

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

[X] Public or [] Non-public

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

Name of Principal Mr. Robert Kern

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

Official School Name Nazareth Area Middle School

(As it should appear in the official records)

School Mailing Address 94 Friedenstahl Avenue

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

City Nazareth State PA Zip Code+4 (9 digits total) 18064-1803

County Northampton County State School Code Number* 3494

Telephone 610-759-3350 Fax 610-759-3725

Web site/URL http://ms.nazarethasd.org/ E-mail rkern@nazarethasd.org

Twitter Handle https://twitter.com/NASDBlueEagles Facebook Page https://www.facebook.com/NazarethAreaSchoolDistrict Google+ _____
Other Social Media Link _____

YouTube/URL _____ Blog _____

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. Dennis Riker E-mail: driker@nazarethasd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Nazareth Area School District Tel. 610-759-1170

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. Lorin Bradley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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. 8 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	182	170	352
8	196	180	376
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	378	350	728

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 2 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % 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: 8%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1	734
(5) Total transferred students in row (3) divided by total students in row (4)	0.080
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 1 %
5 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Italian, Spanish, Portuguese, Vietnamese
8. Students eligible for free/reduced-priced meals: 19 %
 Total number students who qualify: 137

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: 13 %
92 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.

5 Autism	0 Orthopedic Impairment
0 Deafness	27 Other Health Impaired
0 Deaf-Blindness	53 Specific Learning Disability
0 Emotional Disturbance	4 Speech or Language Impairment
2 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

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

	Number of Staff
Administrators	2
Classroom teachers	30
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	19
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	11

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 24:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	94%	94%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes_ No X

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

PART III – SUMMARY

The Nazareth Area Middle School (NAMS) is part of Nazareth Area School District (NASD), located in Nazareth, Pennsylvania. Nazareth is a quiet, secure place to live, centrally located between New York City and Philadelphia, enabling an easy commute to larger employers and neighboring states. NAMS services grades seven and eight, and the population is about 740 students. Students are from the boroughs of Nazareth, Stockertown, and Tatamy, as well as the townships of Bushkill, Upper and Lower Nazareth. The original Moravian community was founded in 1740 by George Whitefield, who established a school for educating orphaned children. The area, once a small town rich in farmlands, has since transformed into a suburban middle class town that contains many housing developments, small and large businesses, and shipping warehouses. Nazareth Area School District (NASD) has experienced large growth and changes in diversity as well as educational expectations over the past twenty years.

When entering Nazareth Area Middle School (NAMS), you are sure to “Catch It.”

“Catch It” is our school-wide vision for staff and students in order to embody a positive, safe, and secure learning environment. “Catch It” refers to:

"C"hoose Your Attitude
"A"ct Responsibly
"T"reat Others with Respect
"C"onnect with Others
"H"ave Enthusiasm
IT!

You will CATCH: academic achievements of our students, our commitment to the received U.S. Department of Education Green Ribbon Schools National Award; importance and respect for high achieving staff and students highlighted on the “Crystal Apple Award” and “Talon Club” bulletin boards; and the spirit of our FISH! philosophy. The FISH! philosophy drives our students to “Be There,” “Choose Their Attitude,” “Make Their Day,” and “Play” while succeeding in their own learning. Students and staff are rewarded for “getting caught” utilizing our mission and philosophies. This school-wide approach allows all stakeholders to be a part of each other’s success.

NAMS consists of teams, which allows us to break our big school into six mini schools. This allows our academic teachers to focus on smaller groups of students to provide easier monitoring of test data. After each academic benchmark test in reading and mathematics, staff identifies individual students' strengths and weaknesses, manages confidential student data walls, and completes a data presentation form. The academic teams create the remediation and extension plans for their group of students, highlighting areas of concerns, strengths, and individual student needs. This process of communication, collaboration, and use of instructional strategies has been highly effective in raising achievement scores of our students.

Each day begins with a student-led news show called “Eagle Vision.” The state of the art television studio allows students to explore the world of communications. Students write, direct, broadcast, and film each show. The daily live production exposes students to world, local, and school news. The show is then placed on our school website for our community to view.

Following the news show, the day continues with our ExCEL (Excellence: A Commitment To Every Learner)/Activity Period. The ExCEL Period offers students time for remediation and extension activities, which is the cornerstone of our academic successes. Some example extension activities include: Writing Children’s Stories, Still-Motion Videos, Analyzing Political Cartoons, Composing Music Jingles, Ceramics, International Games, Kayaking, Genetics, Web Design, and many others.

