

**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) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Dr. Don George Wentroth, Jr.

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

Official School Name Bethany High School

(As it should appear in the official records)

School Mailing Address 6721 NW 42

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

City Bethany State OK Zip Code+4 (9 digits total) 73008-2698

County Oklahoma County State School Code Number\* 55 I088 705

Telephone 405-789-6370 Fax 405-499-4634

Web site/URL http://bethanyschools.com E-mail dwentroth@bps.k12.ok.us

Twitter Handle \_\_\_\_\_ Facebook Page https://www.facebook.com/bhsbronchos 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\*Dr. Kent Shellenberger E-mail: kshellenberger@bps.k12.ok.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bethany Public Schools Tel. 405-789-3801

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. Les Pettitt  
(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. 3 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	68	71	139
10	72	62	134
11	55	59	114
12	66	56	122
<b>Total Students</b>	261	248	509

5. Racial/ethnic composition of the school:
- 12 % American Indian or Alaska Native
  - 2 % Asian
  - 5 % Black or African American
  - 9 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 68 % White
  - 3 % 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: 8%

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	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	40
(4) Total number of students in the school as of October 1	514
(5) Total transferred students in row (3) divided by total students in row (4)	0.078
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 2%  
12 Total number ELL  
 Number of non-English languages represented: 3  
 Specify non-English languages: Spanish, Haitian Creole, Mandarin Chinese
8. Students eligible for free/reduced-priced meals: 29%  
 Total number students who qualify: 151

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: 22 %  
67 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>4</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>16</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>39</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>3</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>2</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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	2
Student support personnel 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 18:1

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	96%	96%	96%	96%	96%
High school graduation rate	96%	96%	96%	97%	96%

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	101
Enrolled in a 4-year college or university	65%
Enrolled in a community college	15%
Enrolled in career/technical training program	7%
Found employment	5%
Joined the military or other public service	5%
Other	3%

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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Bethany High School is part of the Bethany Public School district in a small suburb of Oklahoma City. The district is comprised of one elementary, middle, and high school, and The Children’s Center, a non-profit residency hospital for severely disabled children. It serves 556 students in grades nine through twelve. The boundaries of the district encompass only one square mile and include no industry, no large business, and three large non-profit entities. Therefore, district funding from taxes is among the lowest in the state. The in-district population is mostly low income, and fifty-eight percent of the students are transfers from all over the Oklahoma City metropolitan area. Parents camp out up to two weeks to get their names on the list for a possible transfer to BHS. Enrollment increased seventeen percent in the past three years. Real estate in the district is scarce and new listings sell well above property values because parents want to ensure their children can attend Bethany Schools. As a result, the school is currently at maximum capacity and has a waiting list of 186 students.

US News and World Report named BHS one of “America’s Best High Schools” for the past two years. Continually recognized for excellence, Bethany has earned the highest grade possible on Oklahoma’s rating system. In 2013, BHS received the highest grade of all Oklahoma public high schools. The school has been recognized as an Oklahoma Reward School, the top achievement award in the state, since the inception of the award.

Professional learning communities facilitate collaboration and allow teachers to share their successes and effective strategies. All teachers have achieved the status of Highly Qualified, and many hold advanced degrees and National Board Certifications. Teachers at BHS are well known and respected as professional development presenters, and some teach college courses in education and specific content areas.

At Bethany High School, the faculty never settles for the status quo. The mission of Bethany High School is to be visionary in assisting students to reach their potential as well-rounded individuals. Students prepare to compete in a technological and innovative global society. The objective is to provide a safe school, both physically and emotionally, where students and teachers build on past accomplishments to progress toward greater goals.

BHS is a comprehensive high school where students have the opportunity to graduate with college credit through AP courses and concurrent enrollment. Participation in AP courses tripled in the past three years. Students consistently score above the state average on the ACT, and in 2013, ninety-nine percent of Algebra II students and one hundred percent of English II students achieved satisfactory or advanced knowledge scores on the state exam. Ninety-seven percent of Bethany students are completing a college-bound transcript with coursework above both state and district minimum requirements for graduation. The overall graduation rate is ninety-six percent. Students that graduate with a GPA of 4.0 or better are designated as Honor Graduates and make up over twenty percent of the class. Eighty percent of the class of 2013 enrolled in college and received over three million dollars in scholarship money equating to over thirty thousand per student.

