



## **PART I - ELIGIBILITY CERTIFICATION**

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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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)  
2 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
9 Total schools in district
2. District per-pupil expenditure: 26398

### 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	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	148	130	278
7	178	141	319
8	138	126	264
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>861</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
28 % Asian  
4 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
60 % White  
4 % 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: 4%  
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.	25
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	37
(4)	Total number of students in the school as of October 1, 2011	825
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 3%  
Total number of ELL students in the school: 21  
Number of non-English languages represented: 8  
Specify non-English languages:

Arabic, Chinese, Dutch, Japanese, Korean, Mandarin, Portuguese, Russian

9. Percent of students eligible for free/reduced-priced meals: 16%

Total number of students who qualify: 136

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.

10. Percent of students receiving special education services: 14%

Total number of students served: 124

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>18</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>22</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>9</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><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>48</u>	<u>8</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>31</u>	<u>15</u>
Paraprofessionals	<u>21</u>	<u>7</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>3</u>
Total number	<u>114</u>	<u>33</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:

18:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	97%	97%	97%	97%	97%
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? Prior to 2000

## PART III - SUMMARY

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Jonas Clarke Middle School is a community of caring individuals committed to the academic, social and emotional growth of all students. Our vision is grounded in our Constitution of Caring:

*We the people of the Jonas Clarke Middle School community, in order to create and sustain a peaceful school, seek to establish a climate where all of us feel safe and wanted. We agree to treat each other with respect regardless of our differences. We understand that each have different qualities that make us unique and we deserve to be treated with dignity. We agree not to bully, tease, harass, or ridicule anyone. We will not spread rumors or purposefully hurt another person mentally or physically. We will stand up for anyone who is being mistreated, We will reach out to help someone if we see them in need. We agree to be caring and thoughtful. We will encourage others to do the same. We understand that we are not perfect. We will try our very best to make our school a humane and respectful place to be. We share responsibility for a kind and safe Clarke Middle School. We all have the ability to make this happen!*

Thanks to a supportive staff, innovative pro-social programming, and challenging academic rigor we consistently encourage students to develop their independence and ability to make positive choices. We recognize that individual learners are the most critical factors in our curricular planning and our courses are designed to provide students the opportunity to question, gain knowledge, and experiment in a supportive environment. Our desire is for students to demonstrate mastery of essential skills while fostering creativity, collaboration, and citizenship.

Clarke teachers meet weekly in content teams to review student data and inform instructional decisions. Together, they develop innovative teaching methods using current pedagogical research. Our staff are also technology pioneers and have implemented tools such as voice thread, imovie, a flipped classroom model, present.me, prezi, teacher web, and others. In our science classrooms, students participate in a virtual telescope project and teachers in all disciplines regularly incorporate iPads, laptops and computer lab time into their instruction. To support technology integration we are proud to have an instructional technology specialist who meets with teachers and observes their classes to help them select and use the most appropriate and effective technological tools for their chosen objectives.

The Jonas Clarke Middle School student body comprises grades 6, 7 and 8 and over 860 students. Our school community is diverse, representing over 33 countries, speaking at least 24 languages, and including a wide range of socioeconomic backgrounds. We honor many milestones and traditions and work hard to engage the entire Clarke community at large. Clarke has a long standing history of community service and each year students rake leaves for senior citizens, decorate the senior center, lead a school wide recycling effort, clean up local trails, maintain gardens on campus, and run a food pantry can drive. In addition, we have implemented Rachel's Challenge to promote pro-social behavior, and have created the Chain Links and Linked In Clubs to encourage students to start a chain reaction of kindness. Linked In is modeled after the Best Buddies program and is designed to facilitate students in building relationships within the Clarke community. Linked In Teams are an eclectic mix of students from different grades, backgrounds, academic teams, and special education programs, and members of the group participate in a variety of activities before, during, and after school.

Clarke also boasts a strong tradition of performing arts productions. Each year our chorus, band and orchestra impress audiences with fall, winter and spring performances. In addition, many Clarke students perform in the school musical, participate in our talent show, and write, direct and star in student directed scenes.

Another Clarke tradition is the opportunity to learn through travel. As eighth graders, students can choose to travel to Washington D.C. to experience U.S. History first hand. In addition, students who study

Spanish are offered the chance to study at Rancho Espanol in Costa Rica. For those who take French, we offer a tour of Quebec, and we are currently working with the Asia Society to establish a partnership and student-to-student exchange program with a school outside of Shanghai, China for our students who study Mandarin.

Clarke is also proud of our successful Math Team. Led by one of Clarke's math teachers, the Clarke Math Team has emerged as MATHCOUNTS state champion every year from 2007-2012. In addition, at least one student from Clarke has qualified for the national competition each of those years and placed in the top 20 all six years and twice in the top five. Historically, Clarke's Math Team has always been in the top three in New England in all three grades of the New England Math League competitions.

