

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Susan Martin

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

Official School Name Berrendo Middle School

(As it should appear in the official records)

School Mailing Address 800 Marion Richards Road

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

City Roswell State NM Zip Code+4 (9 digits total) 88201-8900

County Chaves County State School Code Number* 025

Telephone 575-627-2775 Fax 575-625-8248

Web site/URL http://www.risd.k12.nm.us E-mail smartin@risd.k12.nm.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Tom Burris E-mail: tburris@risd.k12.nm.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Roswell Independent Schools Tel. 575-627-2500

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 Mrs. Pauline Ponce
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, 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

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):
- 12 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 19 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	106	104	210
7	113	90	203
8	112	108	220
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	331	302	633

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 48 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 44 % White
 - 5 % 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: 13%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	49
(3) Total of all transferred students [sum of rows (1) and (2)]	84
(4) Total number of students in the school as of October 1	633
(5) Total transferred students in row (3) divided by total students in row (4)	0.133
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school: 5 %
32 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Chinese
8. Students eligible for free/reduced-priced meals: 48 %
 Total number students who qualify: 302

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: 10 %
64 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>4</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>3</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	2
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 19:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

Berrendo Middle School is a phenomenal school in which students, staff, and community find a place where educational opportunities and experiences abound. Berrendo Middle School's mission statement says it all: Berrendo Middle School is committed to the academic and social development of all students by providing a positive learning environment, which is safe and conducive to learning. We believe in a learning-centered education where the emphasis is on active student learning with students taking responsibility for the management of key learning processes.

Berrendo serves the students in the north end of the city of Roswell, New Mexico. The school itself is in a country setting two miles from the city limits of Roswell, and sits on a small hill overlooking the city and the plateaus that surround us. Berrendo is the largest middle school in Roswell. Roswell is a rural area in southeastern New Mexico. It is a town of approximately 48,000 people. The economy in the area is based on ranching, farming, dairies, and the largest mozzarella cheese processing plant in the world.

During the late 1980's Berrendo began to transition from junior high to middle school. Berrendo Middle School was the 1988 New Mexico State Middle School of the year. During this time, Berrendo housed only 7th and 8th grade students. We were able to implement teaming across both grades and continued with this through the 1990's. Also, during this time, Berrendo was predominantly Caucasian and English speaking. As the 90's progressed and through the 2000's the population has changed to half minority and half Caucasian, with half of the population from economically challenged backgrounds. With this change of population, Berrendo faced many challenges. Some programs worked well, and some did not. What we did was rely on the one thing that we did exceptionally well, every teacher had a commitment to our students and we worked together as teachers to come up with new strategies in which we could educate "all of our students." We relied on the middle school commitment, which is: work together to educate our students to be lifelong learners, help them to be knowledgeable about the world around us, help them to think critically and about complex issues, help them to be effective communicators, help them to be self-directed learners, make all of their work a quality production, and a contributing member of society.

The faculty of Berrendo Middle is the key to our success. Our strong commitments to our students, our parents and our community have been the driving force for our academic success. Of the faculty, 100% are highly qualified and 20 have Master's Degrees. We also have a diverse faculty, eight classroom teachers are minority Spanish speakers, which is an added plus in communicating with our students and parents who are unable to speak English. The school also uses a system called School Messenger which has strengthened the communication between school and home, and a data system entitled PowerSchool which allows parents immediate access to their child's grades and communication with the teacher. Keeping parents involved with their students is also a vital part of our success.

The Berrendo campus has been completely renovated. Because of the renovation, technology access has been a huge part of our educational transformation. Ninety-nine percent of the school's classrooms have a Promethean Board and the ActivExpressions technology.

Berrendo Middle School students also have access to many extra-curricular activities. The 7th and 8th grade football team have won the city championship for seven years in a row. The girls volleyball, boys and girls basketball teams, track and soccer teams have also been city champions. Our band is also outstanding. In recent regional competition, 63 of our students placed excellent or superior in the solo and ensemble performance venue. We have an active MESA (Math, Engineering, Science, Achievement) club with 50-60 active members and they have been competitive at the regional and state level. We are also members of the National Junior Honor Society, and these students have worked diligently at all types of community service. The student council is active with 60 members. The Student Council officers recently served as pages and guests of the New Mexico State Legislature (in session). They also were received by the New Mexico State Governor, the Honorable Susana Martinez and her Chief-of-Staff, Keith Gardner. The governor and her staff participated in a question/answer time with our students. This was an amazing experience for our students. Many of our students also have the opportunity to participate in Boy Scouts, Girl Scouts, Story

League, and 4H clubs. They are able to bring those experiences into the school setting.

