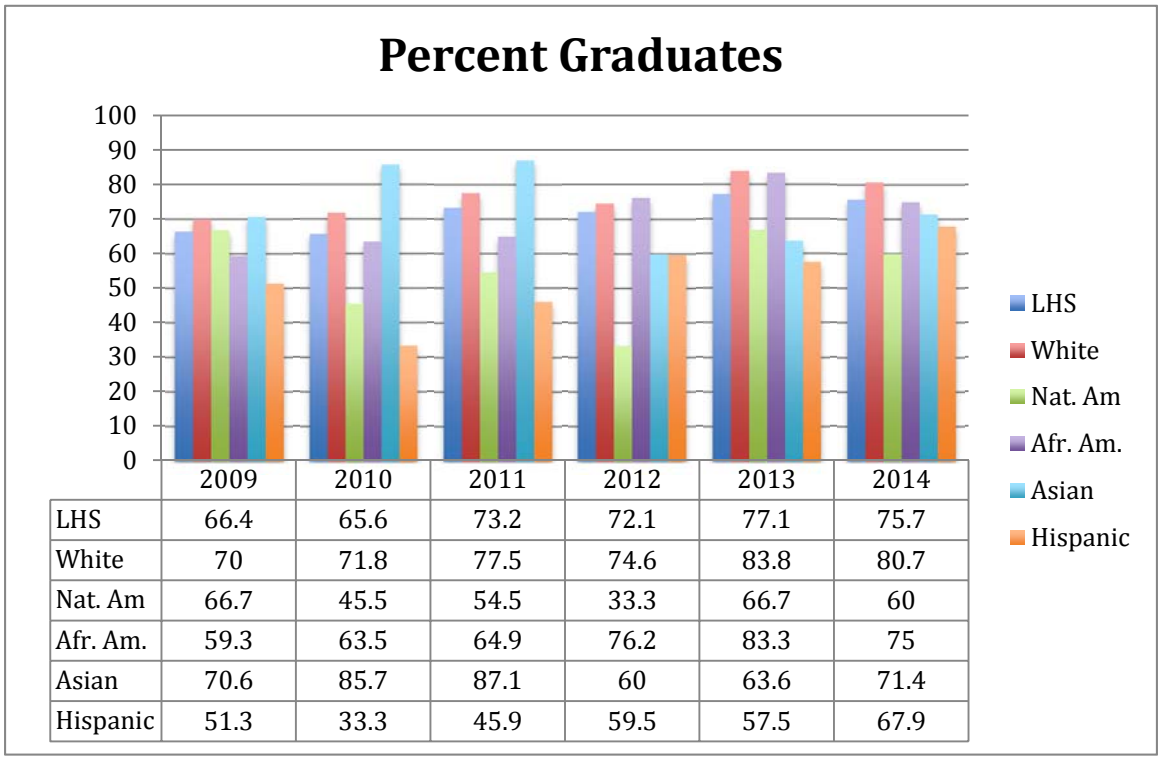
LHS Failure Rates		
	Semester 1	**Semester 2**
2008-09	**----------**	**14.7%**
2009-10	**12.2%**	**9.1%**
2010-11	**10.9%**	**9.2%**
2011-12	**10.2%**	**9.5%**
2012-13	**9.8%**	**10.2%**
2013-14	**10.4%**	**10.8%**

- LHS has had a focus on decreasing failure rates since 2008.
- 9th and 10th grade Teams facilitate discussions about students who are struggling in classes.

II. Student Performance Data

Graduation Rates

Graduation rates were calculated using a longitudinal approach (based on students enrolled in LPS during Grade 9). The cohort analysis was used to provide a picture of the rate at which students, who attended ninth grade in LPS, graduate from high school.



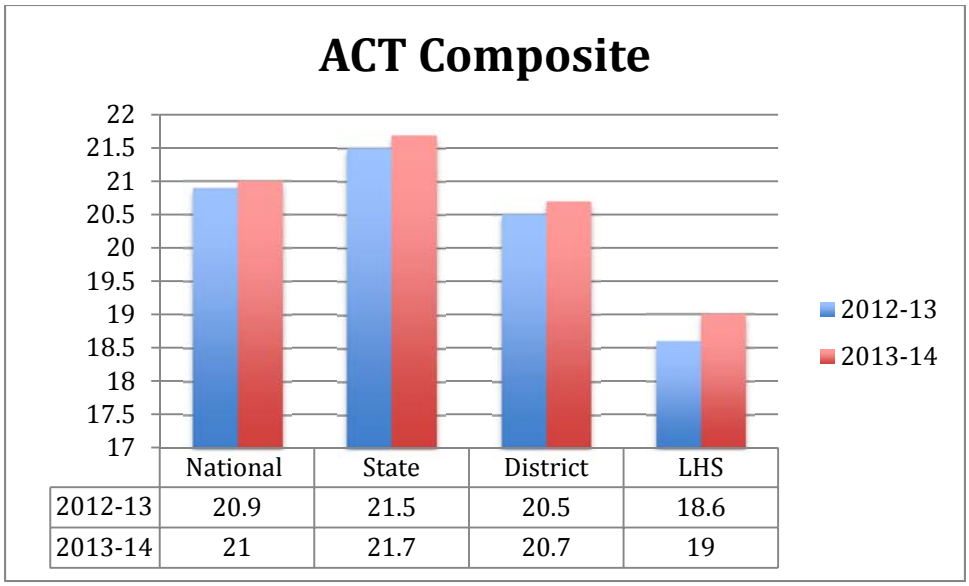
	2009	2010	2011	2012	2013	2014
LHS	66.4	65.6	73.2	72.1	77.1	75.7
White	70	71.8	77.5	74.6	83.8	80.7
Nat. Am	66.7	45.5	54.5	33.3	66.7	60
Afr. Am.	59.3	63.5	64.9	76.2	83.3	75
Asian	70.6	85.7	87.1	60	63.6	71.4
Hispanic	51.3	33.3	45.9	59.5	57.5	67.9

- The LHS graduation rate rose to 77.1 in 2013, its highest since 2008, then dropped slightly in 2014.
- The achievement gap related to this measure is narrowing for African American and Hispanic students.

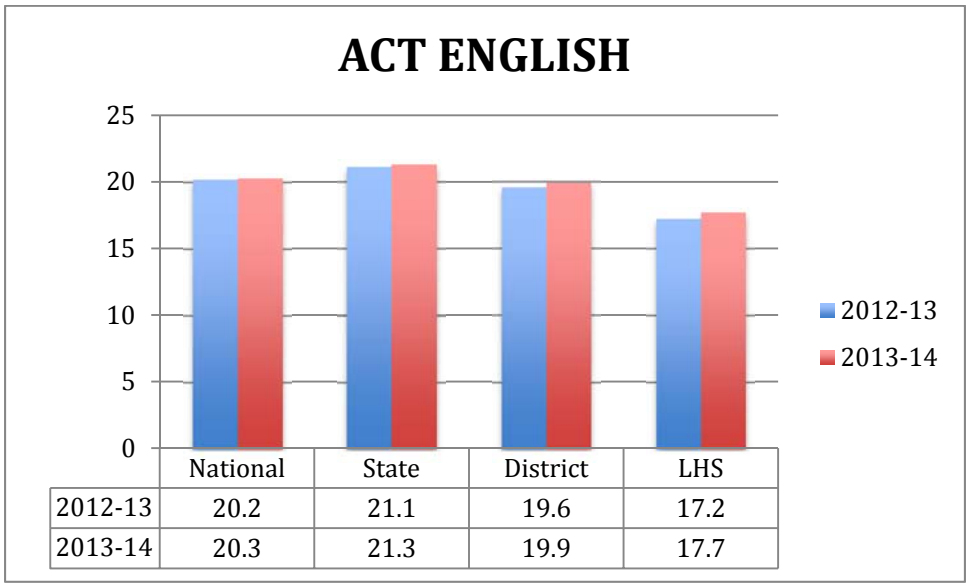
- The Graduation Rate of Asian students at LHS has decreased 15% since 2008. Part of this is increase of our Asian population that comes to LHS with Limited Formal Schooling and are placed in the ELL Program.