Through all of our success, our priority is providing all students with the best instruction possible. In addition to our major subject areas, we offer a three-year, five day per week world language curriculum and a variety of course electives including engineering and design, art, guitar, chorus, band, orchestra, journalism, speech and debate, and drama. In addition, we believe in providing students what they need when they need it. As such, we have implemented many general education interventions including reading and math intervention classes, a guided study course, and a learning center that students can access for help and support. With the assistance of these intervention classes we have seen our academic growth skyrocket and most recently, an average of 95% of our students in grades 6-8 scored Proficient or Advanced on the ELA MCAS exam and 86% scored Proficient or Advanced in math.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

#### Massachusetts Comprehensive Assessment Performance Level Descriptions:

**Advanced:** Students at this level demonstrate a comprehensive and in-depth understanding of challenging subject matter and provide sophisticated solutions to complex problems. Low 260-268 / High 270-280

**Proficient:** Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems. Low 240-248 / High 250-258

**Needs Improvement:** Students at this level demonstrate a partial understanding of subject matter and solve some simple problems. Low 220-228 / High 230-238

**Warning/Failing:** Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems. Low 200-208 / High 210-218

Jonas Clarke Middle School students participate in the Massachusetts Comprehensive Assessment (MCAS) exam annually in grades 6, 7 and 8 and we strive for all of our students to score in the Proficient or Advanced levels of this state exam. Our students consistently score above state averages. In the Spring of 2012, 45% of our 6th graders scored Advanced on the English Language Arts exam and 45% scored Proficient for a total of 90% of our 6th graders demonstrating proficiency and mastery of 6th grade ELA concepts. In mathematics, 57% of our 6th graders scored Advanced and 30% scored Proficient for a total of 87% of students demonstrating proficiency and mastery of 6th grade mathematics concepts. In both areas, this far exceeds the state average where only 66% of students demonstrated proficiency or mastery in ELA and 60% in mathematics. At the 7th grade level 42% of students scored Advanced and 52% Proficient on the ELA MCAS for a total of 94% of students demonstrating proficiency or mastery of concepts. This far exceeded the state average of 71%. In mathematics, 62% of students scored Advanced and 25% Proficient for a total of 87% Proficient or above. Again, this exceeded the state average of Advanced and Proficient scores which was only 51%. At the 8th grade level, 52% of students scored Advanced and 45% Proficient in ELA for a total of 97% demonstrating performance at or above proficiency. The state average on the same exam was 87%. In mathematics, 60% scored Advanced and 25% Proficient totaling 85% at or above proficiency levels. The state average was over 30 percentage points lower at 52%.

Over the past five years Clarke students have consistently maintained scores above the state average ranging between 86% and 97% scoring Proficient or Advanced in ELA and between 82% and 87% in mathematics. In tracking cohorts of students over a given time period, we consistently see patterns of achievement. For example, students who were in our 2011-2012 8th grade class increased their performance on the ELA MCAS from 89% to 97% Proficient or Advanced during the three years they were here at Clarke. There are also upward trends present in the data when broken down by grade level. For example, between 2008-2012 our 6th grade ELA scores rose from 86% Proficient or higher to 90%. In 7th grade our scores went from 92% Proficient or higher in 2008 to 94% in 2012, and in the 8th grade we grew from 93% to 97% Proficient or higher. In mathematics a similar trend appears. In 2008 83% of our 6th grade class was Proficient or higher and in 2012 that number rose to 87%. In the 7th grade the numbers were the same with a 4% increase between 2008 and 2012. In the 8th grade 82% of students were Proficient or higher in mathematics in 2008 and that number grew to 85% in 2012. In addition, we have met our growth target towards narrowing proficiency gaps in all subgroups, placing us in the level 1 designation according to Massachusetts accountability standards.

While there is still an achievement gap present between our general education and special education students, there is an upward trend that should be noted. For example, in 2008, 59% of our special education students scored Proficient or higher on the 7th grade ELA assessment. By 2012 that number had risen to 77%. Likewise, in 7th grade mathematics 38% of special education students scored

Proficient or higher in 2008 compared to 43% in 2012. To continue to improve on this upward trend, Clarke offers a variety of interventions. First, each week we offer a 49 minute intervention and enrichment block. During this time, students who are in need of extra assistance, reviewing, or re-teaching can meet with staff for support. For those students who may not need extra help, our instructional teams plan enrichment activities to allow students to delve deeper into the planned curriculum. All staff are included in our intervention and enrichment blocks, including specialists and instructional assistants. For our students on an IEP, we also offer academic support blocks specifically tailored to their individual goals and objectives in addition to any and all related services required. We also have small group and co-taught classes for students who require in class support in their major curriculum classes. Students who are not on an IEP might go through our Child Study Process. Our Child Study Team includes two administrators, three guidance counselors, our school psychologist and two general education teacher representatives. Teaching teams who bring a student to child study also attend the meeting to report on their student. The Child Study Team then makes recommendations to support the student in need. Interventions range from Tier I possibilities such as sending home weekly reports to Tier III recommendations such as guided study, a class on executive functioning that meets twice a week. Other Tier III interventions include a math intervention class, a reading intervention class, or scheduled time in our learning center, a small group academic support class. Students also may be recommended for a screening by one of our two social workers. All supports are implemented in conjunction with the students' parents and are monitored and adjusted on a regular basis to ensure efficacy.