The Activity Period offers students many opportunities to get involved with school and community events. Activities such as Art Club, music programs, Student Council, SADD, Newspaper, Yearbook, Eagle

Ambassadors, NJHS, Drama, FISH 4 It!, and Best Buddies promote our “catch it” mission by providing activities that promote enthusiasm and anti-bullying programs. The Best Buddies program combines regular and special education students. The activity creates a kinship between students as they work on activities, crafts, academic and social skills; they also participate in community field trips. Our Eagle Ambassadors, Student Council, and NJHS connect with community charitable organizations and run food drives, walk-a-thons, and the "Holiday Giving Tree" program.

The academic day includes five academic classes and ten exploratory classes throughout the school year. Students are engaged in a highly developed arts and music program, which includes playing and composing music in our keyboard lab, playing guitar, and creating all types of artwork. Students are involved in our annual "Iron Chef" competition through our family and consumer science classes and create web pages and animations in our computer classes. The physical education program offers aquatics and kayaking, as well as fitness and health related activities in our gymnasium and well-equipped fitness center. The auxiliary gym offers an area for fencing, yoga, aerobics, and group activities.

NAMS has developed into a high-performing school driven by strong remediation and acceleration programs, a challenging curriculum, and a visionary leadership team. A staff member commented, “The last time we all gathered together for a project of this magnitude was five years ago when we constructed a school improvement plan. Look how far we have come!”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Since 1999, the students in grades 7 and 8 are evaluated each year using the Pennsylvania System of School Assessment (PSSA) in reading and mathematics. In addition, students in grade 8 are evaluated in writing and science. The assessment measures students' retention of the academic standards for their grade. Students are expected to meet or exceed the standards with a proficient or advanced score. This also serves as an evaluation of the school's ability to reach proficiency in the state's standards. Students earning an advanced level of performance must have an exemplary understanding of the Pennsylvania Academic Content Standards. Students earning a proficient level of performance reveals that the student had a solid understanding of the Pennsylvania Academic Content Standards. Students who do not obtain a proficient score reveal a basic or below basic level of performance.

As of 2013, our Pennsylvania schools are evaluated using a School Performance Profile (SPP). This academic score is based on indicators that define a high performing school: PSSA, academic growth from PVAAS, and attendance. Our SPP score was 95.4. This score is in the highest proficiency range recognized by the state, 90-100.

Reading and mathematics performance levels have both contributed to our success. For overall proficiencies, 7th grade mathematics earned 96.1%; 7th grade reading earned 85.3%; 8th grade mathematics earned 92.5%; and 8th grade reading earned 91.5%. A noteworthy performance level highlight is our number of students who are scoring advanced on these assessments. Grade 7 has 55.2% of students scoring advanced and grade 8 has 73.9% of students scoring advanced in reading. In mathematics, grade 7 has 79.7% of students scoring advanced, and grade 8 mathematics has 72.1% of students scoring advanced.

b) In most recent years, our data has shown an achievement gap between the test scores of all students and the test scores of our subgroups (specifically our special education sub-group). In English Language Arts (ELA), Read 180 has been implemented to meet students' needs. This program uses computer adaptive instructional software, leveled literature, and direct instruction. It provides us with the data needed to track learning gains and inform instruction. NAMS also implemented the Scholastic Reading Inventory (SRI) which offers data on students' reading levels and growth over time. SRI helps teachers differentiate instruction, design interventions, match students to appropriate text, and monitor reading progress.

After analyzing our mathematics curriculum, we discovered our special education students were not exposed to the state mandated curriculum. NAMS incorporated the AGS series (a curriculum that focuses on mathematics content with a limited amount of words). The special education and mathematics teachers worked together to align curriculum to incorporate state standards regardless of textbook. In addition, NAMS mainstreamed over 95% of our special education students into regular mathematics classrooms. This allowed our special education teachers the opportunity to push in to the regular classes to assist their students. We saw tremendous growth with just these three changes, moving from 48% to 79.4% proficiency with our special education sub-group.

ELA and mathematics utilize Study Island in a variety of ways to help minimize the achievement gap. Study Island is a program that allows students 24/7 access to rigorous content that is linked to state and common core standards through test preparation, engaging games and instructional videos. A school wide assignment was created based on identified weaknesses from previous mathematics and ELA benchmarks as well as PSSAs. Special education students receive an individualized assignment tailored to their needs for academic success and encouragement for performance on the next PSSA.

Overall proficiency fluctuations in our special education sub-group can be attributed to the implementation and removal of the PSSA-M. The PSSA-M is a modified version and a simplified format that is easier to understand but of the same content grade level. The modified version began in 2010 for mathematics and 2011 for reading. As of 2012, the modified versions were removed from both content areas. To help promote higher proficiency level in our special education sub-group, NAMS instituted permanent testing

groups where students are benchmarked in the same large or small testing groups so the students are comfortable in their testing environment and with the educator/students in the room for the actual PSSA administration in the spring.

