

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. Ralph J Cecere, Jr.

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

Official School Name Portage Area Junior/Senior High School

(As it should appear in the official records)

School Mailing Address 85 Mountain Avenue

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

City Portage State PA Zip Code+4 (9 digits total) 15946-1800

County Cambria State School Code Number* 1270

Telephone 814-736-9636 Fax 814-736-9597

Web site/URL http://www.portageareasd.org E-mail rcecere@portageareasd.org

Twitter Handle @PASDmustangs 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. Richard Bernazzoli, Jr. E-mail: rbernazzoli@portageareasd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Portage Area School District Tel. 814-736-9636

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. Erik Thrower
(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):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 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	40	30	70
8	27	26	53
9	32	35	67
10	39	30	69
11	32	28	60
12	42	26	68
Total Students	212	175	387

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 99 % White
 - 0 % 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: 10%

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	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1	387
(5) Total transferred students in row (3) divided by total students in row (4)	0.096
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 1 %
2 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Ukrainian
8. Students eligible for free/reduced-priced meals: 47 %
 Total number students who qualify: 170

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.

Based on School Performance Profile reported by PDE

9. Students receiving special education services: 13 %
61 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.

- | | |
|-------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 5 Other Health Impaired |
| 0 Deaf-Blindness | 52 Specific Learning Disability |
| 4 Emotional Disturbance | 2 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 1 Mental Retardation | 0 Visual Impairment Including Blindness |
| 2 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	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

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	94%	93%	94%	94%	93%
High school graduation rate	93%	92%	93%	92%	94%

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	63
Enrolled in a 4-year college or university	41%
Enrolled in a community college	18%
Enrolled in career/technical training program	6%
Found employment	27%
Joined the military or other public service	4%
Other	4%

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

Traditions, milestones, and nature of the community and students served, Portage Area School district serves a population of families where over 46% of the households are economically disadvantaged. Many of our students live in non-traditional family settings where a single parent is the sole caregiver or extended family such as grandparents, aunts, and uncles have taken over the responsibility of raising the children. Consequently school becomes a second home where students seek nurturing from educators, nurses, secretaries, cafeteria and custodial personnel. The staff at Portage Area is committed to providing support and guidance to the students academically, physically, socially, and emotionally. The district is the hub of the town and the students and their activities are a source of great pride to the townspeople. The district provides stimulation and entertainment for the population through athletic events, cultural performances, and special social projects.

A unique yearly tradition is that the Guidance department organizes an Adopt-A Family program where the neediest in the school community are given food and gifts purchased by generous donations from the Portage Area Staff. Families are contacted so that parents and guardians can provide wish lists and children's sizes to project personnel. Great care is taken to keep all identities confidential while those in need living among us are provided with assistance to have a happy holiday.

A high number of graduates from the Portage Area district choose to serve in the Armed Forces after graduation from high school. Consequently the district works to foster a respect and appreciation for the sacrifices military personnel and their families make to preserve the freedom of this country. It is a tradition to sponsor a Veteran's Day program which is held at the high school. For 64 consecutive years, veterans from the local community are invited to participate in the commemoration ceremony and to stay for lunch. Student leaders deliver speeches about freedom and service and many of the talks include personal family military experiences. The band and chorus provide patriotic music and a 21 gun salute ends the program. During this assembly the behavior of the student body is exemplary, demonstrating the respect and honor that our local veterans deserve.

Strengths and Accomplishment

Portage Area has had the honor of ranking at least 3rd in the state for 3 consecutive years of thanks to the high ranking of Junior class writing scores.

As a district with limited resources Portage Area continually seeks ways to meet the needs of each individual student in a cost effective manner. For example- gifted students are offered the opportunity to take on-line advanced classes through the Virtual High School Global Consortium because these classes cannot be offered through the regular curriculum due to low student numbers and full teacher schedules.

Teachers seek outside opportunities to enrich students through partnerships with the local universities in areas such as-College in High School Programs, Health Science demonstrations and workshops, and the Diversity Seminar. Through military and community connections students are provided career guidance and job shadowing opportunities.

Recently the district began adding Americorp workers to the staff to provide students with individual remediation help.

Worthy of Blue Ribbon Status

Portage Area is a small district in a close knit community of stakeholders who take great pride in their students and schools. The buildings and facilities are well maintained and technology rich. This is a credit to the administration's guidance in making sustained financial investments to keep equipment updated and buildings renovated. The staff strives to effectively utilize the limited resources at their disposal to provide opportunities for students to attain high academic mastery and sustain positive emotional and social growth.

Our teachers believe that each student possesses the raw materials to be successful so they make a conscious effort to give all students time, attention, and quality feedback to ensure that concepts are mastered. Multiple assessment measures are used to gauge student and staff development and all members of the school community are well aware of achievement targets and goals to be attained. Open communication and collaboration among staff and stakeholders is a high priority because school personnel recognize that students flourish when parent partners and community members are part of the decision making and educational process. A zero tolerance policy for drugs, alcohol and violence promote a safe and positive school climate where students feel welcomed and nurtured. Respect for all is an important expectation in the school which minimizes distractions and allows students to focus on learning. The school nurses and food service personnel continually examine their programs to ensure that the nutritional and health concerns of families are being adequately addressed so that students can be at the “top of their game” each and every day. In this district there is a concerted effort by all stakeholders to work as a team to tackle issues to create an optimal environment for learning as well as a place where students feel safe and supported, physically and emotionally.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Portage Area JR/SR High School is honored to be recognized as the #1 performing academic school in our Intermediate Unit. Based on PDE's new approved NCLB application, the school posted a score of 87.5 performance profile score. Although performance profile ratings such as advanced, proficient, basic and below still exist for students. The school is now able to improve its performance based on both achievement and growth. Therefore a student that scores basic may move to high basic, and have a positive impact on the school's performance if positive growth can be documented.

Trends

The school has basically shown a plateau of achievement results over the past several years. We did have one particular grade level that excelled at the state assessments, but even their scores were consistent year in and year out with few students being able to move to the next recognized level. Traditionally we have done very well on the state assessments. We have been able to meet or exceed AYP targets for every year NCLB has been in existence. We are one of only a few dozen secondary schools that have been able to reach such targets.

The school is proud of its ability to advance two particular sub groups: economically disadvantaged and special education. Our economically disadvantaged students have done very well on various assessments and are the back bone of our student population. Their achievement has been well documented as many are able to achieve a proficient score or higher. Our second group, special education has not quite reached proficiency benchmarks, but has been able to show growth on a year to year basis. The new formula used by the state has allowed our school to recognize the growth our learning support students have made. Some are still functioning well below grade-level but they are showing yearly growth and meeting their IEP goals.

A focus on our brightest achievers and changes to our curriculum has allowed our advanced learners to continue to perform at a high level. We have been able to keep them in the upper percentiles each and every year. In some cases we have had advanced achievers show growth. This is accomplished by providing enrichment activities and challenge packets that go above and beyond course expectations.

Achievement Gap

There does exist a significant gap between all students tested and our learning support students. The school has long recognized this gap and has hired additional learning support staff and trained faculty using a co-teaching model to allow learning support students to experience grade-level content when deemed appropriate by the IEP team. The district has successfully petitioned for two Americorp employees who have focused their attention on all students needing remediation or additional instruction with the intent of getting them on grade level. A robust remedial program has been created and is mandatory for all students not meeting proficiency targets.

2. Using Assessment Results:

The school uses a variety of assessment results: state standardized testing, state-provided Classroom Diagnostic Tools testing, various purchased online benchmark assessments. All data is provided to all professional staff regardless of curricular area as all are evaluated based on the overall school performance profile. A presentation is prepared at the start of each year to provide an overview of the school's data profile. In addition, particular curricular areas are further broken down to provide a more in-depth picture of their particular data. A comprehensive look is provided to each teacher and allows the teacher to leave the session with a solid understanding of assessment results. In addition, each teacher is provided with a detailed spreadsheet further providing a data picture for the teacher to plan instruction.

