

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Layne Donald Billings

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

Official School Name Gilbert High School

(As it should appear in the official records)

School Mailing Address 312 Gretten St.

(If address is P.O. Box, also include street address.)

City Gilbert State IA Zip Code+4 (9 digits total) 50105-0186

County Story County State School Code Number\* 0172

Telephone 515-232-3738 Fax 855-827-1298

Web site/URL http://gilbert.k12.ia.us/high/about E-mail billingsl@gilbert.k12.ia.us

Twitter Handle billingsl@gilbert.k12.ia.us Facebook Page \_\_\_\_\_  
Google+ billingsl@gilbert.k12.ia.us  
(Same as email)

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mr. Lindsey Beecher E-mail: beecherl@gilbert.k12.ia.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Gilbert Community School District Tel. 515-232-3740

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. Tyler Holck  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 4 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade                 | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK                  | 0          | 0            | 0           |
| K                     | 0          | 0            | 0           |
| 1                     | 0          | 0            | 0           |
| 2                     | 0          | 0            | 0           |
| 3                     | 0          | 0            | 0           |
| 4                     | 0          | 0            | 0           |
| 5                     | 0          | 0            | 0           |
| 6                     | 0          | 0            | 0           |
| 7                     | 0          | 0            | 0           |
| 8                     | 0          | 0            | 0           |
| 9                     | 58         | 59           | 117         |
| 10                    | 58         | 40           | 98          |
| 11                    | 58         | 55           | 113         |
| 12                    | 36         | 54           | 90          |
| <b>Total Students</b> | 210        | 208          | 418         |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 1 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 90 % White
  - 4 % Two or more races
  - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 6%

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

| <b>Steps For Determining Mobility Rate</b>   | <b>Answer</b> |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year             | 12            |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year | 13            |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 25            |
| (4) Total number of students in the school as of October 1   | 402           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.062         |
| (6) Amount in row (5) multiplied by 100  | 6             |

7. English Language Learners (ELL) in the school: 0%  
1 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Chinese
8. Students eligible for free/reduced-priced meals: 9%  
 Total number students who qualify: 38

If this method is not 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.

9. Students receiving special education services: 7 %  
28 Total number of students served

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

- |                         |   |
|-------------------------|---|
| 4 Autism                | 2 Orthopedic Impairment                 |
| 0 Deafness              | 1 Other Health Impaired                 |
| 0 Deaf-Blindness        | 17 Specific Learning Disability         |
| 1 Emotional Disturbance | 1 Speech or Language Impairment         |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 3 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 3 Multiple Disabilities | 4 Developmentally Delayed               |

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

|   | <b>Number of Staff</b> |
|---|------------------------|
| Administrators  | 1                      |
| Classroom teachers  | 27                     |
| Resource teachers/specialists<br>e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.  | 4                      |
| Paraprofessionals   | 9                      |
| Student support personnel<br>e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 3                      |

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

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

| <b>Required Information</b> | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 97%       | 96%       | 96%       | 96%       | 97%       |
| High school graduation rate | 98%       | 100%      | 96%       | 100%      | 95%       |

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

| <b>Post-Secondary Status</b>                  |     |
|---|-----|
| Graduating class size                         | 93  |
| Enrolled in a 4-year college or university    | 67% |
| Enrolled in a community college               | 17% |
| Enrolled in career/technical training program | 2%  |
| Found employment                              | 12% |
| Joined the military or other public service   | 2%  |
| Other   | 0%  |

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

Yes                      No X

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

## **PART III – SUMMARY**

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Gilbert High School is located in central Iowa. Gilbert School District includes the town of Gilbert which has a population of around 1,000 as well as the north part of Ames which is a city of about 60,000. This gives Gilbert both a rural and suburban feel. Many families move into Gilbert boundaries because of its reputation as a high achieving school that maintains a small town feel. Ames is the location of Iowa State University. Many of the students at Gilbert High School are children of adults attending or employed at the University. This creates a community committed to the education of children.

The mission of Gilbert High School is to foster a passion for learning and empower each student to become a productive citizen in today's global society. Gilbert High School's newly adopted vision statement encourages members of the community to share a commitment to create a respectful, caring atmosphere which allows all involved to learn and grow while maintaining high integrity. The daily actions of all members will create a culture of encouragement and pride.

Gilbert High School shares a commitment to the education of all students as a result of serving a community that greatly values education. This is evidenced by the last two bond issues that passed with 79% and 81% support. The bond issues made possible the building of a brand new high school that better serves the needs of students by providing incredible facilities. A few of the major upgrades in the new building include a beautiful auditorium, office and commons areas that help welcome patrons to the school, many classrooms and a large weight room. Our community's commitment to education can be seen the moment you walk into the building.

The parental support for teachers and students is tremendous at Gilbert High School. Parents have the opportunity to be part of the PTO, Athletic Boosters, Fine Arts Boosters, District Advisory Council, School Improvement Advisory Committee and the Gilbert Education Foundation to help support the learning and activities for students. Parents are seen regularly in classrooms and at events volunteering their time and expertise. In addition, our faculty is made up of parents who have students attending school in the district. This results in a culture and commitment at Gilbert High School that is beyond the norm.

The Gilbert Education Foundation dedicates itself to enhancing, enriching, and supporting the quality of educational programs in the Gilbert Community School District. This year's Rock Hop event alone raised more than \$160,000 that will be used to help purchase a computer for every student in the high school. Another great example is the Gilbert Fine Arts Booster Club that just purchased a mini-grand piano for the newly built auditorium by simply sending a letter out to patrons requesting the finances needed.