Regardless of subject area, NAMS has also implemented other efforts to close the achievement gap of the other subgroups that may be a reflection of limited background knowledge and English language usage and understanding. To address these concerns and enhance the education of all students, teachers were trained in Reading Apprenticeship (RA), which develops strategies to improve their comprehension and increases knowledge. Professional development for RA was specifically designed for each content area.

In efforts to close the achievement gap, our students are benchmarked using Study Island four times a year to determine their progress towards reaching the state standards. After each benchmark, teachers and specialists evaluate the data to determine strengths and weaknesses of students and create individualized assignments. The remediation process incorporates staff and proficient students in an apprenticing model by grouping students together to work on areas of need. Apprenticing others enriches our proficient students while remediating our sub-groups.

2. Using Assessment Results:

Data serves as an umbrella structure at NAMS. It is integral in planning, implementing, assessing and revising our instruction. Achievement data (state assessments) and interim data (benchmarks, curriculum-based measurements, trimester grades, SRI, school wide assessments, performance tasks, etc.) are used to inform instructional decision-making.

A challenge that we have undertaken is establishing a framework of Response to Instruction and Intervention (RtII) to work in our secondary setting, which proactively identifies struggling students. RtII offers school wide screeners to students for academic risk; multiple tiers of intervention; use of research based intervention strategies; and regular progress monitoring. RtII gives our school a coherent and unified process to target and meet students' needs. A rubric containing achievement and interim data compares students across each grade level and categorizes them into four distinct tiers (Tier I-Core Instruction, Computer Tutorial, Tier II-Targeted Instruction, and Tier III-Intensive Instruction.)

Teachers and specialists analyze the Study Island benchmark assessment data quarterly to make sure that content standards are being taught and met effectively in the rigorous curriculum. Each team of teachers assembles and presents a detailed analysis of their data to our administration and specialist team following these quarterly assessments. During this presentation, teams compare current data to previous data. Each curricular area, including our exploratory teachers, work on the teams' strengths/weaknesses with the intended objective to reach their SMART (Smart, Measurable, Attainable, Realistic, Timely) goal. Student evidence is shared and collected during presentations.

A WOW factor to these presentations is the visualization of the data wall where individual student cards showing previous year's PSSA score, current benchmark scores, as well as any student identifier (e.g., IEP, RtII, ELL, etc.) are manipulated and placed chronologically in the performance level indicator following each benchmark assessment. The cards are updated and moved in both subject areas, math and reading.

Students are responsible for their own data through graphing results in reading and math. New goals are established for the next round of testing. These graphs are placed inside their learning portfolios and shared with parents during Student Led Conferences.

To ensure proficiency in all standards, five weaknesses in reading and math are determined from Study Island data. Custom assignments are then created within the online program, which are shared out to the students through a school-wide assembly and positive rivalry. Upon completion, student names are displayed and tickets are awarded to the entrance of our Study Island Carnival, which is sponsored by NAMS staff and community members.

The continuous collection of data is the vehicle that drives an abundance of our schools' programs. During ExCEL, students receive interventions, enrichment, remediation, and/or explore various ways of integrating curricula and enhancing learning experiences by signing up for a course of their choice that takes learning outside the box and inside meaningful avenues of building knowledge.

NAMS informs teachers, students, and stakeholders of our academic achievement through our RtII program, PTSA meetings, administrative/school board meetings, website, team times, conferences, and workshops.

3. Sharing Lessons Learned:

NAMS has a track record for being a leader in our district, providing successful instructional strategies district wide. Reading Apprenticeship (RA) has been our core strategy to promote student achievement. All teachers are trained in RA and utilize it in their classrooms on a daily basis. This has led to many opportunities to share our successful strategies with others.

Two unique programs of NAMS that have been shared with other districts and local colleges include our professional portfolios and peer observation program. These programs have been used by other districts as a foundation in the implementation of the Charlotte Danielson framework.

Districts have utilized specific portions of the portfolio including instructional goals, student evidences, peer observation summaries, professional development reflections, and data driven instructional strategies. The portfolios are used to showcase their personal professional growth and can be used as a part of their evaluation process.

Peer observations allow classroom teachers to visit other educators outside of their content area. This allows educators to better understand and make connections to other curricular area.