Our school has also participated in a variety of benchmark assessments for the past 8 years. We take a periodic picture of our student's progress and provided time for the staff to analyze the real-time data and make necessary changes to their curriculum. All faculty has unlimited access to student data understanding

the confidentiality of such information. A trusting environment has been in place that allows all to work toward a common goal. It is not uncommon for faculty to meet in small groups to design a plan of instruction for a student, class, or grade-level.

The district also frequents PDE-provided resources such as PVAAS and e-metric which further break down data and provide predictions for future state assessments. These sites allow our staff to focus on curricular areas of need as well as student growth for all level of learners. One area we have tried to improve on is showing growth amongst our advanced learners.

A detailed report is provided to the board of education annually at a public meeting. The results are published in our local community paper and placed on a public website for all to access.

Our successes are publicized as we often celebrate with assemblies, award programs, banners and publications sent home. Our community takes great pride in knowing our school is doing a great job educating our students. Parents are provided a PVAAS report that allows them to see their child's standardized test growth over the years and sets forth statistically sound predictions for future state assessments.

3. Sharing Lessons Learned:

Portage Area educators belong to local organizations that meet regularly to share concerns, ideas, and plans with other neighboring educators. The district superintendent meets with other superintendents in the Intermediate Unit Consortium and Career and Technology Center Consortium at least once a month. The principals belong to the Cambria County Secondary School Principals Association which also meets monthly. The Guidance Counselor meets periodically with other counselors whose schools are members of the Admiral Peary Vocational Technical School Consortium. Topics addressed at these meetings vary with changing state and federal policies and directives. Common topics are standardized testing preparation and procedures, teacher evaluation techniques, school funding challenges, and meeting individual student needs. At times leaders of these organization send out a group e-mails to members seeking answers as to how districts handle certain situations. This way information can be gained from a large pool of people in a timely manner.

Portage Area JR/SR High School also has close ties to the Appalachia Intermediate Unit 08 which serves as a liaison between school districts and state and federal agencies. Through meetings and workshops area educators take advantage of programs designed to assist in curriculum development and improvement of instructional materials as well as educational management and pupil personnel services. Recently the school was asked to present to the I.U. consortium various strategies and curricular resources used to achieve positive assessment results. The sharing session allowed for each school to share what is working best.

The district encourages administrators and teachers to take advantage of opportunities as they arise that provide an avenue to meet with and share ideas with other professionals. Collaboration and cooperation between area educators helps to ensure that best practices are being utilized in all areas of the educational program.

4. Engaging Families and Community:

A true partnership of families, schools, and communities is one in which all work together to provide environments and relationships that promote academic success and the physical, mental, social, and emotional well-being of students. The following are ways the Portage JR/SR High School seeks to maintain connections with families and the community for student success and improvement:

Parents and Community members are invited to share information via surveys and to sit on committees to assist in developing and finalizing the District's Strategic Plan.

E- schoolbook puts attendance records and grade reporting at the fingertips of parent/guardians 24 hours a day-7 days a week. E-mail links to teachers and staff members facilitate timely communication.

The District maintains a website which contains a wealth of information to keep parents and community members informed of district news, upcoming events, calendars, and quick links to additional school related programs.

Parents and community members are invited to partner with the district to provide job shadowing opportunities for students.

Local businesses, agencies, military personnel and law enforcement personnel are in close communication with district personnel and frequently provide specialized programs and resources for enhancing student learning experiences and promoting healthy attitudes. For example: "Yellow Ribbon Campaign" through the Coroner's Office focuses on teen suicide prevention; "Don't Drive Drunk" program through the District Attorney's office talks about the legal, social and emotional outcomes of drunk driving; "Remembering Adam" Program allows our students to be voluntarily drug screened randomly throughout the year; "Camp Cadet" is a product of the Pennsylvania state police and instructs students in the area of law enforcement while focusing on discipline, teamwork, and respect for our laws and society.

