

U.S. Department of Education
2015 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 Dr. Pete M. Getz

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

Official School Name Academy of the Canyons

(As it should appear in the official records)

School Mailing Address 26455 Rockwell Canyon Road

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

City Santa Clarita State CA Zip Code+4 (9 digits total) 91355-1803

County Los Angeles County State School Code Number* 053262

Telephone 661-362-3056 Fax _____

Web site/URL http://www.hartdistrict.org/aoc/ E-mail pgetz@hartdistrict.org

Twitter Handle https://twitter.com/aoc_mchs Facebook Page https://www.facebook.com/pages/Academy-of-the-Canyons-Middle-College-High-School/330158873741614 Google+ _____

YouTube/URL _____ Blog https://academyofthecanyons.wordpress.com/ 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*Mrs. Vicki Engbrecht E-mail: vengbrecht@hartdistrict.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name William S Hart Union High School District Tel. 661-250-0033

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. Bob Jensen
(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 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

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 9 High schools
 - 0 K-12 schools
- 15 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. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	40	52	92
10	44	57	101
11	53	49	102
12	36	57	93
Total Students	173	215	388

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 32 % Asian
 - 3 % Black or African American
 - 19 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 42 % White
 - 2 % 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: 0%

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, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1	0
(5) Total transferred students in row (3) divided by total students in row (4)	0.000
(6) Amount in row (5) multiplied by 100	0

7. English Language Learners (ELL) in the school: 1 %
3 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish and Korean
8. Students eligible for free/reduced-priced meals: 9 %
 Total number students who qualify: 30

Information for Public Schools Only - Data Provided by the State

The state has reported that 13 % 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: 1 %
1 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>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</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:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	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 32:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	99%	98%	98%	98%	96%
High school graduation rate	100%	100%	100%	100%	100%

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

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

Post-Secondary Status	
Graduating class size	96
Enrolled in a 4-year college or university	57%
Enrolled in a community college	42%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

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 Academy of the Canyons is to offer ninth through twelfth grade school students a unique educational experience that fosters academic and personal success in the high school and college environments. To ensure successful learning for every student, our staff is committed to effective classroom instruction, rigorous curricula, and quality relationships between staff, students, parents, and college partners.

PART III – SUMMARY

Academy of the Canyons Middle College High School (AOC) is a public alternative to the comprehensive high schools in the William S. Hart Union High School District. From its establishment in 2000 to 2009, AOC served grades 11 and 12 with a student population ranging from 175 - 200. In 2009, we merged with the district's Early College High School and expanded to 400 students in grades 9-12. We offer students a unique educational experience that fosters academic and personal success in the high school and college environments. To ensure successful learning for every student our staff is committed to effective classroom instruction, rigorous curricula, and quality relationships between staff, students, parents, and our college partner. As middle college high school students, our students dual-enroll at AOC and College of the Canyons Community College (COC) to meet educational goals which include high school graduation, college freshmen admission, college transfer, an Associate's Degree, and career certification. On average, students complete one year of transferable college level courses and have the opportunity to earn an Associate's Degree by high school graduation.

Since there are no direct "feeder schools" into Academy of the Canyons, the school has worked hard to promote itself and establish good relationships with the local community. We engage in yearly information meetings, inviting parents and community members to learn about AOC and to support the application process for new students. We also invite parents and community members to our Open House, and make a special effort to encourage prospective students and their families to attend so that they may learn more about our program. We have created a comprehensive website that includes not only static information about the school but regularly updated materials on school events. Finally, we have established an active PTSA (Parent-Teacher-Student Association) which meets regularly to voice concerns, plan events, and provide small grants to teachers for classroom projects.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Starting in the 2012-2013 school year, the William S Hart Union High School District began a concerted effort to integrate the emerging Common Core State Standards in ELA/Literacy and Math. This included the establishment of a core of pilot teachers (for math and English in grades 7-11), with representation from each site, who would work to align these standards to district curriculum in English and math; extensive professional development on strategies specifically designed to assist in integrating Common Core expectations; and a strong focus on literacy and assessment for understanding the new Performance Task Model being developed through SBAC.

All core academic classes are college preparatory. In addition, students have access to Honors and have the opportunity to participate in the National Honor Society. All curriculums align with the California State Content Standards and teachers are actively working to integrate the Common Core State Standards for Math and Literacy into their instruction in a meaningful way.

The Schoolwide Learning Outcomes identified for AOC promote learning that is rigorous, relevant and coherent. Students are expected to demonstrate competency in self-directed learning, problem solving, creativity, effective communication through a variety of mediums, as well as knowledge of local, national and global issues. These Learner Outcomes provide the basis for lesson planning and curriculum development by the staff.