Norm Referenced Assessments: ACT Composite Scores

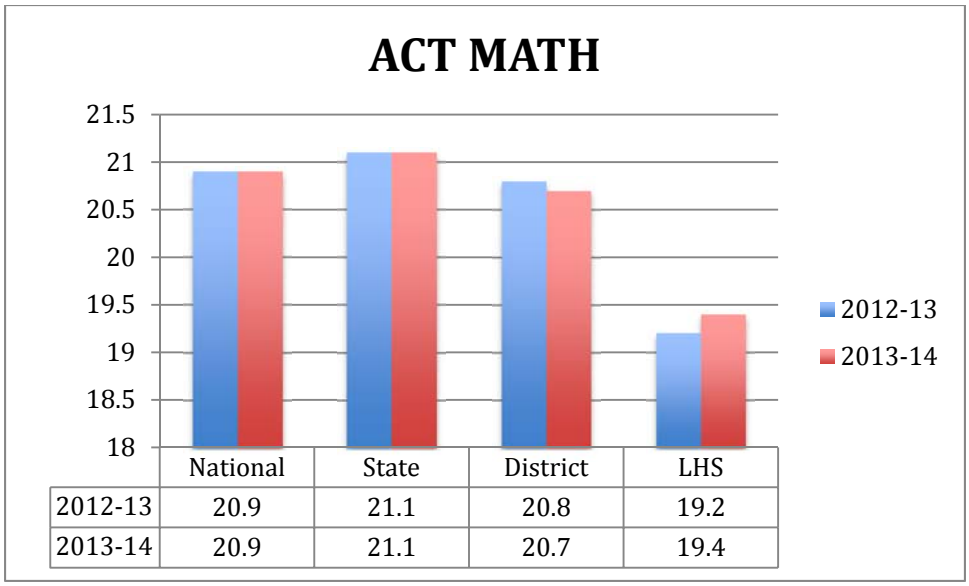
Compared to other high school students across the nation, state and district, LHS students traditionally do very well on the ACT. LHS students perform better than the national average and have traditionally outperformed other students from Nebraska.



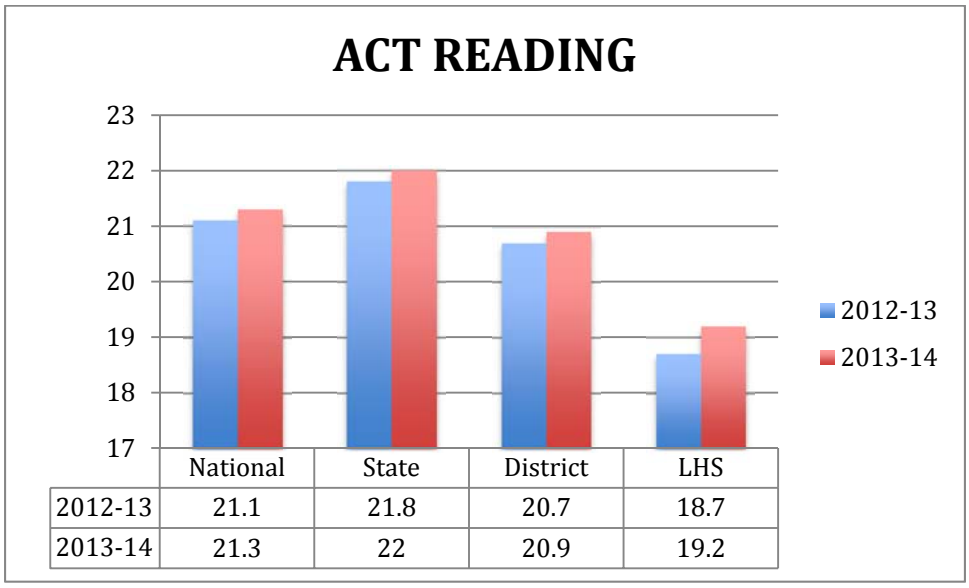
	National	State	District	LHS
2012-13	20.9	21.5	20.5	18.6
2013-14	21	21.7	20.7	19



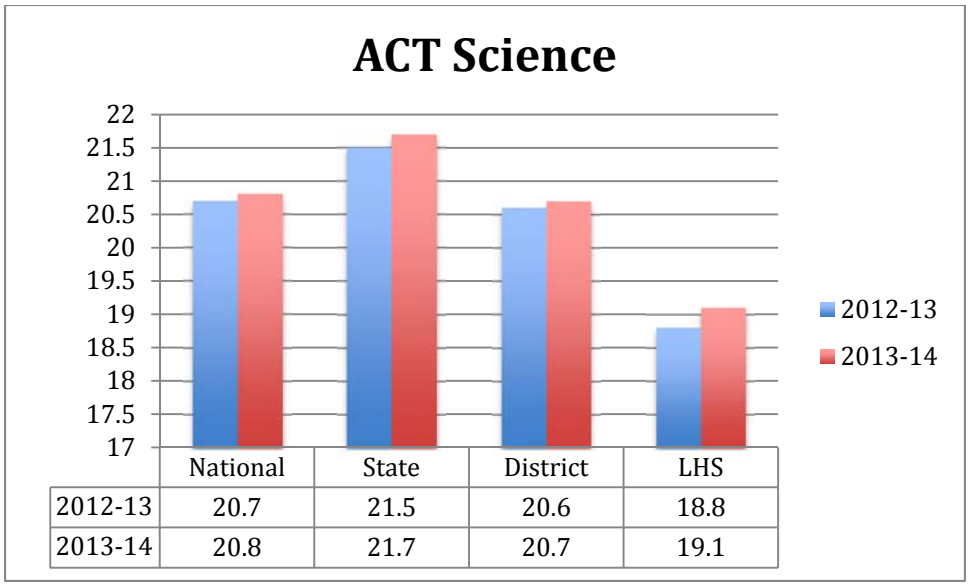
	National	State	District	LHS
2012-13	20.2	21.1	19.6	17.2
2013-14	20.3	21.3	19.9	17.7



	National	State	District	LHS
2012-13	20.9	21.1	20.8	19.2
2013-14	20.9	21.1	20.7	19.4



	National	State	District	LHS
2012-13	21.1	21.8	20.7	18.7
2013-14	21.3	22	20.9	19.2



	National	State	District	LHS
2012-13	20.7	21.5	20.6	18.8
2013-14	20.8	21.7	20.7	19.1

- The 2012-13 school year is the first year that all 11th graders in LPS took the ACT
- LHS saw ACT scores improve in all areas from 2012-13 to 2013-14.

Introduction to NeSA Testing

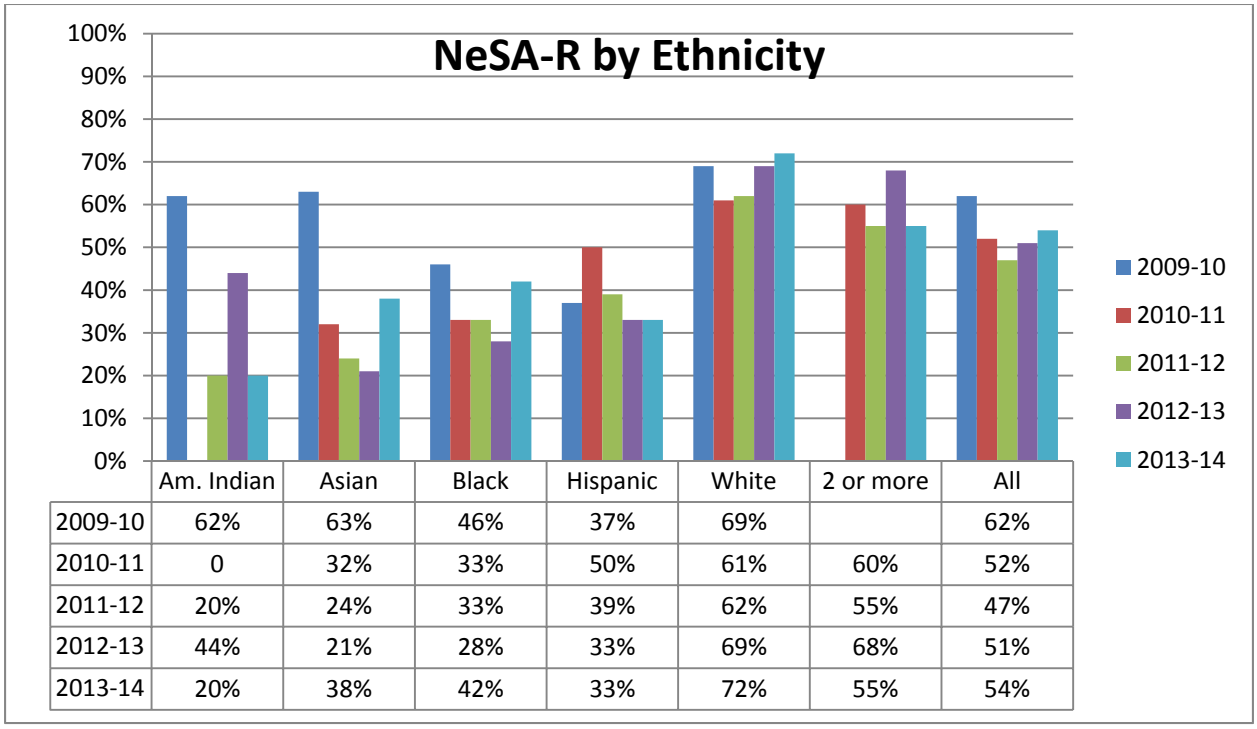
All students in grades 3-8 and 11 are tested with the Nebraska State Accountability, NeSA tests. NeSA-Reading was first administered in 2010. NeSA-Mathematics was administered in 2011 to all students in grades 3-8 and 11. NeSA-Science was administered in 2012 to students in grades 5,8, and 11.