Within our district, we have had administration, elementary specialists, and high school teachers visit. Visiting teams are exposed to our data dens and have the opportunity to participate in our data presentations. NAMS presentations to the school board, NASD Educational and Advisory Committees, include: previous school improvement plans, student led conferences, ABCs of NAMS and success stories from the classroom (e.g. "Flipping" the Classroom, "Trout in the Classroom"). NAMS has had visits from a countless number of surrounding school districts. They were witness to informational meetings on our student data process. The principal routinely visits Moravian College's Education department to provide future educators with examples of successful strategies, data driven decision making, and the NAMS data process. This framework has been presented to Lehigh and DeSales Universities' education students. We also have had the privilege of presenting outside of our school district. The principal recently went to a "Research Think Tank" forum hosted by Edmentum in Minnesota. While there, he shared how we implement Study Island and the usage of data to guide our instruction. The specialist team and principal presented in Hershey, PA at the PaTTAN conference on how we acquire, analyze and instruct utilizing student assessment data. Our initiatives have become a district-wide model for data-driven decision making. Our hope is to continue to collaborate, inspire, and flourish professionally.

4. Engaging Families and Community:

NAMS engages family and community by providing information through technology, improving school culture, enhancing communication, building community partnerships with local businesses, and participating in school and community-driven charitable contributions to help bridge the gap between school and home to increase student success.

NAMS utilizes a variety of technological resources, such as mass email, a school website, parent alert systems, and social media to provide information to parents. These tools allow us to provide parents with opportunities for involvement, resources for parents and students, and weekly team newsletters containing information regarding academic/events. We dedicated a portion of our website to informing and training parents on the current dangers in technological trends for teens.

A positive transition is necessary for ensuring student success. A transition night is held for incoming students and families which provides information on the school's philosophy, academics, programs, and activities. A personalized transition day is offered for all special education students and their families. After surveying parents, informational nights are held to address current issues affecting the middle school students. To aide in transitioning students to the next academic level, students are required to complete a summer "Think Tank" packet, which contains academic lessons in each curricular area.

NAMS communicates with families using various media. The teaming concept allows for staff to facilitate meetings with parents, share academic progress, and formulate academic interventions/accelerations. NAMS has implemented student led conferences, which enable students to develop communication and leadership skills. Students identify their own academic strengths and weaknesses, compile examples of quality work, communicate with their families, and become advocates of their own learning.

Many business and community partnerships have been established to support our school, ranging from corporations such as Martin Guitar, who donated 25 guitars and a generous monetary donation to our music program, to smaller family owned businesses. Mentoring and educational services are provided to students through a partnership with the Center for Humanistic Change. Each week an adult mentor meets with students individually or in groups to identify strategies for school success in order to help students improve school performance and behaviors.

The Giving Tree program, directed by the guidance department and the Eagle Ambassadors (student leadership group), provides approximately 500 gifts and necessities to families in need during the holiday season. When basic needs are met through the generosity of the community and staff, students are empowered to make their learning a priority.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

In the Mathematics department, we offer a variety of courses including: 7th grade math, pre-algebra, algebra I, and geometry. The instructional practice has shifted from rote procedural mathematical problems to solving higher level tasks with multiple approaches. Students are challenged to understand key concepts and skills by utilizing more abstract thinking. Research based instructional practices are incorporated through open-ended problem solving and writing.

The NAMS science curriculum encompasses investigating, understanding and explaining our natural and physical world. The program emphasizes interactive activities which engage students in the learning of Earth and Space Science and Biology. Both programs offer online digital resources and interactive labs which prepare our students for future learning.

Our ELA program is a college and career readiness program for all students. Students are reading deeply, writing using evidences, and developing the knowledge and skills required to succeed in high school, college, and their careers.

The NAMS social studies curriculum covers geography/cultural and early American history. Both courses utilize rigorous writing and thinking activities using content specific text. These courses provide authentic opportunities for students to participate in higher levels of thinking by comparing and contrasting historical issues from different perspectives.

Our school offers introductory courses in three world languages: French, German, and Spanish. Instruction in these languages focuses on communication, comparing cultures, and making connections between disciplines. The goal of our world language department is to build basic skills that serve as a foundation for advanced language study and lifelong learning.

Our technology department (tech ed, computers, digital citizenship) offers a variety of courses to develop 21st century skills. Students experience a multitude of courses including web design, photo editing/digital design, video production, career cruising, computer aided drafting, and Microsoft Office. These courses are building blocks to inspire, prepare and connect students to be successful 21st century learners.

NAMS offers physical education, health, and fitness classes. These courses teach students about healthy living practices and the importance of maintaining a physically active lifestyle through self assessments, hands-on experiences and, making connections to the world around them. We pride ourselves on providing an authentic learning environment that offers a variety of activities (aquatics, fencing, archery, first aid, dietary planning, etc.) that are safe, inclusive and exciting.

The creative arts curriculum exposes students to a wide variety of genres in all phases of the arts. Students develop skills and experiences to enhance their appreciation and cultural understanding of art, music and drama.

The family consumer science curriculum provides students with the opportunity to learn practical skills of everyday living. Students learn how to plan and promote optimal nutrition and wellness through creating balanced meals while maintaining food safety standards, completing projects from recycled items, and developing community skills.