## **2. Using Assessment Results:**

At Clarke Middle School teachers are organized into grade level content teams that meet on a weekly basis. During content team meetings, teachers use student achievement data to analyze student learning and make decisions regarding curriculum and instruction. The student learning data analyzed by content teams could include formative assessment data such as in class checks for understanding, homework, or quiz results, or summative assessment data such as MCAS results, end of unit tests, and end of semester exams. Information gathered from analysis of student learning data then impacts decisions made regarding instruction and intervention necessary to ensure that students achieve the intended learning objective. Additionally, student achievement data can be used to guide decisions regarding curriculum changes or improvements. In addition to content teams, teachers meet in larger departmental meetings to discuss the vertical alignment of curriculum and instruction.

When student achievement data shows that a student is frequently unable to achieve learning objectives and may need intervention beyond what is provided by the teacher in the classroom, the student can be brought to the Child Study Team. During the Child Study process, student data is presented to an interdisciplinary team of teachers and specialists. The data is analyzed and different general education interventions are designed and recommended. Student progress is monitored and interventions are modified when necessary. The intensity and frequency of interventions often increases if progress is still not evident.

Student assessment data is communicated to parents and students in a variety of ways. Students are given daily feedback through the use of in-class formative assessments, feedback on homework, papers, and projects, and summative assessments. Parents receive formal feedback on their child's progress through such means as quarterly report cards and mid-quarter standards based progress reports. Teachers are also in contact with parents through teacher web, phone calls, emails, and parent meetings when necessary.

The community receives feedback on student and school achievement through information shared in a monthly newsletter produced by the parent teacher association, the JCSA, as well as the school website (<http://lps.lexingtonma.org/clarkems>) and local newspaper. Through these modalities, the community receives information regarding school and student achievement on the Massachusetts Comprehensive Assessment System (MCAS) and how that achievement compares to schools across the state.

### **3. Sharing Lessons Learned:**

Collaboration and cooperative extensions are at the core of the Clarke Middle School. What begins as in-school Professional Learning Communities, quickly turns into meaningful partnerships with our sister school in Lexington (Diamond Middle School), neighboring communities (Newton, Waltham, Andover), local organizations (Museum of Science, Woods Hole Institute, Massachusetts Historical Society) and international organizations (Asia Society).

The most frequent sharing of lessons learned takes place within the district, where the staff of the two middle schools, led by a common department head, converse and meet on a weekly basis to create common assessments, examine student work, and share best and promising practices for the classroom. Working through a multi-year curriculum review, each content team is challenged to identify and unpack the essentials, align the curriculum to the common core, and bring authentic and engaged student learning to the classroom.

Working with neighboring communities, Clarke staff routinely venture out to both share and learn. Referred to as a Child Study or pre-referral process, our staff has developed and implemented an identification process to more effectively track student needs, brainstorm and generate Tier I & II interventions, monitor progress, and provide Tier III interventions before moving to a special education referral. Our Child Study Team has shared with and presented to multiple neighboring communities (Waltham, Newton, Andover), with the goal of helping to institute a more effective teacher assistance and student support team process.

Partnerships with area organizations such as the Museum of Science (Boston), the Woods Hole Institute (Cape Cod), and the Massachusetts Historical Society play a meaningful and significant role in the curriculum of the Clarke Middle School. In a symbiotic relationship, experts for the various organizations have both presented and contributed to the advancement of the education at Clarke, while Clarke staff in turn have presented and moved organizational initiatives forward in the Commonwealth. Examples include the piloting of new technology and engineering curriculum, advancing the engineering push across the state; a staff member voyaging with the Wood's Hole crew on the Alvin sub, exploring the ocean depths and investigating ocean acidification effects on the environment; and partnering with the Historical Society to bring primary source materials into the classroom.

Internationally, Clarke has initiated a partnership with a school in Shanghai, China, with the help of the Asia Society and has been named 1 of 100 Confucius Classrooms in the United States. With the goal of sharing cultural experiences, instructional methodologies and setting the stage for a student-exchange program, representatives from Shanghai and Beijing visited Clarke in the Spring of 2012, while representatives from Clarke reciprocated with a trip to China in the fall of 2012. Work continues over the summer of 2013, as a larger contingency of Clarke staff will travel again to Shanghai to gain insight into the educational structures and strategies used and to help further the relationship with our partner school in China.

### **4. Engaging Families and Communities:**

At Jonas Clarke Middle School, family and community engagement is an important part of school culture. Clarke families are invited to participate in a wide array of events including Back to School Night, New Family events, school concerts, plays, sporting events, a parent and teacher outing called Clarke Night Out, as well as monthly parent coffees and information evenings that cover parenting topics. Parents can partner with the school through the Jonas Clarke School Association (JCSA), the school's Parent-Teacher organization. The JCSA sponsors many activities, fundraisers, speakers, and supports for parents and teachers that help foster a strong school community. In addition to the JCSA, parents can contribute to the Lexington Education Foundation (LEF) which funds a generous grant program for different school programs and activities throughout the district. The Clarke School Site Council is an advisory group which includes faculty and parents that meet with the principal to evaluate Clarke's needs and provide

input in forming Clarke's yearly goals as part of the School Improvement Plan. Students are also encouraged to engage with the community through a wide variety of community service opportunities, such as leaf raking, participating in supper clubs or decorating for the holidays at the local retirement home, or participating in Linked In, a program at Clarke modeled after Best Buddies. Clarke strives to ensure that all students and families feel connected to the school.