Students also have the opportunity to take courses in vocational careers or in pre-college specialties such as engineering, bio-med, and graphic design through the school’s partnership with Canadian Valley Technology Center. The intent is to create a world-class workforce by providing students a learning environment that allows them to develop skills and knowledge necessary for their successful integration into the working world.

Students earn state and national awards in visual and performing arts, scholastic, and athletic competitions. Twenty-five students achieved All State recognition in the past year. The school has helped shape many National Merit Scholars as well.

The school involves students in the community through organizations that provide Thanksgiving meals, Christmas gifts, and other essentials for people in the school district. Through these opportunities, the school

models the importance of responsible citizenship and compassion for others. Beyond the local community, the global community is emphasized through webcast connections with schools across the world and a partnership with the American Israel Friendship League. BHS is one of only five schools in the United States chosen to participate in this student exchange program.

The reputation of BHS inspires families and communities to excel as well. The academic and extracurricular accomplishments of the students are celebrated and used as a springboard for future success. It is the students, staff, parents, and supporters of Bethany High School that make it worthy of a National Blue Ribbon. Students are being educated for jobs that may not even exist yet. The goal is to work together to ensure that young adults who graduate from Bethany are prepared to be innovative thinkers, community leaders, and life-long learners.

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

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

a) BHS scores consistently at the top of the state in standardized tests. End of Instruction exams are given in Oklahoma in Algebra I, Algebra II, Geometry, English I and II, Biology, and US History. While the average pass rate in the state of Oklahoma is 77% in Algebra II and 88 % in English II, Bethany students achieved a 99% and 100% pass rate in these subjects in 2013. This is a trend for the school, as scores from the past five years in English II have been 96%, 98%, 94%, and 98% before reaching the goal of 100% last year. In Algebra II, past scores have yielded a pass rate of 92%, 87%, 88%, 94%, and 99%. The slight dip in scores in 2010 was due to a large jump in the state's passing standards that increased the scores needed to pass the test. Teachers at BHS quickly assessed this data and raised the expectations in their classrooms which resulted in pass rates back over 90% in just two years. Consistently high scores are also shown in the exams for all other subject areas.

Teachers at BHS put a strong focus on the ACT as a more complete standardized testing tool, and students excel on this test as well. The average composite score for students across the state in 2009 was 20.7 and only increased to 20.8 in the past five years. However, the average composite score for BHS students is 21.8 in 2013, much higher than the 20.9 which the school averaged five years ago. In this time, there was also a 47% increase in the number of students tested. Scores and percentages are well above the state average and have been continually increasing in all four subject areas for the past eight years.

b) When assessing data from standardized tests as well as tests such as PLAN, ASVAB, and PSAT, teachers see individual students rather than just numbers. Through proper professional development, increased collaboration among staff, experience, and knowledge teachers offer tutoring to help students in areas where they struggled on any particular test. Oklahoma requires remediation for all students who do not pass an EOI exam, but BHS is more proactive, identifying struggling learners and offering remediation help before the test is given. Test taking strategies and focus tools are taught in addition to content to help students relax, overcome their personal obstacles, and perform their best on test days.

Other significant contributing factors to the testing success of BHS include Professional Learning Communities that allow teachers to assess data together, discover learning trends and challenges, and address them using the expertise of a collection of educators rather than leaving it to each teacher to figure out classroom strategies on his own. Eighth grade OCCT scores are assessed before school begins, and teachers set goals for the grade, sub groups, and individual students. Tracking continues throughout a student's four years at BHS, and teachers are aware of their post-secondary goals and work to ensure their success. In this way, the whole child is educated. Standardized tests are not overly emphasized because students are confident that they are prepared, and their success on these tests is merely a byproduct of the hard work that goes on in the classroom every day. When expectations are high, students consistently meet and exceed them.

The only significant declines that occurred in any subject over the past five years have come when the state department has chosen to change standards and baseline scores, often without warning to the schools. The math scores suffered this setback four years ago, and last year it happened to the science scores. EOI pass rates for the past five years in biology have been 93%, 92%, 96%, 91%, and 78%. Even the 78% that occurred last year was one of the top scores in the state. This kind of frustration only made BHS science teachers more determined. They assessed the data from the test, remediated all students who did not achieve a satisfactory score with the new standards and raised their own student expectations even higher. Through the use of new technology, students had more opportunities to practice and excel before the test was given again in November.

Gains in math and reading over the past five years have been impressive. In only two subjects, Geometry and Algebra II, was there a 10% gap in student achievement between the entire student body and subgroups. In geometry, 84% of low socioeconomic students passed while 94% of all students passed, so BHS added tutoring an hour before school and during the lunch hour daily. Low socioeconomic students are often at

school early and receive help at that time if it is best for them. Eighty-nine percent of Native American students passed Algebra II while 99% of all students passed. The school purchased calculators specifically for this group of students to increase their familiarity with the tool before testing. All sub groups excel far above state standards. This positive result can be attributed to flex time built into the school day to give teachers more time with struggling learners. Other students are free to leave, but encouraged to see a teacher for help with any subject. This strategy has been a great success for the students and allowed the teachers to put their data analysis to work in a practical way to help each individual student.

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

Bethany High School has consistently scored well on state exams. The expectation is that students, regardless of academic standing or sub group, will pass these tests. Data received from the state shows teachers how to remediate any student who is struggling. In addition, teachers see how to push students toward advanced knowledge scores. BHS teachers do not settle for past test success. When goals are met, they are celebrated. Then the data is analyzed to set new goals for continued growth.

When a new freshman class enters the school, the ninth grade teaching team assesses all students with the STAR reading test. They also look at OCCT state exam scores from eighth grade. This data is used to push some students toward advanced classes and to identify those who need extra help to catch up to their peers. In this way, goals for all students can be set individually so that progress can be adequately tracked and encouraged.

All sophomores are given the PLAN test, an indicator of success on the ACT. With these data, the 10th grade teaching team explores strengths and weaknesses to set educational goals such as targets for ACT scores and helps students understand the types of questions they missed on the PLAN. Data from this test also reveal interests and career possibilities for each student. The teachers then focus on preparing them for their post high school plans through research papers on careers, visits to the vocational center, and information about planning for college.

Juniors are given the PSAT which allows them to prepare for the SAT and gives them a chance to qualify as a National Merit Scholar. Bethany students are also expected to take the ACT during their junior year. Analyzing data allows teachers to target weaknesses that are hindering the scores of individuals as well as the group. If they find that many students did well in some areas of the test but were weaker in others, lesson plans can be designed to fill the gaps. On an individual level, teachers use ACT data to aid in tutoring and target the needs of each student. The library purchased two practice tests per student, and a three hour ACT review is offered at no cost to students the week of the tests. Student scores often jump three to five points in any given subject area after utilizing one or more of these opportunities.

These trends continue into senior year as data on all previous tests become even more important. AP tests are a main focus of many senior level courses. AP instructional reports from the previous year and assessments given throughout the year give teachers insight to help them fill gaps before AP tests are given. The number of students taking AP tests and the number passing them has grown each year due largely to the careful planning and data assessment of AP teachers.

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

Across the Bethany district, BHS teachers and administrators share ideas, struggles, and successes. Together they created an “unconference” for all Bethany employees. Teachers from every school in the district wrote topics for discussion from technology to classroom management. Each person chooses a topic and created a forum to share ideas. Also, departmental PLCs meet with middle school PLCs to assess data and plan curriculum to aid in the continuity of the courses offered between 6th and 12th grade.

In Oklahoma, BHS teachers fill leadership roles and instruct other educators. Teachers at Bethany are board members of the Oklahoma Technology Association and present professional development in educational technology at conferences such as Encyclomedia. Teachers work for organizations like Canadian Valley

Professional Development and teach sessions such as flipped classroom, standards based grading, common core strategies, and formative assessment tools. The director of the award-winning Bethany orchestra was selected to direct the state honors orchestra and had the opportunity to work with and influence young musicians and their teachers from across the state.

There is also an understanding at Bethany that new teachers must be prepared for a challenging career in the classroom. The BHS principal teaches classes at the nearby university. These classes include Principalship and School Financing at the graduate level and Middle School Curriculum for undergraduates. Other BHS teachers teach university courses including Secondary Educational Methods and classes in core content areas. Aspiring educators are supported at BHS through student teaching opportunities. Student teachers are always in the building working with and learning from experienced Bethany instructors.

Collaboration is important on a national and global level as well. One teacher participated in forums created by the National Teachers of English to expand the use of technology such as twitter in the classroom. The Teaching American History grant provided the opportunity for a BHS teacher to tour Boston, Washington D.C., and Jamestown with educators from all over the country to develop ways to bring history to life for students. Foreign language teachers conduct skype interviews with instructors from across the world and give students a chance to interact with a classroom and teacher from another country. The school's connection with the American Israel Friendship League allows Bethany teachers to visit with teachers at Hakfar haYarok School north of Tel Aviv and provides the opportunity for their teachers to visit classrooms at BHS.

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

Parents are continually updated on grades, attendance, and behavior through parent portal and personal calls from staff. They are also invited to be part of the Principal's Advisory Committee to give input and ask questions about school events and procedures. The use of technology is vital not only within the school but to connect it to the outside world as well. The school's Facebook page, Twitter account, and website serve as a place to find information and as a tool for people in the community to comment and encourage our students and staff.

The Bethany Foundation is an organization comprised of parents and community leaders to fund special projects throughout the district and give students an edge in their educational success. Since 1997, over 400,000 dollars have been raised and given directly to classroom teachers for programs such as Lab Quest where chemistry students use lab data collection tools, 380 Degree Math where algebra teacher stand in the middle of the room while all students are on their feet working equations on white boards around the room, and Don't Worry Be Appy, which gave funds to load educational apps on the student iPads in the library. Money has also been given for technology such as computers, graphing calculators, and tablets in every classroom. Band and orchestra instruments have been purchased as well as sound systems and lighting for the drama stage. This connection between the community and the school gives opportunities that basic funding could never provide.

As the community gives to the school, the school teaches students to give back to the community. Organizations within the school raise money to buy Thanksgiving meals and Christmas gifts for people who live within the school district and can't afford these luxuries. They work to involve all students and staff in these projects, and in doing so improve the school and community. The annual cancer fund drive challenges students to work all year to form connections with businesses and individuals who donate money, auction items, and food for the big event. In turn, the school gives the money to the Oklahoma Medical Research Institute to research a cure for cancer. BHS believes that student success is more than just academic. The goal is to create intelligent and compassionate citizens that will be leaders throughout their adulthood.

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

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### **1. Curriculum:**

Bethany is committed to excellence. The curriculum offers advanced courses in all subject areas, challenging electives, and remediation classes to assist students in meeting and exceeding expectations. PLCs assess the curriculum on a horizontal and vertical level to ensure the rigor of the coursework for each department and secure interdisciplinary connections.

Graduation requirements include twenty-six credits, above the state mandate of twenty-three. Students must achieve four units of English, three of math, three of laboratory science, and three of social studies. Additionally, students must complete two credits of foreign language, and a unit of physical education, art, and personal finance.

Advanced courses are offered in all core subjects as well as art and Spanish. Several courses were added by student request because they desire a challenging curriculum. Research shows that students who participate in AP courses have higher success rates in college, so BHS is committed to adding advanced classes each year. Juniors and seniors are also allowed to take college courses for concurrent enrollment credit if they desire the challenge.

BHS recognizes the struggling students, also. Classes to fill the learning gap were added to help students proceed to the next level successfully. An intermediate algebra class bridges between geometry and Algebra II. An Algebra I enrichment class is for students who did not pass the OCCT math test in eighth grade. Physical Science is an option for students on the career tech path, and a reading course is available for students not reading at grade level.

An alternative education program that includes after school hours with a certified teacher and online course work through the Engenuity curriculum aids students in recovering credit hours and getting back on track for graduation. This allows an educational advantage to at risk students who have encountered roadblocks to learning in the past. This program helps keep the dropout rate less than four percent.

The curriculum also includes the Canadian Valley Vocational Center which allows upperclassmen credit hours for vocational training in areas like cosmetology, mechanics, and welding. Students also begin training for careers such as pre-engineering, health sciences, and computer programming.

While core classes are essential to the education of every student, challenging and meaningful elective courses are vital in any solid curriculum. BHS offers award winning bands, orchestras, choirs, and dance teams. In addition to the performance classes, courses are offered in music appreciation and general music. Bethany consistently expands these programs and offers students more opportunities in performing arts.

Visual arts classes are available in basic arts and crafts, art I and II for aspiring artists, and studio arts for advanced students. Speech, Debate, and Drama classes train students for competition in areas such as expository speaking, Lincoln Douglas debate, poetry, prose, and one act play. Creative Writing and literary electives in Shakespeare, World Literature, twentieth century authors, and great books give students a chance to broaden the scope of their humanities education. Family and Consumer Science classes, business courses, finance, computer, and sports management all prepare students for the world beyond high school.

The athletic programs at Bethany exceed expectations. Classes in strength and conditioning give athletes the chance to increase their skill. Football, softball, volleyball, cross country, basketball, swimming, baseball, soccer, track, and golf are all offered for course credit. In the past five years, every team has produced all state athletes and won distinctive championships. Physical education, health, and nutrition classes are an important part of the curriculum for students who are not competitive athletes.

Two important electives are Student Council and Leadership. These courses offer students the opportunity to serve the school and community while bettering themselves for the future. Because the school's mission is

to produce well rounded individuals and to drive them to reach their full potential, all core subjects, electives, athletics, and character building courses hold students to high standards and push them to be their best.

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

The English department seeks to advance all students in their literary skills and written and oral communication. AP and/or Pre-AP courses are taught at each grade level for advanced learners. Each year the program grows as students reach higher goals and seek to challenge themselves. All other English classes are taught at a college preparatory level where students research, analyze, and use higher ordered thinking skills. Reading and study skills classes are used to help students who read below grade level or those who struggle to put their thoughts on paper.

As the school has embraced the Common Core Standards, English teachers have incorporated more non-fiction into the curriculum to help students relate to the world around them. The library received a grant this year to expand the non-fiction reading choices across the school and create a “Non-fiction frenzy”. In English classes, analytical thinking is the expected norm. Students learn to close read, dissect passages, and increase written and verbal communication skills. The goal of this department is to teach students how to think rather than what to think. This is accomplished through open dialogue, small group discussions, oral presentations, research projects, and challenging writing assignments that require students to form an opinion and prove it clearly. The goal is the same in all four levels, to analyze the variations of literature and apply them to the real world. Each year students advance these skills and increase their ability to think outside the box.

In partnership with the media center, reading for pleasure is encouraged and rewarded. Coffee shops, book clubs, and “reader of the month” awards are used to further a love of literature among students. The reading level of each student is enhanced by encouraging reading and expecting it to be a part of each student’s education. Teachers also bring literature to life by acting out Shakespearean plays, writing poetry, and researching historical events.

English scores on the EOI and the ACT are well above the state average. One hundred percent of English II students and ninety-eight percent of English III students mastered the state test last year. This success is attributed to the fact that students are individually assessed and tutored to help them reach the next level. Struggling learners are remediated individually or in small groups, and students met with teachers who help them assess their ACT scores and improve them.

## **3. Mathematics:**

Bethany uses a four tiered approach to mathematics curriculum. Students are assessed and placed in the correct class for their comprehension and problem solving skills knowledge base. Flexibility is allowed to move a student to a more or less rigorous class depending on comprehension level throughout the year. A consistent vocabulary and skill sequence is used in the progression of mathematics classes so that all teachers in all content areas are using the same terms and strategies for student success. This allows students to operate at their highest level of mathematics proficiency. Most importantly, a support system gives students help when needed. Teachers are committed to tutoring before and after school, at lunch, and during flex. Students are encouraged to form their own study groups before exams, and teachers hold review sessions in the evening at Starbucks and McDonalds.

There is always an opportunity for students to attend the Oklahoma School of Mathematics and Science during junior and senior year. Classes have also been designed for students who struggle in math to bridge any gaps between geometry and algebra II and to aid proficiency in Algebra I. The special education department uses an online program to assist students with homework.

The mathematics department teaches with a variety of methods. Teachers do not just use textbook generated material but create their own notes and supplements. Graphing calculators are used extensively, but students

still learn to justify their findings in writing. Statistics students design and simulate experiments, while calculus students complete related rates labs and matching activities to determine relationships between functions and their derivatives. The latest innovation in a math classroom is implementing whiteboards on all the classroom walls. The teacher is in the center of the room watching and giving feedback. This ensures all learners are actively engaged and difficulties are addressed immediately.

Work ethic and flexibility are the keys to the department's success. Remediation and individual tutoring are rotated between colleagues providing students with a variety of teaching styles, methods, and a chance at a fresh start. Teamwork is evident in all facets. Students want to "win" by getting the highest grade on a test, midterm, EOI or AP exam. At the same time they want their classmates to succeed. Students share resources, question each other, and give words of encouragement on test days. This "us against the test" mentality makes all students better.

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

Science is an innovative, technology-based department with a goal of college readiness. Students submit work online and analyze technological data along with mastering science content. Biology students have one-to-one classroom technology which increases collaboration. Students use technology to graph, analyze data, and peer edit experimental write-ups. Ninth-grade biology curriculum is designed to increase critical thinking and inclusion of math and language arts in real-world applications. Teachers collaborate with English and math teachers to include skills in science.

In chemistry and physics, students experience the flipped classroom and gamification. Inquiry thinking and innovation make the science department an engaging learning experience for students. Many students elect to go beyond required sciences, so Bethany is increasing opportunities. Zoology, Anatomy, Chemistry II, Pre-AP Physics, AP Environmental Science, and AP Biology are now offered. These elective sciences prepare students for careers in a science and technology driven world. It is common for students to be enrolled in two sciences per year and to use the option of concurrent college courses and vocational center credits as well.

A relationship with the nearby university allows for field trips to the cadaver lab and guest speakers. Students learn about future opportunities at the University of Oklahoma research presentation day as well. The Society of Science focuses on science career awareness and the educational requirements for various science fields. These experiences increase involvement and encourage students to continue science education.

Research shows that students excel in science and math when they have training in music and art. Because the goal at Bethany is to create well rounded students and go beyond the traditional classroom, the performing and visual arts curriculum is continually expanding, improving, and succeeding. More than twenty-five percent of the student population is enrolled in a performing arts class.

Traditional and show choirs are offered, and six choirs scored superior ratings in concert performance and sight reading. Four qualified for state. At state contests, they won best in class and best choreography awards and placed ten individuals as all state performers. Seven solos and four ensembles also qualified for state competition. Adding a dance team has given a new venue for talent and widened the scope of students involved in the arts. In recent competition, the team achieved a sweepstakes including the judge's award, high point circle championship, and three best in category trophies.

Growth in numbers and quality has also been the trend in the instrumental program. The orchestra has grown from 70 students to 170. They achieve statewide awards and have the first chair bass player in the state orchestra. The symphonic orchestra was invited to play at the OMEA seminar for music educators and performed on stage at the Oklahoma Civic Center. The band has grown by 41% in the past three years because it was rebuilt on the standards of excellence. Marching band scored all Division 1 ratings and qualified for state contest. They also received the Distinguished Academic Award because the overall GPA of the entire band is 3.5 or higher. This distinction is possible because instrumental directors expect students

to excel in music and in academics.

The visual arts program includes classes for beginning, developing, and advanced artists. Student artwork is displayed throughout the school. BHS artists are also featured at the state and national capitols where their award winning pieces hang in the offices of legislators. Four pieces by Bethany artists received Young Talent awards which led to nominations for the state superintendent art award.

Athletics are also a vital part of BHS. Coaches not only focus on the fundamentals of their sport but concentrate on team building, work ethic, sportsmanship, classroom behavior, and character development. The “Character First” program required by coaches teaches athletes to be involved in their communities and become leaders in their school. Many students receive awards as scholar athletes, and the teams are recognized by OSSAA for the high level of overall team GPA. Coaches collaborate with classroom teachers to keep athletes on track in the classroom because they expect excellence. This spirit translates to their sports as well. Bethany team sports are regular participants state tournaments and playoffs. Highlights include state runner up in boys basketball and girls soccer and boys basketball and football state championships. All individual sports have had someone qualify or medal in a state competition. The past four years BHS has averaged ten All-State award winners, and each year approximately ten percent of the senior class has gone on to compete collegiately because they are strong students as well as athletes.

## **5. Instructional Methods:**

Bethany High School believes differentiated learning is a key component in providing students a quality education. It is important to analyze and adapt for the needs of diverse students. BHS is an inclusion school where our special education students, who make up 22% of the student population, attend the general classroom setting with special education teachers/assistants supporting the students and general education teachers in the most natural environment.

ACE remediation is required for students who need more personalized reinforcement to obtain effectual scores and ensure a qualified diploma. Furthermore, the Edgenuity online curriculum is available to support the educational needs of students who do not thrive in a conventional school setting.

The growth of the advanced placement curriculum has benefited gifted and talented students and regular education students alike. They are challenged on a level that makes sense for them. Students are offered an ACT preparation course to facilitate raising ACT scores and assist in procuring post-secondary opportunities. All students have online practice tests available to them.

Bethany utilizes a wide variety of instructional strategies to reach all modalities of learning styles. Students use Google Drives in the classroom. This technology allows collaborative learning among students. Peer discussion, cooperative input, teamwork, and the ability to simultaneously edit ensures each student is participating in the learning. Teachers have implemented the style of the flipped classroom. This allows for students to watch lecture videos on their own time and spend class time doing more hands-on laboratory activities. It allows teachers to focus on specific content reinforcement when students come to class. Innovative teachers have intertwined gamification into their curriculum. The teachers update a “leader board” for lessons each day to motivate students. The familiarity of gaming techniques, applications, and terminology engage students in learning subject content and has produced positive results. Students feel a sense of accomplishment when “reaching the next level”.

In order to ensure every student reaches his/her potential the ixl.com online program has been applied to supplement skill areas that require more attention in mastering. As a result of improving mastery of weak skill areas, students become more confident in their ability to achieve successful learning inside and outside of the school building. iPads are used for reviewing material, but their uses go much further. Apps are added often to challenge students to produce movies, create cartoons, and map, graph, and analyze data.

## **6. Professional Development:**

It is vitally important that money and time spent on professional development be used in a way that reflects the mission of the school. For this reason, teachers attend AP and Pre-AP workshops each summer. Even teachers who are not yet teaching these classes attend the training so that they are ready to expand the program in their discipline. They also learn valuable strategies that can be used in the classes they currently teach. Challenging the students to take more advanced courses, also challenges the teachers to find the best ways to meet their needs.

Several teams of teachers representing different curriculum areas and grade levels have attended Solution Tree seminars to effectively implement Rick DuFour's Professional Learning Communities throughout the school. Increased collaboration among the faculty has yielded impressive results. All departments have met Common Core goals like reading across the curriculum, assessing graphs and charts, and research writing by learning from each other in PLCs and using a common language and common strategies that were instigated by the PLC conference.

Many hours were spent over the past several years learning to implement Common Core Standards throughout the curriculum. Teachers have studied together in departments and in cross curricular groups. To assist in the implementation of the literacy standards for Common Core, teachers and administrators experienced "Teaching to the Max" seminars with Mark Forget. The faculty read the book and held group discussions to talk about his techniques, implementation, and the ways that students could benefit. This focus has increased literacy in all core content areas.

Teachers at Bethany are well known and respected as exemplary instructors and are called upon to lead other educators in innovative classroom strategies. Music educators attend and often lead professional development through the Oklahoma Music Educators Association. Reading and media specialists are involved both in presenting and in learning through the state technology conferences each year.

Bethany teachers learn from each other through organized professional development seminars conducted by their own colleagues. The "unconference" allows teachers to bring up topics that mattered to them and discuss them in an open forum with educators throughout the district. Teachers are encouraged to visit each other's classrooms to gain insight into innovative classroom strategies and learn to use new technology. Faculty members also present courses on varied topics: effective group work, standards based grading, flipped classroom, gamification, and Common Core strategies for specific content areas.

## **7. School Leadership**

The belief is that leadership should be shared and developed in everyone at BHS. In this way, creative solutions can be found for the difficult task of leading students and adults to reach their full potential. While the principal oversees all components of the school, leadership is delegated and expected across the faculty. The dean of students handles discipline and focuses on students who are under-performing academically so that they know the administration cares about their individual success. The counselor is responsible for scheduling, testing, communication with colleges, and the psychological well being of the students. Department chairmen have the authority to make master schedule decisions, determine testing dates, and approve purchases from department budgets. Each department and grade level PLC has the autonomy to set norms, agendas, and SMART goals that enforce the school's mission of creating well-rounded students. The principal visits these weekly meetings to assist teachers and remove obstacles. PLC agendas are sent to him to review and comment back to the group. All decisions from what money is spent to what books are bought for the library and what field trips are planned are held to a common standard: "How does this help us achieve our mission of excellence?"