Total scores and sub scores in NeSA tests are reported. Scale scores range from 0-200 on all three tests. Three levels of proficiency are determined by state cut scores and reported: "Exceeds the Standards, Meets the Standards, Below the Standards." The scale scores and the proficiency levels on the tests are as follows:

- Exceeds the standards: 135-200
- Meets the standards: 85-134
- Below the standards: 0-84

NeSA Reading

NeSA statewide reading tests were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students were proficient on standards. The percentage of overall proficiency in meeting the standards is calculated based upon the numbers of students scoring "Meets" and "Exceeds" the standards.

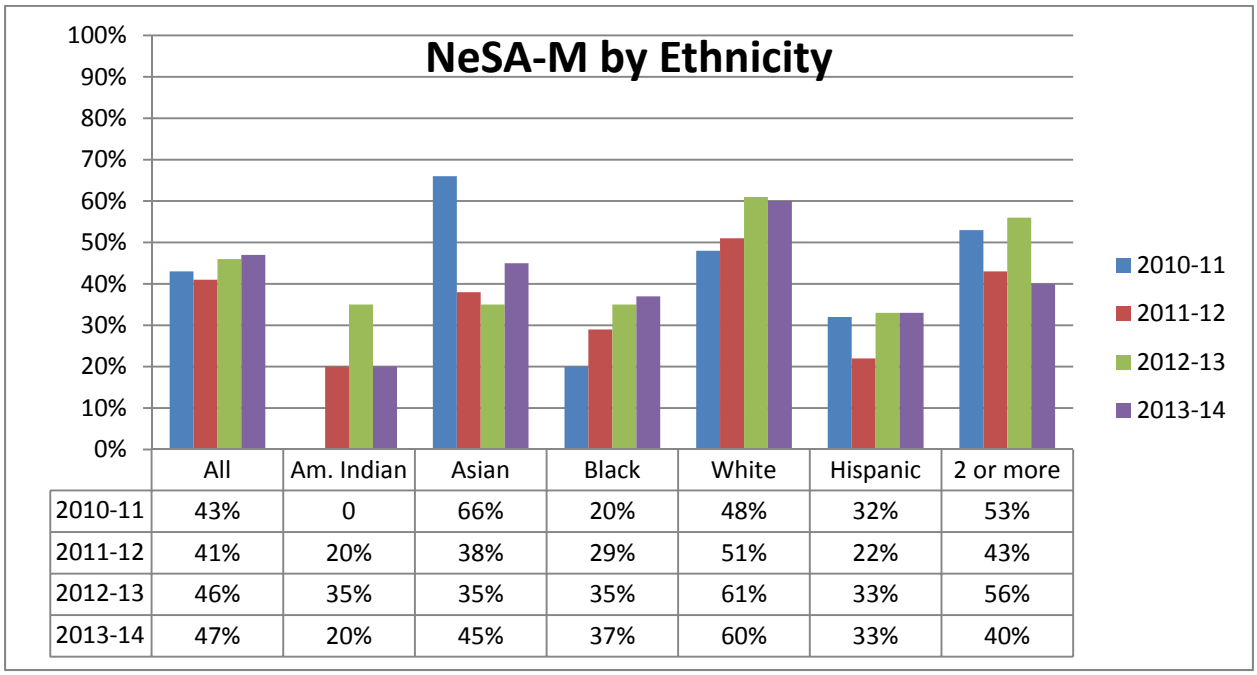


	Am. Indian	Asian	Black	Hispanic	White	2 or more	All
2009-10	62%	63%	46%	37%	69%		62%
2010-11	0	32%	33%	50%	61%	60%	52%
2011-12	20%	24%	33%	39%	62%	55%	47%
2012-13	44%	21%	28%	33%	69%	68%	51%
2013-14	20%	38%	42%	33%	72%	55%	54%

- NeSA-Reading Scores are have been rising since 2010-2011 when there was a 10% decrease