2. Reading/English:

b) NAMS students are on their way to becoming independent readers, writers, and learners. The foundation of our English language arts curriculum includes reading, writing, speaking, listening, and media literacy. The curriculum provides instruction with active participation, involving students and their classmates in daily discussions and analysis of what is being read and learned. Key features include: activities that

thoroughly develop topics, opportunities to explore connections, and collaborative work. Our curriculum develops stronger, more effective writing and speaking skills through the study of grammar, paragraph development, writing style, audience, and writing purpose. Student writing involves multiple strategies for examining writing models; prewriting, drafting, revising, editing, publishing, and conducting research when necessary. The focus is on the individual growth of each student reader and writer. Assessments include: on-going formative, vocabulary and word study, responding to literature, multiple choice, writing assignments, unit benchmarks, and performance-based embedded assessments within each unit, complete with rubrics so that student expectations are clearly communicated by their teachers.

One unique feature to our middle school English language arts curriculum is our drama class. During drama class our students study monologues and comedy. Students gain a greater understanding of purpose and audience as they take on roles of authors and performers by reading and presenting monologues. While studying comedy, students explore the common elements in humorous writing, as well as the difficulties encountered when attempting to write or perform comedy.

Our overall goal is to determine the instructional needs of all students. Working toward this goal, we have programs designed to improve the reading skills of students who read below, on and above grade level. All content teachers are RA trained in order for us to develop student skills and knowledge to improve their engagement, fluency, and comprehension of materials and texts. Our "School-Wide Read" is used to promote and enrich the shared reading experience. Over a six week period, all faculty, staff and students are reading the same novel at the same time, followed by RA practice routines to enhance comprehension. We use the Accelerated Reader (AR) program to supplement the curriculum, improving individual student reading skills and strategies learned in the classroom. The RtII team uses data driven decisions to determine appropriate classroom instruction and intervention according to need.

During their middle school years our students develop the language, reading, and writing skills needed for high school and future success.

3. Mathematics:

With the implementation of Common Core and the eight mathematical practices, NASD saw the need to improve dialogue and writing in all curricular areas. The mathematics teachers have been trained and are incorporating strategies from The Penn Literacy Network (PLN) into their instruction. PLN is a comprehensive professional development program designed by the Graduate School of Education at the University of Pennsylvania. The program concentrates on areas of reading, writing, special needs, ELL, mathematics, science and technology with the ultimate goal of improving critical reading and writing skills and incorporating ways to enhance dialogue between students. The PLN literacy framework provides teachers with a variety of ways to engage students to incorporate The Five Reading Writing Talking Processes and The Four Lenses of Learning into the mathematics classroom.

In addition to incorporating PLN strategies, teachers incorporate other activities to maintain foundational mathematics skills and improve the mathematics skills of our struggling learners. We have homogeneously grouped students into courses: geometry, algebra I, pre-algebra or 7th grade mathematics. A rigorous rubric has been established to ensure proper placement. Throughout the year, the students are monitored to ensure proper placement. During the year, students are benchmarked four times to monitor growth. After each benchmark, teacher, specialist and administrators analyze the data to identify areas of need. These needs are addressed with classroom warm-ups and homework assignments. Students who are advanced in their foundational skills are enriched by acting as mentors/teacher aides to help groups of students improve their weaknesses during our ExCEL periods. Two days out of the six day cycle, three teachers are available during activity period for mathematics tutoring. A district-funded after school tutoring program exists two days a week. In addition, teachers volunteer to tutor students before and after school upon request. Resource packets are available for home practice for each course by chapter. All students also have the opportunity to log onto Study Island any time to practice foundational mathematics skills.

The NAMS mathematics curriculum is also linked to the algebra I Keystone standards. Prior to the mandated end of course Keystone Algebra I Exam, optional Saturday review sessions are available to students for test preparation. Last year we had approximately 90 students attend each session.

All of these changes have made our mathematics students extremely successful by producing 79.7% of our 7th grade students and 72.1% of our 8th grade students advanced in mathematics on their PSSA.

4. Additional Curriculum Area:

The science program is unique, consistently weaving students' learning into a web of curricular skills through collaboration with other curricular areas. Math, English language arts, social studies, music, and art are integrated within lessons.

Math skills are enhanced as students interpret, analyze, and graph real data continuously. Students analyze a fifty year study of moose/wolf populations in Isle Royale while investigating the imbalances in the ecosystem. They calculate ratios and percentages of dominant and recessive traits in phenotypes in their own families. Mathematical formulas are used to determine the number of protons, electrons, and neutrons in elements. Students apply fraction and multiplication skills to establish the absolute age of rocks.