Although these extra-curricular activities serve our students well, Berrendo's main focus has been on academics. Our students, parents, and staff gain much pride in our efforts to be exceptional in our educational endeavors. Berrendo was the only public school in Roswell to receive an "A" grade from the State of New Mexico for two years in a row. Academics has always been a priority for Berrendo, and approximately 45% of our students go on to advanced classes in high school.

Berrendo Middle School is worthy of a National Blue Ribbon award for continually leading our community and our state in achievement. The staff continually inspires our students to set goals for success, make academics their focus, and be strong leaders in society. This is more true now than it has been in my 23 years of education at Berrendo. On January 14, Berrendo was the site of a school shooting. One of our students shot and wounded students in the gymnasium in which 500 students were present. In the aftermath of this incident, the staff of this school did an amazing job. Together we have loved, counseled, cried, saw to the needs of others, worked many extra hours (besides the extra hours we already work), and brought our students back to a school that they loved. The difficulty in overcoming this situation could only be handled by a faculty that had worked hard at knowing our students and putting them first. If the teenage years weren't difficult enough, this incident made things a lot harder. What has transpired during the last two months is indescribable to me; broken-hearted teachers worked more resiliently than ever to gain the trust of their students and to help them aspire to get back on track and make their education count. Teachers worked harder than ever to plan 30-day reviews that would lead our students to success on the state testing in March. We knew that their success depended on our resiliency, and we were phenomenal. A "National Blue Ribbon" school is exactly how I would describe us.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The New Mexico Standards Based Assessment is administered to students in 6th, 7th, and 8th grades. The ranges of performance are set by New Mexico State guidelines. The 6th grade students take the assessment for math and reading. The ranges of performance level are 600-627 for beginning step, 628-639 for nearing proficiency, 640-651 for proficient, and 652-680 for advanced. The 7th grade students take the assessment for math, reading, and science. The ranges of performance level are 700-727 for beginning step, 728-739 for nearing proficiency, 740-751 for proficient, and 752-780 for advanced. The 8th grade students take the assessment for math, reading, and writing. The ranges of performance level are 800-827 for beginning step, 828-839 for nearing proficiency, 840-851 for proficient, and 852-880 for advanced. The data team from Berrendo meets with the district team in the summer before the school year begins to disaggregate our data, and to plan implementation of school wide targets for growth. This team then meets with all members of the staff to implement curriculum which focuses on the data. The individual teachers and teams of teachers then plan instruction using the areas of weakness to drive the instruction within the classroom. The data and instruction is planned both horizontally across each individual grade level teachers and vertically with the 6th, 7th, and 8th grade teachers. At this time we also outline our strategies for literacy success across all areas of the curriculum. The data is also used in the school's plan for educational success. The data team from Berrendo consists of the following: lead language arts teacher, lead math teacher, lead 6th grade teacher, Dean of Students, Principal and Assistant Principal.

The performance trends using the New Mexico Standards Based Assessment indicate that the achievement gap for our students with disabilities and economically disadvantaged was the lowest in the school population. During the 2008-2011 school years, the state criteria for making Adequate Yearly Progress for these subgroups was consistently below the criteria. In the 2011-2012 school year, the lowest performing students were able to improve three points overall. During the 2012-2013 school year, the lowest performing students once again failed to meet growth criteria.

In looking at our performance trends over the last five years, from 2008 when data was not used sufficiently and there was insufficient use of cross-curricular literacy strategies, to now, we have consistently improved at analyzing our data and aligning our curriculum to match the expectations of the New Mexico State Standards and Guidelines. Language arts teachers and math teachers have also led professional development and data disaggregation with all curricular areas in order to stress literacy strategies and math connections and plan together to use consistent strategies across all disciplines. We have also become more cognizant about our efforts for students who are not meeting the performance standards. The Dean of Students also analyzes the data and schedules students into intervention classes that target the area in which they need growth.

The lowest performing students are placed in intervention classes that reteach essential targets in both math and reading plus introduce new instruction at grade level by highly qualified teachers. These classes are two hour blocks. Students at least two to three grades below their grade level in reading are placed into a Read 180 supplemental reading instruction class and a reading essentials intervention class specifically designed for their growth. The math intervention class is geared to a slower pace and the teacher uses interventions to reteach missing skills while introducing grade level targets. In the reading and math intervention classes, the teacher assesses data from each targeted skill before moving on. These assessments include: short cycle, pre/post tests, rubrics, textbook, etc.

The school also provides high school tutors which are funded through the Gear-Up program, and 8th grade tutors that are paid through the TRIO tutoring program at Eastern New Mexico University-Roswell. These tutors go into the classroom to work with students, and are also able to work each period in the library with students who come for assistance. Teachers also provide tutoring before school, during a lunch work session, and after school as needed.

The school's bilingual endorsed teacher works effectively with English language learners and aids teachers

in implementing practices for success in the regular education classroom. The Assistant Principal is also TESOL endorsed, and facilitates tutoring for non-English speaking students. Three teachers have also received professional development in Sheltered Instruction Observation Protocol (SIOP), and provide training to other staff members.

We also have two highly qualified Special Education teachers that work with staff to implement modifications and accommodations that allow students with IEP's to close achievement gaps. These students are also allowed content mastery, and the opportunity for a skills/resource class with a case manager who also works with these students individually to address grade level gaps.

Language arts teams and math teams meet monthly to collaborate using data and curriculum. Every teacher in the building is either on a language arts team or a math team. The meeting is facilitated by the lead teacher. All curricular/grade level areas give common assessments at the beginning and end of the school year.

2. Using Assessment Results:

Berrendo Middle School uses data from assessments in a variety of ways. Teachers use data to improve instruction and encourage academic growth among all students. The teacher in these areas plan their instructional goals for the beginning of the school year using data which shows student weaknesses and strengths. At this point, staff members from other content areas (including social studies, science and elective classes) work with a team of either language arts teachers or math teachers to target areas for improvement across curricular areas. Teachers in the building all work together to ensure areas of weakness are addressed. For example, science teachers help math teachers address lower performance areas such as measurement while social studies teachers help language arts teachers with reading strategies and skills such as identifying the main idea or determining the author's purpose for writing. Throughout the school year, progress monitoring is ongoing for all teachers. Math and language arts teachers use continuous assessment data from Discovery short cycle assessment, informal classroom assessments, and teacher-developed rubrics to revise or update areas of need. All members of the staff take accountability for helping students to demonstrate growth in all areas. Team members create flip charts, Discovery probes, and other activities and assessments to help monitor growth in targeted areas.

We begin the school year by holding a Parent Open House. The purpose of the Open House is to review data from the state testing and to hand out the student's data report from the Standards Based Assessment. The parents and the students have an opportunity to look over the report and ask teachers for help in disseminating the information. Students are able to also ascertain what classes they are in according to the their performance levels on the assessment. We have several other parent open houses during the year. At this time, the parents conference with their student's teachers about academic achievement. We also inform parents of their student's academics by using weekly class grade print-outs. Parents also have access to the PowerSchool website that the school/district uses as a teacher grade book. The district also publishes a district report card for each of the schools in the local newspaper to inform the community of the school's growth and areas of concern.

Teachers also work with the students to analyze and use their individual data. The students then receive "real world" explanations of what they need to do for growth and success in any given area. Teachers also keep portfolios of students work in their rooms, and students are given opportunities to see their improvement as they move through the school year. The portfolio is also used to share information with the parents.

3. Sharing Lessons Learned:

The faculty of Berrendo Middle School participates in professional development, conferences, and district cohorts that gives them an opportunity to share strategies that we have used successfully with our students.

The language arts teachers have worked together during the summer on district curriculum mapping

committees to help facilitate the strategies and lesson formats that are placed in the map. They have also been diligent to work with other members of the district to begin implementing Common Core strategies. Language arts teachers have also attended Pre-AP summer institutes every two years. This training is used in curriculum design and is beneficial in the curriculum maps. One of the language arts teachers has also provided Depth of Knowledge professional development for other teachers. The teachers have also worked with other teachers in the district to implement "Step Up To Writing."

All of Berrendo's math teachers are involved Mc2, a district wide math program. Berrendo's lead math teacher represents the district on the monthly implementation team with advisors from New Mexico State University. Another teacher is a district trainer for using Singapore math teaching techniques. These math teachers all work with other teachers from Roswell and southeastern New Mexico to lead and teach other teachers how we have used the Connected Math materials in the Mc2 implementation.

Science and social studies teachers have also worked with all other middle school science and social studies teacher in our district to unpack the Common Core Standards and facilitate instruction that is taking place in classrooms. Together, as a team, they work to implement teaching strategies that best meet the needs of the students, yet follow the curriculum map and standards and benchmarks.

The Spanish teacher has attended New Mexico Pre-AP and AP trainings in Albuquerque. She works with other teachers across the area to implement bilingual instruction that she has found successful with our students. Three teachers were also able to attend Sheltered Instruction Observation Protocol training last summer to implement strategies in the classroom for English language learners. They have in-turn used that training with the remainder of the staff. The assistant principal is also highly qualified in the area of bilingual education, and attends an AP-Bilingual Education training in Cincinnati during the summer.

The principal is also part of a district middle school team that meets monthly to discuss district directives and initiatives.

4. Engaging Families and Community:

Berrendo Middle School families are very active on behalf of the school. The families begin the school year by working with the staff to welcome our students back for another school year. Our students wear Berrendo t-shirts as part of the school uniform, and parents join with us several days in the summer to sell and make sure that the students are set up for a successful start to the school year. We also work with "Operation School Bell," a program with the Assistance League of Chaves County that provides school clothing for our students in need.

During the school year, the school sends home a monthly newsletter to our students and their families. The newsletter is colorful and gives information about what our classes are working on and important upcoming events that the parents can participate in. The editor also tries to put pictures of our students and their projects that they are working on for the month. Parents enjoy the newsletter and anxiously await it from month to month.

We also have several "Open Houses" during the school year to meet with our parents and to invite them into their student's classrooms. We have also had specific reading, science, math nights where parents came and worked on activities with their children. At the Science night in the fall, we had community members set up learning activity booths for students and parents to work on. Students will also have the opportunity to attend academic camps in the summer from these community members.

The school works with the community to participate in "Constitution Day" and "Veteran's Day" activities. The school has held assemblies for each of those days, and invite the community in to participate. On "Veteran's Day" last year, we had approximately 50 veterans and their families participate. Our Honor Society and band also participated in a local "Veteran's Day" parade. We had our students' families who were veterans ride on a decorated float. The Honor Society also handed out small flags to the parade audience.

The student council has gone to the local nursing home to provide Christmas cookies and cards and cheer for the residents, and has worked diligently with our local/state elected officials to become involved in the legislative process. In addition, these students are able to travel to the New Mexico State Capitol as guests of the legislators.

The eighth grade students also have opportunities to attend a career fair at the community college. The students had opportunities to listen to local speakers about the importance of school, and then had an opportunity to tour the campus. The eighth grade students also were able to enjoy a field trip to Kirkland Air Force Base in Albuquerque in September of this school year. The purpose of the field trip was the Aerospace Career Expo. This career fair exposed the students to hands on technology/aircraft/space exploration ideas with experts in each field working with them to let them know what opportunities are available to them, and how to set long term goals for their education and success. This field trip was sponsored by the New Mexico Aviation Crew, Region 8 Cooperative, and the Gear-Up Program.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Outstanding, dynamic delivery of instruction and curriculum contribute to the success of Berrendo Middle School and the high achievement of our students. The teachers work together to align their content with the New Mexico State Standards and the district curriculum map. The teachers seek every opportunity to deliver the curriculum and adjust the lessons in ways that allow the students every opportunity to learn according to their particular learning style. All essential learning has been targeted by data and all teachers in each of the curriculum areas give common assessments. Administration use the McRel Walkthrough technology to monitor the standards in the classroom. The administrative team calibrates together to check for rigor, instructional goals and processes, differentiated instruction, scaffolding of content, academic language, and assessment strategies. Our classes are 49 minutes long on a 7 period day schedule. Intervention classes are double blocked.

The curriculum focuses on literacy strategies in all subject areas. All areas of the curriculum are tied to students being ready for college and career and all teachers share the responsibility of making sure that students develop skills that are necessary for future success. By teachers working together and taking an active role in connecting students in their area of expertise/core curriculum, we make certain that students see relevancy and are able to see that everything we teach is not in isolation.

The language arts curriculum encompasses the use of the English language as it is written, read, and spoken. Mathematics curriculum encompasses the science of numbers and their operations, interrelations, combinations, generalizations, abstractions, space configurations and their structure, measurement and transformations, and the application of mathematical thought to related endeavors. The science curriculum encompasses courses that concern bodies of knowledge natural world and its phenomena. This includes the study of living organisms and life processes as well as non-living materials and the laws that govern them. The social studies curriculum encompasses courses that concern the study of human society, the institutions of functioning of society, and the history of human civilization and endeavor.

Students also have opportunities to take elective classes in art, technology, band, jazz band, orchestra, family consumer science, physical education, and Spanish. The band and orchestra students present concerts several times a year. Sixty-three band students recently received Superior or Excellent ratings in an solo/ensemble performance. During the last school year, an outstanding 8th grade U. S. History student also won the Woodman of the World award.

Students have the opportunity to begin a foreign language study as seventh graders and continue as eighth graders. The purpose of the class is to introduce Spanish as a second language in order to prepare them for the foreign language requirements in high school. Students are able to gain knowledge of the diverse Spanish speaking world to gain insight into listening, speaking, reading, writing, within the cultural context.

Physical education is a New Mexico state requirement for all 7th grade students. Students also have the opportunity to take this class as sixth and eighth graders. Health education is also an element of the physical education classes.

2. Reading/English:

The New Mexico state guidelines for the Language Arts programs in the middle school provide instruction in language arts skills with emphasis on reading, grammar, writing, and editing. Various genres of literature are introduced. The English language arts curriculum at Berrendo involves the application of a wide range of activities and projects that encourage students to become lifelong learners. They are taught to think critically and write analytically and to broaden and relate to each others perspective. The students are lead to explore and respond through literature and understand and relate to the past, present, and future through literature and writing. Teachers connect the elements of their instruction to real-world scenarios and connect it to how the students will use the information in the every day come and go of their lives. The

students explore all types of quality literature encompassing fiction, non-fiction, fantasy, poetry, drama and short stories.

The language arts teacher implement Step Up to writing Strategies to provide students with a variety of strategies for different types of writing. This process is writing intensive and encourages active participation from students in order for them to become deliberate, skilled writers. Classes spend time analyzing formal and informal essays to provide students with examples of writers and non-writers. Writing examples are generally connected to selected readings to help students create connections between various texts. An additional component to writing instruction is specific grammar instruction. Students focus on learned correct sentence structure, word usage, and punctuation with an emphasis on learning to write for their educational future and careers. Class writing projects are examined through analyzing informal and formal essays. The writing selections are often related to reading selections. Grammar instruction consists of correct sentence structure, word usage, and punctuation with an emphasis on enhancing and improving the student's writing process.

Students who are below grade level also receive supplemental reading instruction in a Read 180 class that is funded through Title I monies. The class period is a two hour block and intensive with direct instruction. Students with IEP's that are below grade level in reading also receive supplemental reading instruction in a Read 180 class that is facilitated by a highly qualified special education teacher. Students in these classes also receive instruction in an intervention class, where the focus is reteaching missing skills, while introducing the grade level concepts.

3. Mathematics:

New Mexico state guidelines for math instruction in middle school involves general math instruction in 6th grade. The seventh grade math class is a continuation of the general math instruction and begins specific instruction in number and operations, geometry, algebra, data analysis and probability, and measurement. Math instruction for 8th grade students is Pre-Algebra and advanced students receive high school credit for Algebra I. Eighth grade students receive intensive hands-on instruction in linear equations, geometry and Pythagorean Theorem. We know that our students must do well at these concepts in order to be successful in the higher level math at high school and in the future. Math instruction also includes the district initiative Mc2. The program's curriculum is aligned with the New Mexico State Standards and the Common Core Standards.. MC2 was designed by New Mexico State University. All members of the math department at Berrendo are actively involved in professional development using this program. Teachers have received many hours of evaluation and critique from NMSU.

