

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NM3

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Ms. Maria Showalter

Official School Name: Holloman Middle School

School Mailing Address: Post Office Box 650
381 1st Street Building. 768, HAFB
Alamogordo, NM 88311-0650

County: Otero County State School Code Number*: 046037

Telephone: (575) 812-6200 E-mail: Maria.showalter@aps4kids.org

Fax: (575) 812-6205 Web site/URL: http://www.aps4kids.org/HollomanMiddle.cfm

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

Date _____

(Principal's Signature)

Name of Superintendent*: Dr. George Straface Superintendent e-mail: George.straface@aps4kids.org

District Name: Alamogordo Public School District Phone: (575) 812-6000

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: Mr. David Ceballes

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge 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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 10 Elementary schools (includes K-8)
3 Middle/Junior high schools
2 High schools
0 K-12 schools
15 Total schools in district
2. District per-pupil expenditure: 6991

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 10

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	37	33	70
7	24	30	54
8	30	29	59
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			183

6. Racial/ethnic composition of the school: 5 % American Indian or Alaska Native
5 % Asian
9 % Black or African American
12 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
67 % White
1 % 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: 15%
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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1, 2011	183
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 4%
Total number of ELL students in the school: 7
Number of non-English languages represented: 3
Specify non-English languages:

German, Spanish, Italian

9. Percent of students eligible for free/reduced-priced meals: 32%
 Total number of students who qualify: 58

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: 7%
 Total number of students served: 13

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>2</u>
Total number	<u>21</u>	<u>5</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.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	96%	97%	95%	95%
High school graduation rate	%	%	%	%	%

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

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

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Connecting the heart's passion to the mind's purpose best describes Holloman Middle School, Home of the Falcons. Born out of a desire of a small southwest rural community of Alamogordo, NM to serve the needs of Holloman Air Force Base and their families, Holloman Middle School was built in the early 70's on the site of the old military hospital. The Alamogordo Public Schools and the community welcomed the military base and offered their families an excellent education. The simple open space campus eventually became a nest for the military families and their support staff to educate their children in times of peace and conflict. The turn of the century created a new challenge for our school. Educating our youth during war time transformed the family unit into an unpredictable mobile community with frequent military exercises, trainings, and deployment. Parents and guardians, now in harm's way, release a piece of their heart for us to hold, care for, teach, and love. Children can be resilient if they have at least one caring role model in their life. The term *In Loco Parentis* now takes on greater meaning. HMS is dedicated to normalizing life for students. HMS offers inspiration, hope, and confidence in children and belief in their unique talents, gifts, and abilities so they may spread their wings and fly like a falcon, a Holloman Middle School Falcon!

“When educating the minds of our youth, we must not forget to educate their hearts” (Dalai Lama). At the heart of all HMS traditions is the commitment to bring out the gifts in every student and staff utilizing a strengths-based positive approach. This is not a separate program but integrated within our culture. Staff members emphasize the goodness and limitless possibilities within each student. This creates a ripple effect and becomes contagious throughout the campus. We provide an environment that respects individuals, values their uniqueness, gives each person a voice, and encourages self-reflection. This ignites the passion inside a person and brings out their personal best. HMS has created a unique program called PRIDE, Perseverance, Respect, Integrity, Determination, and Excellence. Through this program and curriculum, volunteers speak with students once a month. Unique to HMS, students who exemplify the PRIDE qualities are selected and receive an embossed metal coin with the school logo on one side and the words “making a difference” inscribed on the other. The coin is very significant for the military and symbolically connects the school to our community.

Paramount to maintaining an environment of positivity is to extend self to others and develop positive relationships. Daily meetings and other conversations between adults and students focus on the goodness and uniqueness of each student. The results of these positive relationships are evident in the wholesome, calm and safe atmosphere of the campus. Students and staff live the “pay it forward” concept through multiple service and project based programs. Hope is perpetuated knowing that the outcome of focusing on forming students that are caring, humanitarian, and conscious of their own individual and collective choices can grace the future for the betterment of the entire world community.

The other primary focus of Holloman Middle School is connecting the heart's passion to the mind's purpose. HMS accesses quality learning experiences within the classroom and beyond the school environment. Our innovative spirit has allowed for us to be the first in the district to provide a school-wide wireless system, laptops to every student, integrate technology, first to introduce robotics, National History Day, and distance learning classes. HMS was the first to pilot instructional coaches for reading and math at the school site, first to pilot Coaching Connections for academic enhancements, and first to pilot on-line classes for the DoDEA Connection Virtual Learning Grant. We have been recognized as New Mexico ITEA award winner, first in the state for our MESA program, Knowledge Masters, Best of Show for the Desert Light Film Festival, and recognized in national, regional, and local competitions for National History Day, Math Counts, First Lego League, Chess Club, and Sports and Music programs. Careers are explored through family consumer science and technology modules in CAD, engineering, a flight simulator, and photography. Field trips to HAFB test track, State parks, the State Capital representing MESA, and celebration field trips enhance and expand the learning to real world

application. We continue to fund improvements by writing grants. The current pursuit is e-readers for our students to continue to encourage their love of reading.