District administrators promote open communication and face to face meetings with concerned stakeholders as the need arises. Personal interaction is the best way to collaborate in addressing problems and needs. The administrative team makes it self available at local organizational meetings such as Rotary International, Lions Club, local and regional planning commissions, and parks and recreation council.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The school's curriculum has historically reflected the PA academic standards developed some time ago. We are currently shifting to the new PA Core Standards for the 2013-14 academic year. PA Core is an adaptation of the widely accepted Common Core Standards developed a few years ago.

Our English course focus on be sound writers and researchers. We focus on being able to present one's ideas with intelligence and, evidence-based logic. We currently have 2 courses approved for college credit and have ranked as one of the most successful schools in the state in regards to our writing accomplishments.

Our math curriculum has two focuses. One is to prepare our students for post-secondary education. We offer 3 high level math courses in addition to a number of online AP options. These courses often help our students be successful in the post-secondary endeavors. In addition, every student takes both a senior seminar course and a personal finance course. These are designed to prepare our students for the basics of life. They include budgeting, financing, taxation, insurance, retirement planning, social services and the like. For our students who choose the workforce option, they have a better understanding of daily financial challenges they may face.

The Portage Area JR/SR High School has a very strong science curriculum, with 2 courses offered for college credit and online AP options, our students are excelling at several post-secondary institutions. We place a very high number of students in the physician's assistance program as well as the pharmaceutical program around our area institutions. Our students often return to praise the science education they have received while at Portage Area. Our biology assessment scores rank us as the second highest performing in the intermediate unit.

The school offers 2 on-site foreign languages Spanish and French. In addition, we have partnered with Virtual high school to offer several additional language choices: Latin, Mandarin Chinese, and Russian to name a few. Our onsite language options are again offered for college credit.

Our school is technology rich, and we continue to expand our curricular offerings. Recently adding additional introductory courses for our junior high students. The curriculum offers CADD, computer applications, keyboarding, web page development, in addition to several courses that focuses on our 3D modeler, laser engraving, and plastic and vinyl designs, C&C machining, etc.

All students have health and PE each year. In addition, upperclassmen have an additional opportunity to take a wellness class that aids them in developing a personal fitness strategy to promote life-long wellness. The course focuses on exercise and diet. The school also has an active wellness committee that focusing on both staff and student wellness.

All students in grades 7-9 have a series of courses designed to be introductory. They include art, music, shop, family consumer science, library, keyboarding, and career exploration. These courses are design to peak a student's interest and allow them to select more extensive electives later in the high school career.

All students 7-12 spend time in career and college readiness, each year the information builds upon itself to assist students with financial aid, college application, resume writing, and interviewing skills, job seeking skills. All seniors have a personal interview with our guidance department to assist them with the transition to life after high school. The counselor helped develop a plan for the next phase of our graduate's lives.

The school also boasts a very strong art department. We have a regional recognized marching band open to all students grades 7-12, as well as performing concert bands and choral groups. We have recently placed students in district, regional and state music and choral festivals.

All students are required to complete an independent reading requirement for 5 of the 6 years they are in our school system. In addition, they must complete 60 hours of community service, as well as a culminating senior project in order to earn a Portage Area Diploma. Our senior project involves significant research, a project log, reflection essay, and a presentation to a panel of educators. Often students are required to revisit one or more components of their projects, and we will reconvene the committee to reassess their accomplishments.

2. Reading/English:

The Portage Area Junior-Senior High English/Language Arts Department curriculum and instruction consists of students in grades 7-12 mastering the skills of reading actively as well as writing and listening critically, and speaking proficiently. This is all taught via novels, plays, short stories, autobiographies, memoirs, poetry, and instructional texts as well as essay prompts, constructive responses, speech assignments, presentations, and research projects.

To illustrate, students demonstrate active reading by journaling while they read. Students raise questions, predict events, connect to self or current events, summarize pages or chapters, and infer outcomes. Literary devices and literary elements are incorporated into the active reading process as to aid students in acquiring a deeper understanding of the text. In turn, critical thinking is a result for all.

When writing, students create, organize, and justify thoughts, always considering the task, audience, proper technique, sentence style, and conventions. This is executed by completing a pre-writing strategy, topic sentence, and outline. During and after the writing process, students present their responses in small or large peer groups or share their material for the class to read and critique. The writing process is fostered for themselves and the class as a result. Smartboards in all classrooms aid both the teacher and students in brainstorming and editing, crucial components of effective writing.

The Independent Reading program at Portage Area Junior-Senior High School is one of several ways in which our school strives to improve the reading skills of students who read below, at, and above grade level. This program, a graduation requirement for all that creates lifelong readers, offers students an opportunity to read a large variety of books in a wide range of levels. Because students choose the books they want to read, they may read below, at, or above their grade level depending on their own wants and needs.

Students who struggle with reading independently can utilize several options to complete their reading requirements. Book Share and audio books are available to students with IEPs. All students may check out Kindles from the library as well. Students who read and perform below grade level attend remediation classes. In addition, reading and research classes, a thirty-minute period each day, provide students ample opportunity to read successfully.

3. Mathematics:

The mathematics curriculum is driven by the Pennsylvania Core Standards with an emphasis on career and college readiness. Our curriculum gives students the skills necessary to be successful in high school and in future endeavors.

Instruction focuses on student-centered learning using various teaching methods. With technology as an aid, new material is presented in a structured lecture format. This allows time for guided-practice. Collaboration of students is utilized by using differentiated learning techniques like think-pair-share and group activities. The groups are created heterogeneously to encourage peer tutoring, positive social interaction, and development of collaborative skills.

Foundational skills are developed through consistency among the instructors. Common planning periods and frequent discussions provide instructors with opportunities to share and discuss the techniques and methods that have been successful in their classrooms. Students have the ability to develop the fundamental skills through consistency among grade levels, teachers, and courses.

Below grade level performing students are offered multiple opportunities for support. One-to-one tutoring is available on a daily basis. The students feel comfortable receiving help to ensure mastery of the mathematics concepts. Accommodations in the classroom are given when needed to ensure student success. Teacher observations and documentation are used to determine who, in addition to students with IEPs, needs the accommodations. Struggling students may be given steps to help solve an equation or formulas necessary to solve a problem on quizzes and exams. Other examples of accommodations are exams given in smaller setting for those who need to “think out loud” and/or exams given orally.

Remediation is given in small groups to focus on specific concepts needed to be mastered. After looking at the data, the Algebra I class was restructured as Algebra IA and Algebra IB. This allows more time to investigate and practice skills to ensure the students reach mastery level.

Motivation of below level students is a key part of improving their skills. “Power Teaching,” a technique taught through the IU8, is used for motivation. Cheers are incorporated into the lesson to motivate and celebrate successes. Technology such as edmodo.com and remind101.com are also incorporated to help students outside of the classroom. Edmodo.com gives the students an avenue to ask questions from home. Remind101.com allows the students to receive homework and text reminders from the teacher. The above grade level students are given many opportunities in the mathematics curriculum to expand on their knowledge. Students are given challenge assignments that expand on the content being taught in the classroom. This gives them the opportunity to apply the concepts to problems that are more abstract. Students are offered the option of taking two math courses in one year. Once they have completed the courses available at the district the students are able to complete courses through virtual learning. Outside of the classroom, students may compete for a place on the mathematics competition team.

The district takes pride in their ability to give students the best education possible. The instructors have a strong desire for excellence by continually challenging themselves by taking graduate level courses and attending conferences and workshops.

4. Additional Curriculum Area:

The Portage Area JR/SR High School has a variety of strong curricular areas beyond math and reading. We have recently been acknowledged by a local post-secondary institution as having some of the best prepared science students. We have a large proportion of Physician Assistant candidates in the school's program and have placed dozen of alums in the medical field throughout our area and beyond. We have expanded our course offerings over the past few years to include additional biology and chemistry courses as well as bringing several online course options, including Advanced Placement, to our students. These online opportunities allow for as few as one student to experience a course we are unable to offer at such a small school.

We have also expanded our wellness program aimed at stressing the importance of physical, social and mental well-being. Our students have double the amount of PE recommended by the state and have a yearly health course to address all three areas of health and wellness. Upperclassman have an additional opportunity to work with our PE department to develop a personal training program that allows them to earn credit for activity occurring prior to and beyond the school day. Our family consumer science program focuses on family dynamics and values, character education, nutritional strategies, and career exploration.

Portage Area JR/SR High School has a very high percentage of students participating in extracurricular activities. We currently boast a 68% participation rate among our student body. In particular, the school is strong in the arts. We place several students in music majors and have very strong marching and concert band programs. Several of our students have advanced to competitive district and regional band concerts. Recently a few have earned scholarships to pursue their musical interests.

All of these areas allow our students to be respectful, positive and contributing members of our community and remain life-long learners, which is the focus of our mission.

5. Instructional Methods:

- Each student has a different learning style, different ability to master information and a different way of expressing what they have learned. Differentiated instruction must be utilized to provide an optimal learning experience for each student.
- Teachers must be keen observers who note the similarities and differences among students then use this information to plan instruction.
- Continual formative assessment is an important component of all school programs. Teachers must use assessments to identify student's strengths and weaknesses so teachers can meet individual student needs and help them to attain positive growth.
- Group work allows students to collaborate in pairs or small groups. Teachers control and change the membership of groups as needed. The exchange of ideas fosters good discussion and allows students to learn from each other.
- Use of diverse materials helps to engage students who have varying reading levels and learning styles. Materials with charts, diagrams and illustrations change the presentation of materials and help students to make connections.
- Teachers offer students choices at times in the tasks and projects which need to be completed. When students have a say in their learning teachers can create motivating assignments that meet the students' diverse needs and varied interests.
- Co-teaching is employed in some curricular areas as the schedule permits. Co-teaching in the classroom enables students at all academic levels to benefit from alternative assignments and greater teacher attention in small group settings.
- Students have a thirty minute Reading and Research class period per day. During this time students work on the computer using a program called Study Island. This program measures academic progress through assessment results and creates an individualized learning path for students in the areas of reading, mathematics and science. Teachers assign tasks and monitor student progress in the Study Island program.

6. Professional Development:

Portage Area's Professional Development Plan meets the criteria set by the Pennsylvania Department of Education. The Professional Development decisions at Portage Area are based on student needs. The district examines student data to determine educators' learning priorities and then evaluates programs by determining how they have impacted teaching practices and student achievement. Many times district personnel need specialized trainings to more effectively serve specific populations of students such as students with learning disabilities, English Language Learners, homeless students or At-Risk students.

Budget constraints have curtailed travel for conferences, seminars, and workshops so finding cost effective methods to ensure effective Professional Development is a continual challenge. Using resources provided by the IU08, PSEA, and on-line trainings have helped to meet this challenge.

Teachers, counselors and education specialists are encouraged to seek P.D. opportunities which enhance content knowledge, increase teaching skills based on effective practice research, focus on knowledge of assessment skills and using those skills for analysis of data and instructional decision making.

Administrators are encouraged to seek P.D. to enhance their knowledge and skills to think and plan strategically. School leaders must be knowledgeable in the areas of assessments, curriculum, instruction, alignment to academic standards, educating and evaluating staff, teaching materials available and interventions for at-risk youth. Leaders must have the ability to access and use data to inform decision making. Creating a positive culture for teaching and learning and managing resources must also be in the Administrators tool kit.

The goal of Professional Development is sustained school improvement. This year the main focus of Portage's Professional Development efforts have been focused on writing curriculum which is aligned to the

Common Core Standards. A secondary focus has been training for teachers using Charlotte Danielson's Framework for Teaching. Developing a common understanding of this Framework is critical to enhancing skills in the complex task of teaching and for encouraging teachers to become more thoughtful practitioners.