Berrendo also had the opportunity to implement Connected Math during this school year with our students in regular math classes. The focus of this program is more hands-on, student-centered activities that allow the student to use manipulatives, and direct instruction that lets students approach math problems in many different ways. We have found that this program also connects directly with Common Core instruction. We don't just teach how to solve the equation, we put it in real-life applications. Sixth grade teachers also received professional development in Keys to the Kingdom which has to do with Base 10 and number literacy.

The students no longer are allowed to just come up with an answer they have to explain why they did it and how they got the answer in open discussion. This is facilitated through the Promethean Board and ActivExpressions technology. Group activities and projects given a situation in which they are using hand-on materials and discussion to get to the solution. This is a team effort and the students work together for the solution. Students are also able to lead instruction using the tools on the Promethean Board.

4. Additional Curriculum Area:

The curriculum areas at Berrendo have focused on guiding our students to become lifelong learners. We have focused on middle level concepts which encourage students to become knowledgeable about all areas of life, become complex thinkers, become effective communicators, to take charge and become self-directed

learners, to do their best and produce quality work, and to become a productive citizen in our community and the world around us. All areas of the curriculum work together on goal teams to use literacy standards that facilitates instruction that crosses all curricular areas. Every teacher has a shared responsibility to use literacy to ensure that students are receiving instruction that leads them on the course to college or career readiness.

The family consumer science classes follow New Mexico Standards and are designed for students to study foods and nutrition, clothing, child development and care, housing design, decoration, and maintenance, consumer decision, interpersonal relations, components of a positive life-style and career exploration. The main focus is always using the instruction to encourage students to set long term goals.

The performing arts classes are general band, jazz band, and orchestra. Not only are these students learning to play musical instruments, they are learning techniques, style, and theory. These classes also focus on literacy strategies. We also strive to help our students to have a life long love of music.

Beginning Spanish and Advanced Spanish classes follow the communication standards set by the State of New Mexico. The goal in these classes is to develop vocabulary and grammar skills based on the contexts related to daily living. Students become aware and gain knowledge of the diverse Spanish speaking world to gain insight into listening, speaking, reading, and writing all within the cultural context. These classes also prepare our students for the high school foreign language requirement.

Visual art follows New Mexico standards and teaches students general art principles, graphics, drawing, stencils, tools, materials, skills, techniques through elements and principals of design. Students learn to critique their work and the work of others. Students are also presented with and taught self expression as it interrelates to elements of literature.

Our physical education classes focus our students on the meaning of a healthy lifestyle, injury prevention/safety, mental/emotional health, nutrition, personal health, physical and social development. These elements are not only presented through elements of play but also through elements of speaking and writing.

Science classes focus on general, life, and physical science concepts. Focus in the classes is a hands-on inquiry based approach. Instruction also focuses on literacy.

5. Instructional Methods:

The school works hard at individualizing and differentiating instruction for all of our students. The mission of the school has been to know each student individually and provide each student with experiences and opportunities that improve their style of learning. Each student learns differently just as each teacher teaches differently. The teacher is more a model of what to expect, while the classroom is student centered. The students are able to facilitate the classroom also. Ninety-nine percent of the classrooms have a Promethean Board and ActivExpressions technology. Students are also able to facilitate the learning by using the Promethean and the ActivExpressions technology. It is very impressive to see the students teaching their peers.

To get a clear picture of how each student is learning, the teachers continually assess to identify the strengths and weaknesses of the students. These may be formal and informal assessments. They then target what the student needs to help move them forward. In the world we live in, there are so many diverse levels of experience, we strive to meet the students where they are.

Teachers also use collaboration within the student groups. Teachers know and understand that students in small groups are able to discuss topics and to learn from each other. This also encourages the students to explore new ideas and not become "stuck" and see only their point of view on any given subject. Teachers also work to give students choices as to how they can best express themselves as far as assignment, tasks

and projects. The teachers also use multiple materials as they teach new concepts. Students also have required reading at home on a daily basis.

6. Professional Development:

The professional development offered to teachers during the past few years has been directly related to our Educational Plan for Student Success. We have worked diligently to match our goals and methods with the methods that teachers are expected to use in the classroom. The language arts, social studies, science, and elective teachers have specifically received training in literacy strategies and concepts that correlate with the Common Core. The district has been responsible for the trainers for this staff development. Professional development at the school is centered on the areas of need that we derive from our data. Teachers also provide professional development to our staff members when they return from conferences, workshops, or their cohort groups.

During the summer months, the Language Arts and Math teachers have received Advanced Placement training. This training allows them to teach honors language arts classes and the advanced math classes. Three members of the staff received training in Sheltered Instruction Observation Protocol (SIOP) during the summer. They in turn returned to school and provided professional development for the remainder of the staff. This model of instruction includes teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction for English language learners, but is also beneficial to every student.

The Read 180 teachers also received intensive training in being able to use the elements of their specific program and how to interpret the data to advance the student's lexile levels, comprehension, making connections, inference, and prediction. This training was conducted at the district level by a Read 180 coaching team.

The math teachers received intensive training in the Mc2 math program. These trainings were held in regional areas and also involved the district. The training was designed to give teachers specific training in using hands-on activities, real-world solutions, solving equations, more than one correct answer, etc. in teaching mathematical concepts to our students.

Teachers also received training to refine their expertise in using the ActivExpressions (clickers) and the Promethean Board. The training was held by Technology experts at the high school. The training was student centered activities to use with students.

Teachers also received training in how to use the short cycle assessment/DISCOVERY probes to use the data to make flip charts and probes using the concepts from each area of the assessment. The teachers and the students are able to disaggregate the data and go back and target essential skills that each individual student may have been unsuccessful on. The program is of phenomenal value in reteaching students concepts they may be weak on. The teachers who have more skill with this technology mentor and provide professional development for the teachers who need the extra help.

7. School Leadership

The leadership philosophy at Berrendo is based on a shared collaborative relationship. It is all about teamwork. One person cannot do it by himself. Our motto has always been "one for all, and all for one," and that means supporting each other as a staff, and supporting every student, for us all to be successful. We treat everyone here as family, and family will not allow each other to fail.

We have an active leadership team that meets weekly to discuss what is going on at the school. The leadership team is comprised of the following people: Language Arts lead teacher, Math lead teacher, Social Studies lead teacher, Science lead teacher, 6th grade lead teacher, Special Education lead teacher, Dean of Students, Librarian, Assistant Principal, and Principal. Each team leader receives in-put from their curricular area teachers and brings it to the discussion.

The administrative team, consisting of the principal and the assistant principal work together to set a vision for the staff, and to actually encourage the staff that what we are doing is a mission and not just a job. The team works together to build relationships with our staff and our students. We work together proactively to build a positive climate every single day. We strategize together to develop strategies that make our school staff and students feel connected to each other. This is also how we see our leadership team. They are excellent leaders and mentors who have the heart-beat of the school. We have worked hard to make sure that everyone in the building knows they have value, and make it a place where teachers, students, and parents want to be a part of.

This leadership team also makes suggestions of how to use the school budget in a way that is beneficial to our students and the efficiency of our programs. This team also adjusts the schedule for testing, disaggregates the data, makes suggestions for interventions, addresses problems and questions as they arise, and set the goals for continuous improvement. They lead the staff in creating goals by asking: 1) where are we? 2) where do we want to be? 3) how do we get there? 4) how are we going to get where we want to be? and 5) how will we know when we make a difference?

