U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mr. Danny Chavez
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mora High School
(As it should appear in the official records)

School Mailing Address Hwy 518 And Ranger Drive P O Box 180
(If address is P.O. Box, also include street address.)

City Mora   State NM   Zip Code+4 (9 digits total) 87732-0000

County Mora County   State School Code Number* 320-455

Telephone 575-387-3122   Fax 575-387-3121

Web site/URL   http://mora.k12.nm.us   E-mail steven.chaney@melbourneschools.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date_____
(Principal's Signature)

Name of Superintendent*Dora Romero   E-mail: dromero@mora.k12.nm.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mora Independent Schools   Tel.   575-387-3101
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson George Trujillo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date_____
(School Board President's/Chairperson's Signature)

Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any 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.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district
   (per district designation):

   2 Elementary schools (includes K-8)
   1 Middle/Junior high schools
   1 High schools
   0 K-12 schools

   4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [X] Rural

3. 11 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	20	19	39
10	21	18	39
11	17	11	28
12	13	19	32
Total Students	71	67	138

5. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school: 0 % Asian
                                            1 % Black or African American
                                            88 % Hispanic or Latino
                                            0 % Native Hawaiian or Other Pacific Islander
                                            10 % White
                                            0 % Two or more races
                                      100 % Total

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 21%

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	8
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1	138
(5) Total transferred students in row (3) divided by total students in row (4)	0.210
(6) Amount in row (5) multiplied by 100	21

7. English Language Learners (ELL) in the school: 1 %
                                                                13 Total number ELL
    Number of non-English languages represented: 1
    Specify non-English languages: Spanish

8. Students eligible for free/reduced-priced meals: 100 %

    Total number students who qualify: 138

Information for Public Schools Only - Data Provided by the State

The state has reported that 100 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: <u>17</u> %

    <u>23</u> Total number of students served

    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>2</u> Autism   <u>0</u> Orthopedic Impairment
    <u>0</u> Deafness   <u>1</u> Other Health Impaired
    <u>0</u> Deaf-Blindness   <u>17</u> Specific Learning Disability
    <u>0</u> Emotional Disturbance   <u>1</u> Speech or Language Impairment
    <u>0</u> Hearing Impairment   <u>0</u> Traumatic Brain Injury
    <u>1</u> Mental Retardation   <u>1</u> Visual Impairment Including Blindness
    <u>0</u> Multiple Disabilities   <u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers	33
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>15:1</u>

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	93%	93%	93%	91%	90%
High school graduation rate	75%	88%	80%	81%	82%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	21
Enrolled in a 4-year college or university	62%
Enrolled in a community college	0%
Enrolled in career/technical training program	3%
Found employment	1%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No <u>X</u>

    If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Commitment to academic advancement and instilling core values for citizenship.

PART III – SUMMARY

Mission: "The Mora High School is dedicated to providing an opportunity for student success in academic achievement and the skills to become life-long learners and responsible citizens."

Vision: "It is our vision that we will provide our students with the best instructors, best practices, and best academic programs in a facility that is pleasant, safe, and committed to 21st century learning."

Scholastic Philosophy: The faculty and administration of Mora High School recognize the individuality that each student maintains and the right that pupil has to receive an education as well as to develop to their fullest potential. "…all students can learn". The staff further believes that through communal collaboration of administrators, faculty, students, parents, and the general community, each student can achieve their academic goals, develop a desire for learning, respect for self and others, and a commitment for personal growth that will guide then to success.

Academic Overview: : In creating an atmosphere that is conducive to learning, Mora High School strives to empower students to realize their potential and to fully recognize that the educational process is crucial in that it not only contributes to their aspirations and career goals, but also because of the valid meaning that it adds to the quality of their lives. Realizing that academic excellence is accompanied by experiences that enrich and empower students to become creative and competent citizens of the world, Mora High School employs various instructional strategies and methodologies that address the diverse learning styles and needs of students. -Classroom instruction is enhanced by the use of state-of-the-art technology. Accordingly it is the function of this objective to convey to the students the processing skills necessary for them to become informed, literate and contributing members of society. Integral to all instruction is the purpose of developing higher-order thinking and critical reasoning that provides the student with the skill-set necessary to be productive members of society.

Ingredients for Success:
The evidence of success is testimony to the great things that take place at our school. We believe the combination of good teaching, leadership, high standards, pupils' hard work and the close ties that we have with our parents are the characteristics of a great school. From research to action plans, we have set several approaches to success including:

1. Learning Skills class meets daily from 9:00 - 9:25 a.m.: Mondays; Math problem of the week with academic vocabulary, Tue., Wed., and Thur.; sustained silent reading, and Friday; Step up to Writing® activity
2. Aligned curriculum, instructional methodology, and assessment practices
3. Established Professional Learning Communities [Dufour and Eaker model] for our teaching staff.

-Meets weekly on Wednesday by department during teacher preparation period for staff development including:
Literacy
- Marzano and Pickering: Building Background Knowledge,
- Marzano and Pickering: Building Academic Vocabulary,
- Marzano and Pickering: Classroom Instruction That Works,

Data Analysis
- MAP short cycle assessment: DesCartes /Continuum

Classroom Management and Discipline
- Curwin and Medler: "Discipline with Dignity"
- Curwin and Medler :"What to Do When…"
- Curwin and Medler: "Strategies for Successful Classroom Management"

Instruction
- Adhere to Madeline Hunter Method for Direct Instruction
- Differentiate Instruction that conforms to the 21st Century classroom and standards-based instruction.
- Participate in Harry Wong's: "The Effective Teacher" Series

Motivation: Celebration + Appreciation = Motivation. However, as a professional disposition, the commitment to one's vocation and honoring professional ethical standards is paramount.

The building of enthusiasm and pride through relevant, challenging, engaging, and instructive activities along with a sense of responsibility in learners and teachers, promotes motivation. Furthermore, enhancing and reinforcing a students' self-confidence will motivate students to participate in the learning process which is rewarding to both the student and the instructor.

But, perhaps the greatest factor in promoting motivation for both staff and students is the creation of a culture of beliefs and values where the student is the center of the learning community. Great teaching makes great students: "I want to do it because I want to do it." -Amelia Earhart

Sustainability: Sustainability is the relationship between many factors that are constantly changing. To that end, the principal meets once weekly with teaching staff during their Preparation Period (45-50 minutes) for collaboration; this being the moral fiber of our Professional Learning Communities. Within this domain, we identify our guiding principles and action plans which give direction to teaching and learning for sustainability. Activities and discussions relative to curriculum, instruction, and assessment set precedence.

Through integrated thematic activities, enrichment intersects with academics at Mora High School. Activities fundamentally designed to promote discovery learning opportunities offer the broadest range of services, as demonstrated through our successes, and infuse content learning in activities such as gardening; health and wellness; technology-related projects; cultural arts and crafts; field trips; and sports and recreation. The academic programming templates at Mora High School are also intended to be living documents – changing based on emerging needs and interests.

Student Diversity

Mora High School is a public high school of the Mora Independent School District located in Mora, NM. It has 135 students in grades 9th through 12th. Mora High School is the 146th largest public high school in New Mexico and the 19,016th largest nationally. It has a student teacher ratio of 12.2 to 1.

This is the breakdown of ethnicity and gender of a school's student body, based on data reported to the government:

Ethnicity/Race
Total Minority Enrollment (% of total) 97%
American Indian/Alaskan Native Enrollment (% of total) 0%
Asian Enrollment (% of total) 0%
Black Enrollment (% of total) 0%
Hawaiian Native/Pacific Islander (% of total) 0%
Hispanic Enrollment (% of total) 97%
White Enrollment (% of total) 3%
Two or More Races Enrollment (% of total) 0%

Gender
Male (% of total) 48%
Female (% of total)
52%
Economically Disadvantaged Students

These are the percentages of the school's students eligible for free or reduced-price lunch, based on data reported to the government.

Free Lunch Program (% of total) 98%
Reduced-Price Lunch Program (% of total) 0%
Total Economically Disadvantaged (% of total) 98%

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

In the educational discipline, the term curriculum has various definitions, which can all be vague and confusing. In its common form, the word is used to refer to all courses offered at a particular school. A curriculum may also correspond to a prescribed course of studies, which students are required to take. Yet, in the most common layman terms, curriculum many be the tangible written document describing a particular course or courses within a discipline.

At the Mora Schools as in most cases, curriculum is consistent with all of these descriptions, but it is often regarded in conjunction with instruction and assessment at the educational process in its entirety.

The CIA triangle: CIA (Curriculum, Instruction, and Assessment) sets the foundation for all that is encompassed in the term – education. C = Curriculum or content: "What do my students need to know or be able to do?"; I = Instruction: "What instructional activities and strategies will I use to help my students achieve the learning targets?"; A = Assessment: "How will I know that my students have achieved the learning target(s)" and, "What multiple opportunities have I planned if they don't achieve the learning target(s)?"

All subjects taught for credit at Mora High School have been aligned to the Common Core State Standards – the aligned "Curriculum".

Mora High School employs a three-fold approach to "Instruction":

1. Structuring of a typical lesson plan via Madeline Hunter's Lesson Plan method,
2. Implement Marzano's Nine-essential Instructional Strategies (Classroom Instruction that Works) with fidelity,
3. And, lessons proceed through Bloom's Revised Taxonomy, thereby adhering to higher-order thinking (HOT skills). It is not enough to simply memorize facts and figures or complete a multiple choice, True/False test, students need to apply, create, and evaluate their knowledge through critical thinking; new and different ideas.

While "Assessment" in its entirety encompasses everything from statewide Standards-based assessments and Common Core State Standards aligned PARCC appraisals and school district benchmarks, summative and formative assessment statistics provide for data-driven decisions. Assessment is information. The more information we have about student achievement, the clearer the picture we have relative to gaps that may occur.

Core areas taught at Mora High School are: Mathematics, English Language Arts, Social Studies and Science:

Mathematics (interactive): The IMP curriculum integrates traditional material with additional topics recommended by the NCTM Standards, such as statistics, probability, curve fitting, and matrix algebra. IMP units are generally structured around a complex central problem. Although each unit has a specific mathematical focus, other topics are brought in as needed to solve the central problem, rather than narrowly restricting the mathematical content. Ideas that are developed in one unit are usually revisited and deepened in one or more later units. This progressive curriculum is preferred as it correlates extensively to the Common Core State Standards (CCSS) and the PARCC standardized assessment.

English Language Arts: The Mora High School ELA curriculum impart a comprehensive study of the English language, literature, and language processes for grades nine through twelve. The program of study for each grade level is aligned with the CCSS for English Language Arts, encompassing the skills of reading, writing, speaking, listening, and 21st century technology skills that compliment language and literature.

Social Studies / History / Geography: Instruction includes learning about many different inter-related disciplines, such as history, geography, economics, law, and cultural anthropology. The information, concepts, and systems within the social studies curricula help students to build an informed and balanced view of our interconnected world and its citizens. The program of study for grades 9, 10, 11, and 12 include World History/Geography, New Mexico History, U.S. History/Geography, and U.S. Government/Economic, respectively.

Science: Mora High School's science program typically consists of three years of required credits; the third must be a laboratory-based course. The following is an overview of required courses along with electives from the two genres of Life Science and Physical Science.

Year One - Physical Science; 9th grade: Covers the natural sciences and non-living systems.
Year Two – Biology; 10th grade: studies living organisms and their interactions with each other and their environment. The course provides the students with numerous laboratories designed to teach the nature of living organisms along with their similarities and differences; classification.
Year three and four – Electives: offered in alternating year cycles; Students may choose any of
the following: 1. Life Sciences: Environmental Science, Human Anatomy & Physiology, Plant Biology, or Advanced Biology. 2. Physical Sciences: Geology, Astronomy, Chemistry, or Physics.

2. Other Curriculum Areas:

Elective courses provide students with an opportunity to explore a wide range of subjects. Most of these courses, except for Driver's Education and ACT prep, a re year-long and are all offered yearly. Enrolling in elective non-core classes allow students pursue other interests they may have, giving them a more "well-rounded" education. These electives also afford students the opportunity to discover subjects that might interest them and even perhaps change the direction they wish to take with their future education. All elective courses are available to all students.

Elective classes available to students at Mora High School are (departmentalized):

Business
1. Accounting I and Accounting II
2. Business and computer Technology
3. Personal Business and Finance
4. Keyboarding / Applications
5. Webpage Design

Health and PE
1. Health
2. Health and Life Management
3. Fitness and Conditioning
4. Driver's Education

Music
1. Performance Band
2. Mariachi I and Mariachi II

Foreign Language
1. Spanish I
2. Spanish II

Fine Arts
1. Art I and Art II
2. Photography
3. Creative Writing
4. Drama / Debate

Industrial Arts
1. Shop I; Woodworking
2. Shop II; Cabinet Making
3. AutoCAD

College and Career Readiness
ACT Prep
JAG: Jobs for America's Graduates; Careers
GEAR –UP: College Readiness

3. Instructional Methods and Interventions:

The instructional staff at the Mora High School employ two effective intervention methodologies; Response to Intervention (RTI) and Differentiated Instruction (DI) to assure that every child succeeds academically. The strategies within this framework of intervention devote strategies in instruction that is well-structured, research-based, and planned to align with Common Core State Standards. These strategies are generic as well as content-specific to the subject being taught.

RTI: This intervention framework is supported by New Mexico (NM PED) state rule and is more commonly regarded as The Three-Tier Model of Student Intervention. It consists of a three-tier, problem-solving model that uses a set of increasingly intensive academic and/or behavioral supports based on the data collected from progress monitoring of student response to the instruction and/or intervention. State rule requires that schools implement the model and operate using the state's guidance and is an integral part of the state's Educational Plan for Student Success; EPSS. It is important to understand that the RtI framework is not a student placement model; it is not a location, a classroom, a class or course, a computer program or software. RTI is an organizational framework by which the school assesses student needs, strategically allocates resources, and designs and delivers instruction to all students within the school. The RtI framework addresses student achievement and positive behavior for all students by the use of appropriate, research-based instruction and/or interventions. Student progress is monitored over time and then that data is used to guide instructional decisions and behavioral strategies.

DI: Differentiated Instruction is being sensitive to the learning styles and individual needs of all students and finding ways to help those students make the necessary connections for learning to happen in the best possible way. As the term implies, instruction must be "differentiated" as necessary. That is, "tailoring" instruction to meet the individuals' needs. Needs which include process, content, the learning environment, an array of assessment tools and accommodating grouping makes this a successful approach to instruction.

For the past eleven years, Mora High School has advocated and championed the Professional Learning Communities model. It is at this setting where most all academic decisions are collaboratively made for various purposes as:
1. Curriculum Alignment
2. Disaggregation of student achievement data

- Classroom
- SCA; Short cycle Assessment (NWEA MAP)
- SBA / PARCC
- Others as EOC and EOY

3. Instructional Strategies

- Specifically Marzano's Nine Essential Instructional Strategies
- Step-up to Writing

4. Classroom Management

- Discipline with Dignity
- Harry Wong's "the effective Teacher"

5. Any other pertinent matters meriting discussion

Exclusively, it is at PLC that SCA, Standardized tests and classroom student achievement data is shared and disaggregated with instructional staff by the Director of Instruction. This systematic analysis determines a specific course of action (action plan) utilizing the Response to Intervention (RtI) process, both for individual students and an entire class (teacher) if warranted. Particularly, these action plans determine a specific course of action addressing instructional areas of concern and a strategic approach to address any and all deficiencies. In all cases, organizational charts are incorporated for any action plan to document progressive realization; to include applicable intervention(s) at all stages of instruction and assessment to assure student success.

1. Classroom achievement data, compared and analyzed
   - Formative and Summative
2. Examples of Student work; compared and analyzed
3. Discovery Short Cycle Assessment data; disaggregated
4. SBA data; disaggregated

While all student needs are the focus, Tier II and III students are the targeted audience. At the weekly 1 hour per teacher PLC setting, is where a collective and collaborative approach to decision making occurs. Not only is the Common Core State Standard alignment to local competencies accomplished, but also aligning to the new PARCC anticipated.

PART V – INDICATORS OF ACADEMIC SUCCESS

1.   **Assessment Results Narrative Summary:**

In effective instructional planning, Mora High School systematically "triangulates" student achievement data between classroom performance data, short-cycle assessment, and SBA / PARCC. The aggregation and disaggregation of figures measures achievement in a three-fold academic progress analysis. Ideally, these three sets of data should correlate favorably to better identify areas of weakness.

All action plans are constructed from this interpretation accordingly:
School Goals and Measures
All students will increase proficiency in MATH to meet the AMO of 40.00%
Students in grades 9-11 will increase their proficiency in MATH as measured by the PARCC and short cycle assessment on the NWEA MAP as proficient or advanced.
All students will increase proficiency in READING to meet the of 56.00%
Students in grades 9-12 will increase their proficiency in READING in math as measured by the NMSBA and short cycle assessment in the NWEA MAP as proficient or advanced.

Current Performance

Consequential to our strategic planning, not only has AMO been met but exceeded. It is worth of remark that students entering 9th grade at Mora High School will increase proficiency from an average of 30% to almost 70% in Mathematics by their 11th year, an similarly from 30 % to 60 % in Language Arts.

This immense increase in proficiency has been the hallmark of Mora High School Academic achievement.

Components of the Action Plan strategies for instructional improvement:
1. Provide professional development through PLC which opportunities that target data collection and analysis,
2. Establish an organized system to collect and analyze student data,
3. Implementation of an all-inclusive instructional strategy monitoring process to provide direction and quality feedback to teachers in regards to their instructional practices, and.
4. Development of a complimentary and inclusive framework that incorporates RtI.

2.   **Assessment for Instruction and Learning and Sharing Assessment Results:**

Data alone cannot tell educators what is taking place in a school or with a particular student or groups of learners. It is imperative that teams of teachers assemble with the task of enquiring on the statistics to get to the "real story". Whenever data is being analyzed, particularly student achievement figures, that information must be studied both quantitatively and qualitatively. In doing so, not only are "gaps" identified, but very effectively, emerging "patterns" are compulsory for investigation. These patterns not only make statistical information more meaningful, it provided the direction for relevant decision making.

For each semester, the principal of Mora High School produces a set of reports to measure course grades proficiency, by selected student and course statistics. This generated report triangulates data between said course achievements and compared to MAP short-cycle assessment and the yearly standardized test; SBA and/or PARCC. To that end, the principal of Mora High School will require the teaching staff to be prepared when data is scrutinized during PLC.

The principal has developed an action plan to engage all staff in the process of analyzing state, short-cycle and local assessment data. This student achievement discussion is initiated at PLC where the principal introduces and initiated the dialogue from prepared data tables and graphs. It is this overview that springboards the remaining collaborative analysis. These content-specific teams of teachers are expected to analyze the data in identification of gaps and patterns, thereby exposing an evident idea of where the incongruity is. Establishing guiding questions to effectively lead discussion allow direction and time for the

team to better analyze information. The principal effectively models a constructivist approach for clarification in promoting "ownership" and share responsibility.

Data analysis discussion and dialogue has effectively shown where teachers will use the information gained from their scrutiny to improve student performance, even if the collaborative decision call for adjusting and modifying instruction. This collective inquiry and data-driven dialogue supports teams in making "shared value" of data, in acknowledging various perspectives, in separating "true" data from impulsive inference, and ultimately, in making data-driven decisions. The following guidelines will assist school leaders in having productive dialogue that in turn results in an increase in student achievement.

Returning to their respective classrooms, the instructor now has a set of established actions to improve student achievement consistently examined through formative assessment.

Part VI School Support

1. School Climate/Culture

School culture and school climate are two closely related terms but yet they are quite distinct in their relationship. Perhaps the most interactive and vibrant aspects of a school system, climate and culture infinitely describe the environment that ultimately affect the behavior and overall performance of a school system; both teacher and student. School culture is that belief system of shared attitudes that ascertain the bounds for the collective organization whereas climate characterizes "spirit" within.

Conclusively, there are several unifying conceptions that infuse what Mora High School regards as key attitudes for the promotion of an environment conducive to instruction and learning.

EMPATHY has long been an intrinsic part of the education system. The emotional well-being and development of a child will affect how and how much that student is able to learn; process information – cognition. Therefore, educators must understand and how to nurture rather than "judge" performance. Educators must understand how to better serve the students' needs attributable to their diverse backgrounds.

COLLABORATION is exemplified as the extent to which people ae able work together, share ideas and instructional strategies, and are trustingly and willing to accept constructive criticism through discussion and debate.

COLLEGIALITY is defined as accepting that sense of belonging, inclusion, and emotionally supporting, the other person as a valued and appreciated member of the organization.

EFFICACY personifies how stakeholders' view themselves within the community or organization; the school system. It is symbolized as the capacity to produce a positive effect in the learner.

While there are numerous other attributes, Mora High School embrace these as essential to promoting a positive environment for both the teacher and the learner. A school ambiance that encourages affirmative interpersonal relationships for all students notwithstanding of pretexts. Aspects of the culture and climate of Mora High School are:
1. An environment that promotes active learning and self-fulfillment
2. An environment that promotes reassuring communication and uplifting interaction
3. An environment that is welcoming and conducive to instruction and learning
4. An environment that promotes a sense of accomplishment and realization
5. An environment that promotes academic advancement and self-worth

2. Engaging Families and Community

Many research studies that have been conducted will show that meaningful and successful engagement of families and communities in a child's education greatly supports classroom readiness and academic and emotional success. Consequential to the greater amount of time that a child spends in school on a daily basis, it is imperative that a school system consistently work on involving the community and family's involvement and communication.

It takes a village to raise a child is an infamous proverb with a profound message: the entire community has an indispensable debt in the growth and development of its young population. Additionally, the greater community has a responsibility to assure high-quality education for all students, not just the parents and family members

To guide collaborative efforts (even though our school does not currently include an organized PTA), our school has embraced the PTA National Standards for Family-School Partnerships:
1. Welcoming all families into the school community: active participants in the life of the school

2. Communicating effectively: engage in regular, meaningful communication
3. Supporting student success: support students' learning and healthy development
4. Speaking up for every child: Families are empowered to be advocates for their own and other children
5. Sharing power: Families and school staff are equal partners in decisions affecting students
6. Collaborating with community: expanded learning opportunities, community services, and civic participation.
7. Rural communities differ from urban involvement, and they also differ from one another. In as much as a rural designation, small school size also affects educational capacity. In our circumstances, our school is both rural and small in size. Therefore, linking community activities to the classroom is almost mandatory, which includes providing our rural youth with access to a 21st Century education, affording them an opportunity to access current technology, and uniting

Any school system is far more effective by involving parents and the community at large. Communication with its constituents about the school's instructional program will not only promote acceptance but also assures endorsement and support of the community. The school communicates regularly via website and monthly newsletters. Additionally, every 3rd Wednesday evening (School Board meetings are held every 3rd Tuesday, monthly), the Parent Advisory Council convenes for about 2 ½ hours for:
1. receive feedback and recommendation on issues
2. input for resolution of the issues/policies
3. communicate and advocate for families of students
4. continuously providing input on WebEPSS

There is a direct correlation between parent, and community involvement in education correlates with higher academic performance and school improvement. Research statistics will show that one definite characteristic common to high performing schools is this relationship between the school and the home and community.

To that end, the Mora Schools and its open-door policy and welcoming character provide for the students' social, emotional and academic needs. This has a positive impact on student performance in closing achievement gaps and affording students greater success overall. Although several roadblocks have halted the progress of community involvement, the school district continues to welcome the community.

3. Professional Development

Schools today are facing huge challenges that include the diverse population of students, the integration of ever-changing technology, and the constant demands of bureaucratic initiatives. Universally and locally, teachers are correspondingly required to build on and enhance their own instructional and pedagogical knowledge. New assessment methods and systems and procedures compel school to constantly afford their staffs with trainings and professional development to keep up with current trends.

Schools systems must deliver effective professional development to assure continuous school improvement. Of paramount significance is when administrators must apportion and designate available time during the work day for training. Several designs are made available to staff for their advancement including opportunities for recertification and accumulation of college credit.

The Mora Independent School District has designated several days in its school calendar for professional development:

I. Five (5) full days
II. One half (½) day every 3rd Wednesday
III. PLC (Professional Learning Communities) by content specific Preparation Periods
IV.
Often times, the school in adopting the workshop format training, will bring in an outside consultants whose expertise addresses the topic of awareness and concentration. These seminars are locally followed-

up periodically to assess implementation ad success. The success and effectiveness of these one-shot workshops is almost exclusively the outcome of collaboration at PLC.

PLCs (Professional Learning Communities) have been successfully established at Mora High School. This arrangement which is built on the work of Richard DuFour and Robert Eaker has created a collaborative opportunity for instructional staff to meet and discuss strategies and other educational practices.

Within the realm of Professional Development, PLCs have become the catalyst in monitoring of successful administration – which is paramount to ensure fidelity in implementation of initiatives. Since all executed strategies and programs are effectively research-based, the principal needs only observe for their administration and provide accommodating assistance and intervention as necessary. While there are many monitoring strategies, perhaps "looking at student work" and analyzing various students' achievement data at PLC, while in collective discussion, are the two aspects with greatest success, historically. An effective PLC structure can facilitate any progress monitoring with a great degree of success. Since PLCs have been structured by content area, all PD is content specific as well; as it relates to an individual course. When "looking at student work" a particular research-based protocol is utilized (National School Reform Faculty, and Solution Tree), thus promoting unified staff discussion detailed to a child and/or proven instructional strategies explicit to a deficiency. Just as well, the disaggregation of student data leads to curriculum and instructional assessment. Additionally, principal-led discussion of classroom observation data accentuates decision-making relative to improvement in academic performance.

4. School Leadership

Second only to classroom instruction; teaching, is school leadership. Effective school leadership does play a very important role and has a definite effect on student achievement. This of course is achieved by setting the direction, assurance of a functioning system, and developing the teacher.

Setting the Direction. Use of data: Setting high expectations through collaborative action planning. The principal shares student achievement data with teachers and collectively a course of action is agreed upon to guide instruction.

Organizational Performance. A support system that promotes teaching and learning in a positive and productive manner: The principal shares decision making with instructional staff on best practices.

Personal Improvement. Providing instructional staff with support and professional training that promotes success: The necessary resources and time are provided to staff by the principal.

The role of the building principal is vital in the promotion and implementation of any program to his/her school. How one "sells" the initiative to his/her constituents will assure how effective the mission will be accomplished. A principal needs to lead by example, that is, the building administrator must know the program and must be willing to lead… the attitude the principal has to his/her leadership is the same attitude the instructional staff will have to their teaching.

Collaboration and regular feedback is essential for any initiative to prove successful in its mission. To that end, Mora High School and Lazaro García Middle School have established the concept of Professional Learning Communities; PLCs (Dufour and Eaker). These PLCs meet by content area weekly on Wednesdays during teacher Preparation time for the purpose of professional development, student achievement data analysis, and any other pertinent academic issues worthy of discourse. Additionally, every third Wednesday afternoon, the entire district meets after student early dismissal, collectively as an entire Secondary Staff to collaborate as one unit to advance discussion on PLC related discussion(s). The principal is primarily responsible to assuring discussion and decision items for PLC and agenda items for 3rd Wednesday PD.

The monitoring of successful administration is paramount to ensure fidelity in implementation. Since all executed strategies and programs are effectively research-based, the principal needs only observe for their

administration and provide accommodating assistance and intervention as necessary. While there are many monitoring strategies, perhaps "looking at student work" and analyzing various students' achievement data at PLC, while in collective discussion, are the two aspects with greatest success, historically. An effective PLC structure can facilitate any progress monitoring with a great degree of success. Since PLCs have been structured by content area, all PD is content specific as well; as it relates to an individual course. When "looking at student work" a particular research-based protocol is utilized (National School Reform Faculty, and Solution Tree), thus promoting unified staff discussion detailed to a child and/or proven instructional strategies explicit to a deficiency. Just as well, the disaggregation of student data leads to curriculum and instructional assessment. Additionally, principal-led discussion of classroom observation data accentuates decision-making relative to improvement in academic performance.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** SBA
All Students Tested/Grade: 10	**Edition/Publication Year:** N/A
Publisher: Measured Progress	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above		41	22		
Advanced		0	6		
Number of students tested		39	32		
Percent of total students tested		100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment		15	13		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above		46	22		
Advanced		0	6		
Number of students tested		39	32		
2. Students receiving Special Education					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		6	4		
3. English Language Learner Students					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		6	4		
4. Hispanic or Latino Students					
Proficient and above		42	20		
Advanced		0	7		
Number of students tested		36	30		
5. African- American Students					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		
6. Asian Students					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		
9. White Students					
Proficient and above		33	50		
Advanced		0	0		
Number of students tested		3	2		
10. Two or More Races identified Students					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		
11. Other 1: Other 1					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		
12. Other 2: Other 2					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		
13. Other 3: Other 3					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		

NOTES: 10th grade was tested on twice; 2011-12 and 2012-13

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test:
All Students Tested/Grade: 11	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above		54	58	51	46
Advanced		4	11	8	10
Number of students tested		26	37	39	39
Percent of total students tested		100	97	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		12	5	5	18
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above		54	58	51	46
Advanced		4	11	8	10
Number of students tested		26	37	39	39
2. Students receiving Special Education					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		3	2	2	7
3. English Language Learner Students					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0
4. Hispanic or Latino Students					
Proficient and above		54	56	51	49
Advanced		0	11	8	11
Number of students tested		24	37	39	35
5. African- American Students					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0
6. Asian Students					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0
7. American Indian or Alaska Native Students					
Proficient and above		0	0	0	0
Advanced		0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested		0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0
9. White Students					
Proficient and above		50	0	0	25
Advanced		50	0	0	0
Number of students tested		2	0	0	4
10. Two or More Races identified Students					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0
11. Other 1: Other 1					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0
12. Other 2: Other 2					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0
13. Other 3: Other 3					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0

NOTES: H2 and H3+ are tested together 2013-14; individualized data not available

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test:
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	28	34	64	50	58
Advanced	0	2	6	6	3
Number of students tested	46	29	33	34	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	22	3	12	12	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	28	34	64	50	58
Advanced	0	3	6	6	3
Number of students tested	46	29	33	34	41
2. Students receiving Special Education					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	10	1	4	4	1
3. English Language Learner Students					
Proficient and above	50	50	0	0	20
Advanced	0	0	0	0	0
Number of students tested	2	2	2	2	5
4. Hispanic or Latino Students					
Proficient and above	27	34	61	47	59
Advanced	0	3	6	6	3
Number of students tested	45	29	31	32	37
5. African- American Students					
Proficient and above	0	0	0	100	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	1	0
6. Asian Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested		0	0	0	0
7. American Indian or Alaska Native Students					
Proficient and above	100	0	0	0	0
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	0	0	100	100	33
Advanced	0	0	0	0	0
Number of students tested	0	0	2	1	4
10. Two or More Races identified Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Proficient and above	0	0		0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: SBA
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher: Measured Progress	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	28	50	38	41	32
Advanced	7	7	9	3	2
Number of students tested	29	30	34	39	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	1	12	5	12
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	28	50	38	41	32
Advanced	7	7	9	3	2
Number of students tested	29	30	34	39	41
2. Students receiving Special Education					
Proficient and above	0	33	0	0	20
Advanced	0	0	0	0	0
Number of students tested	0	3	4	2	5
3. English Language Learner Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	1	1	3	0
4. Hispanic or Latino Students					
Proficient and above	25	54	38	41	30
Advanced	7	4	10	3	3
Number of students tested	28	28	29	37	37
5. African- American Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Proficient and above	0	0	0	0	100
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	1
7. American Indian or Alaska Native Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	100	0	33	50	33
Advanced	0	50	0	0	0
Number of students tested	1	2	3	2	3
10. Two or More Races identified Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: SBA
All Students Tested/Grade: 6	Edition/Publication Year: N/A
Publisher: Measured Progress	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	33	37	36	25	28
Advanced	6	3	0	4	6
Number of students tested	33	38	42	51	32
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	18	17	16	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	33	37	36	25	28
Advanced	6	3	0	4	6
Number of students tested	33	38	42	51	32
2. Students receiving Special Education					
Proficient and above	0	0	14	0	0
Advanced	0	0	0	0	0
Number of students tested	3	6	7	8	2
3. English Language Learner Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	2	3	1	3	0
4. Hispanic or Latino Students					
Proficient and above	33	36	31	29	27
Advanced	7	3	0	2	7
Number of students tested	30	36	35	45	30
5. African- American Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Proficient and above	0	0	100	0	0
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	50	50	50	0	50
Advanced	0	0	0	17	0
Number of students tested	2	2	6	6	2
10. Two or More Races identified Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** SBA
All Students Tested/Grade: 7	**Edition/Publication Year:** N/A
Publisher: Measured Progress	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	31	28	36	32	24
Advanced	3	0	4	0	5
Number of students tested	36	40	47	31	37
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	14	1	17	7	19
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	31	28	36	32	24
Advanced	3	0	4	0	5
Number of students tested	36	40	47	31	37
2. Students receiving Special Education					
Proficient and above	0	0	13	0	0
Advanced	0	0	0	0	0
Number of students tested	5	0	8	2	7
3. English Language Learner Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	3	0	2	2	5
4. Hispanic or Latino Students					
Proficient and above	29	29	39	32	26
Advanced	3	0	2	0	6
Number of students tested	34	35	39	31	35
5. African- American Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	1	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	50	25	17	0	0
Advanced	0	0	17	0	0
Number of students tested	2	4	6	0	2
10. Two or More Races identified Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math		Test: SBA	
All Students Tested/Grade: 8		Edition/Publication Year: N/A	
Publisher: Measured Progress			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	23	40	44	44	39
Advanced	2	2	3	2	3
Number of students tested	43	47	32	43	31
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	14	11	3	10	13
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	28	40	44	44	39
Advanced	2	2	3	2	3
Number of students tested	43	47	32	43	31
2. Students receiving Special Education					
Proficient and above	0	0	100	0	0
Advanced	0	0	0	0	0
Number of students tested	6	5	1	7	4
3. English Language Learner Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	5	1	7	6
4. Hispanic or Latino Students					
Proficient and above	24	43	45	45	34
Advanced	3	0	3	2	3
Number of students tested	38	42	31	42	6
5. African- American Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	25	20	0	0	100
Advanced	0	20	0	0	0
Number of students tested	5	5	1	1	2
10. Two or More Races identified Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA		Test: Standards Based Assessment
All Students Tested/Grade: 10		Edition/Publication Year: N/A
Publisher: Measured Progress		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Mar	Mar	Jan	Jan
SCHOOL SCORES*					
Proficient and above		36	24		
Advanced		13	0		
Number of students tested		39	32		
Percent of total students tested		100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment		15	12		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above		36	25		
Advanced		13	0		
Number of students tested		39	32		
2. Students receiving Special Education					
Proficient and above		17	0		
Advanced		0	0		
Number of students tested		6	4		
3. English Language Learner Students					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		3	6		
4. Hispanic or Latino Students					
Proficient and above		36	23		
Advanced		14	0		
Number of students tested		36	30		
5. African- American Students					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		
6. Asian Students					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		
7. American Indian or Alaska Native Students					
Proficient and above		0	0		
Advanced		0	0		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested		0	0		
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		
9. White Students					
Proficient and above		33	50		
Advanced		0	0		
Number of students tested		3	2		
10. Two or More Races identified Students					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		
11. Other 1: Other 1					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		
12. Other 2: Other 2					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		
13. Other 3: Other 3					
Proficient and above		0	0		
Advanced		0	0		
Number of students tested		0	0		

NOTES: 10th grade was not tested 2009-10, 2010-11, 2013-14

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Standards Based Assessment
All Students Tested/Grade: 11	Edition/Publication Year: N/A
Publisher: Measured Progress	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above		46	31	54	49
Advanced		8	3	13	5
Number of students tested		26	37	39	39
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		12	5	5	18
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above		46	31	54	49
Advanced		8	3	13	5
Number of students tested		26	37	39	39
2. Students receiving Special Education					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		3	2	2	7
3. English Language Learner Students					
Proficient and above		0	0	0	25
Advanced		0	0	0	0
Number of students tested		3	2	4	4
4. Hispanic or Latino Students					
Proficient and above		42	31	54	49
Advanced		8	3	13	6
Number of students tested		24	37	39	35
5. African- American Students					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0
6. Asian Students					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0
7. American Indian or Alaska Native Students					
Proficient and above		0	0	0	0
Advanced		0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested		0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0
9. White Students					
Proficient and above		100	0	0	50
Advanced		0	0	0	0
Number of students tested		2	0	0	4
10. Two or More Races identified Students					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0
11. Other 1: Other 1					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0
12. Other 2: Other 2					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0
13. Other 3: Other 3					
Proficient and above		0	0	0	0
Advanced		0	0	0	0
Number of students tested		0	0	0	0

NOTES: H2 and H3 students are tested together; individualized class data is not available.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA		Test:	
All Students Tested/Grade: 3		Edition/Publication Year: N/A	
Publisher:			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	33	59	61	50	65
Advanced	0	0	3	9	0
Number of students tested	46	29	33	34	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	22	3	12	12	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	33	59	61	50	65
Advanced	0	0	3	9	0
Number of students tested	46	29	33	34	41
2. Students receiving Special Education					
Proficient and above	0	0	25	0	0
Advanced	0	0	0	0	0
Number of students tested	10	1	4	4	1
3. English Language Learner Students					
Proficient and above	50	50	0	0	20
Advanced	0	0	0	0	0
Number of students tested	2	2	2	2	5
4. Hispanic or Latino Students					
Proficient and above	31	59	61	47	65
Advanced	0	0	3	9	0
Number of students tested	45	29	31	32	37
5. African- American Students					
Proficient and above	0	0	0	100	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	1	0
6. Asian Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Proficient and above	100	0	0	0	0
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	0	0	50	100	67
Advanced	0	0	0	0	0
Number of students tested	0	0	2	12	4
10. Two or More Races identified Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA		Test: SBA		
All Students Tested/Grade: 4		Edition/Publication Year: N/A		
Publisher: Measured Progress				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	24	43	44	49	39
Advanced	21	3	9	10	2
Number of students tested	29	30	34	39	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	1	9	5	18
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	24	43	44	49	39
Advanced	21	3	9	10	2
Number of students tested	29	30	34	39	41
2. Students receiving Special Education					
Proficient and above	0	33	0	0	20
Advanced	0	0	0	0	0
Number of students tested	1	3	4	2	5
3. English Language Learner Students					
Proficient and above	100	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	1	1	3	0
4. Hispanic or Latino Students					
Proficient and above	21	43	45	49	38
Advanced	21	4	10	8	3
Number of students tested	28	28	29	37	37
5. African- American Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Proficient and above	0	0	0	0	100
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	100	50	33	50	33
Advanced	0	0	0	50	0
Number of students tested	1	2	3	2	3
10. Two or More Races identified Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test:
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	45	49	46	45	51
Advanced	7	6	3	0	7
Number of students tested	29	36	37	44	45
Percent of total students tested	100	97	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	8	8	16	11
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	45	49	46	45	51
Advanced	7	5	3	0	7
Number of students tested	29	36	37	44	45
2. Students receiving Special Education					
Proficient and above	0	0	0	14	40
Advanced	0	0	0	0	0
Number of students tested	1	3	3	7	5
3. English Language Learner Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	3	3	7	5
4. Hispanic or Latino Students					
Proficient and above	44	50	43	43	54
Advanced	7	6	3	0	5
Number of students tested	27	33	35	38	41
5. African- American Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested		0	0	0	0
6. Asian Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Proficient and above	0	0	0	100	0
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	53	33	100	50	25
Advanced	0	0	0	0	25
Number of students tested	2	3	1	6	4
10. Two or More Races identified Students					
Proficient and above	0	0		0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA		Test: SBA	
All Students Tested/Grade: 5		Edition/Publication Year: N/A	
Publisher: Measured Progress			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	45	49	46	45	51
Advanced	7	6	3	0	7
Number of students tested	29	36	37	44	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	8	8	16	11
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	45	49	46	45	51
Advanced	7	6	3	0	7
Number of students tested	29	36	37	44	45
2. Students receiving Special Education					
Proficient and above	0	0	0	14	40
Advanced	0	0	0	0	0
Number of students tested	1	3	3	7	5
3. English Language Learner Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	2	2	1	1
4. Hispanic or Latino Students					
Proficient and above	44	50	43	43	54
Advanced	7	6	3	0	5
Number of students tested	27	33	35	38	41
5. African- American Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Proficient and above	0	0	0	100	0
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above					
Advanced					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above	50	33	100	50	25
Advanced	0	0	0	0	25
Number of students tested	2	3	6	1	4
11. Other 1: Other 1					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Standards Based Assessment
All Students Tested/Grade: 6	Edition/Publication Year: N/A
Publisher: Measured Progress	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	36	39	31	31	31
Advanced	12	5	5	4	0
Number of students tested	33	38	42	51	32
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	18	17	12	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	36	39	91	91	91
Advanced	12	5	5	4	0
Number of students tested	33	38	42	51	32
2. Students receiving Special Education					
Proficient and above	0	0	0	13	0
Advanced	0	0	0	0	0
Number of students tested	3	6	7	6	2
3. English Language Learner Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	2	6	1	3	0
4. Hispanic or Latino Students					
Proficient and above	37	39	29	36	30
Advanced	13	6	3	2	0
Number of students tested	30	36	35	45	30
5. African- American Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Proficient and above	0	0	100	0	0
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	50	50	33	0	50
Advanced	0	0	17	17	0
Number of students tested	2	2	6	6	2
10. Two or More Races identified Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above	0	0	0		0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0		0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: SBA
All Students Tested/Grade: 7	Edition/Publication Year: N/A
Publisher: Measured Progress	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	39	38	34	35	38
Advanced	3	0	0	3	5
Number of students tested	36	40	47	31	37
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	14	1	17	7	19
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	39	38	34	35	38
Advanced	3	0	0	3	5
Number of students tested	36	40	47	31	37
2. Students receiving Special Education					
Proficient and above	0	25	13	0	0
Advanced	0	0	0	0	0
Number of students tested	5	4	8	2	7
3. English Language Learner Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	3	0	2	0	5
4. Hispanic or Latino Students					
Proficient and above	35	34	37	35	37
Advanced	3	0	0	3	6
Number of students tested	34	35	41	31	35
5. African- American Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Proficient and above	0	100	0	0	0
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	1	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	100	50	17	0	50
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
10. Two or More Races identified Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Standards Based Assessment
All Students Tested/Grade: 8	Edition/Publication Year: N/A
Publisher: Measured Progress	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	40	47	53	49	55
Advanced	0	0	3	9	6
Number of students tested	42	47	32	43	31
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	14	11	3	16	13
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	40	47	53	49	55
Advanced	0	0	3	9	6
Number of students tested	43	47	32	43	31
2. Students receiving Special Education					
Proficient and above	17	0	100	29	0
Advanced	0	0	0	0	0
Number of students tested	6	5	1	7	4
3. English Language Learner Students					
Proficient and above	0	0	100	29	0
Advanced	0	0	0	0	0
Number of students tested	0	5	1	7	6
4. Hispanic or Latino Students					
Proficient and above	39	48	52	50	52
Advanced	0	0	3	10	7
Number of students tested	38	42	31	42	29
5. African- American Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	50	40	100	0	100
Advanced	0	0	0	0	0
Number of students tested	4	5	1	1	2
10. Two or More Races identified Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	
13. Other 3: Other 3					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	

NOTES: