

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 62 Elementary schools (includes K-8)
14 Middle/Junior high schools
13 High schools
4 K-12 schools
93 Total schools in district
2. District per-pupil expenditure: 6678

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	1	1
K	44	27	71
1	56	51	107
2	56	61	117
3	53	61	114
4	81	67	148
5	69	66	135
6	59	52	111
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			804

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
8 % Asian
0 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
81 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 9%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	41
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	32
(3)	Total of all transferred students [sum of rows (1) and (2)].	73
(4)	Total number of students in the school as of October 1, 2011	833
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 10
Number of non-English languages represented: 4
Specify non-English languages:

(Chinese, Zhongwen), (Korean, Choson-o), Spanish, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 3%
 Total number of students who qualify: 23

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Free and reduced priced meals are tracked by our student information system.

10. Percent of students receiving special education services: 6%
 Total number of students served: 48

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>22</u>	<u>0</u>
Total number	<u>70</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	95%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Hunsberger Elementary School is located in South Reno at the base of the slopes of Mount Rose. Our school opened in 1997 with many of our current teachers as cornerstone members of the staff. Our school's mission statement articulates that "Hunsberger sets out to create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21st Century."

The ethnic make-up of our school is mostly white with small percentages represented in the areas of Multi-race, Asian, and Hispanic. Our mobility rate of 8% allows for a "family feel" to our school where stakeholders have long term relationships and commitments.

For the last 3 years, Hunsberger Elementary School has been a High Achieving School based on status or proficiency on state assessments. Today, the school has been recognized with 5 star status based on proficiency rates as well as student growth, driven by high expectations, shared accountability, and a focus on learning outcomes. In order to ensure student growth in addition to proficiency we have four non-negotiable practices: Professional Learning Communities (PLCs), Response To Intervention/Enrichment, Tier 1 Instruction, and use of the Plan Do Study Act (PDSA) cycle.

Hunsberger's current school improvement goals are to implement Common Core Standards (CCSS) while meeting pathway targets and improving the amount of students who are keeping up and catching up with a pathway to career and college readiness. While focusing on student achievement, our school also strives to engage families through an academic lens with a focus on CCSS and a discovery learning model.

Students' success at Hunsberger means high expectations for all. A love of learning is nurtured through research-based instruction, project-based learning, and technology. Hunsberger Huskies demonstrate personal responsibility by creating a safe, respectful community for all. Student lead learning through research, field trips, guest speakers, hands-on experiments, and community partnerships is evident daily on classroom walkthroughs. Collaboration with staff, parents, and students ensures students' success while monitoring individual students' progress.

The Washoe County School District (WCSD) Climate Survey over the past 2 years shows 88% of parents agree or strongly agree that Hunsberger E.S. sees parents as important partners and feel welcome at our school; 100% of parents agree or strongly agree that teachers/staff respect students at our school, and there are high expectations for all students. Additionally, based on data from 2010-present, Hunsberger Elementary School continues to reduce achievement gaps while ensuring students make growth to keep up, move up, and catch up to grade level standards, as evidenced by the school receiving a 5 star rating by Washoe County School District and the State of Nevada. Hunsberger has been recognized for 93% of students being proficient in Reading, 95% in Math, and 93% in Science on state assessments.

Hunsberger has implemented systems to support students' needs. As a part of Response to Intervention for Academics (RTI-A), the master schedule designates a four day per week 45 minute period where students receive enrichment and/or extra support in core curriculum areas. All students receive extra instruction outside their core curriculum time. This time is focused on individual needs, determined by a variety of assessments and continuous data analysis. Additionally, our school provides inclusive practices for students 120 students that are a part of the School Within a School program for gifted children and inclusive practices for students with Special Education needs.

100% of the Hunsberger Staff are active members of their Professional Learning Community (PLC), while early-release Wednesdays allow for data analysis and alignment of lessons with common assessments to the CCSS. Since the state accountability began in 1998, Hunsberger has met the state

requirement for adequate/and or above achievement each year. Data indicates that students at Hunsberger are high achieving for proficiency on state assessments while also being high achieving by showing growth.

Positive Behavioral Intervention Supports sets behavioral expectations for all students including a respectful, organized, caring, knowledgeable, and safe learning environment. Students are positive problem-solvers, respectful, responsible, and safe. Students are recognized for appropriate choices using Leader of the Pack, Positive Tracks, and Self-Manager Badges.

Hunsberger averages 40 parent volunteers weekly, helping in the classrooms, field trips, and with special events. We offer a high school class to act as academic mentors within the classroom setting. Materials used are aligned to the standards, and data is tracked by the high school students.