Gilbert continues to produce students that go on to successfully complete their college degrees and become active members of the work force. Gilbert High School's 2012-13 graduating class had 67% of the students who went on to four- year colleges and another 16% went on to community colleges. Iowa Assessment data shows over 90% of Gilbert High School students are meeting the standards for being proficient or higher in math, reading and science for the past two years. In the last decade the high school has met its annual progress report goals and has never been designated as a school in need of assistance. ACT scores are another indicator that Gilbert is meeting the educational needs of its students. Last year Gilbert students who took the ACT test scored an average of 24.1, and over 16% scored above 30. This was accomplished with participation of over 90% of the junior class taking the test. A final piece of data that is evidence of the quality education provided at Gilbert High School is that 86% of last year's graduating class earned college credit before graduation, with an average of 12.3 college credits earned per student. To maintain this high level of student achievement, administrators and teachers new to Gilbert go through a rigorous hiring process to assure they share a commitment to high expectations.

The faculty and community members at Gilbert High School give their lives to the education of students. This philosophy is spoken about in our community and is acted upon in the daily lives of everyone involved. This creates a culture where faculty is committed to the education of every child. Parents are committed to the education of every child. Students are committed to the education of every child. The community is

committed to the education of every child. This is what makes Gilbert High School worthy of National Blue Ribbon Status.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

#### **A) ACT COLLEGE READINESS TESTING:**

Over the past five years, Gilbert students have consistently scored well in all areas of the ACT. Gilbert High School's five-year average compared to the State of Iowa's five-year average is listed below:

|             | English | Mathematics | Reading | Science | Comp. |
|-------------|---------|-------------|---------|---------|-------|
| Gilbert H.S | 23.6    | 24.2        | 24.4    | 24.1    | 24.2  |
| State       | 21.7    | 21.8        | 22.7    | 22.3    | 22.3  |

#### **IOWA ASSESSMENT:**

All students in grades 9-11 take Iowa Assessments in the areas of Math, Reading, and Science. The state of Iowa has defined three achievement levels – Not Proficient, Proficient and Advanced. Student performance on the Iowa Assessment Reading and Mathematics Test determine their achievement level in these areas. The standard score is a number that describes a student's location on the achievement continuum. Proficient on the Midyear Iowa Assessment in Mathematics is classified as 9th graders scoring 249 or higher, 10th graders scoring 257 or higher and 11th graders scoring 261 or higher. Proficient on the Midyear Iowa Assessment in Reading is classified as 9th graders scoring 247 or higher, 10th grader scoring 257 or higher and 11th graders scoring 262 or higher.

#### **NWEA (Northwest Evaluation Assessment) MAP:**

Gilbert High School freshmen and sophomores take the MAP test in reading and mathematics. This test is a state-aligned computer-based test. It adapts to the student in real time as the test progresses for a clear picture of learning achievement and readiness. The test is scored on a RIT scale that is like a yardstick; each year the expectation is to see growth up the scale in each subject area. Using an adaptive instrument allows students to see progress and growth, including those who are above and below the mean. Gilbert High School administrates this test in the Spring of each year.

B) Gilbert High School continues to achieve at high levels on the Iowa Assessment. In the last five years 92% of the students scored proficient or advanced in mathematics on the Iowa Assessment. During this same period of time the average 9th grade score was 91%, the average 10th grade score was 93% (past two years) and the average 11th grade score was 91%. The percent achieving the advanced level in mathematics has continued to be high with an average of 39% over a five year period. Over the same period the average 9th grader scoring advanced was 41%, the average 10th grader scoring advanced was 34% and the average 11th grader scoring Advanced was 42%.

The percent of students scoring proficient or advanced in reading on the Iowa Assessment has also continued to be high, with an average of 91% over the last five years. During the same period of time the average 9th grade score in reading was 89%, the average 10th grade score was 94% (past two years) and the average 11th grade score was 90%. The percent achieving the advanced level in reading was an average of 30% over the last five years. Over the same period the average 9th grader scoring advanced was 29%, the average 10th grader scoring advanced was 29% and the average 11th grader scoring advanced was 30%.

The high school has been able to maintain advanced levels of achievement while targeting struggling students to meet proficiency. Several things have kept scores high in mathematics and reading. Several years ago success study halls were created for at-risk students struggling in reading and mathematics. These

success study halls allow students to get additional help on completing assignments, studying for tests and learning organization skills. They meet in an at-risk classroom with 3-5 students present in order to better focus on their work while receiving interventions when needed.

Our freshmen special education, language arts, and success seminar teachers have concentrated specifically on reading this year to support the 2013-14 goal of increasing the percent of students in 9th grade scoring proficient or higher in reading on the Iowa Assessment. As 8th graders, in 2012-13, 86% of students scored proficient or above in reading on the Iowa Assessments. Gilbert High School has currently achieved two years with all grades scoring 90% or above, so if this goal is met it will be celebrated. On the other hand, if this goal is not met, it will be confronted.

The year began by having the freshman grade level team identify all students who scored non-proficient on the Iowa Assessments. They spent the year implementing tier one and tier two interventions in 9th grade language arts classes, special education guided study halls and success seminars. Students who were not proficient in reading were taught research-based reading strategies.

Gilbert's lowest group in 2011-12 were the sophomores in mathematics. Targeting that group, Gilbert's 2012-13 math goal was to increase 10th grade proficiency. This goal was met with students scoring 92% proficient in math during the 2012-13 school year.

Another major accomplishment is seen in special education students significantly raising their scores on the Iowa Assessment over a 3 year period. The current senior special education students were 56% and 44% proficient as freshmen, 75% and 88% proficient as sophomores and 88% and 88% proficient as juniors in Math and reading respectively. This is an increase of 32% in mathematics and 44% in reading.

Gilbert has chosen to use the NWEA MAP test as its second district assessment. All grades have consistently scored above the national median in reading and mathematics.

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

Gilbert uses a variety of assessment data to analyze and improve student performance. The first thing teachers do after reviewing the Iowa Assessment scores is evaluate them as grade-level teams. Non-proficient students are identified and plans for growth are made. Yearly growth targets to increase the number of students proficient in low areas are set. Over the past ten years, the high school staff has accomplished all Annual Progress Report (APR) goals they have set.

Last year Gilbert sophomores who were not proficient in mathematics were targeted for an APR goal, and again this goal was met when 10th grade mathematics proficiency scores were raised. One reason why goals are regularly met at Gilbert High School is teachers spend time within their PLC's meeting as departments and grade level teams identifying non-proficient students and coming up with tier one and two interventions to impact change. These interventions have been implemented in the classroom, in Success Seminars and during math labs. Math labs have been established for students not proficient in math who need assistance. The lab is taught by the same teacher who teaches the regular math class enabling him/her to systematically differentiate the curriculum for low-achieving students.

Each department has had release time to do curriculum mapping for all courses taught at Gilbert. The goal of this work is to assure all requirements of the Iowa Core are being met. K-12 teachers have worked collectively to identify curriculum gaps and overlaps, and make any necessary alignment changes. Gilbert is committed to each and every student having the opportunity to learn the concepts and essential skills of the Iowa Core, including special education students. Curriculum maps will soon be shared with the public via the district's website.

Authentic Intellectual Work (AIW) is another way faculty members use assessment data to improve student learning. Gilbert High School is currently in its eighth year of using the AIW framework. AIW requires teachers to have peer review in order to get input on how to improve student learning. AIW focuses on the

quality of intellectual work teachers demand and the work students produce. It provides extensive teacher practice in assessing the extent to which teachers require students' construction of knowledge, conceptual understanding, and elaborated communication. Teachers receive this input from peers, adjust their lessons, teach them, and then evaluate if the students' work reflects the expected outcomes. This cycle can be repeated multiple times as teachers work to perfect their lessons.

Gilbert purposefully informs parents, students and community members regarding student achievement. A monthly newsletter is sent out informing stakeholders about the school and its goals. Committees are another opportunity for the district to share student achievement data. The mission of the SIAC committee is to assess school data, create goals, and monitor if they have been reached. The DAC committee is used to give feedback regarding new and existing programs at the high school. Finally, parents/students are continually informed about academic progress via a Power School portal.

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

Gilbert High School core teachers were involved in the Iowa Core from the ground floor. Dr. Brad Niebling, an alignment expert from Heartland AEA, chose Gilbert teachers as one of three schools to pilot a process to unpack the Iowa Core standards. This work generated data that would later be used to build an electronic tool to measure the "enacted" Iowa Core Curriculum, the HCAT/ICAT.

The Department of Education selected Gilbert High School to be one of eight schools to pilot Authentic Intellectual Work (AIW) in 2007-2008, a framework based on the work of Dr. Fred Newman which demands a rigorous, relevant curriculum for ALL students. From seven core teachers in the pilot, AIW is currently the foundation for teaching and learning for all K-12 teachers in the district. Gilbert continues to promote the work of AIW with other districts in multiple ways, such as hosting a Mid-year Conference last year for approximately 300 regional teachers. One Gilbert teacher has earned her accreditation from the Center for Authentic Intellectual Work to be an official AIW coach, and a second teacher will be "badged" this summer.

One of Gilbert's social studies teachers founded the Gilbert Historical Society, a community group that organizes multiple events to educate the public about the rich history of Gilbert. This teacher also founded the Gilbert History Club. Each year, she and her students have spent many days participating in an archeological dig of a pioneer cemetery within the township. These activities have helped to build strong bonds between the school and the community. As a result of her dedication to her field of study, this teacher was elected president of the Iowa Council of Social Studies Teachers, and was chosen to serve as one of two representatives from Iowa on the C3 Framework Teacher Collaborative Council.

A veteran vocational agriculture teacher at Gilbert has served in multiple leadership roles within the state FFA organization. As a result of his contributions, he was recently recognized for his accomplishments with a Congressional Invitation to the statue dedication of Dr. Norman E. Borlaug, the famous agricultural scientist and humanitarian and founder of The World Food Prize, in the U.S. Capitol in Washington, D.C., on March 25. He is one of only two agriculture teachers from Iowa to receive this prestigious invitation for his ongoing work to promote the mission of Dr. Borlaug.

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

Gilbert High School strives to actively engage family and community members in the business of educating its students. Although all Iowa schools are required to have a School Improvement Advisory Committee, Gilbert goes beyond compliance to facilitate a second district-wide committee (DAC) that meets four times a year to discuss items that have the potential to improve student learning. Both committees comprised of administrators, staff, parents and students actively challenge status quo decisions with the goal of providing quality learning experiences for students. Other parent/community groups, such as the Gilbert Education Foundation, Gilbert Fine Arts Boosters, Parent-Teacher Organization and Gilbert Athletic Boosters, work diligently to provide guidance and monetary support for the district.

In addition, the district/high school has created committees for specific purposes: vision-mission, long-range planning, extra-curricular activities, etc., that have offered valuable input to the district. By actively seeking community/parent involvement, Gilbert has been able to mobilize a two-way partnership that shares the same goal of providing a high-quality educational system for the benefit of its students.

Knowing staff can best serve students when a parent-school partnership is developed, Gilbert High School recently initiated a new format for parent-teacher conferences. The second day of parent-teacher conferences are by invitation only and target struggling students. Parents attend one conference with all the students' teachers present. A plan is designed for how to improve the students' learning. This is then documented and added to that student's three ring binder as a tier two intervention that will follow the student throughout their high school years.