Holloman Middle School has created a culture that connects the heart's passion to the mind's purpose. Our school lives its belief in the goodness and gifts of children. This is what makes Holloman Middle School a Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Part A:

Holloman Middle School utilizes the New Mexico Standards Based Assessment as an annual summative test. The four proficiency categories recognized by this assessment are “Advanced”, “Proficient”, “Nearing Proficient”, and “Beginning Step”. The New Mexico Public Education Department and Holloman Middle School consider “Advanced” and “Proficient” as the two proficient and acceptable categories for student performance. In addition to this summative assessment, the Alamogordo Public District standardizes a short-cycle, formative assessment with the same correlated categories and associated descriptors. Holloman Middles uses this data to inform instructional decision-making which is geared to students’ needs.

Holloman Middle School has always held high expectations across grade levels and content areas. The goal is that all students show continuous growth and reach either proficient or advanced on the short-cycle and the state standardized test. As a result, remarkably high proficiency percentages are present for this middle school. Despite continuous challenges, all students, including subgroups, continue to improve significantly. In the last five years, Holloman Middle School has made an average 13% increase in percent proficient for all students in Reading and Math. An attitude of continuous improvement is what enables these educators to rise to the challenge of taking each new group of 6th graders to academic heights by their 8th grade year.

Part B:

The 7th grade Math Hispanic group was 10 percent below the proficiency percentage of all students. In the past five years, this group’s percent proficient has increased each year at this grade level and in the most recent year is up 14% from the last available percent from two years prior. Holloman Middle School has also shown significant growth with this group of students in Math from the previous year as 6th graders by increasing their percent proficient from 54% to 64% as 7th graders.

8th grade Free and Reduced Lunch was also more than 10% below the proficiency percentage of all students in Reading and Math. As with the previously mentioned Hispanic group, this population of grade-level students also demonstrated a substantial increase in percent proficient over the year before in both Reading and Math. As 7th graders in Reading, this population of students was 50% proficient, but as 8th graders rose to 73% proficient. Just as commendable in math, this same group of students increased their percent “Advanced” from 0% as 7th graders to 13.3% as 8th graders.

Holloman Middle School is dedicated to studying the challenges which face these increasing subgroup populations of students. The faculty and staff take the initiative to provide accommodations for students from varying income levels and cultural backgrounds. Knowing not all students arrive with the prior knowledge and experiences necessary to meet the lesson objectives, teachers scaffold student learning so that every student has the opportunity to grasp the conceptual understandings within the standards.

Teachers and administrators analyze data from short-cycle assessments, pre-post classroom assessments, and the state standards based assessment, which drives instruction. This information allows the school to make informed decisions for student intervention and enhancement programs. Research-based software programs, individualized instructional plans for all students, additional tutorial opportunities, and highly qualified teachers implementing Best Practices contribute to the significant gains of students.

The school has faced many trials over the years. Due to budget constraints, the school's resources have been extremely limited, restricting our curriculum resources and other learning opportunities for students. With the help of creative fund-raising and grant writing to supplant the deficit, the school has continued to soar above obstacles to offer an unparalleled learning environment for students to grow and achieve.

2. Using Assessment Results:

The New Mexico Public Education Department provides each school within the state a grading report that compares them with peer schools and the state's expectations for Adequate Yearly Progress. This report is reflective of a new model approved by the Federal Public Education Department which not only considers proficiency percentages, but also school and individual student growth. Holloman Middle School received an overall grade of "A" on the traditional letter grading scale of "A" representing exemplary performance and "F" representing lowest performance.

When the New Mexico Standards Based Assessment results are posted, individual student reports are analyzed by the previous year's teacher and current year teacher to discuss and determine instructional needs for the student. The data is aggregated into proficiency categories by grade and subject areas. Met and not met goals are determined and the assessment results are further disaggregated by the standards. The school analyzes the students' performance on each standard and evaluates their growth. Based on this analysis, an instructional plan is designed to best address the academic needs of each student. Reflective practices are used to determine effectiveness of the programs and instructional strategies which embraces the philosophy of "whatever it takes" to ensure student success.