Communication with families is an important aspect of engaging parents in their student's learning. Clarke uses a variety of methods and modes to communicate with its families. In addition to quarterly report cards, progress reports and annual parent-teacher conferences, Clarke teachers and parents are encouraged to communicate on a regular basis throughout the year, by phone or email, and parent-teacher meetings are held when needed. Additionally, important information is communicated regularly to parents via email using a Listserv, via phone using a Global Connect system, as well as the use of handouts for students. The Clarke website (<http://lps.lexingtonma.org/clarkems>) is an important method of communication as it contains helpful information about all aspects of the school and community. Parents can visit the website to learn about academics, athletics, school events and activities, as well as read daily announcements. The website is a great resource to access helpful information such as registration instructions and documents, curriculum benchmarks, district or state information and links to community resources. Particularly helpful to parents of middle school students is access to Teacherweb, a web based site where teachers list homework and important information for students and families on a day-to-day basis. Teacherweb allows parents to have up to date information about homework and provide support to their child and all links for teacher pages are linked to our website.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Clarke's curriculum includes a carefully planned sequence of courses in English language arts, social studies, science technology and engineering, mathematics, world language, physical education and health. Students also have the opportunity to take courses in the fine and performing arts. In addition we offer a variety of intervention courses for students who demonstrate a need for general education support including an individualized learning center, guided study, math and reading intervention.

### **English Language Arts**

Aligned to the Common Core standards, our reading instruction emphasizes critical reading and analytical skills, which students develop while exploring compelling literature from varied genres. The writing curriculum, also aligned with the Common Core standards, encompasses the three types of writing: informational, narrative, and opinion, with increasing emphasis on opinion and informational writing in grades seven and eight. Students develop their control of clauses, phrases, and increasingly complex vocabulary. Oral expressions and listening skills are developed.

### **Math**

The mathematics program is an "accelerated integrated" approach in that it compacts four years of our state's curriculum into three years, and establishes standards for all strands of mathematics each year, including algebra, geometry, and data analysis. Our program, which is aligned to the Common Core standards, provides a consistent bridge from the elementary schools to the high school so that mathematics at each grade level K-12 is integrated. In addition, based on assessment data, our students have demonstrated a readiness to learn rigorous mathematics at a pace well above the state's minimum requirements.

### **Science**

Our science program emphasizes instruction in basic science principles and skills. Students explore scientific concepts by conducting laboratory and field studies for an authentic hands-on experience, reading pertinent material, and participating in class work, both through group and individual activities. Science topics are selected from earth, life and physical science along with integrated topics in technology and engineering. Students also make connections on how science knowledge informs the engineering and design of products in the man-made world.

### **Social Studies**

The goal of our Social Studies Program is to educate students to become active, informed participants in a democratic society. At all levels, the key objectives of social studies education are the development of the students' understanding of themselves and their immediate environment as a microcosm of the larger world, the development of historical habits of mind, and the development of a body of historical and geographic knowledge. Our district has conducted extensive three year curriculum reviews for each subject area. Currently, our Social Studies curriculum is undergoing an extensive review.

### **World Language**

The goal of our World Languages Program is to enable students to communicate in French, Spanish or Mandarin. Students learn new material orally before they begin to read or write it. They also learn about the diverse cultures of the French-, Spanish-, and Mandarin-speaking worlds. The world language curriculum is further enriched by the regular use of technology. Students also take advantage of cultural events and field trips to Quebec and Costa Rica which offer real life opportunities to speak in the language which they are studying. Currently we are working on establishing a student to student exchange program with a school in China.

### **Physical Education & Wellness**

The goals of our middle school physical education and wellness program include: developing individual skills necessary to perform a variety of activities; promoting fitness-related skills; teaching the implications and benefits of physical activity; instilling the importance of physical activity and a healthy lifestyle; encouraging self-assessment and fitness programming; fostering responsible and personal behavior; providing an environment of respect for individual differences; providing an enriching environment that enhances self-esteem; and providing an environment that fosters individual challenges and team building skills.

### **Technology**

The vision of technology in the Lexington Public Schools is to create a collaborative environment in which technology becomes an integral part of learning, enhances curriculum and provides students with the skills and strategies necessary to become contributing members of an increasingly complex global society. The educational technology program offers instruction in the student technology competencies necessary for technology literacy.

### **Fine Arts**

Our Fine Arts curriculum is a sequential program based on the National Standards for the Arts and the Massachusetts Curriculum Frameworks. Students are challenged to develop their own technical, critical and creative thinking skills by solving visual problems using a variety of two- and three-dimensional media. They develop a foundation of knowledge by interpreting and creating art through formal, experiential, cultural and historical contexts.

### **Performing Arts**

Chorus, Band, and Orchestra are the three performing organizations open to all middle school students. Music is also offered at the sixth and seventh grades. In the sixth grade, students learn the fundamentals of music, and in the seventh grade they learn to play acoustic guitar. In the eighth grade students may take a composers class where they explore the techniques and practices composers have used and continue to use today.

### **College/Career Readiness**

The middle school guidance department, using the Massachusetts Career Information System, developed age-appropriate lessons that are implemented annually to grades 6, 7 and 8. The Massachusetts CIS is an Internet-based interactive system that combines a wealth of occupational, labor market, and educational information into one comprehensive, easy-to-use- career exploration tool. It is designed to be an invaluable tool for career and school counselors, job seekers, students and educators.

## **2. Reading/English:**

English courses at Clarke Middle School are untracked and heterogeneously populated. During 2012-2013, Clarke English/Language Arts teachers are transitioning to a curriculum that is based on the 2011 Massachusetts State Curriculum Frameworks, which are aligned with the Common Core State Standards. Four objectives drive the district's new E/LA curriculum: demonstrating comprehension of literary and informational texts using textual evidence; articulating ideas independently and collaboratively, attending to and responding to others' ideas, and adapting these ideas for diverse media and audiences; producing various text types for a specific purpose and audience in order to engage, narrate, inform, and argue; intentionally revising and editing writing to create publishable pieces for specific audiences. Aiming for these objectives, teachers are revising their instruction, student activities, and assignments to foster students' higher order thinking skills.

Curriculum units were designed to explore particular themes (e.g., "prejudice") through literature— a design that emphasized the study of class-wide texts. The writing curriculum encompasses the three types of writing: informational, narrative, and opinion, with increasing emphasis on opinion and informational

writing in grades seven and eight. Writing instruction stresses the writing process—pre-writing, drafting, revising, editing, and publishing.

Currently, teachers at each grade level are incorporating and piloting select components of the new curriculum, systematically replacing units and assignments of the standing curriculum. In particular, teachers have been working in grade-level teams to develop standards-based assessments that allow us to internally monitor our students' achievement -- to the standard, to the student. The new curriculum has presented English teachers with opportunities to differentiate instruction and remediate learning gaps. English teachers also employ a variety of formative assessments to measure student progress during units. For high achieving learners there is the opportunity to choose more advanced outside readings that provide enrichment. In addition, data driven instruction allows teachers to form small groups specific to students' needs and task each group with a different level of literary analysis. When learners struggle, English teachers provide extra time and deliver modified instruction.

For students who require extra reading remediation, Clarke has a systematic approach. Understanding the importance of reading comprehension and its effect on all other subject area learning, all 6th grade students take a reading course, which meets twice a week. While this course was generated as a means to ensure a solid foundation of reading skills, it also serves as a filtering mechanism to further identify struggling readers in our school. Identified students can then be assigned additional reading support through a full year reading intervention course.

### **3. Mathematics:**

The mathematics program at Clarke Middle School is an “accelerated integrated” approach in that it compacts four years of our state’s curriculum into three years, and establishes standards for all strands of math each year, including algebra, geometry, and data analysis. Our program provides a consistent bridge from the elementary schools to the high school so that mathematics at each grade level K-12 is integrated. In addition, based on assessment data, our students have demonstrated a readiness to learn rigorous mathematics at a pace well above the state’s minimum requirements.

In addition to examining “what” to teach from grade to grade (the standards for mathematical content), our mathematics teachers are refining “how” to teach by studying and implementing the new standards for mathematical practice. In so doing, teachers are asking students to think like mathematicians, e.g., making and defending arguments, reasoning, modeling, and persevering in problem solving. These practices allow students to develop conceptual understanding of mathematics and connect content to the real world. They allow students to become more adept at problem solving, a key skill in today’s world.

Our school has systematic structures in place for those students who are performing below or above grade level. Our math intervention program provides preview, review, and small-group instruction for identified students at all grade levels. Additionally, certain classes are co-taught between a math and special education teacher who collaborate regularly in supporting students. For those students ready for mathematics beyond grade level standards, we offer specialized extended level math classes. More widespread are numerous opportunities to participate in local, state, and national math contests and competitions. Participation in these curricular and extra-curricular activities (such as math team) is at an all-time high among our students.

In addition to these measures to support struggling learners and high achievers alike, teachers employ data driven strategies within their own classes to identify and assist students with what they need. These could include additional practice or extension problems, small-group or individual guided study, and sharing resources among grade-level colleagues.

### **4. Additional Curriculum Area:**

Another area of curricular strength for Jonas Clarke is our extensive Physical Education and Health programs which support both the Lexington Public School Mission, as well as the National Association of Sport and Physical Education (NASPE) Content Standards. The goal of the Lexington Middle School Physical Education Program is to develop a physically educated person. The curriculum meets and exceeds the standards for physical education established by the Massachusetts Department of Education curriculum frameworks.

The goals of our middle school PE program include:

- Develop individual skills necessary to perform a variety of activities.
- Promote fitness-related skills in order to achieve and maintain a healthy level of fitness.
- Teach the implications and benefits of physical activity
- Instill the importance of physical activity and its contributions to a healthy lifestyle.
- Encourage self-assessment and fitness programming.
- Foster responsible and personal behavior.
- Provide an environment that nourishes respect for individual differences.
- Provide an enriching environment that enhances self-esteem.
- Provide an environment that fosters individual challenges as well as team building skills.