Finally, one unique experience for Gilbert students is Business Horizons (BH). The business community bi-annually partners with Gilbert High School faculty to offer value beyond school for all juniors and seniors. BH is a 3-day business camp sponsored by the Association of Business and Industry. The regular curriculum is suspended so that business executives can immerse students in the world of business. Gilbert High School has been providing this unique opportunity for its students since 2000, and is the only high school in the state of Iowa to make this commitment. Students are divided into teams of approximately 15 students to learn about free enterprise, practice team-building skills, use their creativity to produce unique products, develop business plans, and much more. Nearly 50 business partners volunteer the majority of a week, so Gilbert High School can be immersed in this real-world experience.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

All Gilbert core content areas (reading/language arts, mathematics, science and social studies) follow the Iowa Core Curriculum requirements. Each curriculum area is listed below with a brief overview of the classes offered.

The reading/language arts department offers the following core courses: English 9, English 10, English 11 and Senior English. In addition to these core offerings, Advanced English 9 is being added to challenge high-achieving students. Next year, new language arts classes will include Technical Theater/Acting and Beginning Speech/Drama. Two college composition courses are also offered on-site at Gilbert.

The mathematics department offers the following core courses: Algebra I, Geometry, Advanced Algebra, Advanced Mathematics, Math Applications, and Statistics. AP Calculus is another class offered at Gilbert High School designed to challenge high-level math students. Three mathematics classes were added this year in an effort to provide a pyramid of interventions for students struggling in math or those who have tested non-proficient on the Iowa Assessment in mathematics. These classes include math labs in Algebra I, Geometry, and Advanced Algebra. Data collected supports the effectiveness of these labs as a Tier 2 intervention for students in need.

The Science department offers the following core courses: Physical Science, Biology, Chemistry, Physiology I, Physiology II, and Physics. The following science courses are offered by our agricultural science teachers: Horticulture, Agricultural Science and Animal Science. Animal Science is a concurrent enrollment course through Des Moines Area Community College. In addition to these core courses, next year Gilbert will be offering an Advanced Physical Science class to challenge high-level learners in science.

The social studies department offers the following core courses: Geography, World History I, World History II, American History, Economics, Current Events, Sociology, Psychology, American Government, and Art History. In an effort to offer advanced learners additional opportunities, online AP American History and AP Psychology courses will be made available to them.

The art department offers the following core courses: Basic Design, Ceramics I, Ceramics II, Drawing I, Drawing II, Calligraphy I, Calligraphy II, Painting, Jewelry, Computer Graphic Design, Photography, and Art History. A variety of classes offered in the art department provide a wide range of opportunities for students interested in visual arts.

The physical education department offers the following core courses to students: 9th grade Physical Education, Strength and Conditioning, Fitness Physical Education, Advanced Strength and Conditioning, Dual/Team Activities and Recreational Activities. These classes provide a vast array of opportunities to promote good health and wellness. Additionally, an Adaptive Physical Education class is offered that engages traditional students with students who have multiple physical and cognitive impairments.

The foreign language department offers the following core courses: Spanish I, Spanish II, Spanish III, Spanish IV. Spanish is the only foreign language offered at Gilbert High School. If students have significant interest in other foreign languages, online resources through Edgenuity are available, as well as options at Iowa State University.

Gilbert is a member of the Story County Vocational Consortium. This allows students to attend vocational classes at the Des Moines Area Community College (DMACC) Hunziker Center in Ames, Iowa. This consortium allows students the opportunity to use industry-standard equipment that a single district could never afford. Gilbert students are able to get a jump start on college and career preparation thanks to this partnership with Des Moines Area Community College. If students are not able or interested in traveling to Ames to attend vocational consortium classes, many concurrent vocational classes are offered on-site at Gilbert High School.

Beyond vocational courses, many Gilbert students prepare to be college and career ready by taking Post Secondary Enrollment Option classes at Iowa State University and Des Moines Area Community College. Though there is a cost to the district, Gilbert's administration and board of education encourages students to take advantage of these opportunities.

A specific example of an authentic learning experience offered to Gilbert students is Business Horizons(BH) that is taught at Gilbert High School every other year. Since every junior and senior student participates together, it allows the district to provide this opportunity only on alternate years. The normal curriculum is suspended for 3 or 4 days so Business Horizons, typically a summer business camp, can be offered. A true partnership between businesses and the school, BH has been held continually since 2000. The Gilbert Education Foundation has endorsed this major endeavor by providing \$5,000 to cover the expenses for BH. The Association of Business and Industry has provided the curriculum. Students are divided into small groups that are mentored throughout the week by business executives that donate their time. National speakers offer insight into the world of business. Students engage in a variety of authentic activities that help prepare them to be college and career ready.

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

Like all Iowa schools, the Gilbert High School English department uses the Iowa Core to guide its core curriculum. Focusing on the Characteristics of Effective Instruction, teachers strive to deliver lessons that are rigorous and relevant. The language arts teachers use the Authentic Intellectual Work (AIW) framework to critique lessons and make revisions that will increase the cognitive demand of their student tasks.

Students scoring not proficient in reading are identified at the beginning of the year by the language arts and special education departments. The majority of these students have Individual Education Plans that use KU strategies and Six-Way Paragraphs to address their deficits. The goal of KU Strategies is to create independent, successful learners--that is, students who have the skills necessary to be successful with the demands of the general education curriculum. The Six-Way Paragraphs help develop the six essential categories of comprehension. The program focuses on identifying the main idea and subject matter, as well as supporting details. It also works on conclusion skills and clarifying details. Lastly, it focuses on vocabulary development. These instructional methods have continued to raise students language arts skills. These strategies have been so effective with special education students that staff now uses them with general education students during Success Seminar as a tier 3 intervention.