Data analysis doesn't stop there. Holloman Middle School and the Alamogordo Public School district recognize that assessment data is an integral component to effective classroom instruction, and must not be limited to a once-a-year summative assessment. As classroom instruction begins, students are assessed using the district standardized short-cycle test. While the same standard domains and strands are assessed, the standards are now relative to the new grade level. The pre-assessment is used to determine which standards most students are struggling with and which standards students are already demonstrating proficiency. These results are shared individually with the students after each assessment cycle. The students chart their progress in their personal agendas, and establish growth goals. Standards are backward planned so that students all students can be successful and make logical cognitive advances which will deepen their understanding and allow them to show proficiency of the standards. Remarkably high and low performing students are identified and a Student Support and Intervention Plan is initiated to best accommodate students through additional opportunities. Interventions specific to the standard are created for the student's individual learning style. Additional support, appropriate challenges, and differentiated questioning are just a few of the methods utilized. Those students are then progress monitored through classroom assessments of instruction for approximately two months with changes made to the students' individualized plans as needed. Then another short-cycle formative assessment is given. Classroom performance is analyzed relative to the grade-level standards and growth or lack thereof for individual students is identified. The process simply continues as teachers analyze class strengths and opportunities for improvement. Standard-specific "probes" are created to guide instruction.

The administration recognizes the benefits of informing the community on how the school is performing, and encourages their involvement. Holloman Middle School communicates the six indicators on the New Mexico State Report Card with parents/guardians and local military community. The results are shared through the district web page, local newspaper, and local community forum. The district supports home communication through Synergy, our internet-based school management program, which allows real-time access to student grades, attendance, and teacher comments. In addition, the school also provides progress reports every three weeks, along with a nine-week quarterly report card. Parent-teacher-student conferences are held twice a year. Individual student results are shared with the parent(s)/guardian(s) and students highlighting strengths in the student's performance and identifying opportunities for improvement. The teacher communicates to the parent(s)/guardian(s) how instructional time and

decisions will be used to address the student's needs. Students are provided with access to online research-based enhancement tutorials and games in the areas of reading and math.

The use of assessment data is paramount to the success of the school. Statistical information is integrated into the daily instruction of students, curriculum development, and school-wide enhancement programs. The data is a foundational support that our school's success is built upon.

3. Sharing Lessons Learned:

Through piloting, testing, and initiating various programs, HMS is often used as a springboard for the school district. Monthly district Strategic Planning Days (SPD's) allow our teachers to present on topics such as reading and writing workshop, mathematics assessments, and positive psychology. By piloting the DoDEA virtual learning program, HMS inspired the district to adopt the high school's Virtual Academy, and distance learning was introduced at the other middle schools.

HMS sparks the use of technology. The technology-based Power-Up Grant was started in our sixth grade English classes. The program was mentored by a consultant and later implemented at the other middle schools. HMS has been at the forefront of utilization of technology to enhance learning through grant writing and other district initiatives.

We have high participation in district curriculum committees, including the English Language Arts Curriculum Development team, Curriculum Coordinating Committee, and the Math Curriculum Development team. In addition, our principal was asked by our Executive Director of Schools to share a booklet she created on a school-wide positive behavior system (CHAMPS), to be disseminated among the other schools in our district as a model format.

HMS was the first to integrate math and reading coaches in our schedule to support staff and improve instructional practices. The district posted coaching positions in math and later language arts to provide support to all middle schools. Both our math and language arts teachers were hired to facilitate that program.

HMS has been the on the forefront of math and science initiatives. We have shared ideas at the state and national level. Our MESA program has received first place in multiple competitions resulting in an invitation for the students and teacher to visit the state capital and speak with representatives on behalf of MESA. Another program introduced to the district by HMS, in partnership with New Mexico State University, is National History Day. Regional, state, and national awards have inspired other middle schools to participate in this program. Our school P.R.I.D.E program has inspired similar programs in several other military schools across the nation. HMS also participated in a "Heroes Project," where we created a video that was shared at a meeting of the National Association of Middle Schools.

The staff at Holloman Middle School firmly believes in the importance of sharing successful strategies with other professionals, and strives to do this at every available opportunity.

4. Engaging Families and Communities:

Proactive communication is a cornerstone in our success of engaging families. Teachers make at least two positive contacts per week, in addition to contacting parents if students are showing signs of difficulty or struggle, recording this communication in their parent contact log. Holloman Middle School also uses our ParentVUE portal, which allows parents to see their student's grades at any time, School Messenger, frequent email updates, school and district webpages, newsletters, flyers, and the quarterly school newspaper to further engage families in our school.

The welcoming environment of HMS embraces the families and local and military community, offering multiple opportunities to be involved in our school. Plays, musical performances, demonstrations, Science Discovery Night, National History Day displays, field trips, family fun nights, parent teacher conferences, and assemblies are some of the opportunities for families and community members to participate and enjoy. The HMS PTO is an important entity in our school, providing parent volunteers and funding. The community, both on and off base, benefits from our students. Our National Junior Honor Society members volunteer regularly for events ranging from fundraising for leukemia research to creating care packages for deployed airmen. Other student groups have visited nursing homes and worked with students in the elementary school, strengthening their ties to the community. Holloman Middle School knows the value of community support, so we have partnered with a variety of businesses that provide incentives for our students. Holloman Air Force Base's "Big Give" contributed to school improvement with a beautification project. The test track squadron, base police, Airmen Family Readiness Center, New Mexico State University of Alamogordo, Kiwanis, the local mayor, and several vice wing and wing commanders have participated in various school activities, programs, and celebrations.

Holloman Middle School also recognizes the importance of positive recognition and the role it plays in our community. Each quarter, honor roll assemblies, pep assemblies, celebrations of academic success recognize students. In addition, student groups that are successful in competitions, such as MESA, choir, and Math Counts, make presentations to the school board. All of this positive recognition is shared with parents, the school board, and other members of the community, strengthening the essential relationship that exists between Holloman Middle School, its families, and community members.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

High achievement, high expectations, and accountability drive the curriculum and instruction at Holloman Middle School. Educators at Holloman Middle School believe “how” they teach is as important as “what” they teach. The principal has trained teachers in EEI (Effective Elements of Instruction) by Madeline Hunter to ensure that every minute of class time is efficiently used to accomplish the standards. As the move to Common Core State Standards is made, teachers are studying the cognitive demand of each standard and sharpening their task analysis skills in order to appropriately build the rigor and thinking levels of each student, preparing them for college and career readiness. High significance is placed on ensuring that each engaging component of the lesson matches the instructional objective: anticipatory set, lesson and activities, as well as closure. Objectives are posted in each class so students know the learning goal and can be actively pursuing personal success each instructional moment. The teachers strive for engaged, active participation. Positive student engagement is evidenced by the low number of office referrals; high percentages of student success verified through honor roll, NJHS membership, and reading and math goal achievement; as well as short cycle and state assessments.

English focuses on daily writing through writer’s workshop, incorporating grammar, revising, and editing skills. Language Arts classes regularly refer to the Reading Comprehension Ladder, the elements of literature, and analysis and application discussions, using fiction and non-fiction text. The *Reading Renaissance* program develops a joy of reading, while *Reading Plus* improves fluency, comprehension, and vocabulary. Master teachers demonstrate lessons from advanced placement strategies to model deepening students’ thinking. Students demonstrating advanced performance in English Language Arts are given the opportunity to take English 9 for high school credit.

Mathematics classes acquire foundational math skills through cooperative learning and multiple modalities, using technology websites, explorations, games, and hands-on activities, plus reviewing questions from previous units and grades. Math Olympiads, First in Math, Study Island, and Manga High all support the math curriculum. Advanced classes are available for those who qualify, including Algebra I and Geometry for high school credit.

Science students are taught through a hands-on, lab-based approach. Course offerings include Physical science, life science, and Earth science with a ninth grade high school credit Physical Science I class available for advanced learners. Science is supported through the STEM (Science Technology Engineering Math) class, Science Discovery Night, partnership with the Holloman Air Force Base Test Track, and MESA competitions.

Social Studies scholars are taught to locate reliable primary and secondary sources, research, analyze, synthesize, and form their own opinions through the study of ancient, New Mexico, and U.S. history. Through interactive technology, hands-on projects, National History Day, and Desert Lights Film Festival, history comes alive.

In addition to athletics and physical education, electives offered include beginning and intermediate band, choir, beginning and intermediate orchestra, guitar, art, adventures in history, family and consumer science (FCS), crafts, performing arts, STEM, photojournalism, yearbook, computers, tech lab. Health and nutrition are taught in Family Consumer Science and physical education, and promoted at the annual school health education fair. Virtual Ideal NM classes are eligible for high school credit, provided by the *Connections Virtual Learning Grant* through the Department of Defense Education Activity (DoDEA). Class choices include Spanish, French, geometry, astronomy, psychology, art appreciation, career exploration, and digital photography.

Eighth graders complete career units in our innovative tech lab exploring CAD, engineering, research and design, flight simulators, electrical circuits, graphic design, robotics, digital photography, DVD production, virtual makeover, rocketry and space, residential construction, and home maintenance.