AOC teachers work to integrate curriculum across disciplines to ensure all students participate in a rigorous, relevant and standards based curriculum. Each department continues to work to embed writing and reading strategies aligned with the new Common Core State Standards.

Teachers continue to collaborate extensively with College of the Canyons to review and align curriculum in an effort to enhance the rigor of our curriculum. Such collaborative meetings have led to sharing resources and methodology, planning activities for departments, and developing classes for enhancing placement test performance.

AOC is in the process of developing a Career Technical training program, including guided counseling support, career assessments through the Naviance online college and career readiness system, presentations by local business leaders to provides exposure to a variety of career options, and strengthening our relationship with COC to provide access for our students to their college and career programs.

2. Other Curriculum Areas:

As a middle college our program is carefully designed around the blending of learning between high school and college classes. We have worked with the college to develop a system that allows maximum support for student success in both high school and college classes. Our 9th grade students are introduced to college coursework through two support-based classes (a counseling class designed around college success and another course in Computer Information Technology designed around the Microsoft application system, for example) all of which are specific to our students but are still taught by college faculty. Our 10th grade students take college level core classes (in areas such as psychology, theater, history, journalism and math) in classes specifically identified by the high school and college counseling staff for the level of support they could expect to receive from the instructor. In 11th and 12th grades students are allowed to select their own classes, but make that decision in consultation with their parents, the counselor at AOC and their teacher advisor. Though some students wish to take more college classes early on in their high school career, the system is carefully designed to promote a strong level of success at the college level. This belief is supported by data from the college, which shows AOC students outperforming both other high school students as well as typical college students in their college courses.

Our students are required to select a major upon enrolling in our unique program. While 63% of our students are STEM majors, requiring college level math and science, we also have selected majors in music and performing arts, international studies, a broad range of languages, and business.

Additionally, our students may participate in certificate programs offered at the college in a variety of areas such as: a) culinary arts, b) business management, c) nursing, and d) forensic science and investigation.

The students at AOC must access and successfully complete courses typically identified as elective in nature at the college. Our students have historically performed at a very high level in all classes taken at the college level.

3. Instructional Methods and Interventions:

All students at Academy of the Canyons Middle College High School are involved in rigorous learning experiences in all subject areas in order to achieve high academic standards and meet school-wide learning results. Students are given a wide variety of opportunities to achieve the academic standards that are set by the state and by our Learning Outcomes.

AOC teachers utilize a variety of strategies and resources beyond the classroom and textbook to actively engage students and promote higher levels of thinking. Examples of such strategies include: guided discussions, inquiry-based learning, cooperative learning, modeling, presentations, summarizing, note-taking, labs, academic vocabulary, technical reading/writing, direct and guided instruction, independent practice, simulations, journaling, and meaningful checks for understanding. Teachers also use common practices and formative assessments to guide instruction.

Teachers address multiple learning styles through differentiated instruction and a variety of instructional strategies, including: direct instruction, Cornell Notes, science labs, Socratic seminars, group work, short video clips and teacher tube, group projects, debates, and performance tasks. Students also participate in web quests, online quizzes, and learning websites as part of the classroom and individual learning process. Teachers use technology as an integral part of their instruction. Teachers regularly assign research projects that require the use of the Internet, with emphasis placed on how to conduct meaningful research online.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Since 2006 AOC has seen consistent gains in STAR scores as well its API. Since 2009, our API has risen from 930 to 943. The English/Language Arts, Biology and Social Studies departments have seen consistently strong scores over the past several years, with an average of 94% of students scoring proficient or advanced in English and 89% of students scoring advanced or proficient in Biology and Social Studies. In contrast, on average 66% of students in Chemistry scored advanced or proficient. Math scores vary by test with the following average percentage of students scoring advanced or proficient: 83% in Algebra 1, 61% in Algebra 2, 64% in Geometry, and 72% in Summative Math. A breakdown by grade level demonstrates only a marginal variance in scores within each test, a notable point as AOC students typically take college level math courses beginning in 10th and 11th grades. With the changes in testing that will result from the implementation of the Common Core State Standards, the staff at AOC is working to create a new system for assessing student progress on a standardized level.

AOC students have performed remarkably well on the California High School Exit Exam (CAHSEE). Since 2010 AOC has only had one year where 100% of our students didn't pass this exam (2009 if one includes the students and staff that were part of the original Early College High School for Santa Clarita, as the one year in which their students, then sophomores, took this test they had a 100% pass rate.) An examination of the proficiency areas in English and math on the CAHSEE reveals that AOC students consistently score at or above the 85th percentile in all areas of reading proficiency, with most scores well above 90%. Similarly, an examination of the math proficiency scores reveals that students consistently score above the 85th percentile in all areas.

AOC students have also consistently outperformed their peers at the state level on the SAT's and ACT's. Over the past five years, AOC students have earned average SAT scores of 569 in Reading, 568 in Math and 548 in Writing, as compared to state averages of 498 in Reading, 513 in Math, and 497 in Writing. In combined scores, AOC students average 176 points higher than their peers across the state.

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

AOC is a top performing school on all standard assessments. AOC students regularly outperform their district, county and state peers on the STAR, CAHSEE and SAT/ACT exams.

The collection and assessment of data is a vital component and the essential instrument used to drive instruction and improve education. AOC utilizes a variety of assessment processes to evaluate student achievement and communicate this information to parents and the community.

Standardized performance data from the STAR exam, as well as CAHSEE have regularly been gathered, disaggregated and disseminated to staff to use in collaboration and planning as well as to identify (at the start of a school year) student who may already be struggling and in need of additional support from day one.

Teachers share best practices and differentiation of instructional strategies to help reduce achievement gaps and better meet the needs of every student.

Performance data is also used, as part of the collaborative process, to design SMART Goals for each department at the beginning of the year, which then establish guidelines for the collection and analysis of data throughout the year as a means to measure the SMART Goals.

Part VI School Support

1. School Climate/Culture

AOC has developed a close, supportive and trusting environment. In surveys and interviews students consistently reported feeling comfortable talking with their teachers and the school administration. Most alumni also, when surveyed, focused on the importance of the relationships they built with the staff, as well as the students, at AOC.

Our student population is dedicated to making the campus environment feel welcoming and safe. ASB welcomes all students to the campus each year with a Back-To-School Dance, and continues to support active participation of the student body through lunch-time activities about every other Friday. There are also a variety of clubs and organizations which students can engage with, and which provide further opportunities for enrichment and the development of an inclusive school culture.

AOC has created an atmosphere of trust, respect, and professionalism. Our staff meetings center around open communication, candid discussion, and a consistent focus on student support. Teachers are encouraged to share and demonstrate their expertise in areas needed for staff development. AOC staff shares, discusses, implements, and reflects upon current educational research and thinking. A culture of open feedback has further developed through regular activities that promote reflection, goal setting, and self-awareness.

Our staff actively engages in collaborative efforts during our Late Start Fridays, in either faculty, departmental, or subject specific meetings to discuss current research or methods of teaching applications. Our Professional Development (PD) team identifies possible strengths and weaknesses and develops a plan to adopt practices designed to improve student achievement.

2. Engaging Families and Community

AOC has developed and supported a variety of methods for encouraging communication with all stakeholders, for soliciting involvement of local community and business leaders, and for providing students with real world and hands on curricular and extra-curricular opportunities. AOC has also worked to develop close relationships with college personnel, in an effort to elicit continued support for our program and to create new professional development opportunities for our teachers as well as additional learning opportunities for our students. As well, leadership has actively sought to build relationships with officials at other middle colleges, expanding opportunities for AOC staff to evaluate the effectiveness of our programs and instructional systems vis-à-vis schools similar to ours.

The Parent Teacher Student Association (PTSA) meets every other month and is an open forum for all stakeholders; led by the PTSA President, Vice President, and Treasurer, as well as AOC's Principal. The goals of the PTSA include conducting open discussions about assessment results, the instructional program at AOC, and ways that stakeholders can support the programs, teachers and students at AOC. The PTSA is also a forum to deliver updates on events and trends occurring on campus and throughout the district to encourage parent and community participation.

AOC also actively participates in the District Advisory Council (DAC), which includes members from each school site throughout the district. These representatives then distribute that information to the school's staff and community. AOC is represented at DAC by a staff member, a student, and a parent. DAC members meet once a month at the district office to share events and occurrences between the district and each school site. This is also an open forum where the district's Superintendent and Governing Board representatives share input on current topics relative to the district and school sites.

AOC leadership also works to build relationships with local businesses in our community that provide curricular and extra-curricular opportunities for student learning. The site has supported local business leaders coming onto campus to give talks to students about different career paths, and has helped to

formalize this into a regular program facilitated by one of our teachers. The principal also supports district initiatives that bring business leaders onto our campus, including “Principal for a Day” and “Hot Coco With the Principal.”

3. Professional Development

Teachers at AOC are involved in a consistent effort to learn and improve upon best teaching practices. A Professional Development Coach, supported by the principal and a team of teachers, provides regular training related to identified areas of need (based upon district guidelines). Collaboration between teachers is actively encouraged through a new policy of grade level teaming and a new master schedule that has collaboration time built into each Friday. Beginning in the 2012-2013 school year, teachers began to actively implement the new Common Core State Standards and to emphasize literacy, active learning and problem solving within their classes.

Four teachers (one of whom serves as the Professional Development Coach) and the principal are members of the site Professional Development Team. Together they plan regular professional development sessions for the staff, and help facilitate collaboration between teachers. Notable site-based professional development over the last five years has included: how to create and evaluate SMART goals as a tool for collaboration, methods for integrating technology in lessons through Web 2.0 tools, creating and using videos and other digital tools for increasing student engagement, and how to integrate literacy into all content areas.

The relationship between AOC and College of the Canyons has also been growing over the past several years. The teachers and administration are committed to actively participating in the community college setting in a variety of facets. The AOC staff has been involved in the professional development series offered at COC during the 2014-15 academic year. These sessions have been dedicated to cross-curricular and departmentalized collaboration and common core training. Numerous professors at the college level have participated in the student support sessions in the high school classrooms, particularly in the areas of English and mathematics. Members of the AOC staff have been participating in various academic senate committees at the college. Finally, the principal of Academy of the Canyons has recently been asked to contribute to the College Planning Team and the Academic Leadership Team. Doing so has enabled open communication with the college leadership and development team.

4. School Leadership

AOC has a clearly defined Mission Statement that reflects both the nature of AOC as a middle college, and devotion of its staff to creating high quality learning environments for our students. The prominent use of the word “unique” in the statement denotes a continued pride in our ability to offer a program that is different from what students would experience at a traditional comprehensive high school, and reflects our small school atmosphere. The emphasis on effective instruction, rigorous curricula and quality relationships is further supported by the scholarship that has helped to create the new national curriculum frameworks and helps to place AOC as a leader in high school education.

The leadership and staff at AOC annually review the Action Plan and achievement data, align professional development goals in response to the achievement data and the Action Plan, and assess the need for system-wide changes.

AOC leadership has developed and supported a variety of methods for encouraging communication with all stakeholders, for soliciting involvement of local community and business leaders, and for providing students with real world and hands on curricular and extra-curricular opportunities. The AOC principal has also worked to develop close relationships with college personnel, in an effort to elicit continued support for our program and to create new professional development opportunities for our teachers as well as additional learning opportunities for our students. Finally, leadership has actively sought to build relationships with officials at other middle colleges, expanding opportunities for AOC staff to evaluate the effectiveness of our programs and instructional systems vis-à-vis schools similar to ours.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	96	96	100	97	97
Advanced	71	75	69	58	70
Number of students tested	91	84	88	107	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	90	87	100	80	100
Advanced	70	75	62	40	58
Number of students tested	10	16	16	5	12
2. Students receiving Special Education					
Proficient and above		100	100	75	
Advanced		100	100	25	
Number of students tested		2	3	4	
3. English Language Learner Students					
Proficient and above		66	100	100	83
Advanced		66	33	100	50
Number of students tested		3	6	3	6
4. Hispanic or Latino Students					
Proficient and above	100	83	100	100	95
Advanced	77	75	47	73	70
Number of students tested	18	12	19	19	24
5. African- American Students					
Proficient and above	100		100	100	
Advanced	33		40	25	
Number of students tested	3		5	8	
6. Asian Students					
Proficient and above	100	100	100	100	88
Advanced	64	100	84	75	66
Number of students tested	17	17	13	8	9

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					100
Advanced					
Number of students tested					1
9. White Students					
Proficient and above	94	97	100	96	100
Advanced	70	62	78	55	70
Number of students tested	37	40	46	61	40
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	95	96	94	97	97
Advanced	81	79	73	78	87
Number of students tested	91	84	88	107	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	90	87	87	80	100
Advanced	60	50	62	60	100
Number of students tested	10	16	16	5	12
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above		100	66		
Advanced		33	33		
Number of students tested		3	6		
4. Hispanic or Latino Students					
Proficient and above	100	91	94	100	95
Advanced	77	75	57	78	83
Number of students tested	18	12	19	19	24
5. African- American Students					
Proficient and above	66		100	100	
Advanced	33		80	62	
Number of students tested	3		5	8	
6. Asian Students					
Proficient and above	94	100	84	100	88
Advanced	88	76	69	87	12
Number of students tested	17	17	13	8	9
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	97	97	97	98	100
Advanced	81	82	82	80	90
Number of students tested	37	40	46	61	40
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: