

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Barry Jones

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

Official School Name Valley View Junior High School

(As it should appear in the official records)

School Mailing Address 2118 Valley View Drive

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

City Jonesboro State AR Zip Code+4 (9 digits total) 72401-9031

County Craighead County State School Code Number\* 1612051

Telephone 870-932-3737 Fax 870-932-2291

Web site/URL http://www.valleyviewschools.net E-mail barry.jones@valleyviewschools.net

Facebook Page

Twitter Handle https://www.facebook.com/pages/Valley

https://twitter.com/jrblazers -View-Jr-High/133143756890293 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. Bryan Russell

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail:

bryan.russell@valleyviewschools.net

Other)

District Name Valley View School District Tel. 870-935-6200

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. Lee Lane

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

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

\_\_\_\_\_  
Date

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 4 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 10 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	104	102	206
8	110	94	204
9	106	99	205
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	320	295	615

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 2 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 91 % 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 2013 - 2014 year: 8%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1	629
(5) Total transferred students in row (3) divided by total students in row (4)	0.076
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 2 %  
13 Total number ELL  
 Number of non-English languages represented: 5  
 Specify non-English languages: Spanish, Indonesian, Persian, Indian, Gujarati
8. Students eligible for free/reduced-priced meals: 22 %  
 Total number students who qualify: 133

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 25 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %  
48 Total number of students served

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

- |                                |  |
|--------------------------------|--|
| <u>7</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>9</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>26</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>2</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	43
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	98%	99%	96%	96%
High school graduation rate	95%	98%	93%	94%	97%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
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

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

15. Please summarize your school mission in 25 words or less: The mission of the Valley View School is to maintain a caring, safe, effective, and disciplined environment that is conducive to learning and maximum achievement. EXCELLENCE IN EDUCATION FOR ALL STUDENTS IS OUR GOAL.

## **PART III – SUMMARY**

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Valley View Junior High School is a small public school serving 630 students in grades seven through nine. It is located in the city of Jonesboro, Arkansas which is in Northeast Arkansas on beautiful Crowley's Ridge. Jonesboro is the largest city in northeastern Arkansas and the fifth largest city in the state. The population of Jonesboro is approximately 71,551. Of those, 73% of the population is Caucasian with the other 27% being made up of African Americans, Indian, Asian and Hispanic ethnicity. The census shows only 28.8% of the population has received a bachelor's degree or higher. Jonesboro is a growing area, home to Arkansas State University, and houses several school districts. Jonesboro is a regional center for manufacturing, agriculture, medicine, education, and trade.

The Valley View School District was established in 1927 and encompasses 116 square miles. It is located in the southwest area of Jonesboro and for many years the community was recognized as a farming community. The district has always been known for its reputation for academic excellence. In April of 1989, Valley View was annexed into the city of Jonesboro. Since the annexation, there has been a major population growth in the school district. Land that was once farmland has been turned into subdivisions and neighborhoods. There are currently eleven new subdivisions under construction and this trend is expected to continue. There are few businesses located near the school. As a result, the school district doesn't receive much revenue in property taxes. However, Valley View does have a higher millage rate than other local districts. Recently, the community approved an increase of 4.9, which puts the total at 42.

The Valley View School district has grown rapidly over the past 15 years. In the year 2000, the district enrollment was 1220 students compared to 2,690 in the year 2015. The district consists of four schools: one elementary (K-2), one intermediate (3-6), one junior high (7-9) and one high school (10-12). The racial composition of the student body is 2.68% Asian, 2.34% African American, 0.11% Hawaiian/Pacific Islander, 3.87% Hispanic, 0.37% Native American, 0.56% Two or More Races, and 90.07% Caucasian. The poverty rate of the school district is 26.7%. Our graduation rate is at 97.62%.

Valley View is a focal point of the local community. The community strongly supports the school in many aspects. This is very evident with the increase of families moving into the district, along with a large number of families who have submitted school choice applications. Our community is well educated and sets high expectations for our students. Our PTA is very active and has been recognized on the state and national levels. We have a very active Ruitan Club in our community that supports the school with many projects. The Valley View School District is accredited by AdvancED and the Arkansas Department of Education. The school board is made up of Valley View parents and community members, most of those being Valley View graduates. Many Valley View graduates return to work in the district as certified and classified personnel.

Valley View continues to be an award-winning district. Valley View's slogan, Leaders In Academic Achievement, has proven accurate by winning the state of Arkansas highest achievement for academics, the "Golden Apple Award", for five consecutive years from 2004-2008. In 2009, we were recognized by the National Center for Educational Achievement's Just for the Kids Campaign as a Higher Performing School. In 2015, we were recognized by the Office for Education Policy at the University of Arkansas as High-Achieving "Overall" Middle School in both Math and Literacy. Our students were assessed on the Arkansas Benchmark Exam. Valley View Junior High tested at 93.78% Achieving on Literacy and 90.79% Achieving on Mathematics. Our Targeted Achievement Gap Group was at 80.34% Achieving in Literacy and 75.99% in Mathematics. Valley View Junior High sponsors the National Junior Honor Society which currently has 86 members in the 8th and 9th grade. Students excel outside the classroom through participation in, Junior High Quiz Bowl teams, spelling and geography bees, and opportunities to provide hours of volunteer service through multiple club and civic organizations based at school. This helps students to become productive members in the community fostering a sense of giving and service to others. Students at Valley View Junior High receive a well-rounded education that prepares them for college and career opportunities.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

#### English

Our English program promotes literacy and the passion and desire to build lifelong readers and writers. Specifically, the reading program motivates students to grow as goal-focused readers and enables teachers to set and monitor personalized reading goals. Students are challenged with novel studies such as, *To Kill A Mockingbird*, an essential text to teach the themes of discrimination, innocence, courage, and prejudices. A variety of reading strategies are used to clearly understand the plot, characterization, and theme development. Students cite strong and thorough textual evidence to support analysis of what the text says explicitly; as well as drawing inferences. Students are encouraged to engage in discussion about text and make the concepts applicable to 21st century learning by the use of literature circles and the Socratic Method. Teachers utilize inquiry based learning and the use of higher levels of Bloom's taxonomy to engage students. With the implementation of the Common Core State Standards, teachers have increased the use of nonfiction texts through cross-curricular research projects. In addition, teachers focus on analytical writing to promote independent and critical thinking.

#### Math

Students have a choice of two different math tracks. Traditional students enroll in Math 7, Math 8, and Algebra I. Advanced students will pursue PreAP Math 7, Algebra I, and Geometry. This track will prepare students for an additional math credit or concurrent college credit in high school. With the implementation of the Common Core State Standards, our student-centered math curriculum deepens the understanding of math content knowledge rather than the rote memorization of math facts and procedures. Students are challenged to collaboratively problem solve, reason abstractly and quantitatively, and model procedures multiple ways. Students are provided opportunities to present, justify, and defend their solutions and methods of problem solving. An online component provides individualized support for all students to master skills and processes. This is ideal for the all subgroups and can also serve as a supplement or an intervention for struggling students.

#### Social Studies

Our Social Studies department is composed of two semesters of seventh grade World History from Ancient Civilizations to the beginning of the Renaissance/Reformation Era, a semester of eighth grade World History from Renaissance/Reformation Era to present day paired with a semester of Arkansas History, and a semester of ninth grade Civics in conjunction with a semester of Economics. Disciplinary literacy is used in social studies as a means to close read and analyze primary sources historical documents. Instead of relying solely on a tertiary textbook source, disciplinary literacy challenges students to grapple with complex, authentic text to form and defend an argument that addresses a guiding question.

#### Science

Our science department promotes an inquiry and literacy based curriculum. Seventh and eighth grade students study general science which includes nature, life, earth and space science. Ninth grade students are required to take Physical Science. In preparation for the implementation of the Next Generation Science Standards, teachers have been incorporating argumentation, evidence-based research, and problem solving strategies. Each classroom is fully equipped with a functional laboratory facility. Students take an active role in learning by participating in variety of lab activities such as dissections, observing chemical or physical changes, building topographic landforms, criminal science investigations, and water labs that show capillary action and surface tension. Technology is a tool used to enhance learning by researching information and utilizing nonfiction text to strengthen the core curriculum. Students also have the opportunity to join the Science Club. They participate in activities such as attending an information class at the local zoo and touring the engineering lab at the local university.

## 2. Other Curriculum Areas:

Valley View Jr High has a variety of curricular choices beyond the core content areas. Currently, we have 85% of our student population participating in extracurricular activities.

Our Fine Arts department is thriving with a strong, band program. Our band program begins in seventh grade with separate classes for woodwinds, brass, and percussion. Advanced seventh grade students, along with eighth grade students make-up the Jr High Band. Ninth grade students can participate in the high school Jazz Band or Marching Band. Of the number of students participating in band, 48% made Jr High Honor Bands in our region.

General Music is offered to our seventh and eighth grade students once a week to meet the fine arts requirement. The curriculum is a broad overview of basic music knowledge, theory, music from various cultures, and the integration of music to disciplines outside of the arts. Our vocal music program consists of seventh, eighth, and ninth grade male and female students. The program produces many students who make the All-Region Choir. At the Choral Performance Assessment, the students received Superior Ratings. Annually, the students host a "Coffeehouse" fundraiser, a night to showcase solos and group performances for parents and other community members. The fundraiser generated funds for a non-profit organization to purchase technology for a school in Kenya. The technology is used to participate in a global project with our students. The students communicate through letters, email, and Skype.

Our visual arts class is offered to seventh and eighth grade classes on a yearly basis. Ninth grade students can choose to elect to take a semester or yearly course. The art education program takes an interdisciplinary approach to broaden both student knowledge and production in fine arts. Students are introduced to a multitude of media and disciplines through research and technology. Students investigate art history, contemporary art theory, and art styles and periods. Additionally, students experiment with numerous mediums including: watercolor, paint, pastels, and graphite. The art teacher includes projects that include sculpture, architecture, collage, drawing, and basket making. Students are encouraged to submit work to local competitions.

Drama is offered as an elective for our seventh and eighth grade students. Drama is a yearlong course that's taken as an introductory course to explore the nature and elements of theatre. This provides a solid foundation for our high school drama department. Ninth grade students can also take a yearlong course of Oral Communications from our drama teacher to fulfill the semester graduation requirement. All Jr High students interested in drama or theater can audition for musicals or plays produced by the Valley View Drama Department. Hedda Gabler and The Addams Family have been a few of the local favorites.

Our Health and Wellness program offers Physical Education, Health, and Strength and Conditioning. Physical education and health are mandated for all students in seventh and eighth grade. Physical education focuses on personal and social skills, the five components of fitness, muscular strength, muscular and cardiorespiratory endurance, and lifetime fitness. Health concentrates on the importance of healthy life skills, and the prevention of drug and alcohol use. Students in ninth grade fulfill the semester graduation requirement of physical education and health. Students are certified in First Aid and Safety, CPR, and Hunter's Education. Out of the Dark is a club that participates in a variety of activities to continue drug and alcohol prevention. Strength and Conditioning is an elective course for students in seventh and eighth grade. This elective focuses on muscular strength, speed and agility, and flexibility.

The focus of our Career and Technical Department is to prepare students for high skill, high wage, and high demand jobs. The occupational areas consists of Agricultural Science and Technology, Business and Marketing Technology, Government and Public Administration, Family and Consumer Sciences Education. Specific program of study include: Agricultural Power, Structural and Technical Systems, Plant Systems, Digital Communications, JROTC, Family and Consumer Sciences Education. Seventh and eighth grade students can take foundational classes for the occupational areas such as Introduction to Agriculture, Game Salad, IT Fundamentals, Personal Finance, and Consumer Science Investigations. Ninth grade students begin the program of study by choosing electives such as: Survey of Agriculture, Computer Business Applications, JROTC, and Family and Consumer Science. Each student must complete three units to be a

completer in a specific program of study. Students can also choose to be involved in after school activities with clubs such as FFA, FBLA, and FCLA.

Environmental and Spatial Technology (EAST) is an elective offered for seventh, eighth, and ninth grade students. It is a project-based, service-learning oriented program that provides students with high-end technology available in the most progressive fields in the world. EAST is a student-initiated program to gain insight into their own abilities to acquire and use information, solve problems, and develop valuable experience. One of the most successful projects was partnering with the fire station. The students mapped volunteer and county fire stations and businesses with hazardous chemicals. In addition, students have categorized stations by what types of emergency responses.

Spanish I is an elective offered for ninth grade students to meet the two year foreign language requirement to be an honor graduate. The coursework focuses on grammar and reading and speaking the target language. In addition, students study the culture to prepare them for the diversity in the ever-changing global society.

### **3. Instructional Methods and Interventions:**

Valley View strives to differentiate curriculum with a variety of instructional methods. Within the regular education classrooms, our teachers are skilled in providing what is needed for each student. Classrooms are student-centered, where teachers facilitate by using strategies such as higher-level questioning, discussions, debates, presentations, and collaborative learning to actively engage students in the learning process.

English and Math remediation classes are available for those students who are struggling to meet the expectations in the regular classroom. The smaller class size and individualized instruction allows students to receive the intervention needed to be successful. Students exhibiting characteristics of dyslexia are offered a class that utilizes a one-on-one reading and spelling system that improves spelling, reading, and writing skills of children who struggle with the specific learning disability.

Through our special education department, we meet the needs of the special education population in the least restrictive environment. We have special education teachers for each grade level that team-teach with regular education teachers in English, Math, and Social Studies courses. Co-teaching allows special education students to experience the general education curriculum and environment with specialized instruction. Paraprofessionals have been an essential component of the special education department by assisting in providing accommodations and modifications for students like extended time and read aloud options.

Our advanced students are challenged with Pre-AP course offerings in both, English and Math. Pre-AP teachers are trained in Pre-AP, AP, or Secondary Content Differentiation by the Arkansas Department of Education or College Board. Educators are expected to train and utilize higher order thinking strategies. Students who are identified as Gifted and Talented (GT) must enroll in one Pre-AP course class per school year. In addition, students are also challenged with individualized reading goals and summer reading requirements.

Credit recovery for ninth grade students is also an option for students failing a core class. Students can obtain credit through an online program that provides the outlined coursework, while receiving assistance from a certified teacher.

Technology is an essential role in providing differentiated instruction at Valley View. Students can submit assignments via email or through Google docs. English teachers use an online tool, Actively Learn, to allow students to read and write collaboratively. Much like social media, students interact with one another, commenting and posting, about the essential text. Furthermore, English teachers provide students with audio text to meet the needs of those students with visual perception processing and oral reading fluency deficits. Many teachers use iPads and smart phones for text to the poll responses to engage students in classroom discussions. Math teachers use online software to create customized modules for students struggling with specific skills. Additionally, teachers use iPads and netbooks for research and publications.

## PART V – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results Narrative Summary:

The State of Arkansas uses QUESTAR Assessment, Inc. Augmented Benchmark and End of Course exams for criterion reference assessments. These assessments include both multiple choice and open response questions. Five open response questions are weighted (8 points each) and equal to 40 multiple choice questions (1 point each) on the assessment. Raw scores are converted to scale scores, and students are classified as below basic, basic, proficient, or advanced.

Students at Valley View Junior High participate in English/Language Arts and mathematics assessments in grades seven and eight and End of Course Algebra I assessments in grades eight and nine. Ninth grade pre-AP students participate in the End of Course Geometry assessment as well, but are not reported in this document since the remaining Geometry students are at the high school. Students taking the End of Course Geometry assessment in the ninth grade at Valley View Junior High are extremely successful with nearly 100% of all students scoring at the proficient or advanced level, regardless of sub-group. It's important to note that eighth grade students that are enrolled in pre-AP Algebra I take the eighth grade benchmark exam as well as the End of Course Algebra I exam.

Currently, Valley View Junior High has two sub-groups: Socio-economic/Disadvantaged students and white students. There is not an achievement gap between the all students group and white students; however, there is a gap between all students and the Socio-economic/Disadvantaged population.

Over the past nine years, the junior high principal, assistant principal, faculty, and staff have worked diligently to close the achievement gap, not only for Socio-economic/Disadvantaged students, but for all sub-groups. The data table in this report doesn't reflect the tremendous achievement growth our students have experienced over the past nine years. Please note that our student population has experienced tremendous growth as well. The table below provides a much better picture (this table does not exclude highly mobile students).

#### Mathematics Combined Population (2006/2007/2008/2009/2010/2011/2012/2013/2014)

Grade/Subject	Percent Proficient or Advanced	Number of Students Tested
Seventh Grade	73%-84%-83%-86%-90%-80%-88%-91%-82%	137-136-180-158-188-210-192-198-194
Eighth Grade	61%-65%-75%-79%-83%-79%-81%-90%-92%	136-138-135-178-158-186-204-201-209
EOC Algebra I	87%-89%-87%-90%-91%-90%-91%-90%-93%	152-155-168-157-69-162-178-184-209

#### Mathematics Economically Disadvantaged (2006/2007/2008/2009/2010/2011/2012/2013/2014)

Grade/Subject	Percent Proficient or Advanced	Number of Students Tested
Seventh Grade	57%-79%-56%-67%-84%-61%-86%-68%-66%	0-28-29-37-43-51-41-44-52
Eighth Grade	41%-53%-68%-50%-61%-64%-62%-80%-78%	32-30-30-30-46-36-43-41-50
EOC Algebra I	81%-81%-81%-81%-77%-77%-78%-78%-90%	32-21-33-31-35-35-32-45-40

#### English/Language Arts Combined Population (2006/2007/2008/2009/2010/2011/2012/2013/2014)

Grade	Percent Proficient or Advanced	Number of Students Tested
Seventh Grade	76%-79%-79%-84%-83%-82%-97%-95%-92%	137-136-180-158-188-210-192-198-194
Eighth Grade	79%-83%-87%-91%-92%-87%-96%-97%-94%	136-138-135-178-158-186-204-201-209

#### English/Language Arts Economically Disadvantaged (2006/2007/2008/2009/2010/2011/2012/2013/2014)

Grade	Percent Proficient or Advanced	Number of Students Tested
Seventh Grade	56%-68%-52%-67%-65%-67%-95%-81%-86%	0-28-29-37-43-51-41-44-52
Eighth Grade	56%-60%-84%-76%-76%-67%-95%-95%-82%	32-30-30-30-46-36-43-41-50

Double blocking mathematics and reading classes, peer tutoring (before school, at lunch, and after school), and individualized student learning through Response to Interventions, are just a few examples of the actions taken to improve student performance. We began tracking out data nine years ago, and since that

time, we have had the following gains: Socio-economically/Disadvantaged students:

Mathematics	Mathematics
All Students	Socio-economically/Disadvantaged students
Seventh Grade—9%	Seventh Grade—9%
Eighth Grade—31%	Eighth Grade—37%
EOC Algebra I—6%	EOC Algebra I—9%

Literacy	Literacy
All Students	Socio-economically/Disadvantaged students
Seventh Grade—16%	Seventh Grade—30%
Eighth Grade—15%	Eighth Grade—26%

Even though we have continued to show growth in achievement scores, while growing in population, we continually review data and implement new strategies to help students achieve their goals.

## **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Assessments are used throughout the year to improve instruction. Data is analyzed continuously to monitor student progress. When areas of concern occur, teachers re-engage the students to ensure that concepts are mastered. Assessment data is used to provide information for teachers to develop instructional strategies to best meet the needs of their students. Reflection is an important part of the assessment process. Teachers reflect upon instruction to help make informed, ongoing decisions to best meet their academic goals. Departmental meetings help teachers analyze data, reflect on assessments, and analyze the results. Peer observations allow teachers to share ideas on teaching and improve instruction. Student feedback gives teachers information on instruction as well as curriculum preparation. It allows students to reflect on what was taught in class and if the assessment was in line with expectations for the course.

When teachers identify that an individual student is having difficulty, the student is referred to our intervention committee which is led by the assistant principal. The committee looks at student performance in all academic areas to determine if there are other factors that may be cause for concern. Interventions are recommended to meet the student's individual needs. Peer tutoring and teachers are available before, during and after school. Peer tutors are assigned by the counselor and sessions are scheduled before school and during lunch. Teachers offer tutoring sessions before and after school. Enrichment classes are available in math and literacy for students who need more intensive interventions. These classes are designed for students to receive homework help and allow for re-teaching of areas identified as weakness based on assessments.

We use a variety of assessments to help monitor student progress. All students take the Arkansas Benchmark exam which is a criterion referenced assessment. The SAT 10 test is administered as our norm referenced assessment. Students are monitored at three stages of the year in STAR Math and Reading to measure student growth over time. The EXPLORE Assessment is given to provide information on students future pathways for college and career readiness. Reading is a major focus in our school. Students are required to read books based on their own individual preference. Reading comprehension and vocabulary is measured by online assessments. Student scores are a percentage of their Language Arts grade. Students are required to read both fiction and non-fiction text.

Parents in our school are very involved in their children's education. They look forward to receiving information about their child's assessment data. School counselors communicate standardized test scores to individual students and their parents. Test results are mailed to each student as soon as possible. Mid-term grade reports are sent home twice a year. Parent and student meetings are conducted during open house and parent teacher conferences to discuss how to interpret the test scores the students are receiving. Parents are given information concerning areas of strength and weaknesses. Teachers communicate with parents through email communication, online grade books, teacher websites, and conferences. Information is given to parents and students to help them understand where they stand academically and how to make plans to reach their educational goals.

## **Part VI School Support**

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### **1. School Climate/Culture**

Valley View supports student academics, social needs, and emotional growth. The school climate promotes opportunities that encourage self-esteem, a personal commitment to accepting responsibility, and higher order thinking skills, which are the ability to communicate, reason, and solve relevant problems.

The Jr. High has implemented a Multi-Tiered System of Supports Framework (MTSS) to correlate academics and behavior. The Response to Intervention (RTI) model is used to address academic deficits. The student based intervention team composed of counselors, teachers, the school psychologist specialist, and the assistant principal analyze student data to benefit the needs of each student academically. The team may list or make suggestions for interventions. Teachers provide essential academic information to help bridge the achievement gap.

Positive Behavioral Interventions and Supports (PBIS) is used to reinforce positive behavior. “Cool Tools” are mini-lessons that teachers use to teach the expectations throughout the school. The universal team composed of counselors, teachers, and the assistant principal has attended local and national training to gather ideas and learn about effective practices such as wraparound services. A web-based application is used to document behavior infractions to generate reports to correlate office discipline referral rates and how these measures compare across schools within the district, region, and state. Students are rewarded for good behavior with celebrations, where teachers join students in games and activities that promote a positive relationship among students and teachers.

Once a month, the school counselors, the assistant principal, and the school-based mental health therapist participate in a staffing about the students seen for therapeutic services. The team collaborates on academic and behavior needs to best fit the needs of the individual.

The assistant principal is the President of the local reading council in the community and takes an active role in the state organization, Arkansas Reading Association. In collaboration with the library/media specialist, she started Readers Are Leaders, a club for Jr High students that promote literacy in the school community. Teachers play a vital role in the development of the readers by hosting read-aloud lunch groups, and are visible reading books.

### **2. Engaging Families and Community**

Valley View’s slogan is, “Where the Community Makes the Difference”. We feel one of the biggest factors for our success comes from our community and strong family support. Parents and community members partner in the education of our children. We strive to make decisions based on parental input in collaboration with school personnel. Student success is increased by involving families directly and communicating important information. Teachers and administrators collaborate with local community members and seek and share information with other school districts. We share ideas with community members and other educators to seek out new information in areas of their expertise.

Our teachers strive to make themselves available to our parents. Teachers schedule meetings during planning periods and before or after school to accommodate parents’ schedules. We communicate through several different means. Each teacher has their own page on our school website. Lesson plans, email links and course information are given to help parents stay connected to the classroom. Teachers post class notes and study material on their webpages along with supplemental material to enhance learning outside the classroom. Many teachers are using social media to communicate with parents. Classroom projects are posted on social media sites. Student achievement is also recognized. Teachers use reminder apps on smartphones to send reminder messages for homework, projects and test. We try to use social media and technology to our advantage to keep up in the world we live in today. Parent night is scheduled at the beginning of the school year for parents and students to meet with their teachers and discuss expectations

for the school year. Parent teacher conferences are conducted twice a year to help monitor student progress. Attendance at these meetings range between 60% to 75% over several years' time.

Parents and community members are key components for our school. Parents serve on committees for several organizations. Technology committees, Career and Technical Advisory Council, Universal Behavioral Support Team, and an Achievement Gap Committee are just several of the councils which involve parents and community members to address issues in our school. Teachers sponsor a "Coffee House" day where parents come to the classroom and are served hot chocolate or coffee and listen to their children read literacy pieces that were written during the year. Parents volunteer in our library and in classrooms to support teachers in their needs. Parents and community serve at fundraisers for projects, school dances and reward days to recognize students for good behavior and academic achievement. The social studies department sponsors a Veteran's Day event where local community Veterans are honored. Veterans visit with students and discuss their experiences while serving our country. The Veterans bring Memorabilia with them to display and discuss with students. Our Parent Teacher Association is very active and provides many resources for our school. Our district receives very little federal funding and our PTA has been a key component of providing technology equipment to prepare us for the 21st Century classroom. Our PTA has also co-sponsored a student service organization to address bullying issues.

### **3. Professional Development**

Prior to the 2005-2006 school year, Valley View School District provided professional development for teachers to fulfill the sixty hour requirement of the Arkansas Department of Education. More often than not, professional development was a "one size fits all approach" rather than focusing on professional growth.

Beginning with the 2005-2006 school year, the focus changed for the district, and a systemic approach was put in place. The district offered exchange days in an effort to encourage teachers to seek out professional development that would not only promote professional growth, but would have a direct impact on student achievement. If teachers would find meaningful professional development to attend in the summer months, when they were off contract, the district would exchange those days with scheduled contracted in-service days throughout the school year. Not only did teachers search for summer workshops that focused on their subject area, but they became much more interested in studying student assessment data. Teachers study data in the summer months to make adjustments to curriculum maps and instructional strategies for the coming year.

Teachers are held accountable for exchange days, and accountability is key. Before a teacher is allowed to schedule an exchange day, the teacher must speak with the junior high principal or assistant principal to have the day approved as part of their Professional Growth Plan (PGP) targeting areas for individual growth. Teachers are allowed to attend workshops at local education cooperatives, college and universities, as well as in-state and out-of-state conferences. Summer workshops are also offered on campus, particularly in the area of technology, to help teachers become familiar with and utilize new equipment the district has purchased in an effort to provide students with 21st Century learning.

The principal and assistant principal also attend professional workshops and conferences in order to stay abreast of changes in technology and instructional strategies, in order to be true instructional leaders. The junior high principal focuses on mathematics, science, career and technical education and technology, while the assistant principal focuses on literacy, social sciences, student behavior, and dyslexia.

One of the challenges of a high performing district is continued growth over time. High quality professional development has been a major key in not only helping our district maintain high academic standards, but has allowed continued growth with an increased student enrollment each year.

#### **4. School Leadership**

Valley View's leadership model empowers teachers and students to identify their strengths and build upon success. The building principal and assistant principal lead teachers to be reflective in nature and evaluate success and failure. They encourage and support teachers and students to be the best, but realize that failure is inevitable at times; however it creates an opportunity for growth.

The philosophy of the administration is to hire the right people at the right time and give them the power and resources to be successful. Teachers are encouraged and supported when they try new and innovative ideas. Teachers share common planning periods to collaboratively reflect on teaching, and monitor and adjust based on successes and failures. In addition, department teams work together on curriculum maps to guide instruction, but realize that maps are meant to be adjusted. Student data is tracked to ensure that curriculum and instruction are effective in meeting our goals.

The principal and assistant principal are a visible presence around the campus both in the classrooms and in the hallways. The principal feels it is important to be the first person a student sees in the morning and the last they see in the afternoon. Building relationships with students and parents are keys to success at Valley View. Academics are stressed, but social factors play a huge role in the success of our students. Activities and rewards are planned throughout the year to encourage positive behavior. Behavior is taught and modeled throughout the year and a committee meets to evaluate needs and plan activities to reward positive behavior.

Staff members are given opportunities to be leaders throughout the building. Staff members volunteer to organize and lead study programs before, during, and after school. They are committed to facilitating student interest in clubs which provide service learning opportunities. Teachers participate in a variety of committees that help develop policies, programs, relationships and secure resources for the school. Membership and participation in professional organizations is encouraged and several staff members receive recognition for their contributions.

Students are also encouraged to be leaders. A student leadership forum is organized, where local civic and business leaders come to work with students to develop leadership skills. Students are given opportunities to lead clubs and service projects to benefit those around them. A student leadership team meets with the administration to discuss policies and plan programs for the school.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Arkansas Augmented Benchmark Exam (Editions 2010, 2011, 2012, 2013, 2014)</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>QUESTAR Assessment, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	83	92	88	80	89
Exceeds Standard	54	65	51	46	48
Number of students tested	192	192	188	204	184
Percent of total students tested	100	99	100	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	66	71	88	61	83
Exceeds Standard	31	44	41	22	27
Number of students tested	52	44	41	51	43
<b>2. Students receiving Special Education</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	83	92	88	82	90
Exceeds Standard	55	64	51	48	49
Number of students tested	174	183	171	189	175
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Arkansas Augmented Benchmark Exam (Editions 2010, 2011, 2012, 2013, 2014)</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>QUESTAR Assessment, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	93	91	81	78	84
Exceeds Standard	49	45	35	40	33
Number of students tested	204	194	203	179	155
Percent of total students tested	100	99	100	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	78	82	64	62	65
Exceeds Standard	18	28	7	24	16
Number of students tested	50	41	43	36	46
<b>2. Students receiving Special Education</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	92	91	82	79	86
Exceeds Standard	48	45	36	40	35
Number of students tested	188	177	182	171	145
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Arkansas End of Course Algebra I Exam Grades 8 &amp; 9 (Editions 2010, 2011, 2012, 2013, 2014)</u>
<b>All Students Tested/Grade:</b> <u>9</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>QUESTAR Assessment, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	95	90	92	90	91
Exceeds Standard	50	51	59	54	46
Number of students tested	206	181	173	156	160
Percent of total students tested	100	100	100	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	90	77	85	75	73
Exceeds Standard	25	27	30	28	37
Number of students tested	40	45	32	35	35
<b>2. Students receiving Special Education</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	93	91	92	92	91
Exceeds Standard	49	52	59	55	46
Number of students tested	186	163	163	149	156
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:** End of Course Algebra I scores include students in grade eight (8) and grade nine (9).

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Arkansas Augmented Benchmark Exam (Editions 2010, 2011, 2012, 2013, 2014)</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>QUESTAR Assessment, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	93	94	98	83	84
Exceeds Standard	67	69	73	36	51
Number of students tested	192	192	188	204	184
Percent of total students tested	100	99	100	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	86	81	98	70	68
Exceeds Standard	48	44	69	11	39
Number of students tested	52	44	41	51	43
<b>2. Students receiving Special Education</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	92	94	98	84	85
Exceeds Standard	67	69	73	36	51
Number of students tested	174	183	171	189	175
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Arkansas Augmented Benchmark Exam (Editions 2010, 2011, 2012, 2013, 2014)</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>QUESTAR Assessment, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	95	97	96	87	93
Exceeds Standard	57	65	60	35	47
Number of students tested	204	194	203	179	155
Percent of total students tested	100	99	100	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	82	97	95	67	79
Exceeds Standard	38	62	43	21	23
Number of students tested	50	41	43	36	46
<b>2. Students receiving Special Education</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	95	98	96	89	95
Exceeds Standard	57	65	59	35	49
Number of students tested	188	177	182	171	145
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**