- Staff Development in Reading Instruction and Reading Coaches in the building are strategies that LHS has put in place to continue to raise achievement in this area

NeSA Math

The NeSA Math assessment includes scores in four different categories including number sense, geometric measurement, algebraic and data analysis/probability.

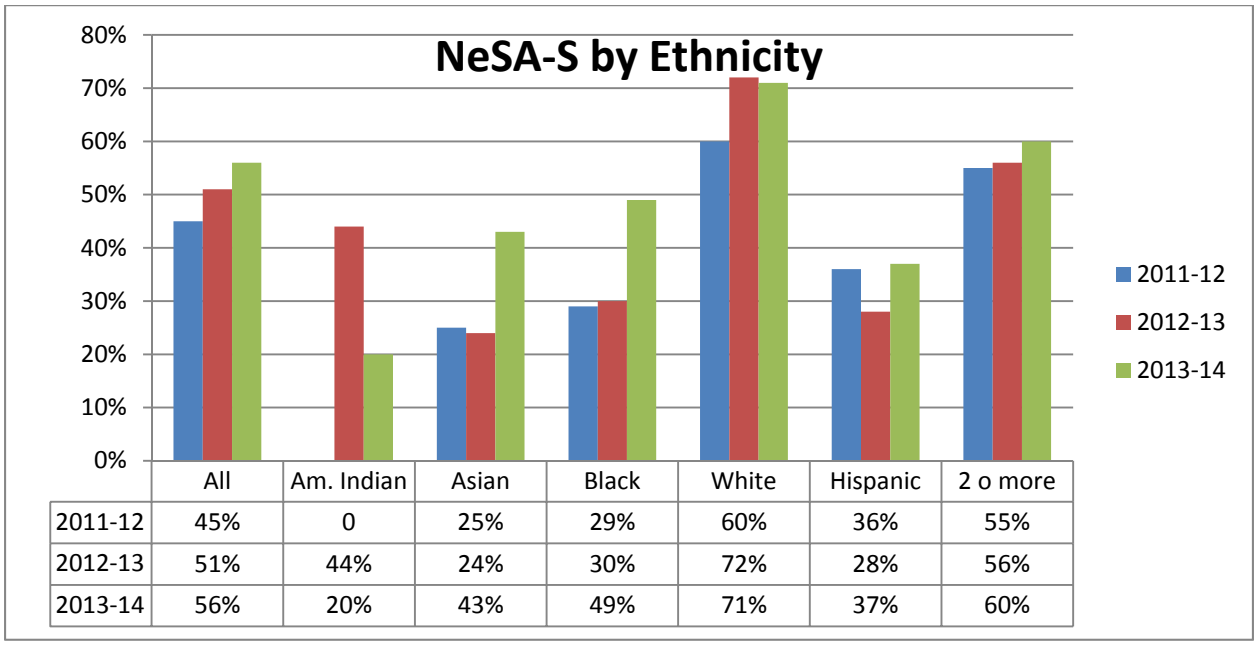


	All	Am. Indian	Asian	Black	White	Hispanic	2 or more
2010-11	43%	0	66%	20%	48%	32%	53%
2011-12	41%	20%	38%	29%	51%	22%	43%
2012-13	46%	35%	35%	35%	61%	33%	56%
2013-14	47%	20%	45%	37%	60%	33%	40%

- NeSA- M proficiency has increased by 3% overall since 2010-2011
- Achievement on the NeSA-M has increased across all subgroups except for Asian since 2010-2011
- LHS has implemented a Math Interventionist, Math ARC, and an Advanced Algebra Support class to help students in this area
- Students who have taken the coursework that is on the NeSA-M (Advanced Algebra) were 92% proficient on the test. The challenge that LHS faces is getting more students into that class by their 11th grade year.