Gilbert's ninth grade students were selected for the district's APR reading goal this year: reducing the number of non-proficient students on the Iowa Assessments. Teachers have focused on teaching reading skills in class, as well as using Success Seminar time for this purpose. Evelyn Wood Reading Dynamics has been used to teach students how to read with purpose, strategy, and flexibility. Students are taught the physical mechanics of dynamic reading, as well as how to develop greater comprehension and memory of what they've read.

Meeting the needs of our advanced students, Gilbert offers rigorous courses in language arts, including the opportunity to take Independent reading classes. Talented-and-gifted students can choose courses based on their areas of interest e.g. creative writing, author studies, cross-curricular projects, etc. Additionally, Gilbert is only five miles from Iowa State University where a number of students continue to take PSEO classes and earn college credit prior to high school graduation.

## **3. Mathematics:**

Gilbert's math program has significantly changed over the past dozen years. Starting from a traditional base, Gilbert's math curriculum has gradually transformed over time as its teachers engaged in ongoing research-based professional development. Over a three year period, high school math teachers regularly participated in E2T2, a consortium formed to improve math student-achievement by focusing on best practices in mathematics and technology instruction, led by Heartland AEA. Dr. Eric Hart provided the core instruction

for these teachers. His leadership was a critical factor in changing teacher beliefs about how math instruction would need to look if students are to be prepared for success in a 21st century global economy. These teachers were educated about expectations within the Iowa Core and then guided to practice new strategies that incorporated technology into their math lessons. Over time teachers developed a deep understanding of both mathematics and instructional pedagogy that changed math learning expectations for Gilbert students. This professional development allowed the district to adopt a rigorous math program, CME Mathematics, a NSF program with a heavy emphasis on problem solving that aligns well with the Iowa Core.

Since Gilbert's core curriculum is so rigorous, it meets the needs of most of its students; however, it does not address the needs of all students. To meet the needs of the advanced math students, some have been accelerated through their high school courses as early as 7th grade, with many taking Algebra I and Geometry before they even enter high school. The district does offer AP Calculus in-house. Since Gilbert is only five miles from Iowa State University, a number of students continue on to take PSEO classes and earn college credit prior to high school graduation. On the other hand, to meet the needs of the struggling students, Gilbert has made a commitment not to lower learning expectations, but offer additional support for these students through math labs attached to each core class. This year a second statistics class was added to Gilbert's math offerings in an effort to better prepare students to be college and career ready.

Also noteworthy, all high school mathematics teachers meet regularly to evaluate their lessons, generate potential improvements, and revise student tasks. In the end, these revised tasks raise expectations for students to produce high quality work.

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

Science is one curriculum area that provides evidence that Gilbert is achieving its mission: students are achieving the acquisition of essential skills and knowledge that will empower them to become productive citizens. Students in 11th grade achieved 99% proficiency on the Iowa Assessment test in science during the 2011-12 school year. This is meeting the ultimate target set by No Child Left Behind and is something truly worthy of celebration. Also noteworthy is the percent of Gilbert students scoring proficient or advanced in science on the Iowa Assessment Test, averaging 93.9% over the past five years. Gilbert's ACT scores have averaged 24.1 in science over the last seven years, which is additional evidence of the challenging curriculum offered at Gilbert High School.

The science curriculum at Gilbert High School requires completion of all Iowa Core Standards by the end of the sophomore year. Students who continue to take science courses have a variety of options to prepare them for college and career readiness. Gilbert's science courses offer a combination of knowledge, theory and lab experiences. These classes demand students to engage in deep conceptual understanding, an outcome of the district's focus on Authentic Intellectual Work (AIW). Gilbert High School attributes much of its success in science to its partnerships with Iowa State University, which has a strong emphasis on science, technology, engineering and mathematics (STEM) education.

One of the strongest and most active departments in the high school is the Gilbert Career and Technical Education department. It is served by agriculture, business, family/consumer sciences, industrial education, and multi-occupations cooperative. This cluster utilizes an advisory council made up of representatives from the Gilbert community in each of the areas listed above. Student representation also makes up this unique and active local council. This group reviews local curriculum, evaluates critical competencies, and evaluates programs to make sure they are meeting the rigor and relevance of skill attainment that are demanded in all areas of Gilbert's post-secondary, technical, and workforce pathways.

Concurrent enrollment with an area community college in agriculture, business, and MOC areas afford students with additional rigor as well as value beyond school towards their post-secondary options. Students are awarded both high school and college credit when they successfully complete concurrent classes. Science credit is awarded through agriculture coursework since both instructors in this department also hold science endorsements. Support from the community for student vocational programs can be seen through authentic activities and implementation of 21st Century skills in projects and units, such as a community

garden, storage shed construction, marketing case studies, and culinary competitions. Career and technical education student organizations are extensions of programming, affording students value beyond the classroom in service learning projects, skill competitions, fair exhibitions, fundraising for projects, and mentoring programs. This department is a great example of Authentic Intellectual Work in practice as faculty apply what is being learned in class to real world settings.

Gilbert High School's physical education/health department gives students the acquisition of essential skills and knowledge in order to foster a passion for learning healthy life skills. This is done through providing students many physical education class options. These options were developed after staff participated in a PE4Life grant. Through this grant teachers were able to purchase FitnessGram, which is a program where student lifestyle data is recorded and analyzed throughout their educational years. This data is then used to evaluate student progress and set future goals for individuals. This tool is used to help students become educated on how to monitor their physical health and lifestyle. Physical education/health teachers were also educated about body-brain connections during PE4Life professional development. They used this knowledge to train general education teachers on the importance of incorporating brain breaks during instruction and rigorous testing situations.

## **5. Instructional Methods:**

In the midst of implementing one-to-one Chromebooks at the high school next year, it is exciting to express how Gilbert High School intends to use this technology to support learning by providing differentiated instruction to meet the diverse needs of students. One huge way this has begun to happen at the high school is through the use of Edgenuity. Edgenuity allows Gilbert teachers to create online lessons for students who have missed class for a period of time or who are struggling with a concept. A team of educators has also received additional training in this program and is helping initiate tier two interventions for students in need. The ultimate goal is to create differentiated education plans for all students through the use of online teaching tools.

Another way classroom instruction is being modified and supplemented to ensure high levels of student achievement is by creating an online resource lab for the faculty. This resource lab provides teachers with direct intervention tools available in their curricular areas. This website has been made available to help amass ideas and online tools that can be integrated into teacher's classrooms. As the high school continues to bring technology into the classroom, Gilbert educators will need to develop skills and cultivate tools in order to incorporate technology in a way that benefits all who are involved. This online resource is meant to act as a scaffold to help build up confidence using technology until teachers feel empowered to branch out and start to gain resources of their own.

The implementation of math labs at the high school has also aided in differentiating education for students. The intention of these labs is to help students be successful in Algebra, Geometry and Advanced Algebra classes by giving them added time to learn. In the past, Algebra I has been split into a two-year class in order to help struggling students learn at a slower rate. Switching from an attitude of slowing the learning down to giving students the immediate assistance they need to learn has been a change of mindset that has increased student learning. Now struggling students in Geometry and Advanced Algebra, not just in Algebra I, are able to receive the support they need to be successful.

## **6. Professional Development:**

Gilbert Schools follow the Iowa Professional Development Model (IPDM). The IPDM framework includes peer collaboration, researched-based instructional practices, modeling, observation, and personal accountability. The goal of the IPDM is to provide teachers with high quality professional development that will positively impact student achievement. The district's current professional development initiatives include Authentic Intellectual Work (AIW), Professional Learning Communities (PLC's), and Multi-Tiered System of Supports (MTSS). Since the Department of Education understood the need for teaching and learning to look different if Iowa students were to be prepared to compete in a 21st century global economy, its leadership had the wisdom to know the roll out of the Iowa Core in itself would not change the quality of

instruction for Iowa students. After a thorough review of educational research, the Department of Education chose to invest in Authentic Intellectual Work (AIW) and pilot the framework with eight Iowa high schools across the state. Gilbert High School was one of those eight.

The goal of AIW is to improve student achievement as a result of teachers working collaboratively to improve student tasks, teacher instruction, and the quality of work students produce. AIW provides rubrics to guide teams as they discuss classroom practice and provide quality feedback to teachers. The district has seen gains in student achievement since it began its AIW journey. All grades have increased the number of students scoring proficient or above on Iowa Assessments since engaging in AIW professional development.

Gilbert High School teachers meet weekly in Professional Learning Communities (PLC's) where they analyze student data to determine appropriate next steps. Teachers use a Multi-Tiered Systems of Support (MTSS) to address the individual needs of students. A pyramid of interventions provides guidance on which supports are appropriate and when they are appropriate for those students who are not learning to their potential, from the struggling student to the gifted student. To assist in this work, the district has taken advantage of specific professional development from Heartland AEA in MTSS, special education, and talented-and-gifted education.

## **7. School Leadership**

The school leadership philosophy at Gilbert High School can be simply stated as a professional learning community at work. In an effort to establish a team of leaders, a steering committee was created two years ago. This group has grown into a group of educators that help identify issues in the school and come up with solutions. This is done through each member communicating in their grade level teams and departments and bringing it back to the steering committee. This process has made it possible to make some significant changes in order to improve student achievement. The first task was creating a professional development schedule that focused on instruction and student learning. Another established student success seminars. This change enabled each teacher to become the advocate for 12 to 14 students that they meet with for 27 minutes a day four times a week. Each teacher creates a tier one intervention for every student in their group. This was done in order to identify an individual education plan for all students. If a student is struggling, it is the responsibility of the teacher advocate to take it to the grade level team and determine if a tier two or tier three intervention is needed.

Results from teacher surveys indicate professional learning communities are having a positive impact at Gilbert High School. In the Professional Learning Community Continuum Rubric, the area of Collaborative Culture: Administrative/Teacher Relations, growth was significant. In this area teachers who rated us in the developing stage increased from 32% to 62.5% as well as in the sustaining stage from 4% to 24% by the end of last year. This year, members of the steering committee assessed that Gilbert High School was at the 100% sustainable level in the leadership area. This is largely a result of faculty being fully involved in the decision making process. School improvement is viewed as a goal to be focused on continually, rather than an outcome to be attained.

The last thing to celebrate is that Gilbert High School was one of 39 schools chosen for the Teacher Leadership Compensation Grant. This grant was chosen from 146 applicant schools. The grant will allow teachers to help other teachers improve their teaching through peer observation and support. This is another example of the professional learning community at work at Gilbert High School.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Iowa Assessment

**All Students Tested/Grade:** 10

**Edition/Publication Year:** 2012

**Publisher:** Iowa Testing Programs/Riverside

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Feb       | Feb       | Feb       | Feb       | Feb       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient/Intermediate and Above  | 95        | 91        |           |           |           |
| Advanced/High  | 39        | 28        |           |           |           |
| Number of students tested  | 108       | 85        |           |           |           |
| Percent of total students tested   | 97        | 99        |           |           |           |
| Number of students tested with alternative assessment                        | 1         | 2         |           |           |           |
| % of students tested with alternative assessment                             | 1         | 2         |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient/Intermediate and Above  |           | 75        |           |           |           |
| Advanced/High  |           | 13        |           |           |           |
| Number of students tested  |           | 8         |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |

|  |    |    |  |  |  |
|--|----|----|--|--|--|
| Proficient/Intermediate and Above                            |    |    |  |  |  |
| Advanced/High  |    |    |  |  |  |
| Number of students tested                                    |    |    |  |  |  |
| <b>7. American Indian or Alaska Native Students</b>          |    |    |  |  |  |
| Proficient/Intermediate and Above                            |    |    |  |  |  |
| Advanced/High  |    |    |  |  |  |
| Number of students tested                                    |    |    |  |  |  |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |  |  |  |
| Proficient/Intermediate and Above                            |    |    |  |  |  |
| Advanced/High  |    |    |  |  |  |
| Number of students tested                                    |    |    |  |  |  |
| <b>9. White Students</b>                                     |    |    |  |  |  |
| Proficient/Intermediate and Above                            | 96 | 90 |  |  |  |
| Advanced/High  | 40 | 27 |  |  |  |
| Number of students tested                                    | 98 | 77 |  |  |  |
| <b>10. Two or More Races identified Students</b>             |    |    |  |  |  |
| Proficient/Intermediate and Above                            |    |    |  |  |  |
| Advanced/High  |    |    |  |  |  |
| Number of students tested                                    |    |    |  |  |  |
| <b>11. Other 1: Other 1</b>                                  |    |    |  |  |  |
| Proficient/Intermediate and Above                            |    |    |  |  |  |
| Advanced/High  |    |    |  |  |  |
| Number of students tested                                    |    |    |  |  |  |
| <b>12. Other 2: Other 2</b>                                  |    |    |  |  |  |
| Proficient/Intermediate and Above                            |    |    |  |  |  |
| Advanced/High  |    |    |  |  |  |
| Number of students tested                                    |    |    |  |  |  |
| <b>13. Other 3: Other 3</b>                                  |    |    |  |  |  |
| Proficient/Intermediate and Above                            |    |    |  |  |  |
| Advanced/High  |    |    |  |  |  |
| Number of students tested                                    |    |    |  |  |  |

**NOTES:** The 10th grade class has only taken Iowa Assessments during the 2011-12 and 2012-13 school year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 11  
**Publisher:** Iowa Testing Programs/Riverside

**Test:** Iowa Assessment/ITED  
**Edition/Publication Year:** 2012

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Feb       | Feb       | Feb       | Feb       | Feb       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient/Intermediate and Above  | 92        | 93        | 93        | 93        | 86        |
| Advanced/High  | 38        | 43        | 56        | 37        | 39        |
| Number of students tested  | 85        | 96        | 81        | 76        | 101       |
| Percent of total students tested   | 97        | 94        | 94        | 92        | 95        |
| Number of students tested with alternative assessment                        | 2         | 0         | 2         | 1         | 0         |
| % of students tested with alternative assessment                             | 2         | 0         | 2         | 1         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient/Intermediate and Above  | 88        | 83        | 100       | 30        | 36        |
| Advanced/High  | 25        | 17        | 0         | 0         | 0         |
| Number of students tested  | 8         | 6         | 6         | 10        | 14        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Number of students tested                                    |    |    |    |    |    |
| <b>7. American Indian or Alaska Native Students</b>          |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| Proficient/Intermediate and Above                            | 91 | 93 | 92 | 93 | 88 |
| Advanced/High  | 40 | 42 | 57 | 36 | 38 |
| Number of students tested                                    | 78 | 85 | 75 | 70 | 97 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** The Iowa Test of Educational Development (ITED) was administered for the 2008-09, 2009-10, and 2010-11 school years. The Iowa Assessments (IA) were administered in 2011-12 and 2012-13.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 9  
**Publisher:** Iowa Testing Program/Riverside

**Test:** Iowa Assessment/ITED  
**Edition/Publication Year:** 2012

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Feb       | Feb       | Feb       | Feb       | Feb       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient/Intermediate and Above  | 95        | 93        | 88        | 92        | 90        |
| Advanced/High  | 46        | 35        | 39        | 45        | 49        |
| Number of students tested  | 95        | 107       | 90        | 98        | 83        |
| Percent of total students tested   | 98        | 98        | 99        | 97        | 100       |
| Number of students tested with alternative assessment                        | 1         | 1         | 2         | 0         | 2         |
| % of students tested with alternative assessment                             | 1         | 1         | 2         | 0         | 2         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           | 56        |           | 44        |
| Advanced/High  |           |           | 0         |           | 0         |
| Number of students tested  | 5         | 4         | 9         | 6         | 9         |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Number of students tested                                    |    |    |    |    |    |
| <b>7. American Indian or Alaska Native Students</b>          |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| Proficient/Intermediate and Above                            | 94 | 94 | 89 | 93 | 92 |
| Advanced/High  | 46 | 34 | 41 | 45 | 40 |
| Number of students tested                                    | 83 | 98 | 81 | 87 | 77 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** The Iowa Test of Educational Development (ITED) was administered for the 2008-09, 2009-10, and 2010-11 school years. The Iowa Assessment (IA) was administered in 2011-12 and 2012-13.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 10  
**Publisher:** Iowa Testing program/Riverside

**Test:** Iowa Assessment/ITED  
**Edition/Publication Year:** 2012

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Feb       | Feb       | Jan       | Jan       | Jan       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient/Intermediate and Above  | 96        | 91        |           |           |           |
| Advanced/High  | 32        | 26        |           |           |           |
| Number of students tested  | 108       | 85        |           |           |           |
| Percent of total students tested   | 97        | 99        |           |           |           |
| Number of students tested with alternative assessment                        | 1         | 2         |           |           |           |
| % of students tested with alternative assessment                             | 1         | 2         |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient/Intermediate and Above  |           | 88        |           |           |           |
| Advanced/High  |           | 25        |           |           |           |
| Number of students tested  |           | 8         |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |

|  |    |    |  |  |  |
|--|----|----|--|--|--|
| Number of students tested                                    |    |    |  |  |  |
| <b>7. American Indian or Alaska Native Students</b>          |    |    |  |  |  |
| Proficient/Intermediate and Above                            |    |    |  |  |  |
| Advanced/High  |    |    |  |  |  |
| Number of students tested                                    |    |    |  |  |  |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |  |  |  |
| Proficient/Intermediate and Above                            |    |    |  |  |  |
| Advanced/High  |    |    |  |  |  |
| Number of students tested                                    |    |    |  |  |  |
| <b>9. White Students</b>                                     |    |    |  |  |  |
| Proficient/Intermediate and Above                            | 96 | 91 |  |  |  |
| Advanced/High  | 33 | 22 |  |  |  |
| Number of students tested                                    | 98 | 77 |  |  |  |
| <b>10. Two or More Races identified Students</b>             |    |    |  |  |  |
| Proficient/Intermediate and Above                            |    |    |  |  |  |
| Advanced/High  |    |    |  |  |  |
| Number of students tested                                    |    |    |  |  |  |
| <b>11. Other 1: Other 1</b>                                  |    |    |  |  |  |
| Proficient/Intermediate and Above                            |    |    |  |  |  |
| Advanced/High  |    |    |  |  |  |
| Number of students tested                                    |    |    |  |  |  |
| <b>12. Other 2: Other 2</b>                                  |    |    |  |  |  |
| Proficient/Intermediate and Above                            |    |    |  |  |  |
| Advanced/High  |    |    |  |  |  |
| Number of students tested                                    |    |    |  |  |  |
| <b>13. Other 3: Other 3</b>                                  |    |    |  |  |  |
| Proficient/Intermediate and Above                            |    |    |  |  |  |
| Advanced/High  |    |    |  |  |  |
| Number of students tested                                    |    |    |  |  |  |

**NOTES:** The 10th grade class has only taken Iowa Assessments during the 2011-12 and 2012-13 school year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Iowa Assessment/Iowa Test of Educational Development

**All Students Tested/Grade:** 11

**Edition/Publication Year:** 2012

**Publisher:** Iowa Testing Program/Riverside

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Feb       | Feb       | Feb       | Feb       | Feb       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient/Intermediate and Above  | 93        | 98        | 85        | 86        | 86        |
| Advanced/High  | 24        | 27        | 35        | 33        | 34        |
| Number of students tested  | 85        | 96        | 81        | 76        | 101       |
| Percent of total students tested   | 97        | 94        | 94        | 92        | 95        |
| Number of students tested with alternative assessment                        | 2         | 0         | 2         | 1         | 0         |
| % of students tested with alternative assessment                             | 2         | 0         | 2         | 1         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient/Intermediate and Above  | 88        | 67        | 83        | 60        | 43        |
| Advanced/High  | 25        | 17        | 0         | 0         | 0         |
| Number of students tested  | 8         | 6         | 6         | 10        | 14        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient/Intermediate and Above  |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>7. American Indian or Alaska Native Students</b>          |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| Proficient/Intermediate and Above                            | 92 | 98 | 85 | 84 | 86 |
| Advanced/High  | 21 | 28 | 36 | 33 | 34 |
| Number of students tested                                    | 78 | 85 | 75 | 70 | 97 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| Proficient/Intermediate and Above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** The Iowa Test of Educational Development (ITED) was administered for the 2008-09, 2009-10, and 2010-11 school years. The Iowa Assessments (IA) were administered in 2011-12 and 2012-13.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 9  
**Publisher:** Iowa Testing Program/Riverside

**Test:** Iowa Assessment/ITED  
**Edition/Publication Year:** 2012

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Feb       | Feb       | Feb       | Feb       | Feb       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient/Intermediate and above  | 95        | 92        | 87        | 84        | 90        |
| Advanced/High  | 39        | 31        | 21        | 30        | 27        |
| Number of students tested  | 95        | 107       | 90        | 98        | 83        |
| Percent of total students tested   | 98        | 98        | 99        | 97        | 100       |
| Number of students tested with alternative assessment                        | 1         | 1         | 2         | 0         | 2         |
| % of students tested with alternative assessment                             | 1         | 1         | 2         | 0         | 2         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient/Intermediate and above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient/Intermediate and above  |           |           | 44        |           | 44        |
| Advanced/High  |           |           | 22        |           | 0         |
| Number of students tested  |           |           | 9         |           | 9         |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient/Intermediate and above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient/Intermediate and above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient/Intermediate and above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient/Intermediate and above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient/Intermediate and above  |           |           |           |           |           |
| Advanced/High  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| Proficient/Intermediate and above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| Proficient/Intermediate and above                            | 94 | 93 | 88 | 85 | 92 |
| Advanced/High  | 41 | 32 | 21 | 31 | 29 |
| Number of students tested                                    | 83 | 98 | 81 | 87 | 77 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| Proficient/Intermediate and above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |    |    |    |
| Proficient/Intermediate and above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| Proficient/Intermediate and above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| Proficient/Intermediate and above                            |    |    |    |    |    |
| Advanced/High  |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** The Iowa Test of Educational Development (ITED) was administered for the 2008-09, 2009-10, and 2010-11 school years. The Iowa Assessment (IA) was administered in 2011-12 and 2012-13.