This leadership team leads the way for continuous improvement, building a positive school climate, and making Berrendo a dynamic place to work and to learn.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: NM Standards Based Assessment

All Students Tested/Grade: 6

Edition/Publication Year: 2009

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	47	44	52	41	41
% Advanced	10	6	5	9	9
Number of students tested	208	224	222	222	214
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	0	4	1
% of students tested with alternative assessment	0	1	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	38	34	40	25	31
% Advanced	7	3	1	3	5
Number of students tested	129	128	109	133	107
2. Students receiving Special Education					
% Proficient plus % Advanced	14	13	0	10	10
% Advanced	0	8	0	0	5
Number of students tested	35	24	13	10	21
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	41	38	46	28	35
% Advanced	7	5	3	3	9
Number of students tested	93	103	116	102	89
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0				
% Advanced	0				
Number of students tested	0				
9. White Students					
% Proficient plus % Advanced	52	48	59	53	45
% Advanced	13	5	9	14	8
Number of students tested	109	115	102	113	113
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher:

Test: NM Standards Based Assessment
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	73	73	60	56	54
% Advanced	15	10	5	13	18
Number of students tested	213	226	211	216	196
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	3	7	1	2
% of students tested with alternative assessment	0	1	3	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	66	61	46	45	43
% Advanced	8	4	2	10	5
Number of students tested	123	118	117	109	86
2. Students receiving Special Education					
% Proficient plus % Advanced	39	29	63	13	26
% Advanced	6	24	0	0	0
Number of students tested	18	17	8	16	19
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	71	67	48	45	44
% Advanced	8	8	3	13	10
Number of students tested	97	116	104	85	71
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	75	78	71	63	62
% Advanced	20	12	6	12	23
Number of students tested	110	106	101	117	115
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher:

Test: NM Standards Based Assessment
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	76	66	62	62	64
% Advanced	10	12	5	16	8
Number of students tested	237	204	207	199	208
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	5	3	3	2
% of students tested with alternative assessment	1	2	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	67	53	51	52	51
% Advanced	4	7	2	8	3
Number of students tested	122	119	101	87	112
2. Students receiving Special Education					
% Proficient plus % Advanced	35	53	18	28	40
% Advanced	17	33	0	6	0
Number of students tested	17	15	11	18	15
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	72	55	54	51	60
% Advanced	9	11	6	14	4
Number of students tested	121	101	86	76	94
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	80	77	68	67	66
% Advanced	12	12	3	16	10
Number of students tested	112	97	110	118	106
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher:

Test: NM Standards Based Assessment
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	57	63	60	41	50
% Advanced	10	9	13	5	7
Number of students tested	208	224	222	222	214
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	0	4	1
% of students tested with alternative assessment	0	1	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	50	59	50	28	38
% Advanced	5	8	6	2	4
Number of students tested	129	128	109	133	107
2. Students receiving Special Education					
% Proficient plus % Advanced	26	13	0	0	10
% Advanced	0	8	0	0	10
Number of students tested	35	24	13	10	21
3. English Language Learner Students					
% Proficient plus % Advanced	0				
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	48	64	55	36	40
% Advanced	3	11	10	4	7
Number of students tested	93	103	116	102	89
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	64	64	65	48	56
% Advanced	15	8	15	6	9
Number of students tested	109	115	102	113	113
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher:

Test: NM Standards Based Assessment
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	68	66	59	59	60
% Advanced	8	12	6	9	11
Number of students tested	213	227	211	216	196
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	3	7	1	2
% of students tested with alternative assessment	0	1	3	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	62	59	49	42	53
% Advanced	6	6	3	5	1
Number of students tested	123	119	117	109	86
2. Students receiving Special Education					
% Proficient plus % Advanced	17	24	13	19	32
% Advanced	6	24	0	0	5
Number of students tested	18	17	8	16	19
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	68	53	49	45	48
% Advanced	9	6	4	11	4
Number of students tested	97	116	104	85	71
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	68	79	70	69	68
% Advanced	6	18	9	8	16
Number of students tested	110	107	101	117	115
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher:

Test: NM Standards Based Assessment
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	83	72	66	68	78
% Advanced	13	14	10	8	10
Number of students tested	237	204	207	197	206
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	5	3	3	2
% of students tested with alternative assessment	1	2	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	75	63	52	56	68
% Advanced	5	8	6	1	3
Number of students tested	122	119	101	86	112
2. Students receiving Special Education					
% Proficient plus % Advanced	35	40	18	50	33
% Advanced	12	33	0	0	0
Number of students tested	17	15	11	18	15
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	75	66	59	62	77
% Advanced	7	11	7	4	6
Number of students tested	121	101	86	76	94
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	91	76	70	70	80
% Advanced	17	19	10	9	12
Number of students tested	112	97	110	116	106
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: