

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

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Ryan Baker

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

Official School Name Reydon Elementary School

(As it should appear in the official records)

School Mailing Address 205 4th Avenue P.O. Box 10

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

City Reydon State OK Zip Code+4 (9 digits total) 73660-0010

County Roger Mills County State School Code Number\* 65-006

Telephone 580-655-4375 Fax 580-655-4622

Web site/URL http://www.reydon.ps.k12.ok.us E-mail rbaker@reydon.k12.ok.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. Phil Drouhard E-mail: pdrouhard@reydon.k12.ok.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Reydon Public School Tel. 580-655-4375

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

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

Name of School Board  
President/Chairperson Mr. David Wright  
(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):
- 0 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 1 K-12 schools
- 1 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	3	7	10
K	5	3	8
1	9	5	14
2	6	8	14
3	4	5	9
4	4	7	11
5	5	3	8
6	5	6	11
7	6	4	10
8	4	2	6
9	3	4	7
10	2	2	4
11	4	3	7
12	3	2	5
<b>Total Students</b>	63	61	124

5. Racial/ethnic composition of the school:      0 % American Indian or Alaska Native  
    1 % Asian  
    0 % Black or African American  
    5 % Hispanic or Latino  
    0 % Native Hawaiian or Other Pacific Islander  
    93 % White  
    1 % 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: 14%

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	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1	124
(5) Total transferred students in row (3) divided by total students in row (4)	0.137
(6) Amount in row (5) multiplied by 100	14

7. English Language Learners (ELL) in the school:      1 %  
    2 Total number ELL  
 Number of non-English languages represented:      0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals:      60 %  
    Total number students who qualify:      74

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: 17 %  
21 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>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>6</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>8</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>4</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	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
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.	5

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 6:1

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%	97%	96%	96%	96%
High school graduation rate	100%	100%	100%	100%	100%

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	5
Enrolled in a 4-year college or university	80%
Enrolled in a community college	0%
Enrolled in career/technical training program	20%
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**

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“Reydon Public Schools will serve the Reydon community by providing a comprehensive education so that all students may attain their full potential and continue to develop the skills necessary for independent lifelong learning.”

Nestled in a quiet agricultural area of Western Oklahoma, Reydon, while being a small town, contains involved parents and a close-knit community. The education of the students, who hail from our town and surrounding rural areas, has been and continues to be a priority. The mission statement of Reydon Public Schools is known and accepted as a personal calling by each faculty and staff member, parent and community member. In order to bring our mission to fruition, everyone involved in the education process pursues five separate goals.

Goal number one: Our school provides a safe, modern, orderly and friendly learning environment. In regards to safety, every door in the school building is equipped with a safety-locking device that can only be opened by a faculty or staff member with a magnetic ID card. This ensures that no outsider can enter the building. Therefore, our students and staff can concentrate on education rather than fear. Modern technological devices are required to engage students in this age of computer games, iPads, and tablets. Every classroom at Reydon is equipped with a Promethean or SMART board (interactive white board). Additionally, the school has two brand new computer labs to further serve the students. Every effort is made by the administrators to provide faculty members with any additional technology needed for classroom success.

Goal number two: Create a learning environment that enables all students to maximize and achieve their full potential. As every student has varying abilities, each teacher strives to work with each student individually as well as corporately. Third through sixth grade students rotate classes for each discipline in an effort to prepare them for the rigors and challenges of middle and high school. Every effort is made to encourage the pursuit of reading on a variety of topics. The Accelerated Reading (AR) program further challenges students to read and learn. Those students who meet the AR goal take a yearly spring trip that offers both fun and further enlightenment opportunities to reward those students who accomplish high levels of success in this program.

Goal number three: Facilitate effective community involvement and encourage the community to actively participate in all school activities and education. There are several traditional activities that keep the public actively involved in the school, its activities and educational processes. Every October, the school hosts a large fall carnival. The students are largely responsible for the set-up, working, and teardown of the carnival. The many community members who attend the carnival see the students working and practicing life skills such as courtesy and responsibility. Seeing them in this light promotes a positive relationship between the community and the school. Additionally, the annual FFA auction, Veteran’s Day program, Christmas program, and senior trip are among the opportunities extended that encourage community involvement with our school.

Goal number four: Ensure that all students will receive an education that will enable them to serve as useful, productive citizens in their community. The highly effective teachers who are employed at Reydon serve to meet this goal in a variety of ways, not only by offering engaging classroom lessons to challenge and lead the students to desire further knowledge, but by encouraging them to get involved in activities outside of the classroom. Future Farmers of America holds a lengthy tradition of success within the Reydon school and community. Newly instituted 4-H, speech and music programs are offering a larger variety of learning and performance opportunities for students who seek to explore their leadership and creative sides. Team sports are also a valuable part of the extracurricular activities offered at Reydon. All of these combine to form a rich tapestry of teaching-learning moments that shape the student into productive members of our society.

Goal number five: Continue to pursue openness to innovations in education. Reydon’s administrators and faculty constantly search out methods to advance and enhance the learning environment of our school. Through attendance at meetings of professional organizations, workshops, and

an array of professional development venues, faculty and administration alike adopt and share information gleaned from such experiences.

The success of the students at Reydon directly correlates to the continued success and growth of our small, agriculturally based community. Whether the students seek college or entrance into the job market, their education ultimately equals our continued success. Therefore, we hold a permanent vested interest in providing our community with students who are comprehensively educated, continue to set and reach goals, and armed with the desire to make education a life-long quest.

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

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

Oklahoma elementary schools have been assessed over the last couple of years using an A-F school report card. This system of measurement uses four major components: Student Performance, Overall Student Growth, Bottom Quartile Growth, and Whole School Performance. Within each of these components there are several factors in which calculate the school grade such as Reading and Math OCCT student test scores, student attendance, dropout rates, advanced coursework, parent and community engagement, and school climate. Before the A-f report card, Oklahoma elementary schools were assessed using the Academic Performance Index (API). This system of measurement included three major components: attendance, graduation rates, and academic excellence and was scaled on performance from 0-1500. Each of these tools used rely heavily on student test scores and performance. All students in grades third through eighth grade take OCCT state assessments now based off of the new Oklahoma Academic Standards, previously PASS standards, and Common Core assessments in Math and Reading. These assessments provide a categorical ranking for students. The categories are Unsatisfactory, Limited Knowledge, Proficient, and Advanced. Students scoring in the Proficient to Advanced range are considered to have met the standards of performance by the state. These assessments give each teacher, student, and guardian a realistic view of each child's performance.

Reydon Elementary School has received the highest marks according to the A-F report card in the two years of its existence. Overall student growth performance index in Reading was 95% and Math was 100%. In 2009, Reydon's API score was a perfect 1500 out of 1500, 2010 API score of 1337 of 1500, and 2011 API of 1318 of 1500. All of these scores are at the top end of performance for any school in the state of Oklahoma.

Our rising test scores are credited to the flexible block scheduling starting in the lower elementary grades 3-6 as well as the curriculum alignment in these grades. Students received a total of 300 minutes of classroom instruction per week in core classes. Elementary students are also required to spend an additional 45 minutes a day on reading and we assess them weekly on progress as well as quarterly on grade level assessments.

Oklahoma state law requires students who score Limited Knowledge and Unsatisfactory in Math or Reading are eligible for intense remediation. With remediation, our students' scores have increased over the past few years and the overall student growth performance index shows our continued progress. We offer before and after school tutoring as well as an online based remediation tool through Advanced Academics. Other factors for increased test scores and student performance is due largely to teacher professional development, curriculum alignment throughout the entire district of Reydon, as well as technology advancements such as online classwork and electronic learning devices.

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

At Reydon Elementary School all faculty and administrators take ownership in using assessment data results. At the beginning of every school year, sometimes prior to the next school year if assessment results are ready, staff start reviewing student testing data. Individual student assessments are given to all teachers, administrators, and faculty for review and standardized improvement plans are developed for each student in the district. Teachers are held accountable by the district for student test scores and now by the Oklahoma State Department of Education with the use of the A-F report card system as well as the Teacher Leader Effectiveness (TLE) evaluation tool used for teachers. Staff dedicate many hours every year analyzing student data to increase each student's performance and to maximize their potential.

Other tests other than the Oklahoma Core Curriculum test are also used to assess our students. Benchmark tests are given to every student in Reydon Elementary. Pre-K through second grade is given the IOWA Skills Complete Battery assessment yearly. Data is reviewed yearly from this assessment that is not required by the state and is a great tool to start remediation and retention efforts in the younger elementary.

Every teacher plays an integral role in preparing students for Reading and Math tests. Students are assessed in Oklahoma starting at third grade in Reading and Math therefore having curricula aligned and teachers teaching across curricula are extremely important for us. By the time students reach eighth grade they are given the Explore Test. This test is a good indication of how well they will perform on the Plan and the ACT in future years.

By reviewing assessment data, it has helped identify strengths and weakness within our district. Class scheduling and teaching assignments are vital to the success of our students. Even though students are only tested in certain subjects every year, it is important every teacher works together to ensure student achievement at the highest level. Class schedules are flexible and students are able to get the undivided attention to help when needed or struggling.

At Reydon Elementary School, we take great pride in analyzing student data. We work extremely hard to maximize student potential so they can be productive citizens later in life. We look at it as there is always room for improvement and nobody is perfect. We strive to be the best in the state of Oklahoma every year.

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

Schools in rural areas have many advantages, but they have a host of disadvantages to face as well. Curriculum sharing, while a welcome and beneficial aspect of teaching, can often be challenging for teachers in rural areas. State and regional meetings where new ideas are shared can be up to a four or five hour drive. The distance hinders many teachers from being able to attend. However, in spite of such logistical issues, Reydon teachers find a way to share their inventive curriculum ideas with other teachers.

The Internet has become such a valuable tool for sharing innovative lessons. Many of our teachers use websites to share lessons. Places like Pinterest, sharemylesson.com, and betterlesson.com offer our teachers places to share their own lessons with other teachers, but also to see imaginative lessons from teachers all over the world. Every teacher hits roadblocks occasionally and when that happens, it is important to be able to draw inspiration from others.

Reydon combines with another area rural school, Cheyenne, for sports competitions. This has led to dialogue between teachers in the physical education area, music area, and a variety of other subject areas. Reydon also participates in a regional program in Western Oklahoma known as Five County. Through the Five County connections, our teachers have been in contact with instructors from schools in five neighboring counties. Lessons, activities, and a multitude of other curriculum ideas are shared between these schools. Many of these teachers then carpool to the state and larger regional professional teacher development gatherings where those same ideas are shared with teachers from around the state.

Lesson sharing is important because every teacher has different strengths. These different strengths enable us to put together lessons that will hopefully educate and inspire our own students as well as other teachers.

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

With the lack of parental involvement facing most public schools, Reydon School feels that family and community participation plays a major role in our success. Students with parents involved in our school tend to have fewer behavioral problems, better academic performance, and are more likely to complete high school than students whose parents are not involved. One of the most important strategies we feel is important is a constant chain of communication. Our staff diligently works everyday to stay communicated with our parents, guardians, and stakeholders to ensure each child is receiving the best education possible.

There are several modes of communication we use to ensure the parents and community are up to date on their child's performance as well as the ongoing activities our school has to offer. At the beginning of each year we offer an Open House to all members of the community. This open door invitation creates an environment that everyone within the community contributes to the learning success. Our website gives the community and parents access to an online grading system where they can monitor their students' progress.

It also provides the community and parents updates on weekly activities, schedules, and important documents. Each year we host a community wide carnival where all members of the community are welcome for a night of fun. The carnival is a great event that establishes friendships, community involvement, school spirit, and an environment that everyone is working together for the students so they may have the best education. Other than the carnival, we host a school wide field and track day, an elementary rodeo day, and a July 4th celebration. Each of these activities involves the entire community and is unique to our school district. These events contribute to the overwhelming success of our school district. We understand without engaging families and the communities our success would be limited, but with everyone involved it is a winning combination.

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

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### **1. Curriculum:**

At Reydon School high achievement and accountability are the driving force of our curriculum. Students are engaged in daily activities and learning processes are enhanced with our core curriculum of English, Reading, Math, Science, and Social Studies, along with our elective curriculum containing vocal music, technology education, and physical education. Our curriculum framework is primarily designed around the Oklahoma Academic Standards and Common Core for Math and Reading. Each teacher at Reydon School follows the standards stated, but also inspires students to excel in many other areas of their life.

English Language Arts (ELA) classes at Reydon School prepare students for college readiness by emphasizing three key components for college success: the ability to comprehend what is read, the ability to verbally communicate thoughts and ideas, and the ability to compose essays and papers of varying lengths for the classes students attend, regardless of area of study. It is with these goals in mind that the English teacher focuses her instruction. Additionally, students who enter colleges and universities need a cultural knowledge of world, American, and British literature. Reydon students study a vast variety of works from multiple-genres, varying time periods, and multi-cultural presentations. Also, students practice resumes, cover letters, and presentation techniques that transfer effectively into any job market to make our students viable candidates in the work force.

The mathematics department at Reydon School develops vital skills necessary for the collegiate environment. The ACT score is a critical aspect in the college entrance process. Students walk into the ACT testing site with the confidence that the math education they received at Reydon sufficiently prepared them for the test. This is evident in the test scores. The curriculum covered from Pre-K through Algebra II develops problem solving strategies. Students who enter any form of higher education will have the training needed to face problems head on. They will be able to break down each situation and follow the step-by-step procedures learned and mastered through the math curriculum taught at Reydon School.

The Science curriculum at Reydon School is structured around scientific investigation and critical thinking activities. Each lesson requires high level thinking skills and develops students to think logically, rationally, and in-depth as they apply themselves to understand the principals of science. Both verbal and written expression is required to help students engage themselves to solve complex problems and to reason data to support their conclusions. This curriculum develops students that enter college or careers with a foundation ready for success.

The History and Social Science curriculum at Reydon is comprised of American history, government, geography, Oklahoma history, and history of the eastern and western hemisphere. Our social studies department focus's and devotes time to cross curriculum map with reading. Students develop problem solving skills, learn to think critically, and encourage students to become more diverse and ready for future undertakings. Teachers incorporate both past and current historical events and develop student's respect of commitment, decency, honor, and respect.

At Reydon School our Fine Arts curriculum consists of the components of music, visual arts, and drama. Each one of these skills is learned through a natural progressive sequence. One component builds upon another to form a foundation of knowledge. The use of music and drama equips students with public speaking skills, the ability to work with others, and causes them to think in more creative ways.

Our physical and technology education department focus on both small and large motor skills. They incorporate the skills needed to lead both a healthy and hard working life style. Both classes encourage hard work, dedication, character, and discipline. They instill in students daily the ingredients to become self-sufficient, and the abilities to strive for success both academically and any endeavor they choose.

## 2. Reading/English:

a) Reading (Elementary Schools): Reydon Elementary's exemplary reading program starts with a foundational, skill-focused curriculum in pre-K, including phonetic awareness, sight words, and blending three-letter words. Teachers encourage creative, verbal, literary responses to reading selections along with visual connections. Kindergarten uses the resource of Frog Street-Letter of the Week to teach the basics of the alphabet. To meet the needs of varied learners, elementary classes utilize both one-on-one and high level-lower level grouping. Reydon Elementary is also involved with the Accelerated Reader (AR) program to help challenge and reward students in individual reading goals and assessments.

Reydon teachers prefer Saxon Phonics and Spelling, which focuses on sounds and blends with progression from words to sentences to entire books. Houghton Mifflin Harcourt's (HMH) Reading (K-second grade) emphasizes phonemic awareness, vocabulary, comprehension, grammar, and writing with each lesson. Teachers require daily reading at home through leveled readers and sight words study. Weekly tutoring opportunities are available for students who are struggling to meet standards in oral reading assessment. Special education students are main-streamed with additional support via paraprofessionals.

Common Core curriculum alignment from pre-K through sixth grades provides a seamless transition and firm foundation to begin the all-important tasks of learning to read, re-teaching for skill mastery, and providing differentiation to keep the students challenged and focused. Third through sixth grades are departmentalized and offer a heavy emphasis on skill focus and daily test prep scenarios. Students complete weekly workbook assignments through Wordly Wise, which further offers opportunities to practice vocabulary, usage, and reading comprehension. Chapter books are also a student favorite.

Upper elementary students have access to iPads with computer-generated practice and audio-visual support that correlates to the resources used in class. These grades use HMH's Journeys textbook, plus Reading Works, a non-fiction, skill-specific website, and the test prep resources of Study Island and Buckle Down. These classes have an additional language class that focuses on grammar, usage, and writing through HMH's Write Source textbook. These grades also use the same pre-writing method, thereby providing continuity and confidence for writing tests. The reading department has access to the following technology: Promethean/ SMART boards, document cameras, iPads, and computer labs. In seventh and eighth grades, the language and literature teacher further emphasizes the previous skills with a focus on application of skills and terms through literature, usage, and writing tasks with more of a college and career-readiness outcome-base.

b) Reading (Secondary Schools): The English department consists of one teacher for seventh through twelfth grades. With over 100 hours of Pre-AP/AP training, this teacher bases all instruction on the AP strategies of close reading, analysis, and annotation. Challenging, high-interest texts are used, as well as modeling of in-depth analysis practices and mnemonic devices to aid in memory. The texts used are Holt McDougal's Literature, McDougal's Language Network, and HMH's Write Source. Individual, grade-specific novels, drama, and poetry collections are also utilized throughout the year.

Students study a mix of seminal texts as well as contemporary pieces with a focus on multiple-genres of literature and non-fiction. Students have opportunities to individually practice skills through complex study guides that require comprehension, in-depth analysis, and essay response. These study guides focus on PASS (Priority Academic Student Skills) with Common Core outcomes, as the English department seeks to incorporate state-mandated skills throughout the entire curriculum.

Another tenant of this strong program is early use of MLA citation through quoted material. Students begin in seventh grade to provide evidence through the use of quotations, cited paraphrases, and summary of text. They are then taught to TAG, or provide title, note author, and give the parenthetical citation of each quote. Thus, citation becomes a skill they practice weekly, not simply a research-paper emphasis. Dependence upon the text forces students to clarify their answers and evaluate if their response actually reflects author intent. Graphic organizers are used to isolate important quoted material and then to re-integrate this information into a paragraph. Domain-specific vocabulary and literary terms provide a basis for building an

academic vocabulary that promotes literacy in the fields of social studies, science, and humanities.

The ability to write and communicate effectively arena is one of the most important skills that will often determine college success. For writing instruction, students learn the “BOTT” method, which includes brainstorming diagrams, universal outline, thesis sentence construction, and title identification as a means of pre-writing. Students in third grade begin this method to focus and direct student writing to generate ideas and to keep writing organized.

Even though rigorous AP strategies are used with each class, the English teacher is adamant about providing scaffolding to support the struggling student. For special education students, teaching strategies include repetition, guided note-taking, and working with partners. A reading club is offered for gifted students and creative projects address every level of student performance.

### **3. Mathematics:**

Reydon Public Schools utilize Glencoe McCraw-Hill Mathematics, our standards-based curriculum. The curriculum provides each grade level with whole class instruction, problem-centered connections, and inquiry-based learning integrated into every objective. The Glencoe series is vertically aligned, which allows for a complete and cohesive study from early elementary through high school. Student achievement is a result of teachers providing activities and lessons that make use of diverse strategies designed for every learner to succeed.

Math concepts are introduced, taught, and reinforced to foster long-term memory. Although fact mastery is essential in mathematics, Reydon’s math curriculum fosters higher-order thinking beginning in Pre-K. Reydon Public Schools’ teachers are dedicated to developing lifelong learners and problem solvers. Students are encouraged to face new concepts head on, and teachers develop divergent thinking using open-ended problems. Math Journals, peer groups, games, written and verbal responses, and interactive notebooks are a few ways students can demonstrate mastery of objectives.

Math instruction is designed to meet the needs of every learner. The structured notes appeal to the visual learner. Discussions help the auditory, and hands-on activities address the kinesthetic learners. Students work in groups, use manipulatives, and individual white boards to solve problems. Mnemonic devises and chants are used whenever possible to aid in the memory of a vital concept. For example, to teach perimeter, teachers rhyme “Perimeter is the distance around. Add all the sides and it can be found.” Also, when introducing fraction concepts, students “nod their numerators and shake their denominators.” Technology is incorporated with the use of two different computer labs.

Students who are performing below grade level are pulled into re-teach groups where they receive extra assistance from their teacher. Teachers provide skill-specific intervention for their students. Also, the Glencoe series provides below level, on-level, and above level supplements. The 3rd – 6th grade math teacher provides after school assistance one day each week. Reydon provides 10 hours of tutoring every week after school through the 7th – 12th grade math teacher. Both outlets are available to any student, and this is a great time for one-on-one instruction.

Proactive classroom management and communication are indispensable to a successful mathematics department. Weekly assignment sheets are sent home detailing student progress. This keeps the student, teacher, and parent on the same page. Math is a critical skill that begins in Pre-K, and hopefully never ends.

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

The visual and performing arts obviously hold a place in the life of those who live in the city. Arts classes are found in nearly every elementary, middle, and high school in metro and suburban areas. However, those types of classes are often neglected in smaller schools in rural areas for various reasons. At Reydon, we choose to offer classes/studies in the visual and performing arts for the academic, leadership, and creative benefits they offer to our students.

Studies in the visual and performing arts have been proven to nourish the intellect. The study of visual art allows our brains the opportunity to look at things from different perspectives. This ability transcends the study of art and can be useful in math, literature, science, and social studies. The performing arts, particularly music, open pathways in the brain that possibly have never been used before. We believe our classes in visual art, music, and speech will open these new learning pathways for our students, thereby enabling them to reach higher levels in academic achievement in school and throughout their lives.

When a student paints a work of art that is appreciated by an audience, sings a song at contest and receives positive feedback from judges and peers, or delivers a speech to a group of appreciative veterans, he/she becomes a leader. Other students observe the courage and willingness of those students who make themselves vulnerable by participating in performance opportunities. Students at Reydon have the opportunity to develop leadership qualities and skills through participation in several performance situations. These situations offer them the opportunity to work cooperatively and further develop leadership skills in group settings. They also can learn about goal-setting and time management when working with a group or independently. The acquisition of such skills will propel and encourage them to attain their full potential in whatever endeavors they undertake throughout life.

The study of the visual and performing arts feeds the spirit. Students are encouraged to think creatively, develop problem-solving skills, and learn to express their ideas in a variety of ways. They also learn how to take an idea from concept to completion. These skills are viable components of any career field and allow the student a greater opportunity for success in life.

The Reydon Public School early childhood department takes pride in giving each attending child a jump start on their education. According to state law, pre-kindergarten is not a requirement; therefore, not every child that will be attending kindergarten at Reydon attends this program. Pre-Kindergarten is open to all children who will turn five on or before September first of the current school year. The program consists of an across-the-board curriculum, allowing the attending students to get an additional year of reading, math, science, social skills, life skills, art, music, along with fine and gross motor development. The program is based on the Oklahoma PASS skills for pre-kindergarten, but does not limit itself to those standards.

The teacher works closely with the kindergarten teacher and aligns the pre-1 curriculum taught with the expectations of the kindergarten program. The students begin the school year learning basic skills, phonic awareness, basic math skills, and appropriate school behavior. The second semester of the program is focused on reading, more complex math concepts, and content-specific vocabulary. Throughout the school year, the teacher and administration go above and beyond to make sure every child is challenged and allowed to succeed. The pre-kindergarten classroom is developmentally appropriate; allowing the child to feel safe and secure. The program caters to the nature and curiosity of young children and allows the child to explore and discover. The program uses centers to initiate problem-solving skills, re-teaching of past concepts, as well as a way to develop social behavior. Dramatic play is an essential element of the pre-kindergarten curriculum. The teacher realizes this is where the writing process begins for her students. This opportunity allows the students to tell and act out stories, as well as identify their own conflicts and develop resolutions. The school year is spent allowing each child to have the opportunity to have an early start on becoming successful in their school career.

At the end of any given pre-kindergarten year, a large number of students read at a kindergarten level, solve simple addition and subtraction problems, and achieve a solid learning foundation. This program's success is evident in the kindergarten year when teachers observe that the children who attend the program are well ahead of their peers who did not attend. The early childhood program is something that Reydon Public School takes pride in and realizes it has an essential role in the continued success of the school.

## **5. Instructional Methods:**

The teachers of Reydon Public Schools hold many specialized degrees and therefore, are well acquainted with the seven primary learning styles: visual, aural, verbal, physical, logical, social, and solitary. In a world

of such varying needs among students, the Reydon teachers are well-equipped to meet the diverse learning needs addressed above. Using technology, modification, and supplementation, the needs of our students are met by highly qualified teachers who guide them to become life-long learners.

Technology plays a vital part in our world today, and that includes the educational world. Every classroom at Reydon comes furnished with an interactive white board, computer, and projector. Furthermore, the administration makes every effort to provide additional materials needed by each teacher. Teachers use a variety of computer programs and applications that will enhance the total teaching-learning experience within their classrooms. Study Island, TeacherTube, KidBlog, and Discovery Education are just a few of the many applications our teachers and students use in and out of the classroom.

Rural schools, such as Reydon, have a benefit when it comes to lesson modification for the special needs child. That benefit is our small class sizes. We have a special education instructor who provides the list of required modifications for special needs students and works one-on-one with those students who need more aggressive modifications, but the classroom teachers are also able to invest one-on-one time to help reach those students who are at risk.

The teachers at Reydon all work together to provide supplemental opportunities for those who reach goals in the classroom. We offer weekly supplements in the form of Fun Friday. Those students who have excelled above and beyond the required goals within a week-long period are rewarded with a special activity, game, learning opportunity, etc. In addition, reading as a lifetime pursuit is encouraged in all classrooms through the Accelerated Reading (AR) program. Students who meet goals for a nine-week grading period are rewarded in assorted ways. Students who meet the yearly AR goal are rewarded with a field trip in the spring semester.

These are merely a few things we practice at Reydon to give our students the tools for success.

## **6. Professional Development:**

Reydon Public School's professional development approach involves a community of invested educators who have goals of excellence in mind for their students. Reydon educators are professionals with heart who focus on the emotional development as well as the academic standards required by our state. Reydon boasts a strong core of veteran teachers who have a skill-set loaded with best practices in education.

Therefore, we frequently host in-house professional development opportunities to share excellent teaching ideas with our peers. The high school English teacher has attended over 100 hours of AP and Pre-AP professional development seminars and workshops. Just this year, she visited the third through sixth grade language arts classrooms to teach lessons on utilizing a pre-writing strategy that she created called the "BOTT." The high school mathematics teacher has over 50 hours of middle and high school mathematics professional development, some of which was obtained during her years teaching in Texas. She has mentored the third through sixth grade teacher for the past few years to offer support and teaching strategies to a first year, alternatively certified elementary math teacher who is now extremely successful in teaching testable skills to students who have worked hard for success.

Additionally, Reydon has hosted in-house test data interpretation that focused on finding weaknesses identified through state testing results, commonly known as EDIT. Reydon teachers in kindergarten through high school attended after-school meetings during each nine weeks to plan their instruction and stay focused on important areas noted in the testing blueprints. Reydon teachers also share their acquired knowledge and high standards. Roger Mills County has worked collaboratively with lead teachers from local schools to host in-service meetings. Reydon hosted the first meeting with our English teacher presenting "Common Core Standards in the ELA Classrooms." The next year, the strongest teachers were chosen as lead teachers for the county-wide in-service, and Reydon teachers were at the top of the list in each department, as they prepared hand-outs and presentations.

The principal forwards all emails regarding upcoming professional development to each teacher so they are always kept abreast of the current workshops available. Of special interest to local teachers is the Reach3 workshops that are often offered free of charge. Reydon teachers want to stay in their classrooms doing what they do best: change the lives of students for the better—so the administration brings the professional development through the front door!

## **7. School Leadership**

Reydon Public School's success has been achieved not by actually having a leadership "philosophy" so much, as having a leadership community that works together collectively every day. We are a small school in which the elementary, middle, and high schools are all located on the same campus, and we are led by a superintendent and a principal that act in those positions for every level.

Both our superintendent and principal play integral roles in our school's success. Our superintendent works diligently to secure funding so that our students are provided with every educational advantage possible. Examples include updated technology, the latest learning and benchmarking materials and assessments, and access to programs like Study Island and Star Assessment. Our principal's role is more geared on interaction with staff and students. He works as a facilitator, and he leads bi-weekly meetings in which discussion is about, but not limited to, students that are at high risk, students who are on a Reading Sufficiency plan, and the tracking of current benchmarking assessments. When the principal deems necessary, students are then entered into the RtI Process. He added an extra enrichment period for those students to receive additional instruction time. Attendance is a crucial component to education; if students are not in the classroom, they are not learning. Following that philosophy, our principal has maintained our school's attendance accountability at 96% for the past three years. An attendance committee meets quarterly and annually to discuss attendance guidelines. On a daily basis, you can hear Mr. Baker on the phone with parents and students encouraging regular attendance and reinforcing home accountability as well.

Self-reflection is vital not only in an individual retrospect, but for larger vestments as well; therefore, our school instated a School Improvement Plan. Yearly, a committee, made up of the superintendent, principal, and various teachers, works vigilantly to implement new programs and policies. The committee looks at the previous year's assessment results and works cohesively to improve on those outcomes. Members work to enforce discipline, dress code requirements, attendance, homework policies, and student reward systems. Several key programs that are focused on are: Accelerated Reading, Gifted and Talented, and National Honor Society. A weekly elementary celebration called Funday Friday has also been instituted that rewards students for success on an individual basis. Without the leadership and support from our superintendent and principal, our school's success would not be possible.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Geometry EOI

**All Students Tested/Grade:** 10

**Edition/Publication Year:** 2013

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	100	100	80	92
% Advanced	43	43	86	40	42
Number of students tested	7	7	7	5	12
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	0	2	2
% of students tested with alternative assessment	0	14	0	40	17
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced		0	100	100	66
% Advanced		0	80	67	33
Number of students tested		0	5	3	3
<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					
% 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</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** Pearson

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	80	100	85	100
% Advanced	50	40	67	14	60
Number of students tested	4	5	6	7	5
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	2	0
% of students tested with alternative assessment	0	0	0	100	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	80	100	84	100
% Advanced	100	40	100	17	100
Number of students tested	1	5	3	6	1
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** 3  
**Publisher:** Pearson

**Test:** Grade 3 Math OCCT  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	78	83	80	100	79
% Advanced	25	25	60	11	57
Number of students tested	12	12	10	9	7
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	86	75	66	100	67
% Advanced	29	25	33	0	0
Number of students tested	7	4	6	5	3
<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					
% 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			1		
% Advanced			1		
Number of students tested			1		
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** 4  
**Publisher:** Pearson

**Test:** 4th Math OCCT  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	83	43	100	88
% Advanced	25	25	0	83	38
Number of students tested	10	12	7	6	8
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	76	40	100	50
% Advanced	33	13	0	50	50
Number of students tested	3	8	5	2	2
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** 5  
**Publisher:** Pearson

**Test:** 5th Math OCCT  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	90	100	75	54	100
% Advanced	40	17	25	45	75
Number of students tested	10	6	8	11	4
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	86	100	33	40	100
% Advanced	29	20	0	20	100
Number of students tested	7	5	3	5	2
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** 6  
**Publisher:** Pearson

**Test:** 6th Math OCCT  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	86	83	80	100
% Advanced	33	29	33	40	38
Number of students tested	6	7	6	5	8
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	67	100	100
% Advanced	33	25	0	67	0
Number of students tested	3	4	3	3	1
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** 7  
**Publisher:** Pearson

**Test:** 7th Math OCCT  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	88	100	66	83
% Advanced	50	38	33	44	50
Number of students tested	4	8	3	9	6
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	80	100	50	100
% Advanced	0	20	50	0	60
Number of students tested	2	5	0	2	5
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** 8  
**Publisher:** Pearson

**Test:** 8th Math OCCT  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	100	100	57	50
% Advanced	71	25	33	14	25
Number of students tested	7	4	9	7	8
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	100	67	100
% Advanced	75	33	0	17	0
Number of students tested	4	3	2	6	1
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** Pearson

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	75	100	100	78	63
% Advanced	75	50	67	22	38
Number of students tested	4	10	9	9	8
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	100
% of students tested with alternative assessment	0	0	0	0	100
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	100	80	67
% Advanced	75	67	67	20	67
Number of students tested	4	3	3	5	3
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** Pearson

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	100	100	80	100
% Advanced	14	29	20	40	30
Number of students tested	7	7	5	5	10
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	100	75	100
% Advanced	0	50	0	50	0
Number of students tested	2	2	2	4	2
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** Pearson

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	100	100	92	50
% Advanced	75	20	100	17	50
Number of students tested	4	5	4	12	2
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	2	1
% of students tested with alternative assessment	0	0	0	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	100	80	50
% Advanced	75	0	100	20	50
Number of students tested	4	0	3	5	2
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** 3  
**Publisher:** Pearson

**Test:** 3rd Reading OCCT  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	75	100	80	90	100
% Advanced	0	8	0	0	0
Number of students tested	12	12	10	10	7
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	71	100	67	83	100
% Advanced	0	0	0	0	0
Number of students tested	7	4	6	6	3
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** 4  
**Publisher:** Pearson

**Test:** 4th Reading OCCT  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	88	83	43	100	88
% Advanced	38	0	0	17	0
Number of students tested	8	12	7	6	8
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	75	40	100	100
% Advanced	33	0	0	0	0
Number of students tested	3	8	5	2	2
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** 5  
**Publisher:** Pearson

**Test:** 5th Reading OCCT  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	50	100	81	100
% Advanced	20	0	25	45	25
Number of students tested	10	6	8	11	4
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	40	100	80	100
% Advanced	0	0	0	40	50
Number of students tested	7	5	3	5	2
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** 6  
**Publisher:** Pearson

**Test:** 6th Reading OCCT  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Jan	Apr	Jan	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	83	86	100	100	100
% Advanced	0	29	33	20	38
Number of students tested	6	7	6	5	8
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	67	100	100	100	
% Advanced	0	0	0	33	
Number of students tested	3	4	3	3	
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					100
% Advanced					0
Number of students tested					1
<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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** 7  
**Publisher:** Pearson

**Test:** 7th Reading OCCT  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	100	100	63	100
% Advanced	50	38	0	25	50
Number of students tested	4	8	3	8	6
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	100	0	100
% Advanced	50	20	0	0	60
Number of students tested	2	5	2	1	5
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:** 8  
**Publisher:** Pearson

**Test:** 8th Reading OCCT  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	100	100	71	100
% Advanced	43	25	22	14	25
Number of students tested	7	4	9	7	8
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	100	84	100
% Advanced	50	33	0	17	0
Number of students tested	4	3	2	6	1
<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					
% 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					
% Advanced					

Number of students tested					
<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					
% Advanced					
Number of students tested					
<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:**