Career and College Readiness is at the forefront of everything Holloman Middle School offers.

2. Reading/English:

Holloman Middle School educators all work together to support every student in achieving proficiency or above in reading and writing. In addition to providing students the opportunity of having both an English and Reading class at all three grade levels, all content areas incorporate daily reading and writing in the curriculum.

Writing across the curriculum has always been an expectation at HMS. All content areas consistently require students to use a common answer writing strategy for open ended questions to identify textual evidence and explain the thinking behind their answer. Writing projects beyond the classroom expand student learning in various areas. Students showcase writing skills through essay competitions and publications sponsored by VFW, National History Day, Rotary Club, Daughters of the American Revolution, NAACP, the Military Child Education Coalition Magazine, and the Otero County Writing Fair. Technical writing skills are reinforced through journalism, STEM, and yearbook, while reading skills are extended through elective classes. Service learning projects continue the extension through making cards for deployed families, nursing homes, and soldiers in retirement homes.

English and Language Arts teachers incorporate a variety of instructional strategies using all modalities to access and retain new information through both literature and informational text. Students model master writers as they create a variety of writing on both paper and computers. Writer's workshop and classroom activities focus on strengthening key skills within grammar, poetry, figurative language, and writing. Reader's and writer's notebooks, as well as anchor charts, provide students with places to revisit skills, concepts, and vocabulary. During daily instruction, teachers create and encourage students to utilize constant references to consistent reading comprehension strategies. The daily school-wide independent reading program, Reading Renaissance, fosters the opportunity for teachers and students to dialogue about each student's completed books, while earning points toward their reading goal and increasing reading test scores. Reading goal achievements are celebrated at the end of each nine weeks with high-energy activities. Struggling readers are further supported through research-based reading intervention programs and book clubs led by their reading teacher. Advanced readers are encouraged through reading competitions, gifted instruction, and ninth grade English for high school credit.

The middle school Language Arts Professional Learning Community decided to make an early leap to full implementation of the Common Core State Standards this year, ahead of the district-wide mandate. This decision has led to a deeper study of the standards and changing instruction to include the rigor of the CCSS.

3. Mathematics:

Holloman Middle School utilizes an inquiry-based resource that provides a standards-based learning environment. Math teachers use this program to build student reasoning and communication skills and improve proficiency. Students develop an understanding of key foundational math skills and depth of knowledge through individual, cooperative, and whole group discussions, expressing their thinking through written and oral responses to apply these skills to real-world scenarios. Students receive a minimum of 80 uninterrupted minutes of math instruction per day. Instruction is divided into 4-6 week units of study on Numbers and Operations, Measurement, Geometry, Data Analysis and Probability, and Algebra at different levels.

Math teachers post and discuss learning objectives and criteria for success. Effective Elements of Instruction are incorporated with math lesson design. Teachers connect the lesson to real-world experiences, discuss concepts the students may see in the lesson, and/or clarify questions. Students are given opportunities to work in small, heterogeneous, cooperative groups to explore the concepts of the day. Each lesson spirals in difficulty, starting with basic ideas of concepts and progressing to the “bigger picture” concept. Lessons allow time for students to share their observations and reflect on their learning. Students are then given the opportunity to practice their learning on similar problems independently.

Math teachers incorporate many best teaching practices such as pre/posttests, and constant preview/review vocabulary exposures, along with word walls, rubrics, model problems, and frequent feedback.

Math teachers incorporate several tools to ensure foundational skills are acquired. Short-cycle assessment data guides instruction while online tutorial programs such as Study Island, First in Math, and Mangahigh help build and maintain basic and mental math skills, providing challenge and increasing fluency and proficiency. Bi-weekly use of these programs has had a direct correlation to improved scores on the NMSBA (New Mexico Standards Based Assessment). Students are also given a quarterly math goal which encourages further use of these resources.

Every teacher differentiates to meet individual student’s mathematical needs. Additional support and modified explorations are provided for struggling learners and extension problems for advanced students. One-on-one or small group help is offered before and after school to help students succeed. Advanced math classes (Algebra, geometry) are offered for high school credit. Almost 40% of students are involved in a competitive math program, challenging students with higher-level math skills. Math teachers communicate through progress reports, online grade book, emails, and phone calls, and provide multiple resources to help students succeed in mathematics.

4. Additional Curriculum Area:

The social studies curriculum is vital to the HMS mission, teaching essential skills and knowledge needed for college, career, and beyond. The social studies teachers have created a curriculum for state, U.S., and world history that is supplemented by online resources, research, and technology. To support the relationship aspect of our school’s mission, students often work with partners or small groups to accomplish tasks, such as researching or creating a video documentary. Working in cooperative groups teaches the students the vital skills of teamwork, problem-solving, and compromise: all essential skills in the work place. Students also practice life skills such as public speaking, interviewing, and debate, both in the classroom and at competitions such as National History Day. Students from Holloman Middle School have been a dominate presence in the regional and state competitions, and we have had representatives at the national level for the past three years. Last year, our students earned 7th place nationally in the paper-writing category and placed in the nation’s top 14 in the documentary category. The NHD competition requires students to have strong interview and self-expression skills because of the rigorous interview process. Students must think on their feet under pressure, articulate the impact their research had on their thinking, and explain how they formulated their opinions.

Social studies teachers support the “mind’s purpose” by training students to analyze and synthesis information from a variety of sources, rather than rely on the sole point of the view of a social studies textbook. Students complete at least two major research projects each year, in addition to their NHD projects. Common Core Informational Text standards are taught through projects that identify valid primary and secondary sources while analyzing and synthesizing information. Students then articulate their thoughts in a clear, organized fashion through a variety of learning styles. Projects include creating a website, writing a formal paper, using their technology skills to create movies or video documentaries, writing and performing a drama, and/or creating a museum-like exhibit. Teachers supplement their instruction with hands-on activities and technology, incorporating language arts best practices, using graphic organizers, the comprehension ladder, and thinking stems.

The acquisition of these essential skills and knowledge supports the mission of HMS and equips them to productive members in society.

5. Instructional Methods:

Holloman Middle School realizes that today's classrooms are more academically and culturally diverse with a variety of exceptionalities and considerably different experiential backgrounds. Being on a military base with a high mobility rate brings even more differences. Our school culture is one that welcomes and assists students in adapting to their new environment to quickly make friends and become a "falcon", so they can be successful, too. Student ambassadors are partnered with new students to give them a tour on their first day and to take them to each of their classes and lunch, introducing them to teachers and students throughout the day, being their friend and helping them be an integral part of our school.

Teachers create lessons that incorporate multiple learning styles and modalities to assist all students in gaining proficiency levels in our inclusive, mixed-ability classrooms. Technology integration throughout the school assists each student in their learning. Teachers demonstrate Instructional practices regularly incorporate technology such as document cameras, Mimeo, and computers connected to LCD projectors. These tools are integral to differentiating instruction. With this technology, students and teachers create Power Points and audio/visual presentations, demonstrate and conduct Internet research, utilize online reference materials, and produce written assignments.

Instruction is modified and supplemented through our daily Coaching Connection classes. All students receive individually designed standards-based tasks to enhance student reading and math skills to support continuous growth. Afterschool study hall provides individual tutorials with teachers and extra time on computers. The library has extended hours before school, during lunch, and after school.

Special education and inclusionary programs are provided based on the students' IEPs to accommodate their needs. Regular communication between the special education teacher and core teachers ensure that the requirements for IEPs are met and all students are successful. A highly qualified English as a Second Language teacher works daily during the enhancement class with the ESL students. Gifted and Talented students receive support through a gifted facilitator and acceleration is provided for students needing advanced placement. Students are placed in advanced, independent study, virtual learning classes, or high school credited courses.

At Holloman Middle School, the essence of student achievement is attributed to the highly qualified teachers who implement effective instructional practices and strategies that support student learning.

6. Professional Development:

Holloman Middle School has always been a leader in learning and developing professionally, implementing best practices from leading researchers in school environment, classroom instruction, communication, and community building. The district has recently implemented a district-wide Strategic Plan with three main components, one of which includes improving student achievement, teacher and principal instructional knowledge and skills through focused professional development for all employees.

New teachers are provided two days of training before school begins, three full training days throughout the year, and six after school sessions (topics include SAT and RTI, IEP training, Safety in the Middle School Setting, CHAMPS). New teachers are provided a mentor teacher on campus and monthly training provided by the district PALM (Peer Assisted Learning Mentor) in their subject area. District trainings and the principal use EEI (*Essential Elements of Instruction*, Madeline Hunter) to improve instructional practices. Weekly walk-throughs, pre and post conferences, and observations are used to monitor and adjust effective teaching.

This school year ten days were created in the school calendar for professional development for all teachers and administrators, which include continual EEI training from an outside consultant, focusing on the task analysis and writing objectives module, aligning curriculum to the CCSS, curriculum mapping and creating common assessments. In addition, ELA teachers have received training on reader's and writer's workshop. ELA and math teachers utilize a collection of Best Practices contained in Curriculum Tool Kits. Other district-directed educator support program workshops include: Literacy Best Practices, Military Kids in the Classroom, Short-Cycle Assessment Data Analysis, Using the DRA, Bloom's Taxonomy, Common Core State Standards Structure, CHAMPS, and online instructional resources from PD 360 sessions and Safe Schools.

Our principal has always been a visionary instructional leader who continues to learn and share from the many professional development books from the district office. Information is disseminated through weekly principal memos, Master Teacher brochures, one-on-one conversations, and staff meetings. Quantum Learning (LeTellier), Differentiating Instruction (Tomlinson), Authentic/Performance Assessment (Wiggins), Curriculum Mapping (Jacobs), Instructional Strategies (Marzano), EEI (Hunter), Learning Styles (Dunn), Cooperative Learning (Kagan), Professional Learning Communities (DuFour), Cognitive Coaching (Summers), and Brain-Based Learning (Jensen) are embedded in our instructional practices. School-wide Professional Learning Communities, weekly curriculum, and grade level team meetings are the forum for professional learning and reflective conversations. Because our goal is for every child to succeed, professional development is an integral component of teaching and learning at HMS.

7. School Leadership:

The foundation of the school is built upon visionary leadership of the principal. A positive strengths based approach coupled with high expectations is evident throughout the school, programs, and competitions. Focusing on best practices, the principal is the instructional leader. The principal actively pursues personal and staff professional development. The principal's professional development includes master mind groups attended by Art Costa, Peter Block, William A. Sommers, and others, a coaching clinic and internship under Karla Reiss, author of Leadership Coaching for Educators: Bringing out the Best in School Administrators, trained by the National Foundation Grant entitled MC2, attended Chautauqua's, mentored by Dr. William Sommers, and shares best practices by Seligman, Marzano, DuFour, Tomlinson, LeTellier, Reeves, Hunter and others. The knowledge and skill set gained from these experiences strengthened the principal's beliefs, determination, and skill for creating a school culture that reflects the value set of success: positivity, high expectations, and best instructional practices.

The principal models continual learning for her staff, activating in others a desire for growth, and continuous improvement. The staff often receives job embedded training coupled with district professional development. Regular conferences are held between the principal and teacher, grade level and curriculum teams focusing on instructional practices, data, differentiated approaches, intervention strategies, and communication. The student assistance team establishes action plans for struggling students. The Quantum Possibility Team, QPT, is the school leadership team which maintains communication links with staff. Classroom instructional practices are observed through walk-throughs, Effective Elements of Instruction practices, and evaluations. Teachers review and reflect on their professional development plans quarterly with the principal. Communication, reflection, and continual learning is the basis for improvement.

We believe in a positive strengths-based approach coupled with classroom management plans. Teachers meet and greet students each class period. Respectful behavior is expected and reinforced. The heart of the school is anchored through positive relationships and seeking the goodness and gifts in each individual. The counselor provides weekly "LINK" lessons that teach empathy and community building. The Military Child Group, McG's, offers support, encouragement, and relationship activities twice a month during lunch. Students are selected monthly for Most Improved, PRIDE, a character

program, and Citizen of the Month. Service projects support local and national charities. Care packages and cards are sent to deployed military. Students are individually recognized for “Making a Difference”.

The consistency of practice and the sensitivity and care for people is a successful combination at Holloman Middle School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: New Mexico Standards Based Assessment
Edition/Publication Year: 2007 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient + Advanced	60	58	51	68	37
Advanced	11	7	16	10	5
Number of students tested	55	69	63	41	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	65	50	37	64	30
Advanced	10	0	5	9	0
Number of students tested	20	14	19	11	23
2. African American Students					
Proficient + Advanced	Masked	50	Masked	Masked	Masked
Advanced	Masked	0	Masked	Masked	Masked
Number of students tested	3	10	8	6	6
3. Hispanic or Latino Students					
Proficient + Advanced		54	50	Masked	Masked
Advanced		0	8	Masked	Masked
Number of students tested		13	12	8	8
4. Special Education Students					
Proficient + Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		5	6	6	7
5. English Language Learner Students					
Proficient + Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	2	2	2		2
6. Asian					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	6	7	4	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Blank "Number of students tested" cells represent no student tested for that group. All other blank cells in this table represent unreported data from NMSBA because of too few students (

13NM3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: New Mexico Standards Based Assessment

Edition/Publication Year: 2007 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient + Advanced	82	62	78	73	58
Advanced	17	19	5	15	2
Number of students tested	54	69	63	41	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	85	50	68	91	48
Advanced	15	6	11	27	0
Number of students tested	20	18	19	11	23
2. African American Students					
Proficient + Advanced	Masked	50	Masked	Masked	Masked
Advanced	Masked	10	Masked	Masked	Masked
Number of students tested	3	10	8	6	6
3. Hispanic or Latino Students					
Proficient + Advanced		69	75	Masked	Masked
Advanced		15	8	Masked	Masked
Number of students tested		13	12	8	8
4. Special Education Students					
Proficient + Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		5	6	6	7
5. English Language Learner Students					
Proficient + Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	1	2	2		2
6. Asian					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	6	7	4	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Blank "Number of students tested" cells represent no student tested for that group. All other blank cells in this table represent unreported data from NMSBA because of too few students (

13NM3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: New Mexico Standards Based Assessment

Edition/Publication Year: 2007 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient + Advanced	75	67	52	54	55
Advanced	23	13	17	18	8
Number of students tested	65	61	46	56	49
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	79	57	36	50	20
Advanced	16	0	9	10	10
Number of students tested	19	14	11	20	10
2. African American Students					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	7	7	9	7
3. Hispanic or Latino Students					
Proficient + Advanced	64	Masked	50	36	Masked
Advanced	0	Masked	10	0	Masked
Number of students tested	11	8	10	11	9
4. Special Education Students					
Proficient + Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		5	4	4	8
5. English Language Learner Students					
Proficient + Advanced	Masked		Masked		Masked
Advanced	Masked		Masked		Masked
Number of students tested	1		1		2
6. Asian					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	8	2	3	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Blank "Number of students tested" cells represent no student tested for that group. All other blank cells in this table represent unreported data from NMSBA because of too few students (

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: New Mexico Standards Based Assessment

Edition/Publication Year: 2007 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient + Advanced	85	71	84	86	82
Advanced	20	7	18	23	20
Number of students tested	65	61	45	56	49
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	90	50	82	80	60
Advanced	11	0	18	15	10
Number of students tested	19	14	11	20	10
2. African American Students					
Proficient + Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		7	7	9	7
3. Hispanic or Latino Students					
Proficient + Advanced	82	Masked	90	64	Masked
Advanced	9	Masked	30	18	Masked
Number of students tested	11	8	10	11	9
4. Special Education Students					
Proficient + Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		5	4	4	8
5. English Language Learner Students					
Proficient + Advanced					Masked
Advanced					Masked
Number of students tested					2
6. Asian					
Proficient + Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		8	1	3	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Blank "Number of students tested" cells represent no student tested for that group. All other blank cells in this table represent unreported data from NMSBA because of too few students (

13NM3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: New Mexico Standards Based Assessment

Edition/Publication Year: 2007 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient + Advanced	77	63	69	91	67
Advanced	21	8	19	18	13
Number of students tested	57	60	62	34	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	53	62	48	Masked	70
Advanced	13	0	10	Masked	10
Number of students tested	15	13	21	5	10
2. African American Students					
Proficient + Advanced	Masked	Masked	45	Masked	33
Advanced	Masked	Masked	0	Masked	8
Number of students tested	5	5	11	7	12
3. Hispanic or Latino Students					
Proficient + Advanced	73	64	70	Masked	90
Advanced	9	0	10	Masked	10
Number of students tested	11	11	10	7	10
4. Special Education Students					
Proficient + Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		3	3	3	2
5. English Language Learner Students					
Proficient + Advanced		Masked			Masked
Advanced		Masked			Masked
Number of students tested		2			1
6. Asian					
Proficient + Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	2	4	2	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Blank "Number of students tested" cells represent no student tested for that group. All other blank cells in this table represent unreported data from NMSBA because of too few students (

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: New Mexico Standards Based Assessment
Edition/Publication Year: 2007 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient + Advanced	86	76	90	94	90
Advanced	18	19	19	32	8
Number of students tested	57	59	62	34	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Advanced	73	62	81	Masked	100
Advanced	13	15	14	Masked	10
Number of students tested	15	13	21	5	10
2. African American Students					
Proficient + Advanced		Masked	64	Masked	92
Advanced		Masked	27	Masked	0
Number of students tested		5	11	7	12
3. Hispanic or Latino Students					
Proficient + Advanced	91	80	100	Masked	100
Advanced	27	10	10	Masked	20
Number of students tested	11	10	10	7	10
4. Special Education Students					
Proficient + Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		3	3	3	2
5. English Language Learner Students					
Proficient + Advanced		Masked			Masked
Advanced		Masked			Masked
Number of students tested		1			1
6. Asian					
Proficient + Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	4	2	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Blank "Number of students tested" cells represent no student tested for that group. All other blank cells in this table represent unreported data from NMSBA because of too few students (