In the area of Professional Development, networking has played a significant role allowing our district educators to partner with the local universities taking advantage of specialized programs. For example our mathematics, science, and technology teachers work with the Science Outreach Center at St. Francis University which develops opportunities for regional teachers to obtain STEM (Science, Technology, Mathematics, and Engineering) content, pedagogy, and technology experience through workshops highlighting innovative practices in STEM education.

7. School Leadership

The Portage Area JR/SR High School Leadership team consists of the following individuals: Superintendent and Business Manager-Offices in the Administration building.

Director of Curriculum and Technology- Offices in Elementary School and High School.
Principal, Director of Special Education, and Dean of Students/Athletic Director- Offices in High School.

The leadership team meets monthly with the Teacher's Association and as an Administrative group to discuss current concerns, work on strategic plans, review the board agendas and complete the myriad of tasks which land on an administrator's plate.

The members of leadership team share the following characteristics: all have high expectations for the success of the students and faculty, they believe that all students possess different levels of gifts and talents and all are capable of achievement. The progress and personal development of each student is equally important.

They are open to ideas which will effectively improve teaching and learning and are committed to securing the resources and seeking opportunities for educator growth which will facilitate this improvement.

To improve teacher effectiveness and student achievement the leadership team is not hesitant to move outside of the immediate school circle. High school leaders seek outside opportunities for students and faculty by forming partnerships with parents/guardians, business leaders, community members, local colleges/universities and Intermediate Unit personnel.

They spend quality time educating themselves in the area of assessment, data analysis, and teacher evaluation with clear strategies for improvement.

In our small district personal relationships are paramount and administrators strive to have an open door policy to keep the lines of communication clear for concerned stakeholders. The use of strong interpersonal skills, common sense and empathy helps administrators stay on the course of what is in the best interest of the majority and not of just a select few.

Each administrator has their own unique characteristics but all are committed to collaborating, fostering working together and facing change positively to make the Portage Area JR/SR High School the best it can be.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: 11th Grade Math PSSA Exam

All Students Tested/Grade: 11

Edition/Publication Year: 2012

Publisher: Data Recognition Corp

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced		54	54	68	65
% Advanced		26	23	34	23
Number of students tested		61	58	62	76
Percent of total students tested		100	98	98	100
Number of students tested with alternative assessment		8	4	1	12
% of students tested with alternative assessment		15	7	1	15
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		36	38	63	66
% Advanced		11	13	37	16
Number of students tested		28	24	19	26
2. Students receiving Special Education					
% Proficient plus % Advanced		0	0	0	13
% Advanced		0	0	0	0
Number of students tested		8	4	1	15
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced		54	54	68	65
% Advanced		26	23	33	22
Number of students tested		61	58	60	75
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Test changed to Keystone Exam in 2012-13 Reported in different table.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 11
Publisher: Data Recognition Corp

Test: PA Algebra I Keystone Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	86				
% Advanced	57				
Number of students tested	75				
Percent of total students tested	97				
Number of students tested with alternative assessment	0				
% of students tested with alternative assessment	0				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	65				
% Advanced	45				
Number of students tested	36				
2. Students receiving Special Education					
% Proficient plus % Advanced	12				
% Advanced	0				
Number of students tested	6				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	86				
% Advanced	57				
Number of students tested	74				
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Less than 10% in some sub groups. These are best estimates as PDE has not yet reported publicly 2012-13 subgroups.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher: Data Recognition Corp.

Test: 7th grade Math PSSA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	61	92	93	71	66
% Advanced	42	74	62	48	35
Number of students tested	71	51	57	63	65
Percent of total students tested	98	100	98	100	100
Number of students tested with alternative assessment	0	4	0	4	3
% of students tested with alternative assessment	0	8	0	6	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	80	88	88	75	59
% Advanced	50	54	60	56	13
Number of students tested	34	24	25	27	32
2. Students receiving Special Education					
% Proficient plus % Advanced	28			17	25
% Advanced	14			9	0
Number of students tested	7			12	12
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	61	92	93	74	66
% Advanced		75	61	49	35
Number of students tested		51	57	61	65
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced	42				
Number of students tested	71				
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: All non-qualifying sub-groups had too few students to equal 10% of the grade level. There are no defined Super-groups in PA.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher: Data Recognition Corp.