Our Parent Teacher Association (PTA) supports our school community through funding extra time for our computer assistant, provides funds for enrichment assemblies, supports our Spectra Art Program, purchased Promethean Interactive boards for grades 1-6, funded Elmo projectors for 13 classroom, and purchased level books and science kits. They have committed to earmarking funds annually to purchase materials aligned to the Common Core Standards. PTA sponsors family-school events including, Harvest Festival, Meet Your Teacher Ice Cream Social, VIP Day, and Talent Show.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Hunsberger Elementary School participates in standardized assessments to determine the levels of performance which are considered to be acceptable, proficient, and up to the school's standards. Once every year, in the spring, students in grades three, four, five, and six participate in the Nevada Criterion Referenced Tests (CRTs) in reading and math. Fifth grade students also take the science portion of the Criterion Reference Test and participate in the Nevada Writing Proficiency Examination. According to Nevada law, school districts must inform the public on the performance of all public schools in the state of Nevada. The Criterion Referenced Test and the Writing Proficiency Examination are the assessments used, in the state of Nevada, to generate and report out on school performance. The Criterion Referenced Test and the Writing Proficiency Exam utilize the same four performance descriptors: Emergent/Developing, Approaching Standards, Meeting Standards, and Exceeding Standards. Based on the scores students earn, student performance falls under one of the four descriptors. Proficiency is defined as students performing in the Meets Standards and Exceeds Standards categories. These data contribute to the overall Adequate Yearly Progress status according to all No Child Left Behind accountability model requirements. Hunsberger Elementary School has been a High Achieving School for the last 6 years based on status or proficiency on state assessments.

Considering the five-year trend from the 2007-2008 school year to the 2011- 2012 school year, third grade students showed an increase of performance from 86% to 95%, with a gain of 9% in mathematics. Students designated as Hispanic or Latino began and ended with 100% proficiency. Students identified as those with IEPs increased proficiency from 50% - 67%, with a gain of 17%. Students identified as English Language Learners (ELL) increased proficiency from 80% - 100%, with a gain of 20%. Students identified as Asian increased proficiency from 75% to 100% with a gain of 25%. In reading, the largest gains were evident with the ELL and Asian subgroups. Students designated as ELL made gains from 60% to 100% proficient; a 40% increase. Students identified as Asian increased performance from 88% - 100%; a 12% gain.

From the 2007-2008 school year to the 2011- 2012 school year, fourth grade students showed an increase in mathematics from 84% to 95%, with a 9% gain. Students identified as Free and Reduced Lunch (FRL) recipients increased proficiency from 33% to 100%, with a 67% gain. Students designated as Hispanic or Latino increased performance from 67% to 83%, with a 16% gain. Students identified as Asian increased performance from 73% to 100%, with a 27% gain. In reading, the overall grade increased proficiency from 91% to 93%, with a 2% gain. Students with IEPs made gains in proficiency from 43% to 56%, with an increase of 13%.

Considering the five year trend from 2007-2008 school year to the 2011- 2012 school year, students identified as Hispanic or Latino made the largest gains in mathematics in grade 5 from 57% proficient to 100% proficient; a 43% increase. In reading, students increased proficiency from 86% to 94%, with an 8% gain. Students designated as FRL increased from 33% to 60%, showing a 27% gain. In reading, grade 5 students increased their proficiency from 86% to 94%, showing an 8% gain. Students designated as Hispanic or Latino increased in proficiency from 57% to 100%, showing a 43% gain. From the 2007-2008 school year to the 2011- 2012 school year, 6th grade students showed an increase in mathematics from 96% to 98%; a 2% gain. Students designated as FRL recipients, increased in proficiency from 67% to 100%, with a 33% gain. Students identified as Asian increased performance from 83% to 100%; a 17% gain. In reading, the Asian subgroup made the largest gains from 83% to 100%; a 17% increase.

The data articulate that there are no subgroups with N counts of 25 or larger at Hunsberger Elementary School showing achievement gaps of greater than 10%. However, in looking at supporting all students, in

order to address individual gaps, data are being used in a systematic manner in order to ensure that teachers and administrators are aware of the progress of each and every student. Every six weeks, teachers participate in one-to-one data chats with administration. Using triangulated data points, teachers identify students who are making adequate progress, more than adequate progress, and less than adequate progress. In addition to targeting students who would benefit from support as well as enrichment, teachers and administrators formulate plans to provide support during dedicated intervention blocks (90 minutes minimum per week). Through an intervention initiative grant, two retired teachers have been hired to work with students in small groups using the data to drive the foci during tutoring.

2. Using Assessment Results:

Using data systematically plays an instrumental role in the continuous improvement instructional cycle. This includes communicating the data with key stakeholders; students, parents, and community. The data allow for targeted, timely, strategic adjustments along the way in order to meet school-wide goals.