NeSA Science

NeSA-Science statewide tests in grades 5, 8, and 11 were administered for the first time in spring 2012 with a pilot administration in 2011. The tests measured the newly revised Nebraska science standards and determined whether Nebraska students were proficient on standards.



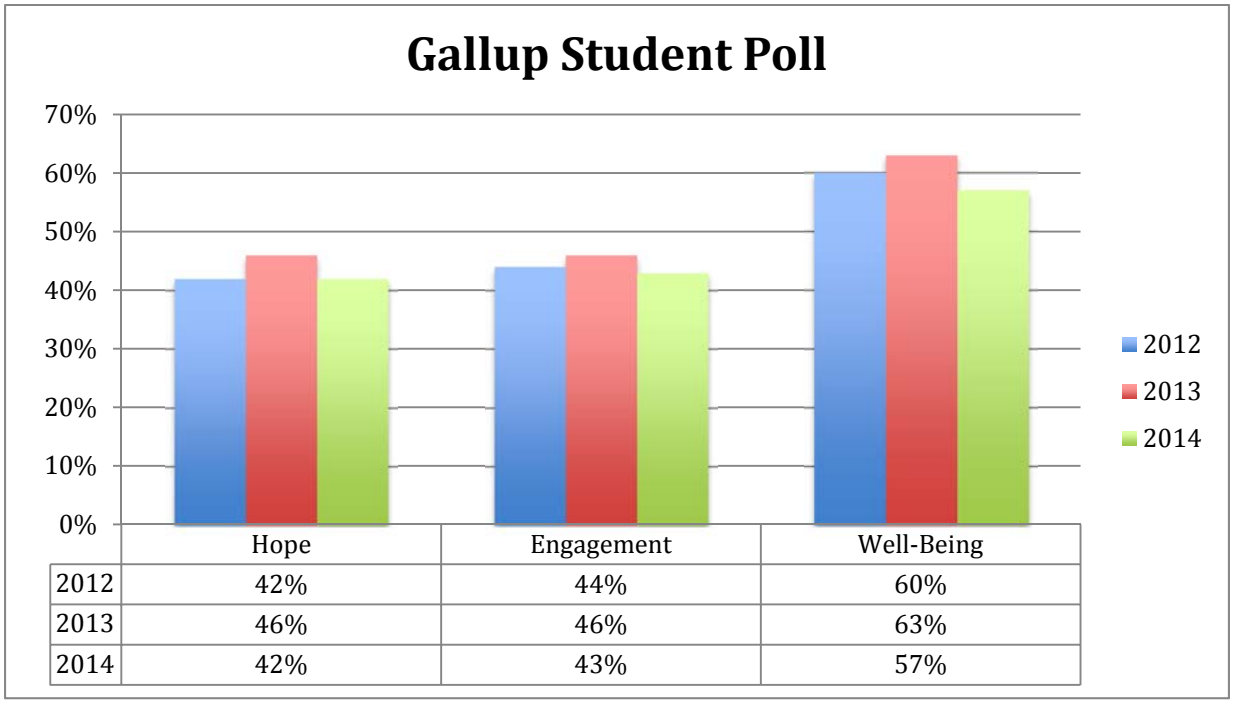
	All	Am. Indian	Asian	Black	White	Hispanic	2 o more
2011-12	45%	0	25%	29%	60%	36%	55%
2012-13	51%	44%	24%	30%	72%	28%	56%
2013-14	56%	20%	43%	49%	71%	37%	60%

- NeSA-Science scores increased 6% since 2010-2011
- The Science Department has put together “warm-ups” that review concepts that are covered on the NeSA-S that are going on in all classes
- The Science Department has created common formative and Summative assessments that are that provide data to plan for instruction

III. School Climate

Gallup Student Poll

The Gallup Student Poll is used to measure the hope, engagement, and wellbeing of students. Gallup's research has shown that hope, engagement, and wellbeing are key factors that drive students' grades, achievement scores, retention, and future employment.



	Hope	Engagement	Well-Being
2012	42%	44%	60%
2013	46%	46%	63%
2014	42%	43%	57%

- Hope, Engagement, and well-being went up in 2013 and decreased in 2014
- Clubs, Teaming, and the many supports we offer kids we hope will continue to raise these numbers

IV. Instructions/Programs

Schedule/Classes

The instructional program at Lincoln High School is in place to meet the learning needs of its diverse student population. LHS offers quarter, semester, or yearlong classes. The school day is made up of eight periods. A semester class usually counts for five credit hours.

Grades are reported using a four-point scale. Students can earn either standard grades or weighted grades, with an "A" grade in weighted classes being reported as five points. Courses with weighted grades are designated by school board policy and tend to be more intensive, advanced, and/or rigorous than standard courses. Lincoln High School offers College Board Advanced Placement courses in American History, Literature and Composition, Language and Composition, Psychology, and more.

Graduation Requirements

Beginning with the class of 2015 students are required to earn 245 credits to graduate from high school. Certain areas of study totaling 182.5 credit hours will be required of students. The credits listed are to be earned by taking courses.

Credit Area	Credits Required
Career and Technical Education & Fine Arts	20 (5 must be from CTE and 5 must be from Fine Arts)
Educational and Career Planning/Personal Finance	5
Economics	5
English including Oral Communication	40
Human Behavior	5
Mathematics including Algebra and Geometry	30
Physical Education	10
Health	2.5
Science including 5 hours each of life, physical (physics and chemistry) and earth science	30
Social Studies	Civics 5 Geography 5 Government and Politics 5

	World History 5 U.S. History 10
Technology	5

Professional Learning Communities

Every certified staff member is a member of a Professional Learning Community at LHS. These teams meet every Tuesday from 2:15pm-3:15pm to look at student data to determine best instructional practices for the current group of students that they have. The teams set SMART Goals focused on the School Improvement goals to improve student achievement. LHS is currently in the process of implementing the Data Team Process within its PLCs.

Support Programs

Lincoln High has many programs in place to support students with all of the needs that they may have including academic, social/emotional, and physical.

1. *Academic Resource Center*- ARC is an after-school homework session that a student is assigned either by their teacher or their administrator if they need help. Each ARC room is staffed by a certified teacher within their area of study.
2. *Link ZONE*- Link ZONE is a drop-in homework shelter housed in the Media Center after school until 5pm. This is a safe place for LHS students to come and get help on homework from certified teachers, college students, and their peers.
3. *Clubs*- Once a month, each student may attend two school-sponsored clubs during the school day. This another way for each student to find their niche at LHS. Some clubs include: Red Cross, Young Democrats, FCA, Chess Club, African-American Caucus, and Karate Club.
4. *SCIP* (School Community Intervention Program)- This program connect students to outside agencies for suspected or confirmed drug/alcohol abuse. Students are referred to the SCIP team by teachers, administrators and counselors. The SCIP team gathers more information from teachers and helps the family decide where to go next for additional support.
5. *SAT*- The Student Assistance Team involves students who are struggling academically or showing behavior concerns that may interfere with their education. The student, family, teachers, counselor, school psychologist and an administrator meet to discuss next steps including academic testing to determine if the students should have a 504 plan or be given special education services.

6. *Link Crew*- This is a group of 10-12th grade students who take responsibility to get our acclimate the LHS 9th graders to high school life. They plan the first day of 9th grade students and plan activities throughout the year to help 9th graders.
7. *Choices*- This is a program offered through Child Guidance where students can receive therapy at school free of cost to the family. These can be group sessions or individual sessions.
8. *Teammates*- This program was founded by Dr. Tom Osborne and it pairs adults from the community with LHS students who would benefit from having a positive adult in their life. LHS currently has over 90 Teammates matches.

Athletics/Activities

Lincoln High School offers a wide array of co-curricular programs to its students including athletics, clubs, fine arts, and many opportunities for community service and leadership development. The teaching staff, coaches, and administrators promote student involvement in co-curricular activities as a way to help students feel more connected to the school community. Students who become more involved in school activities experience greater satisfaction with school and higher academic achievement than those who do not get involved.

A full athletic program is offered throughout the year with students participating in 13 sports with two to five levels in each sport. In the 2013-14 school year, LHS had almost 500 students participate in athletics.