Since teachers are encouraged to develop their leadership skills, it is natural for them to encourage students to find opportunities to lead and serve their school and community. The leadership class is separated from the student council so that a greater number and a more diverse group of students can be taught skills in leadership. Student leaders are found throughout the school. Along with organizations like Key Club and

National Honor Society, students plan and execute drives for Thanksgiving meals and Christmas gifts for families in need in the school district, Pennies for Patients, Cure for Cystic Fibrosis, and the schoolwide Cancer Fund Drive. They also organize and assist events for Special Olympics and projects for teacher appreciation throughout the year. When students are taught to be leaders and given the opportunity to lead, they learn more about themselves and see the benefits of collaboration with each other and with adults. Because the goal is to educate the whole child, the faculty leads by example through dedication, collaboration, and expectation. BHS believes the motto, “When we give our students tasks, we make them followers. When we give our students authority we make them leaders.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 10

**Publisher:** CTB/McGraw-Hill

**Test:** Geometry I

**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	94	98	89	92	93
% Advanced	51	48	53	66	48
Number of students tested	111	114	112	122	93
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	84	89	73	82	84
% Advanced	27	47	18	41	26
Number of students tested	30	19	33	27	19
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced			45	66	
% Advanced			9	13	
Number of students tested			11	15	
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced		80			75
% Advanced		47			17
Number of students tested		15			12
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced				92	
% Advanced				67	
Number of students tested				12	
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	95	90	90	93	96
% Advanced	64	47	55	67	55
Number of students tested	80	81	85	101	69
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 11  
**Publisher:** CTB/McGraw-Hill

**Test:** Algebra II  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	99	90	84	83	89
% Advanced	53	41	39	43	38
Number of students tested	86	106	111	87	89
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	93	67	72	78
% Advanced	65	13	19	43	22
Number of students tested	20	15	21	14	18
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					56
% Advanced					0
Number of students tested					9
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	90		60	
% Advanced	60	0		50	
Number of students tested	10	10		10	
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	89			89	93
% Advanced	33			22	29

Number of students tested	9			9	14
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	100	89	85	86	87
% Advanced	57	42	39	43	42
Number of students tested	61	81	94	65	66
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 9  
**Publisher:** CTB/McGraw-Hill

**Test:** Algebra I  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Jan
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	93	93	87	87	96
% Advanced	29	51	45	43	61
Number of students tested	98	110	101	99	89
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	6
% of students tested with alternative assessment	0	0	0	0	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	90	92	75	84	95
% Advanced	21	33	46	32	52
Number of students tested	39	27	24	25	23
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					66
% Advanced					22
Number of students tested					9
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100		73		
% Advanced	17		53		
Number of students tested	12		15		
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	100				90
% Advanced	11				45

Number of students tested	9				11
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	94	94	86	88	96
% Advanced	32	57	43	41	59
Number of students tested	63	82	72	81	71
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 10  
**Publisher:** CTB/McGraw-Hill

**Test:** English II  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	97	93	97	92
% Advanced	44	32	50	56	43
Number of students tested	104	113	101	107	89
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	84	95	72
% Advanced	56	13	28	36	44
Number of students tested	36	16	25	22	18
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	91			64
% Advanced	27	8			0
Number of students tested	11	12			11
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced				90	
% Advanced				60	

Number of students tested				10	
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	100	97	95	98	95
% Advanced	49	32	49	57	54
Number of students tested	71	84	80	86	61
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 11  
**Publisher:** CTB/McGraaw-Hill

**Test:** English III  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	98	94	91	96	90
% Advanced	44	43	45	43	52
Number of students tested	115	102	114	88	99
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	4	0
% of students tested with alternative assessment	0	0	0	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	96	81	77	88	94
% Advanced	24	33	18	25	47
Number of students tested	29	21	22	16	19
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced			34	90	25
% Advanced			7	10	0
Number of students tested			15	10	12
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced				100	86
% Advanced				38	29

Number of students tested				13	14
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	98	97	90	98	90
% Advanced	45	44	44	48	58
Number of students tested	87	78	93	64	77
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**