Several data points are used to triangulate how well students are learning. Measures of Academic Progress (MAP), Aimsweb probes, Developmental Reading Assessment (DRA), Criterion Referenced Tests (CRT), teacher-created assessments, and anecdotal notes contribute to the overall picture. The data are synthesized within the MTSS (Multi-tiered Systems of Support) framework. Teachers meet weekly during district-wide early-release Wednesdays in order to engage in the Plan Do Study Act cycle to identify individual student “on ramps” in order to maintain movement on the learning continuum. Two main cycles occur within the larger scope. The first cycle, occurring every eight weeks, involves teachers collaboratively examining the data in order to establish enrichment, maintenance, and tutorial groups (Tiers I, II, and III). During regularly scheduled intervention blocks (90 minutes per week minimum), students receive differentiated instruction. Students receiving extra support are progress-monitored in order to gauge how effective the interventions are. After eight weeks, teachers reconvene to study the data, make modifications to groupings, and plan for instruction based on the data. On a more frequent basis, teachers use daily observations to make adjustments to lessons based on embedded formative assessment practices and differentiate instruction in a more fluid manner. This combination of large and small data-driven instructional cycles leads to improved student performance.

The administration and teachers participate in data chats every 6 weeks in order to assign dedicated time to monitor student progress and coach teachers in using data to drive instruction. Specifically, questions during data chats inquire about the percent of students making typical growth, more than typical growth, and less than typical growth in reading and math, and the plans to support all students depending on the degree of growth. These conversations serve as the mechanism to guarantee that data are not merely being collected, but utilized to make instructional decisions. This systematic approach allows the teachers and administrators to examine each student individually every 6 weeks.

Students, parents, and community represent key stakeholders in terms of consumers and utilizers of the data. As the leadership team at Hunsberger explores the role of embedded formative assessment, they are establishing ways to involve students in creating their own goals and tracking their data. The more students are involved with their own data, the more likely they are to become invested in their education. Parents are alerted to assessment dates via the school calendar and updated frequently on their children’s progress during parent teacher conferences based on formative progress on MAP, classroom assessments, and progress monitoring. On a more immediate basis, parents have the ability access student progress and grades at any time via the online Infinite Campus portal. The community accesses school-wide data via the School Performance Framework. This framework includes various measures including CRT proficiency rate, student growth percentile, student and family engagement, and achievement gap data. These points are calculated into an overall star rating with a maximum possibility of 5 stars. Hunsberger is listed as a 5 star school in the Washoe County School District with a point total of 93 out 100. Finally, based on the Nevada Growth Model, Hunsberger appears in the higher achievement and higher growth quadrant in math with 95% of students scoring at and above proficient and 74% falling into the median

student growth percentile on the CRT with 93% of students scoring at and above proficient and 65% falling into the median student growth percentile in reading.

3. Sharing Lessons Learned:

Hunsberger Elementary School participates in sharing successful strategies at all levels, including schools within the district, within the state, and with professional associations. Hunsberger teachers contribute to Washoe County School District (WCSD) and national professional development planning in the forms of Core Task Implementation Project (CTiP), Core Task Implementation Writing (CTiW), mathematics pilots, and mathematics trainers. Administration has been invited to participate in the Nevada roll-out planning of the Next Generation Science Standards (NGSS) and have the opportunity to present at the state Mega Conference. The highly-talented Hunsberger staff actively shares their skills, forwarding the progress of education at many levels.

Staff at Hunsberger Elementary offer their expertise in a variety of methods. As the Core Task Project and the Basal Alignment Project (BAP) have moved the English Language Arts Common Core State Standards (CCSS) into practice, true to the intent of the standards, Hunsberger teachers participate in refining a systematic district-wide implementation process. These close and deep reading approaches reflect the four claims of the Smarter Balanced Assessment Consortium (SBAC); students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts; students can produce effective and well-grounded writing for a range of purposes and audiences; students can employ effective speaking and listening skills for a range of purposes and audiences; and students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information. Piloting Close Analytic Reading activities with the Plan Do Study Act (PDSA) continuous improvement cycle with other teachers throughout the district, Hunsberger staff are vetting materials for district-wide implementation. In addition, Hunsberger teachers provide district-wide training on EveryDay Mathematics resources with a CCSS focus, including embedded formative assessment. Teachers participate in piloting newly proposed components of the EveryDay Mathematics curriculum developed by the University of Chicago. Their feedback on pilot lessons will be considered as modifications made to the EveryDay Mathematics program. Finally, administration has been invited to provide perspective in the planning of the NGSS implementation roll-out for the state of Nevada, have the opportunity to share best practice at the upcoming Mega Conference, and administration participates a CCSS course offering called Leading the Core.

Sharing the lessons learned with other entities not only allows for best practice to be shared outside of the building, it assists Hunsberger staff in continually reflecting upon their own practice as they engage in the PDSA cycle of continuous improvement.

4. Engaging Families and Communities:

Families and community members represent invaluable key stakeholders in achieving student success and school improvement. Ranging from parent organizations, partnering with the feeder high school, and engaging the community, Hunsberger maintains strong support beyond the walls of the school.

Parents serve to support the school through an academic lens. Over the last three years, more than 98.5% of parents attended parent-teacher conferences, illustrating the overwhelming interest in monitoring and assisting the growth of their children. The Parent Teacher Association generously supplied each grade level with a \$1,000.00 budget to supplement resources to better implement the intent of the Common Core State Standards. The Parent Teacher Association foci alternate between business and Common Core State Standard implementation. Parents and community members share their expertise during career day. All parents are invited to attend the Open House event at the end of the year showcasing the Common Core State Standard instructional shifts embedded within interdisciplinary project-based learning units of study. Parents instruct regular art lessons which address the creativity component of 21st century skills. Other offerings include the Social Studies Faire, Art Night, VIP Day, Run for Education, and the parent-

sponsored Missoula theater experience. Overall, over 1,000 volunteer hours have been logged this year. The tremendous impact of parents advocating for the success of their children in these ways has contributed to the school in realizing its goals.

The greater community also actively participates in supporting Hunsberger. The Junior Achievement program both educates and inspires students to appreciate business and economics in a way that improves quality of life. Accessing business leaders, retirees, and others in the local communities to lead Junior Achievement lessons provides a diverse wealth of knowledge to share with students. Galena High School partners with Hunsberger through a buddy reading program allowing more tailored support for individual students. The school is currently in the planning stages of a World Fit Walking initiative with the Champions for Worldwide Fitness. Hunsberger currently boasts an impressive list of Partners in Education who contribute resources and support for the school. Administration leads weekly tour to interested families as well as school district officials.

The investment the community makes in Hunsberger Elementary School continues to benefit student achievement and growth. Using the lens of engaging families and the community academically with a focus on implementing Common Core State Standards, assists in aligning support in a strategic and deliberate manner.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Hunsberger Elementary school is rooted in the Common Core Standards and holding high expectations for all students throughout all content areas including English Language Arts, mathematics, science, social studies, visual and performing arts, physical education/health/nutrition, and technology.

The implementation of project-based learning promotes weaving various content standards together through interdisciplinary units of study, bringing relevance and rigor to application through the 21st century skills of critical thinking, creativity, communication, and collaboration. The flexible planning associated with project-based learning provides opportunities for a variety of curricular foci including STEM (Science Technology Engineering Mathematics), social studies, health, nutrition, physical education, and performing arts. Through collaboration with general education teachers, these specialized areas complement the areas of focus that students are concentrating on in their classrooms.

Our mathematics curriculum spirals throughout the content to allow for student discovery and finally master of practices and depth on knowledge to the “why” an algorithm or protocol proves an answer. Teachers in grades 3-6 are participating in piloting “tasks” similar to that of the Smarter Balanced Assessment Consortium (SBAC) as supported through WCSD math coordinator and the University of Chicago. Additionally, all students access 90 minutes per week of enrichment and intervention specifically in the area on mathematics.

Close Analytic Reading (CAR) and the Basal Alignment Project (BAP) are utilized by all grade levels in order to engage in close and deep reading within a balanced literacy program. These protocols support a balanced literacy approach where science and social studies are embedded into English Language Arts instruction. Students access differentiated materials, grade level text, enrichment text, and small group instruction on a daily basis with a balance of literary and informational text. We offer all students an enrichment and intervention in the area of ELA for 90 minutes per week to support skills in order to access grade level materials.

Science and social studies curriculum are supported through hands on discovery model. Students access experiments, guest speakers, community service projects, and field trips to enhance the learning as present through English Language Arts.

Writing instruction occurs within the content areas on a daily basis. Students demonstrate their writing skills through math journals, reading response journals, and directed response. Hunsberger staff uses the Lucy Calkins protocol for teaching writing and continues to refine it for Common Core Standards.

The learning opportunities in library, music, physical education, and computer classes complement the project-based learning efforts as teachers collaborate. Student access PE once a week through a teacher aide as well as events such as the “Move A Thon” and “World Fit.” Health and wellness instruction is supported through our PE program and is explicitly taught by our school counselor during guidance and classroom teachers through science. Technology is offered through our lab to students on a weekly basis where they are provided direct instruction on technical information as well as program and project-based instruction. Students are invited to generalize those skills in their classrooms accessing class banks of computers or our mobile iPad lab for content focused projects, research, or access to programs such as Accelerated Reader. Visual and performing arts are offered through band, strings, choir, Spectra Art, and after school theater programs. 100% of students access visual and performing arts instruction at least 3 times per week.

With a safe and respectful learning environment, students productively engage in collaborative work, guided by essential questions, in order to arrive at bigger understandings including, explanation, interpretation, application, perspective, empathy, and self-knowledge.

2. Reading/English:

Reading curriculum and instructional methods shift as Nevada adopts Common Core State Standards (CCSS), altering instructional planning and execution, increasing rigor, and prompting a change in some components of a balanced-literacy program. The use of triangulated data assists in determining strategic support for every student.

The reading curriculum at Hunsberger reflects the 6 English Language Arts (ELA) shifts of the CCSS with the goal of college and career readiness: increasing the amount of nonfiction texts, embedding literacy in content areas, increasing text complexity, focusing on text-based questions, focusing on writing argumentative pieces, and strategically teaching academic vocabulary. The standards are researched and evidence based, aligned with college and work expectations, rigorous, and internationally benchmarked. The shifts integrate anchor and content standards profoundly, changing the way students learn, how they are assessed, how teachers teach, and the way leaders lead. Balancing informational and literary texts promotes literacy across disciplines including science, social studies, the arts, and literature, with at least 50% informational texts. Ensuring that a staircase of complexity is in place, with vertical articulation, prepares students for complex texts associated with career and college-ready levels. All students are exposed to complex grade-level texts and reread these texts in order to make meaning. Listening and speaking skills are embedded within discussions around text-based questions, facilitating argumentative thought and writing processes based on evidence within the text. Pivotal and commonly found words drive the selection and instruction of academic vocabulary necessary to access grade level complex text. The Core Task Project and Basal Alignment Project resources assist in addressing these demands.

A continuous improvement cycle examines these rates of growth by considering data points including Criterion Referenced Test, Measures of Academic Progress, classroom formative assessments, and anecdotal notes. Educators meet regularly in Professional Learning Communities to collaboratively evaluate student work samples and create a plan of action to support and challenge students via differentiated instruction for 90 minutes minimum per week for all students during intervention blocks.

Hunsberger provides other various supports. Intervention Initiative grant tutors work with students in small groups. Galena High School Buddies read with students individually and track progress. Reading Week connects Hunsberger to the community, by inviting guest readers to read with and to students. A dedicated interventionist teacher works with students identified as Tiers II and III on a daily basis. Leveled book rooms offer a variety of resources to fulfill individual interest and readiness.

3. Mathematics:

Mathematics curriculum and instruction and instructional methods shift as Hunsberger integrates the Common Core State Standards (CCSS), via the method in which students engage in mathematics. Mathematics revolves around the CCSS, emphasizing the eight mathematical practices: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, and looking for and expressing regularity in repeated reasoning. Educators utilize the district adopted curriculum, EveryDay Mathematics, as a resource in achieving vital, vertical practices facilitating deep understanding, as opposed to reliance upon procedure. These standards are researched and evidence based, aligned with college and work expectations, rigorous, and internationally benchmarked. The practices complement the integration of mathematics into interdisciplinary project-based learning units of study currently being developed at Hunsberger, emphasizing the 21st century skills of communication, collaboration, creativity, and critical thinking.

Instruction moves away from procedure, with a greater focus on understanding. Yet, students still acquire foundational mathematics skills, such as subtraction, through the integration of problem-based tasks, not only providing multiple entry points for students, they furnish meaningful and engaging contexts. For instance, students are presented with a subtraction word problem. After ensuring the students understand the problem, the teacher facilitates as students collaboratively brainstorm ideas and solutions and record their thinking in written form. Finally, students share their thinking with their peers and note various approaches. In this example, knowing subtraction facts represents an artifact of the deeper understanding of the concept of subtraction itself.

Additional tools are available. Students utilize the IXL program, offering individualized support and enrichment. Hunsberger teachers actively participate in district and nation-wide mathematics pilots, and remain on the cutting-edge of mathematics instruction. Formative observational assessments allow teachers to make strategic adjustments to instruction. The online component of EveryDay Mathematics offers the most current version.

As students learn at different rates, a continuous improvement cycle addresses student growth rates indicated by triangulating data points including Criterion Referenced Test, Measures of Academic Progress, classroom formative assessments, and anecdotal notes. Infusing writing into mathematics requires students to articulate their understanding, providing invaluable insight regarding progression along the continuum. Educators meet regularly in Professional Learning Communities to collaboratively evaluate student work samples and establish plans of action to support and challenge students through intervention blocks for 90 minutes minimum per week.

4. Additional Curriculum Area:

The school's mission statement articulates that, "Students' success at Hunsberger means high expectations for all. As innovative leaders we are dedicated to maximize student academic and social growth through rigorous instruction that is differentiated and defined by CCSS. We inspire a love of learning through research-based instruction, project-based learning, and technology. Hunsberger Huskies demonstrate personal responsibility by creating a safe, respectful community for all."

The implementation of project-based learning allows teachers to weave various content standards together through interdisciplinary units of study, bringing relevance and rigor to not only the skills within standards, but application through the 21st century skills of critical thinking, creativity, communication, and collaboration. An example of this implementation at our school site was school-wide History Fair. Every student in the building took part in a project-based learning unit with application being displayed at our History Night for families and stakeholders.

Leading up to the final event, various resources were available to students and teachers. A mobile iPad cart allows all students to utilize the most up-to-date technology for research projects. The computer lab serves as an excellent venue to experience technology in a focused manner. Two second grade classrooms secured the Dolan Automotive Group grant to purchase laptops for their classrooms. The History Faire provided a showcase for project-based learning application. Grade levels approached their standards through a lens such as Nevada History, Ancient Times, and United States Symbols. Students demonstrated their ability to be innovative leaders through their diverse projects. Examples of events included a fashion show for Ancient Times, Chautauqua presentations of notable inventors, models of United States Landmarks, and replicas of Native Nevadans' shelters.

Project-based learning brings all pieces of the puzzle together in a cohesive framework in a standards-based instructional approach. This approach to the social studies curriculum focused on learning how to learn as a process for students. As students prepare for the ever-evolving job-market, regardless of the requirements, students will have the ability to be agile as they problem-solve with innovation.

5. Instructional Methods:

Hunsberger employs the continuous improvement cycle to refine systems, including instruction. The four parts of the continuous improvement cycle, Plan, Do, Study, Act remain at the forefront of lesson planning, instruction, reflection on student evidence of learning, and acting on the evidence to adjust instruction so that all students make growth. Hunsberger educators maximize the potential of a variety of technological resources to support instruction.

True to the Professional Learning Community model, teachers collaborate in a data-driven environment to challenge all students. At the beginning of the year, baseline data are taken to assist in triangulating with other information to determine what supports need to be in place for every student. Based on those data, students participate in differentiated instruction for 90 minutes minimum per week in dedicated intervention/enrichment blocks. As students learn, teachers formatively assess on a minute-by-minute, day-to-day fashion that allows teachers to make short-term and long-term adjustments. Teachers also use this information to collaboratively reflect and problem-solve based on the evidence. The expertise of educators combined with the agility afforded with formative assessment practices, allows for strategic and fluid targeting of instruction based on real-time data.

The efforts at Hunsberger to ensure that all subgroups make progress are evident with the subgroup of students with IEPs. The goal is to modify instruction so that students can be included at least 80% of the total time. Monthly support team meetings guarantee that time is reserved to discuss students who may benefit from greater support based on the examination of various data points. An intervention teacher, dedicated to working with Tier II and III students also progress monitors student learning.

Many forms of technology are available to students at Hunsberger. All rooms are equipped with audio enhancement systems to assist in making curriculum accessible for every student. Promethean Boards provide interactive technology in whole group, small group, and one-to-one formats. An iPad cart and additional iPads allow for tailored activities based on need. Teachers also use iPads to administer and record the Developmental Reading Assessment in order to identify individual opportunities for improvement. The computer lab allows students to not only engage in a variety of learning opportunities based on their specific needs, but the computer lab facilitates the administration of the Measures of Academic Progress (MAP). MAP provides formative student information by English Language Arts Common Core State Standard strands and mathematic Common Core State Standard domains.

6. Professional Development:

All initiatives, including professional development, are vetted through the School Improvement Plan goals: in reading, implement Common Core State Standards (CCSS) while meeting pathway targets and improving the amount of students who are keeping up and catching up; in mathematics, implement CCSS while meeting pathway targets and improving the amount of students who are keeping up and catching up; and engage families through an academic lens with a focus on CCSS and a discovery learning model. The various levels of professional development take the forms of district support, on-site expertise, and community resources.

The Washoe County School District provides several on-ramps to access professional development opportunities. District-wide, schools release students 45 minutes early every Wednesday in order to allow teachers a common time to work together in Professional Learning Communities. In addition, the district provides curriculum support in implementing CCSS with Implementation Specialists who are trained to disseminate a consistent message embedded within the 6 English Language Arts shifts (Core Task Project and Basal Alignment Project) and 8 Mathematical Practices across the district, while working with full staffs, small group, and one-to-one.

Administrators also engage in Professional Development aligned to school-wide goals. For instance, the principal is currently taking a Leading the Core course. She has also attended an embedded formative

assessment conference. Both the principal and assistant principal have received training on the new Teacher Professional Growth System as aligned to Common Core practices.

Hunsberger maximizes the expertise within the staff so that all students benefit. As the school works to refine project-based learning, teachers are provided with half-day planning sessions to focus on the elements of backwards design. With 100% of the staff trained in the Core Task Project focus of Close Analytic Reading and The Basal Alignment Project focus of Deep Reading, Professional Learning Communities serve as the vehicle to reflect upon and improve practices based on student learning evidence. Many staff members train other district teachers in the curricular resources used to address the 8 Mathematical Practices and participate in on-site implementation for the Hunsberger staff.

Community partners provide resources that assist in supplementing the necessary materials in achieving the School Improvement Goals. The Parent Teacher Association has been instrumental and very generous in advancing the efforts to achieve school goals. With \$1,000 designated to each grade level, teachers are able to purchase books and other supplies essential to making the shift demands of the CCSS.

7. School Leadership:

School Leadership uses the School Improvement Plan goals as the filter with which to focus resources. Our goals focus on implementing Common Core State Standards in reading and mathematics while meeting pathway targets and improving the amount of students who are keeping up and catching up and engaging families an academic lens with a focus on CCSS and a discovery learning model represent these goals.

Policies at Hunsberger are in place to ensure that all students are provided equal access to learn and thrive. These include specific non-negotiable practices of weekly Professional Learning Communities (PLCs), monthly data chats with administration, monthly grade level half-day planning time, school walk-throughs facilitated by Principal and Vice Principal, and a shared leadership approach through committee work. These practices guarantee that both academic and social needs of students are studied and met, based on data, through a strategic approach of teamwork and support.

The administrative team oversees committees that contribute to a shared leadership approach. This model allows for capacity among teachers and staff and is broken into four strategic committees; Leadership, Curriculum, Support, and Scheduling/Events. Staff representatives from each grade level, specialty area, and classified employee group collaborate on a monthly basis with a clear agenda as specified by the administrative team and committee members. The Principal and Vice Principal facilitate the monthly meetings while committee members take on specific roles such as note taker and time keeper. Committee notes are posted on the shared drive for all staff to access. At the conclusion of each month, the Principal and Vice Principal ensure that items needing action are voted on in staff meetings. Weekly communication for staff members is sent by the Principal or Vice Principal to inform and support events, initiates, and school-wide systems.

Relationships establish the climate of the school, and remain of utmost importance. Communication is made with all families every two weeks via Paw Prints newsletters, both electronically and on paper. Committees comprised of various stakeholders work in a transparent environment where all notes are posted and available. Administration remains visible before school, during school, and after school to engage with families. Families may contact teachers and administrators through email or by phone.

Our philosophy is that that administration serves the community and does what is necessary to support teachers and truly be instructional leaders. We use a shared-leadership approach to fulfill this philosophy.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Criterion Referenced Test

Edition/Publication Year: 2008/2009/2010/2011 Publisher: Nevada Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Feb	Feb
SCHOOL SCORES					
Meets/Exceeds Standards	95	79	93	85	86
Exceeds Standards	71	51	64	54	53
Number of students tested	142	121	118	129	110
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	Masked		Masked	Masked	Masked
Exceeds Standards	Masked		Masked	Masked	Masked
Number of students tested	5		1	1	1
2. African American Students					
Meets/Exceeds Standards	Masked		Masked	Masked	
Exceeds Standards	Masked		Masked	Masked	
Number of students tested	1		1	1	
3. Hispanic or Latino Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	1	4	4
4. Special Education Students					
Meets/Exceeds Standards	Masked	69	70	43	Masked
Exceeds Standards	Masked	31	50	29	Masked
Number of students tested	9	13	10	14	6
5. English Language Learner Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	2	4	5
6. Asian					
Meets/Exceeds Standards	Masked	85	Masked	100	Masked
Exceeds Standards	Masked	69	Masked	70	Masked
Number of students tested	6	13	5	10	8
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Criterion Referenced Test

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: Nevada Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Feb	Feb
SCHOOL SCORES					
Meets/Exceeds Standards	90	76	89	90	91
Exceeds Standards	62	43	59	55	56
Number of students tested	142	121	118	129	110
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	Masked		Masked	Masked	Masked
Exceeds Standards	Masked		Masked	Masked	Masked
Number of students tested	5		1	1	1
2. African American Students					
Meets/Exceeds Standards	Masked		Masked	Masked	
Exceeds Standards	Masked		Masked	Masked	
Number of students tested	1		1	1	
3. Hispanic or Latino Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	1	4	4
4. Special Education Students					
Meets/Exceeds Standards	Masked	62	60	57	Masked
Exceeds Standards	Masked	23	30	21	Masked
Number of students tested	9	13	10	14	6
5. English Language Learner Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	2	4	5
6. Asian					
Meets/Exceeds Standards	Masked	92	Masked	90	Masked
Exceeds Standards	Masked	62	Masked	60	Masked
Number of students tested	6	13	5	10	8
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Criterion Referenced Test

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: Nevada Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Feb	Feb
SCHOOL SCORES					
Meets/Exceeds Standards	95	92	93	91	84
Exceeds Standards	39	36	29	59	60
Number of students tested	129	131	128	106	134
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	3	1	3
2. African American Students					
Meets/Exceeds Standards	Masked	Masked	Masked		Masked
Exceeds Standards	Masked	Masked	Masked		Masked
Number of students tested	1	2	1		3
3. Hispanic or Latino Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	3	4	5	3
4. Special Education Students					
Meets/Exceeds Standards	Masked	73	91	82	57
Exceeds Standards	Masked	28	9	36	14
Number of students tested	9	11	11	11	14
5. English Language Learner Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	3	3	1
6. Asian					
Meets/Exceeds Standards	100	Masked	100	Masked	73
Exceeds Standards	86	Masked	55	Masked	64
Number of students tested	14	6	11	9	11
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Criterion Referenced Test

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: Nevada Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Feb	Feb
SCHOOL SCORES					
Meets/Exceeds Standards	93	93	95	90	91
Exceeds Standards	54	50	53	55	56
Number of students tested	129	131	128	106	134
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	3	1	1
2. African American Students					
Meets/Exceeds Standards		Masked	Masked		Masked
Exceeds Standards		Masked	Masked		Masked
Number of students tested		2	1		3
3. Hispanic or Latino Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	3	4	5	3
4. Special Education Students					
Meets/Exceeds Standards	Masked	73	64	73	43
Exceeds Standards	Masked	36	36	9	29
Number of students tested	9	11	11	11	14
5. English Language Learner Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	3	3	1
6. Asian					
Meets/Exceeds Standards	100	Masked	100	Masked	82
Exceeds Standards	79	Masked	73	Masked	55
Number of students tested	14	6	11	9	11
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Criterion Referenced Test

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: Nevada Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Feb	Feb
SCHOOL SCORES					
Meets/Exceeds Standards	92	96	98	88	93
Exceeds Standards	22	15	17	40	38
Number of students tested	138	132	95	129	111
Percent of total students tested	96	100	98	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	Masked			Masked	Masked
Exceeds Standards	Masked			Masked	Masked
Number of students tested	5			2	3
2. African American Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	1	3	1
3. Hispanic or Latino Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	7	3	2	7
4. Special Education Students					
Meets/Exceeds Standards	40	Masked	Masked	42	77
Exceeds Standards	10	Masked	Masked	8	18
Number of students tested	10	9	8	12	17
5. English Language Learner Students					
Meets/Exceeds Standards	Masked	Masked			
Exceeds Standards	Masked	Masked			
Number of students tested	1	2			
6. Asian					
Meets/Exceeds Standards	100	Masked	Masked	Masked	Masked
Exceeds Standards	20	Masked	Masked	Masked	Masked
Number of students tested	10	6	8	7	2
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Criterion Referenced Test

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: Nevada Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Feb	Feb
SCHOOL SCORES					
Meets/Exceeds Standards	94	95	91	86	86
Exceeds Standard	60	67	27	26	25
Number of students tested	138	132	95	129	111
Percent of total students tested	96	100	98	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	Masked			Masked	Masked
Exceeds Standard	Masked			Masked	Masked
Number of students tested	5			2	3
2. African American Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	1	3	1
3. Hispanic or Latino Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	7	3	2	7
4. Special Education Students					
Meets/Exceeds Standards	40	Masked	Masked	25	41
Exceeds Standard	10	Masked	Masked	0	12
Number of students tested	10	9	8	12	17
5. English Language Learner Students					
Meets/Exceeds Standards	Masked	Masked			
Exceeds Standard	Masked	Masked			
Number of students tested	1	2			
6. Asian					
Meets/Exceeds Standards	100	Masked	Masked	Masked	Masked
Exceeds Standard	70	Masked	Masked	Masked	Masked
Number of students tested	10	6	8	7	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Criterion Referenced Tests

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: Nevada Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Feb	Feb
SCHOOL SCORES					
Meets/Exceeds Standards	98	97	99	94	96
Exceeds Standard	48	27	39	75	74
Number of students tested	124	90	114	117	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	Masked	Masked		Masked	Masked
Exceeds Standard	Masked	Masked		Masked	Masked
Number of students tested	1	2		3	3
2. African American Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	
Exceeds Standard	Masked	Masked	Masked	Masked	
Number of students tested	2	1	2	1	
3. Hispanic or Latino Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	5	3	7	3
4. Special Education Students					
Meets/Exceeds Standards	Masked	Masked	Masked	73	Masked
Exceeds Standard	Masked	Masked	Masked	47	Masked
Number of students tested	5	4	9	15	8
5. English Language Learner Students					
Meets/Exceeds Standards				Masked	
Exceeds Standard				Masked	
Number of students tested				1	
6. Asian					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	7	5	2	6
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Criterion Referenced Test

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: Nevada Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Feb	Feb
SCHOOL SCORES					
Meets/Exceeds Standard	94	90	95	94	96
Exceeds Standard	73	55	71	61	60
Number of students tested	124	90	114	117	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standard	Masked	Masked		Masked	Masked
Exceeds Standard	Masked	Masked		Masked	Masked
Number of students tested	1	2		3	3
2. African American Students					
Meets/Exceeds Standard	Masked	Masked	Masked	Masked	
Exceeds Standard	Masked	Masked	Masked	Masked	
Number of students tested	2	1	2	8	
3. Hispanic or Latino Students					
Meets/Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	5	3	7	3
4. Special Education Students					
Meets/Exceeds Standard	Masked	Masked	Masked	67	Masked
Exceeds Standard	Masked	Masked	Masked	20	Masked
Number of students tested	5	4	9	15	8
5. English Language Learner Students					
Meets/Exceeds Standard				Masked	
Exceeds Standard				Masked	
Number of students tested				1	
6. Asian					
Meets/Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	7	5	2	6
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NV2