Test: 8th grade Math PSSA Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	85	91	77	72	64
% Advanced	57	71	43	38	29
Number of students tested	53	58	60	63	66
Percent of total students tested	98	100	100	98	100
Number of students tested with alternative assessment	0	1	6	4	4
% of students tested with alternative assessment	0	2	10	6	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	72	92	76	69	55
% Advanced	40	69	38	21	14
Number of students tested	25	28	29	29	29
2. Students receiving Special Education					
% Proficient plus % Advanced	0	0	12	0	9
% Advanced	0	0	0	0	9
Number of students tested	5	3	8	6	11
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	85	92	76	72	64
% Advanced	57	71	43	38	29
Number of students tested	53	58	60	60	66
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: All non-qualifying sub-groups had too few students to equal 10% of the grade level. There are no defined Super-groups in PA.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 11
Publisher: Data Recognition Corp

Test: 11th Grade Reading PSSA Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced		75	68	76	73
% Advanced		30	31	42	46
Number of students tested		60	59	67	76
Percent of total students tested		98	98	96	100
Number of students tested with alternative assessment		3	5	0	10
% of students tested with alternative assessment		5	8	0	13
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		63	50	62	73
% Advanced		26	17	38	42
Number of students tested		27	24	21	26
2. Students receiving Special Education					
% Proficient plus % Advanced		15			19
% Advanced		0			6
Number of students tested		6	5	6	16
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced		75	68	77	73
% Advanced		30	31	42	46
Number of students tested		60	59	64	76
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: All other sub groups less than 10% Test changed in 2012-13 On another table

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 11
Publisher: Data Recognition Corp

Test: PA Keystone Literature Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	84				
% Advanced	70				
Number of students tested	70				
Percent of total students tested	100				
Number of students tested with alternative assessment	0				
% of students tested with alternative assessment	0				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	17				
% Advanced	66				
Number of students tested	43				
2. Students receiving Special Education					
% Proficient plus % Advanced	0				
% Advanced	0				
Number of students tested	6				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	84				
% Advanced	70				
Number of students tested	70				
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Best estimates based on Data received from PDE

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher: Data Recognition Corp.

Test: 7th Reading PSSA Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	67	88	95	65	63
% Advanced	56	54	53	42	33
Number of students tested	71	51	57	63	65
Percent of total students tested	98	100	98	100	100
Number of students tested with alternative assessment	0	4	0	4	3
% of students tested with alternative assessment	0	8	0	6	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	77	78	93	61	59
% Advanced	47	30	46	42	28
Number of students tested	34	24	25	27	32
2. Students receiving Special Education					
% Proficient plus % Advanced	28	0	0	6	0
% Advanced	14	0	0	6	0
Number of students tested	7	3	2	12	12
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	67	88	95	66	63
% Advanced	56	54	53	43	32
Number of students tested	71	51	57	63	65
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: All non-qualifying sub-groups had too few students to equal 10% of the grade level. There are no defined Super-groups in PA.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher: Data Recognition Corp.

Test: 8th Grade PSSA Exam
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	93	82	88	77	75
% Advanced	70	54	60	45	47
Number of students tested	53	58	60	63	66
Percent of total students tested	98	100	100	98	100
Number of students tested with alternative assessment	0	1	5	4	4
% of students tested with alternative assessment	0	1	8	6	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	84	78	86	77	59
% Advanced	57	52	56	45	28
Number of students tested	25	28	29	29	29
2. Students receiving Special Education					
% Proficient plus % Advanced	60	0	25	10	18
% Advanced	40	0	0	0	0
Number of students tested	5	3	8	6	11
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	82	89	77	76
% Advanced	70	54	60	45	47
Number of students tested	53	58	60	60	66
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: All Non-qualifying sub groups have less than 10%