What is especially unique and noteworthy about the Jonas Clarke PE program is the myriad opportunities it affords students. In addition to such lifetime sports as Volleyball, Basketball, Racquet Skills, Field Hockey, and Soccer, our students also complete a Project Adventure unit where they work together on a series of obstacles using a challenge by choice philosophy. Students also participate in a FitnessGram assessment, practice weight training and conditioning in our full fitness center, experience geo-caching, and snowshoe through abutting conservation lands during the winter months.

Clarke also boasts a staff-developed comprehensive health curriculum. In the seventh grade, wellness work books were created focused on three central themes: circle of wellness, human growth and development, and threats to health and wellness. Within each of these themes are lessons designed collaboratively by the PE and Health staff and including a range of topics from healthy eating, positive image and self-esteem, depression, puberty, sexual harassment, and the keys to making good decisions. At the eighth grade level, the health curriculum includes three modules: safe, smart, and secure. Within these modules are individually designed lessons on topics ranging from CPR & First Aid to drugs and your body, and internet safety. Adherent to the mission of the PE department, and of the Jonas Clarke community, these lessons are designed to enhance the physical, social and emotional growth of our students while ensuring they have the necessary tools to develop appropriate decision making and coping skills.

## **5. Instructional Methods:**

Meeting the diverse needs of students is a team effort at Clarke. Teacher teams meet weekly in their Professional Learning Communities to discuss student work, student learning needs and to create instructional materials and strategies to reach all students. Differentiated instruction is a common thread of these conversations, as teacher teams work to find multifaceted ways to reach each learner. A prime example are the co-taught math classes at each grade level, where a special education teacher teams with a math teacher to more effectively meet the needs of struggling students. Working in tandem, the pair takes a closer look at student data and how instruction can be further differentiated to meet student needs.

Diving deeper into instructional supplements, a robust system of student supports and/or interventions has been woven into the fabric of Clarke. With the goal of giving each student what they need to succeed, staff and student schedules are modified, making time within the schedule to bridge learning gaps in math, reading, organization and study skills. Classes such as math intervention provide a double-dose of mathematics, preparing the student for math class, reviewing material from a prior class and/or building up identified skill deficiencies. This theme continues into the general education classes, where flexible groupings are employed, classroom learning is flipped using technology so that students receive information at home and are coming to class prepared to discuss and analyze information, and special education staff work as partners to further meet the needs of all students.

In order to ensure high levels of student learning and achievement, Clarke teachers bring the curriculum to life through hands-on practical applications. Virtual explorations such as Dive & Discover in science take the students through real-world scenarios, putting their classroom learning to the test. In Social Studies, teachers do the same, placing the students in realistic situations and requiring them to apply knowledge learned to real-world scenarios in role-playing simulations such as Federal Legislative Role Play and a Mock Town Meeting. A mobile iTouch learning lab is utilized in the World Languages classrooms to further differentiate the learning for each student, providing a customized pace and challenge for each learner.

Technology is an integral part of differentiation at Clarke, allowing students to access the curriculum from multiple sources both during and after school. During the school day, staff employ a wide-array of technology to more effectively assess student knowledge and make informed decisions about the path of student learning. Through a combination of “clickers” for formative assessment, document cameras, Smartboards, eBooks, iPad and iTouch carts, the staff are able to give students access to multiple platforms, making the presentation, manipulation and differentiation of the curriculum much more tangible. After school, differentiation continues at home, where students access sites such as Open Classroom and Quia to complete assignments and/or access additional practice to further master a skill. Moving more towards a flipped classroom model, staff create presentations of essential learning, placing them online for students to watch before coming to class. In doing so, more class time is spent on practical and hands-on application of the learning, discussion and application.

## **6. Professional Development:**

Jonas Clarke Middle School embraces and adheres to the Lexington Public Schools district-wide professional development approach. In 2009, the newly formed Lexington Public Schools Professional Development Committee developed a statement of purpose that they continue to follow today as they plan professional learning in Lexington:

*Lexington Public Schools is committed to providing a high quality, continuous and sustained professional learning program to all its teachers and other educational professionals. The professional learning plan for the Lexington Public Schools describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on the wealth of knowledge and experience that teachers and practitioners have and expands upon that knowledge and skill. It builds on and strengthens the successes already evident in the district by providing a framework that affords every educator an opportunity to enrich his/her practice. The vision of the Lexington Professional learning program ensures that standards-based professional learning results in continuous professional growth and enhances ongoing student learning.*

Our Professional Learning program can be broadly categorized in terms of seven strands as outlined below, all of which are designed in support of aligning with the district’s mission and vision:

- Induction/Mentoring/Coaching Programs
- District-wide PL for Curriculum, Instruction, Assessment, and Interventions

- School-based PL Connecting the District Vision and School Improvement Plans
- Professional Learning Communities (PLC's)
- Curriculum Review Work and Ad Hoc Committees
- Opportunities for Development of Teacher Leadership at all Levels - Current, Emerging and Teacher Leaders
- Supervision and Evaluation

The underlying philosophy for each course, workshop series, seminar, institute, or summit has been that the experience will result in continuous professional growth for staff that is closely coupled with an enhancement of on-going student learning.

In the 2011-2012 school year, Clarke teachers enrolled in over two dozen district course offerings. Many also pursue additional coursework through our partnership with the Educational Collaborative of Greater Boston (EDCO), and four of our current staff members are in the process of receiving administrative licensure through EDCO's Educator Leadership Institute. We also partner with Teachers as Scholars, and the Lexington Education Foundation, a non-profit educational fundraising body, which supports teachers through individually proposed professional learning grants. Our teachers also attend many national conferences and events including the recent Learning Forward National Conference, and the Learning and Leadership Institute in Vail, Colorado. Clarke's professional learning is most evident in the sharing that takes place during content team meetings, and between and amongst colleagues in the classroom setting.

## **7. School Leadership:**

The leadership philosophy at Clarke Middle School is based on the belief that leadership is shared and distributed throughout the school community. Our shared belief and vision is that all students can learn and achieve at high levels and that students will get what they need when they need it. The principal values and actively solicits feedback from all levels of leadership in order to achieve this.

In addition to the principal and two assistant principals, Clarke has department heads in the areas of English, math, science, social studies, foreign language, guidance and special education. While the assistant principals handle the effective management of school operations as well as work with students, parents and supervise teachers as instructional leaders, the department heads work with their respective departments on programming, aligning curriculum, improving the data team process by using assessment data and student work to inform and improve teaching and learning. Both the assistant principals and the department heads give input to the principal as decisions are made to improve student academic achievement and social emotional well-being.

Our goal is to continue to develop capacity and shared leadership through a variety of channels. For example, each year students are placed on interdisciplinary teams. Each of these teams has an identified team leader who runs team meetings, gives feedback to the principal, works with parents, represents the team through the Child Study process, organizes team activities, and plans team based interventions and enrichment activities.

At the heart of Clarke's success are teacher leaders. This level of leadership is encouraged, cultivated and sought out by the administration. Teachers who collaborate and go above and beyond both instructionally in the classroom and outside of the classroom have the largest impact on student achievement. Many of these teacher leaders are experts in their field and are continually challenging themselves, their students and their colleagues. We encourage teachers to collaborate with and observe their peers and share their success either within their departments or with the faculty at large. Teachers take on programs which encourage student leadership such as after school clubs, community service opportunities, student

government, recycling and pro social opportunities such as peer leadership programs designed to help students learn from their peers.

Through a philosophy of shared leadership with students and staff, Clarke has developed a strong foundation of trust with teachers, students and parents by developing norms for a professional culture, soliciting feedback from all constituents and using that feedback for continuous improvement.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Massachusetts Comprehensive Assessment System  
Edition/Publication Year: 2012 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient or Higher	87	88	88	84	83
% Advanced	57	61	59	57	51
Number of students tested	291	253	249	227	251
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	3	2	3	4	0
Percent of students alternatively assessed	1	1	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient or Higher	64	67	69	40	36
% Advanced	27	19	31	13	14
Number of students tested	22	21	13	15	14
<b>2. African American Students</b>					
% Proficient or Higher	Masked	50	73	62	Masked
% Advanced	Masked	8	18	31	Masked
Number of students tested	9	12	11	13	7
<b>3. Hispanic or Latino Students</b>					
% Proficient or Higher	61	60	Masked	Masked	Masked
% Advanced	33	20	Masked	Masked	Masked
Number of students tested	18	10	8	9	7
<b>4. Special Education Students</b>					
% Proficient or Higher	45	65	60	34	50
% Advanced	17	21	25	14	14
Number of students tested	47	43	57	29	56
<b>5. English Language Learner Students</b>					
% Proficient or Higher	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	5	6	3	4
<b>6. Asian</b>					
% Proficient or Higher	97	94	94	96	97
% Advanced	75	74	81	82	73
Number of students tested	75	70	64	51	74
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13MA4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 6 Test: English Language Arts

Edition/Publication Year: 2012 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient or Higher	90	93	89	88	86
% Advanced	45	47	39	37	37
Number of students tested	292	253	249	227	251
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	3	4	0
Percent of students alternatively assessed	1	1	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient or Higher	78	71	62	40	50
% Advanced	22	14	8	0	14
Number of students tested	23	21	13	15	14
<b>2. African American Students</b>					
% Proficient or Higher	Masked	50	55	62	Masked
% Advanced	Masked	0	0	8	Masked
Number of students tested	9	12	11	13	7
<b>3. Hispanic or Latino Students</b>					
% Proficient or Higher	83	80	Masked	Masked	Masked
% Advanced	22	30	Masked	Masked	Masked
Number of students tested	18	10	8	9	7
<b>4. Special Education Students</b>					
% Proficient or Higher	57	67	58	38	59
% Advanced	4	16	9	7	7
Number of students tested	47	43	57	29	56
<b>5. English Language Learner Students</b>					
% Proficient or Higher	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	5	6	3	4
<b>6. Asian</b>					
% Proficient or Higher	92	100	92	96	93
% Advanced	52	57	53	51	47
Number of students tested	75	70	64	51	74
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13MA4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 7 Test: Massachusetts Comprehensive Assessment System  
Edition/Publication Year: 2012 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient or Higher	87	86	84	82	83
% Advanced	62	55	44	56	54
Number of students tested	251	251	232	257	257
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	4	1	1
Percent of students alternatively assessed	1	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient or Higher	45	79	43	36	29
% Advanced	30	32	7	9	6
Number of students tested	20	19	14	11	17
<b>2. African American Students</b>					
% Proficient or Higher	33	64	54	Masked	30
% Advanced	0	9	0	Masked	10
Number of students tested	12	11	13	6	10
<b>3. Hispanic or Latino Students</b>					
% Proficient or Higher	70	Masked	Masked	Masked	Masked
% Advanced	20	Masked	Masked	Masked	Masked
Number of students tested	10	7	8	8	7
<b>4. Special Education Students</b>					
% Proficient or Higher	43	50	38	43	38
% Advanced	27	13	12	20	16
Number of students tested	30	52	34	54	37
<b>5. English Language Learner Students</b>					
% Proficient or Higher	Masked	Masked		Masked	Masked
% Advanced	Masked	Masked		Masked	Masked
Number of students tested	3	4		4	2
<b>6. Asian</b>					
% Proficient or Higher	97	94	94	96	92
% Advanced	83	78	70	78	71
Number of students tested	71	65	54	76	84
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13MA4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 7 Test: English Language Arts

Edition/Publication Year: 2012 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient or Higher	94	91	92	90	92
% Advanced	42	44	37	46	51
Number of students tested	252	251	233	257	257
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	4	1	1
Percent of students alternatively assessed	1	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient or Higher	80	79	43	55	69
% Advanced	10	26	0	9	0
Number of students tested	20	19	14	11	16
<b>2. African American Students</b>					
% Proficient or Higher	83	73	62	Masked	80
% Advanced	0	9	15	Masked	10
Number of students tested	12	11	13	6	10
<b>3. Hispanic or Latino Students</b>					
% Proficient or Higher	90	Masked	Masked	Masked	Masked
% Advanced	20	Masked	Masked	Masked	Masked
Number of students tested	10	7	8	8	7
<b>4. Special Education Students</b>					
% Proficient or Higher	77	60	56	59	59
% Advanced	13	8	9	9	5
Number of students tested	31	52	34	54	37
<b>5. English Language Learner Students</b>					
% Proficient or Higher	Masked	Masked		Masked	Masked
% Advanced	Masked	Masked		Masked	Masked
Number of students tested	3	4		4	2
<b>6. Asian</b>					
% Proficient or Higher	96	97	96	99	96
% Advanced	45	65	45	53	61
Number of students tested	71	65	55	76	84
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13MA4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 8 Test: Massachusetts Comprehensive Assessment System  
Edition/Publication Year: 2012 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient or Higher	85	86	84	88	82
% Advanced	60	69	61	66	50
Number of students tested	264	237	258	257	256
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	3	5	0	1	0
Percent of students alternatively assessed	1	1	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient or Higher	52	40	38	88	42
% Advanced	30	30	8	66	21
Number of students tested	23	20	13	257	19
<b>2. African American Students</b>					
% Proficient or Higher	23	42	Masked	45	29
% Advanced	8	25	Masked	18	18
Number of students tested	13	12	8	11	17
<b>3. Hispanic or Latino Students</b>					
% Proficient or Higher	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	8	8	7	6
<b>4. Special Education Students</b>					
% Proficient or Higher	38	38	47	47	29
% Advanced	14	22	18	24	7
Number of students tested	42	32	55	34	41
<b>5. English Language Learner Students</b>					
% Proficient or Higher	Masked	Masked	Masked	Masked	
% Advanced	Masked	Masked	Masked	Masked	
Number of students tested	2	1	1	1	
<b>6. Asian</b>					
% Proficient or Higher	94	97	100	96	94
% Advanced	77	90	88	81	72
Number of students tested	71	59	73	84	64
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13MA4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 8 Test: English Language Arts

Edition/Publication Year: 2012 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient or Higher	97	95	95	96	93
% Advanced	52	60	52	59	41
Number of students tested	266	237	258	259	257
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	3	5	0	1	0
Percent of students alternatively assessed	1	1	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient or Higher	100	75	69	94	68
% Advanced	26	30	0	11	16
Number of students tested	23	20	13	18	19
<b>2. African American Students</b>					
% Proficient or Higher	92	92	Masked	91	65
% Advanced	8	25	Masked	18	12
Number of students tested	13	12	8	11	17
<b>3. Hispanic or Latino Students</b>					
% Proficient or Higher	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	8	8	7	6
<b>4. Special Education Students</b>					
% Proficient or Higher	79	62	76	77	73
% Advanced	0	12	4	14	10
Number of students tested	42	32	55	35	41
<b>5. English Language Learner Students</b>					
% Proficient or Higher	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	1	1	3
<b>6. Asian</b>					
% Proficient or Higher	99	97	100	99	92
% Advanced	70	80	60	76	49
Number of students tested	73	59	73	84	65
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13MA4