Various writing styles and speaking opportunities are used to communicate learning experiences in the classroom. Students read nonfiction text collaboratively in groups; to assist comprehension, to discuss, summarize, make inferences, and create mnemonic devices. Vocabulary is developed and enhanced using many strategies including vocabulary word games, word walls, and graphic organizers.

The integration of social studies flows naturally throughout the program. Students are actively engaged focusing on world ecosystems, environmental issues, and applying scientific concepts to real-life examples. Current social "hot topics" such as Marcellus shale drilling for natural gas, cloning, deforestation, and genetically modified food are researched and discussed.

Fine arts are incorporated throughout the science curriculum as well. Art is evident as students build models, create posters, drawings, and diagrams. Music is incorporated with songs, jingles, and rap, influencing learning in enjoyable ways.

Particularly impressive is how technology aids science instruction. Modern devices are accessible and often utilized. Students use Geocaching to practice lines of latitude/ longitude and Phet simulations to reinforce radiometric dating and weather changes. Interactive Smartboards and scavenger hunts with QR code keep students actively involved in their own learning. The CPS system and Study Island program assist in formatively assessing students' understanding. Students generate videos and PowerPoint presentations to demonstrate proficiency of content and routinely experience the riches of outside resources and visits from guest speakers. Webcams allow the viewing of a "Trout in the Classroom" activity.

They participate in programs like "Trout in the Classroom", raising trout and releasing the fish at a local state park, and compete in Science Olympiad. An on-site greenhouse and solar field supports "green" concepts being taught within the science curriculum.

Science has proven to be a positive and powerful influence, engaging students with memorable and significant learning opportunities.

5. Instructional Methods:

NAMS staff uses a wide variety of techniques to provide for the diverse needs of its students through remediation, reinforcement, and extension opportunities so that all students will experience a high level of academic success. After taking the benchmark assessments using Study Island, the staff has created customized assignments that offer remediation of skill deficits, review and reinforcement of academic skills currently being taught, and extension activities at a higher grade level for those who have scored in the

advanced range. Remedial lessons that have been created using Compass Learning Odyssey are delivered to targeted groups of students during computer tutorial sessions. Formative assessments have been created using the SMART Response System and Web 2.0 tools including, but not limited to, Infuse Learning, Socrative, and QR codes, which are used to gauge skill acquisition and understanding. The staff uses the results of these formative assessments to form instructional groups based on similar academic weaknesses to provide supplemental practice and to identify individual student needs. This provides skill specific remediation to identify if an alternative method of instruction is needed to ensure individual student success. SRI scores are used to differentiate reading selections for the 7th grade Accelerated Reader program. The teachers provide supplemental, remedial and extension practice via their websites. Students are able to access interactive websites, remediation packets, and practice sheets.

The majority of our middle school students who have disabilities receive their math, reading and writing instruction in the regular education class using the general education curriculum. However, the middle school students who require reading instruction, which is out of the scope of the general education program, receive intensive daily instruction using one of two research based programs, READ 180 or SRA Corrective Reading. Our middle school students who require math instruction, which is out of the scope of the general education program, receive intensive daily direct instruction in mathematics using the AGS Basic Math series. This curriculum is designed for students who need a basic understanding of mathematics concepts and operations, including all areas covered in the PA math standards. The success of these programs can be evidenced by the increase in SRI levels of the students who participate in the program, as well as increasing proficiency levels in the building benchmarks (Study Island) and the PSSA. NAMS has also provided for a designated computer lab for the special education staff to use for instruction and practice.

6. Professional Development:

NASD has a robust professional development plan in place for all staff. The goal is to provide professional growth opportunities for staff to enable them to meet the district expectation related to their duties and responsibilities, ensure currency in their field, increase their knowledge base, enhance skills and competencies, and to improve their instructional practices.

NASD utilizes a number of ways to help all staff grow in their craft through individualized development plans. These plans are developed annually through a collaborative process including staff and administration. This individualized approach allows our district to work with new staff members, as well as veteran staff, looking to expand on certain skill sets or curriculum, pedagogy, and assessment updates. The individual professional development plans combine offerings made through district resources but also include opportunities for teachers to attend workshops and conferences out of district in their content areas or other topics of interest.

All teachers complete 54 hours of professional development every school year, which are: 18 hours of summer academy days, 15 hours of specific district/building needs, 12 hours based on individual needs, and 9 hours of faculty meetings.

The summer academy hours focus on district initiatives and material that are essential for the upcoming school year. Teachers need to complete 15 hours of specific district/building development that have been identified by building or district administration as areas of needed growth based on a continual review and analysis of our student achievement data, teacher, student, and parental input. These hours are tied to technology, pedagogy and instruction, content and curriculum based on PA Common Core and Industry Standards, and building level needs. In addition, teachers complete at least 12 hours of professional development based on their individual needs through an administrative approval process. Teachers can choose opportunities within technology, book study, pedagogy and instruction, curriculum revisions, teacher induction program, and Professional Learning Communities (PLC).

NAMS performed diagnostic walkthroughs to identify specific instructional needs in our building. After analyzing the walkthrough data, building curriculum specialists created and implemented building specific in-services that addressed identified instructional concerns. Examples include utilizing word walls,

increasing formative assessment use in the classroom, analyzing student data, learning objectives, and higher order level questioning.

The professional development plan coupled with building specific in-services has created an environment of increased rigor and expectations for students. Research states teacher effectiveness is the number one reason for increased student achievement.

7. School Leadership

NAMS's leadership operates on a collaborative team approach. The principal utilizes many avenues to collect data before any decisions are made or academic programs are created. The principal has four levels of established leadership roles in the building, and all serve a distinct function and purpose in impacting student achievement.

The first level of school leaders is a team of teachers entitled teacher leaders. Four members take on the responsibility of various curricular areas while guidance and special education focus on academic supports. The teacher leaders act as liaisons with Central Administration and ensure the district goals of communication, curriculum, technology, and positive school culture are infused into our daily focus. The principal and teacher leaders meet monthly to discuss, develop, and evaluate current programming while planning for future needs.

The second level of school leaders are called team leaders, chosen “captains” of the six academic teams and two exploratory teams. The principal and team leaders meet monthly to discuss building issues and plan together ways to solve concerns. They are responsible for communicating, planning, and directing building decisions to their assigned teams. Responsibilities also include: managing their academic teams and assigned students, and working with parents. Teams submit daily meeting minutes to the principal each month.

The third level of school leaders is a team of educational specialists. This team consists of an RtII coordinator and specialists in reading/language arts, mathematics, and technology. This team meets bi-weekly with the principal to analyze student data, discuss building initiatives, plan teacher in-service opportunities, and design classroom instructional practices. They also team with staff to establish, promote, and encourage student achievement and develop testing procedures. Based on data, specialists work with individual and small groups of students to meet identified needs.

The fourth level of school leaders is a team of students. Student leaders attend a leadership retreat off-site, which is designed to educate them on our building goals, promote our FISH! philosophy, design programs that motivate staff and students, and discuss student concerns. They meet with the principal bi-monthly and dialogue about issues in the school.

The leadership structure is designed to incorporate views and opinions from all stakeholders before deciding on school procedures or protocols. The principal is the pivotal link between central administration, staff, and students. This leadership model allows all stakeholders to have an equal voice to ensure the success of our school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: PSSA

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: Pennsylvania System of School Assessment

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	96	97	100	90	88
% Advanced	80	79	71	72	68
Number of students tested	359	363	364	358	374
Percent of total students tested	100	100	99	99	98
Number of students tested with alternative assessment	0	8	4	12	0
% of students tested with alternative assessment	0	2	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	95	97	88	72	91
% Advanced	56	71	47	41	50
Number of students tested	54	59	34	36	32
2. Students receiving Special Education					
% Proficient plus % Advanced	75	83	79	48	44
% Advanced	39	49	35	6	6
Number of students tested	44	47	34	48	48
3. English Language Learner Students					
% Proficient plus % Advanced	0	100	0	0	100
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	0	2
4. Hispanic or Latino Students					
% Proficient plus % Advanced	93	91	91	71	86
% Advanced	64	54	64	57	51
Number of students tested	14	11	11	7	7
5. African- American Students					
% Proficient plus % Advanced	100	92	91	71	86
% Advanced	75	68	68	55	50
Number of students tested	4	12	12	11	10
6. Asian Students					
% Proficient plus % Advanced	100	100	100	83	75
% Advanced	100	90	100	83	50
Number of students tested	12	10	5	6	4
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced	0	100	0	100	0
% Advanced	0	100	0	100	0
Number of students tested	0	1	0	2	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	96	97	93	90	89
% Advanced	80	80	71	72	68
Number of students tested	327	328	336	330	353
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	0	100	0
% Advanced	100	100	0	50	0
Number of students tested	2	1	0	2	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher: Pennsylvania System of School Assessment

Test: PSSA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	93	94	85	86	83
% Advanced	72	74	65	71	51
Number of students tested	358	369	368	378	359
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment	0	6	15	20	0
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	95	93	67	79	78
% Advanced	67	61	33	62	42
Number of students tested	55	44	36	47	36
2. Students receiving Special Education					
% Proficient plus % Advanced	59	74	35	44	19
% Advanced	30	29	6	15	0
Number of students tested	44	35	52	48	42
3. English Language Learner Students					
% Proficient plus % Advanced	0	100	0	0	0
% Advanced	0	100	0	0	0
Number of students tested	0	1	0	0	2
4. Hispanic or Latino Students					
% Proficient plus % Advanced	67	100	72	100	63
% Advanced	44	64	29	86	38
Number of students tested	9	11	7	7	8
5. African- American Students					
% Proficient plus % Advanced	92	100	90	50	63
% Advanced	58	75	50	40	25
Number of students tested	12	12	10	10	8
6. Asian Students					
% Proficient plus % Advanced	100	100	100	80	78
% Advanced	100	86	88	80	78
Number of students tested	9	7	8	5	9
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	0	0	0	0
% Advanced	100	0	0	0	0

Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	93	94	85	86	84
% Advanced	73	74	65	71	52
Number of students tested	326	338	343	356	334
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	100	100	0	0	0
Number of students tested	1	1	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher: Pennsylvania System of School Assessment

Test: PSSA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	85	89	85	84	80
% Advanced	55	55	53	55	54
Number of students tested	359	363	366	358	374
Percent of total students tested	100	100	99	99	98
Number of students tested with alternative assessment	0	15	5	2	0
% of students tested with alternative assessment	0	2	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	70	92	74	70	72
% Advanced	27	49	35	31	41
Number of students tested	54	59	34	36	32
2. Students receiving Special Education					
% Proficient plus % Advanced	36	64	56	29	21
% Advanced	14	30	24	2	2
Number of students tested	44	47	34	48	48
3. English Language Learner Students					
% Proficient plus % Advanced	0	100	0	0	50
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	0	2
4. Hispanic or Latino Students					
% Proficient plus % Advanced	71	82	100	86	72
% Advanced	50	27	46	43	29
Number of students tested	14	11	11	7	7
5. African- American Students					
% Proficient plus % Advanced	100	100	83	91	70
% Advanced	25	33	41	73	30
Number of students tested	12	10	5	6	4
6. Asian Students					
% Proficient plus % Advanced	100	100	80	67	75
% Advanced	67	70	80	33	50
Number of students tested	12	10	5	6	4
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	100	0	100	0
% Advanced	0	100	0	100	0

Number of students tested	0	1	0	2	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	85	88	85	84	80
% Advanced	55	56	53	56	55
Number of students tested	327	328	338	330	353
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	0	100	0
% Advanced	50	100	0	0	0
Number of students tested	2	1	0	2	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: PSSA

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher: Pennsylvania System of School Assessment

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	92	92	90	88	89
% Advanced	74	71	73	65	65
Number of students tested	357	368	368	381	358
Percent of total students tested	100	99	100	99	100
Number of students tested with alternative assessment	0	8	13	2	0
% of students tested with alternative assessment	2	2	2	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	87	84	81	85	86
% Advanced	76	50	36	49	51
Number of students tested	55	44	36	47	35
2. Students receiving Special Education					
% Proficient plus % Advanced	55	60	42	44	29
% Advanced	27	31	19	7	2
Number of students tested	44	35	52	52	42
3. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	50
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	0	2
4. Hispanic or Latino Students					
% Proficient plus % Advanced	78	100	100	100	88
% Advanced	67	64	86	100	50
Number of students tested	9	11	7	7	8
5. African- American Students					
% Proficient plus % Advanced	100	100	100	90	63
% Advanced	75	92	70	50	25
Number of students tested	12	12	10	10	8
6. Asian Students					
% Proficient plus % Advanced	100	86	100	80	100
% Advanced	100	86	86	80	89
Number of students tested	9	7	8	5	9
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	0	0	0	0
% Advanced	100	0	0	0	0

Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	91	92	89	87	90
% Advanced	73	70	73	65	66
Number of students tested	325	337	343	359	333
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	100	100	0	0	0
Number of students tested	1	1	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

Test: PSSA Writing
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	87	90	91	87	83
% Advanced	19	20	27	20	18
Number of students tested	355	363	367	377	360
Percent of total students tested	99	97	100	98	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	85	79	80	77	71
% Advanced	13	16	6	7	11
Number of students tested	53	43	35	46	38
2. Students receiving Special Education					
% Proficient plus % Advanced	52	71	61	46	43
% Advanced	2	12	2	0	0
Number of students tested	44	34	51	48	42
3. English Language Learner Students					
% Proficient plus % Advanced	0	100	0	0	50
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	0	2
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	82	63	100	63
% Advanced	0	18	0	14	13
Number of students tested	7	11	8	7	8
5. African- American Students					
% Proficient plus % Advanced	75	100	90	100	88
% Advanced	8	8	30	0	0
Number of students tested	12	12	10	10	8
6. Asian Students					
% Proficient plus % Advanced	90	100	88	80	78
% Advanced	30	43	38	20	33
Number of students tested	10	7	8	5	9
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	87	89	92	86	84
% Advanced	19	19	28	21	18
Number of students tested	324	332	341	355	335
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	1	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: