

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 [X] Choice

Name of Principal Mr. Frank Rusciano, Jr.

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

Official School Name LSU Laboratory School

(As it should appear in the official records)

School Mailing Address 45 Dalrymple Drive

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

City Baton Rouge State LA Zip Code+4 (9 digits total) 70803-0501

County East Baton Rouge Parish State School Code Number* 190-245

Telephone 225-578-3221 Fax 225-578-8158

Web site/URL http://uhigh.lsu.edu E-mail frusci1@lsu.edu

Twitter Handle @LSULabSchool Facebook Page https://www.facebook.com/uhigh Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link @UHScubathletics

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

Date

(Principal's Signature)

Name of Superintendent*Dr. Wade Smith

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

E-mail: smithwa@lsu.edu

Other)

District Name LSU Laboratory School Tel. 225-578-3221

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 n/a n/a n/a

(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)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 1 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 18 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	50	54	104
1	48	56	104
2	51	53	104
3	56	48	104
4	51	53	104
5	58	51	109
6	52	60	112
7	56	56	112
8	53	60	113
9	52	62	114
10	57	57	114
11	53	58	111
12	47	62	109
Total Students	684	730	1414

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 11 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % 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: 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	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1	1398
(5) Total transferred students in row (3) divided by total students in row (4)	0.004
(6) Amount in row (5) multiplied by 100	0

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 30

Information for Public Schools Only - Data Provided by the State

The state has reported that 2 % 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: 0 %
0 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>48</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>16</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	4
Classroom teachers	90
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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%	100%	98%	97%	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	105
Enrolled in a 4-year college or university	95%
Enrolled in a community college	5%
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 Laboratory School community aspires towards total effort in every endeavor for maximum student achievement through the development, implementation, and demonstration of exemplary programs and instructional practices.

PART III – SUMMARY

Founded by the Louisiana State University (LSU) College of Education as a demonstration school in 1915, the LSU Laboratory School (Lab School) models exemplary standards in an effective teaching and learning environment. We create an environment conducive to academic research, professional development, and outreach to other school systems and pre-service teachers. We strive toward “total effort in every endeavor” by providing a safe environment that promotes teaching and learning; developing and implementing exemplary research-based teaching practices; providing a rigorous curriculum rich in the liberal arts and sciences; and promoting a community of learners and teaching professionals. We serve kindergarten through twelfth grade students on our campus, which remains a part of LSU’s main campus in Baton Rouge, Louisiana. Baton Rouge is a diverse community of 230,000 people and is a major industrial, petrochemical, medical and research center. Our students come from a broad spectrum of social and economic backgrounds.

We are a college-preparatory school and offer high school students the opportunity to participate in rigorous programs such as Advanced Placement (AP), Dual Enrollment (DE), and International Baccalaureate (IB). Through these programs, students may begin building college transcripts, and they may earn advanced credit for college courses. Students also enjoy accessibility to LSU’s library resources, campus facilities, and the expertise of LSU professors as well as Lab School instructors.

One hundred percent of our students graduate with an average of 20 hours of college credit. Our average ACT score is 25.3, and our IB students average 31 on the assessment. Our scores in English/language arts, math, science and social studies on the Louisiana Educational Assessment Program (LEAP) and state end of course tests exceed state averages annually. In addition, we boast exceptional pass rates on AP and IB exams and in our DE courses. We have been recognized as a school of Academic Distinction by the Louisiana State Department of Education, as well as one of the top 200 high schools in the nation by Newsweek magazine. In the last AdvancEd accreditation evaluation, the Lab School received the highest rankings in all standards, an honor enjoyed by two to five percent of schools across the world as explained by AdvancEd evaluating team.

Our success is due in part to our faculty and administration who hold advanced and terminal degrees. Thirty one percent of our faculty is National Board certified; eight more teachers are pursuing certification this year. Our faculty has received local and national awards and honors, including Louisiana Teachers of the Year, the Presidential Teaching Award in Math and Science, and the Milken Educator Award.

Our students come to us from diverse family and economic backgrounds through a selective admissions process. A selection committee is convened and considers students who may be

- a sibling of a current student;
- a dependent of a full-time LSU employee;
- a dependent of a Lab School alumnus;
- connected significantly to LSU or the Lab School;
- able to contribute to community diversity.

The committee also considers students who have

- demonstrated appropriate academic ability;
- maintained a positive discipline record;
- faced significant life challenges;
- demonstrated non-academic accomplishments;
- experienced any other factors the Selection Committee believes will contribute to a complete evaluation of the applicant.

Our instructors provide exemplary education to our students, and the school serves as a center for educational innovation. We work to articulate a relevant, college preparatory curriculum through all academic areas and across all grade levels. Our instructors work collaboratively to create curricula that meet and exceed state standards. A broad range of college courses offered through AP, DE, and IB programs give students as many opportunities for college credit as possible. Also, we work to communicate with parents and all stakeholders by holding informational guidance sessions to help families negotiate technology, curricular paths, and the college application process. We recognize that all students have different needs, so we provide differentiated lessons to challenge all students. Additionally, we implemented Response to Intervention (RTI) programs to meet the needs of struggling students.

We are committed to attracting, maintaining, and retaining our highly qualified faculty by providing funding and release time for professional development endeavors, such as professional conferences and National Board certification. Our instructors are members of professional organizations and participate in research projects and presentations at the national and local levels. Since we are unit of the LSU College of Education, pre-service teachers routinely use our site for observation and field experience.

We foster communication and relationships with stakeholders through various media. Our weekly newsletter, *The Usual*, is published on our school's website and showcases articles by and about our students' endeavors academically, athletically and socially. Our campus welcomes stakeholders and members of the LSU community to participate in classroom activities, address concerns with teachers and administrators, and to enjoy special events.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

We developed the scope and sequence of our core curriculum using a backwards design model that centers on national content area standards, using state standards as minimal benchmarks. Because we are a K-12 school, we are able to articulate both horizontally and vertically the scope and sequence of all content areas. Differentiated transdisciplinary instruction allows students the opportunity to work at the appropriate level of engagement and make connections among content areas. Our teachers extend and enrich for students who demonstrate readiness to move beyond grade level expectations and remediate and provide support for those whom triangulated data indicates a need.

English Language Arts curriculum addresses state learning standards through transdisciplinary instruction using a balanced literacy approach that encompasses multiple research based strategies. In K through second grades, the focus is learning to read and write. Spelling, sight word fluency, and guided reading and writing to develop meaning provide the foundation of instruction. Beginning in third grade and extending through high school the focus shifts to reading and writing to learn using fiction and nonfiction texts.

In science, social studies, and math state standards are the foundation of the curriculum. In kindergarten through second grades, science and social studies texts are used to further develop students' reading and writing skills through small group instruction using nonfiction readers which contain content specific state science and social studies standards. Beginning in third grade, the focus shifts to reading and responding (orally and in writing) using science and social studies texts as primary resources and the state science and social studies standards as minimal learning and performance benchmarks.

In mathematics, numbers sense and fact fluency in the early years are considered the key factors to provide the groundwork for students' abilities to think critically and problem solve while progressing through our rigorous K-12 math curriculum. We develop math vocabulary as a key element of appropriate mathematical reading and responding.

Teachers link assessment and instruction through a backwards design to create year-end outcomes and unit to unit expectations. Common parallel assessments are developed and implemented. Teachers then choose activities according to the students' levels, needs, and learning styles and present performance levels. Teachers share unit instructional plans with students and parents through teacher created Criterion Referenced Learning Guides (CRLGs), a "tour guide" that informs parents and students of what they should know; how they will be expected to demonstrate that knowledge; and how levels of expertise such as basic, mastery or advanced are determined. Differentiation of instruction occurs based on formative assessments. Faculty members plan within and across all grade levels to ensure the opportunity for optimal student learning. This transdisciplinary, balanced literacy approach allows students to make meaningful connections across disciplines. Our students outperform state and national averages on standardized tests. Additionally, our students receive millions of dollars in scholarships annually, and a key component of our students' success is the instructional approach we implement.

Finally, summative quantitative and qualitative data sources are used to identify students in need of additional support. The school provides additional support through the Response to Intervention (RTI) Program. If RTI does not address students' learning issues, nationally normed screening instruments are used to collect additional data which are shared with parents so they may decide if they wish to pursue further testing.

The Advanced Placement (AP), Dual Enrollment (DE), and International Baccalaureate (IB) programs offer robust opportunities for Lab School students. DE provides opportunities for students to develop college transcripts for courses taken during the normal school day. Currently, we offer 29 college courses and about 75% of our juniors and seniors take DE courses, averaging nearly 11 credit hours per student per semester with many students entering college as sophomores. The school provides a full IB curriculum, and Diploma

Candidates historically score in the top 10% of world assessments. AP courses are offered on a limited basis and provide a means of opportunity for some specific areas such as Calculus and Chemistry.

2. Other Curriculum Areas:

Ancillary teachers hold masters' degrees and are highly qualified instructors as defined by the State of Louisiana. Ancillary programs are aligned with grade level curricula in order to support classroom instruction.

Elementary World Languages (K-5) classes meet daily for 30 minutes through our school's Foreign Language Exploratory (FLEX) program with equal exposure to both French and Spanish. Students select the language of their choice in sixth grade where classes meet 55 minutes per day. High school blocks meet 95 minutes every other day. In high school, students who elect to continue in the World Language program may earn up to 14 hours of college credit in French and eight hours of college credit in Spanish.

Elementary Physical Education (PE) is taught five days a week for 30 minutes per day. Instructional units emphasize health-related fitness while teaching skill development and support classroom instruction. Middle school students are taught PE for 55 minutes per day. These courses focus on physical activity and lifetime wellness. Additionally, students learn to apply elements of fair play, sportsmanship, and cooperation within team settings. Our high school students are offered four hours of kinesiology dual enrollment opportunities during their junior and senior years.

The Lab School Libraries are active learning centers that foster the development of lifelong, independent learning skills and a strong community of readers. Our library program consists of an elementary library, serving grades K-5, and a middle/high school library, serving grades 6-12. Elementary grades have 45 minute weekly library classes, while middle and high school classes use the library on a flexible schedule according to instructional needs. Librarians plan collaboratively with teachers and provide research skills instruction to students in support of the curriculum. Our libraries regularly host special events such as author visits and our annual Community Read in order to bring parents, students, faculty, and the larger community together in celebration of reading.

The Lab School offers a comprehensive K-12 performing arts program. Students in Grades K, 1, 2 and 4 participate weekly in vocal music classes. Grades 3 and 5 participate in instrumental music classes weekly. The focus is learning note values, sight reading, rhythm, and performance through seasonal songs and songs pertaining to units of instruction and historical events.

In middle school, students in band and choir continue their study of music and begin to specialize as they enter high school. Performing arts high school course opportunities include Beginning, Intermediate, and Advanced Choir, Theater, Marching, Advanced, and Jazz Band, IB Music, and Percussion Ensemble.

All elementary students have visual arts once weekly for 30 to 45 minutes. The art instructor collaborates with classroom instructors so that art instruction supports content area units of instruction whenever possible. Students keep sketchbook portfolios in which they practice various techniques using a range of media. At the end of every school year, all students provide one piece of work to exhibit in the elementary art show displayed throughout the elementary school. The secondary Visual Arts program provides students the opportunity to experience a creative response to the past and current world around them using a variety of materials and techniques. Students are trained in the skills of a two dimensional artist, and/or as a fiber artist, and/or as a ceramist. As documentation of their growth/history, students keep sketchbooks and ongoing portfolios of their work. Students share their work with the community through various local venues, such as Baton Rouge Gallery, Circa 1857, and LSU Art School. Visual arts course opportunities available to secondary students include Fine Arts Survey, Art I, II, III, and IV, and IB Art.

Our technology resources include digital cameras and video cameras, approximately 800 computers including 4 PC and MAC wireless mobile laptop carts (24 computers per cart) and 6 to 8 computers in each elementary classroom. Secondary students are allowed to provide their own laptops for daily use, provided the laptop is certified by our technology department. Wireless network is available across the Lab School

campus. Our teachers use Moodle as well as other technological tools and programs to reinforce what is taught. Our website is created and maintained by students and faculty. Most classrooms are equipped with Promethean Activboards. We offer courses in Digital Graphics Animation, Publications (Digital Media), Computer Applications, and Multimedia Production.

3. Instructional Methods and Interventions:

Students receive differentiated classroom instruction to attain grade-level expectations and enrichment of instruction for those students who demonstrate readiness. Using a variety of formative assessment techniques, teachers identify students who have not met learning expectations and provide classroom support through re-teaching and review of fundamental skills. Progress assessments are analyzed and triangulated with other sources of data to evaluate student performance and to determine if support beyond that already supplied in the classroom is necessary.

Additional support is provided through tiers 2 and 3 of our Response to Intervention (RTI) Program. Certified, highly qualified teachers use research based strategies, enrichment, appropriate technology and technological resources, and/or reteaching materials to meet the targeted needs of participating students. For example, students who are identified as having content area reading problems are assigned Language Arts RTI sessions where the focus is “reading to learn” in the content areas.

The objective for our school year intervention/remediation program is to improve student achievement at all grade levels. Student to teacher ratios and time allocations during the school day (in addition to regular classroom instruction) for tier interventions are as follows:

Tier 2: student to teacher ratio shall not exceed 6:1; four weekly thirty-minute (or the equivalent amount of weekly time) content area sessions

Tier 3: student to teacher ratio shall not exceed 3:1; four weekly one hour (or the equivalent amount of weekly time) content area session

In addition to the RTI Program, the Guidance Department provides services that include counseling activities relating to the individual needs of students, socialization topics, educational and career choices, and referrals to outside agencies when needed.

Students with special academic and/or medical needs are evaluated and monitored under the provisions of Section 504 of the Federal Rehabilitation Act. Individual Accommodation Plans or medical plans outline appropriate accommodations and students have access to an on-site school nurse, resource instructors, literacy coaches, a speech-language pathologist, and, when qualifications are met, referral to outside agencies.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The assessment data revealed a majority of our student population scored within the proficient and advanced levels of achievement in grades three through eight.

Data Summary:

Math scores:

3rd grade math ILEAP: Trends indicate an overall increase in the percentage of students scoring basic or above from 77% in 2009-10 to 94% in 2013-14. Impressively, 72% of students scored mastery or above in 2013-14.

4th grade math LEAP: A general upward trend of students scoring basic or above occurred from 2009/10 to 2014/15. Eighty-eight percent of the students in 2009 scored basic or above and that number increased to 97% for the 2014 year with 72% of our students scoring mastery or above.

5th grade math ILEAP: At least 74% of students scored basic or above since 2009-10 with maximum basic or above scores (89%) occurring during the 2012-13 school year. The first year of the implementation of new math standards was 2013-14 where we experienced a slight decline to 80% of students scoring basic or above.

6th grade math ILEAP: There has been a significant increase in basic or above scores from 2009/10 to 2014/15. During this period, results improved from 57% to 83% of students scoring basic or above. Our percentage of students scoring mastery and above in 2014 significantly increased from 35% to 57%.

7th grade math ILEAP: There has been a significant increase in range from 60% to 71% of students scoring basic or above over the last five years.

8th grade math LEAP: The percentage of students scoring mastery or above has ranged from 20% to 37% and students scoring basic or above ranged from 35% to 60% during the last five years.

Algebra I End of Course test (grades 7,8, and 9): Impressively, 56% of students scored mastery or above over the last years, improving to 68% of students scoring mastery or above in 2013-14. Also, over the last five years, over 90% of the students have scored basic or above.

Over the last five years, several factors contributed to rising trends in students' math scores:

1. Math curriculum development (including horizontal and vertical articulation and alignment of the K-8th grade program of studies) has been the focus of in-house math professional development.
2. In elementary, there has been an emphasis on fact fluency to develop students' number sense, ability to determine the reasonableness of answers, and to allow for automaticity of recall of facts which frees cognitive abilities for higher levels of problem solving and application.
3. Professional/research based readings, discussions, meetings, and modeling with regard to math differentiation, assessment, and general instructional practices.
4. Development of content area Criterion Referenced Learning Guides (CRLGs) which parallel unit assessments, and provide students and parents a framework of organization and implementation of each unit prior to instructional delivery.

Reading/ELA scores:

3rd grade reading/ELA ILEAP: Trends indicate at least 67% of the students scored basic or above since 2009-10 with performance percentages in three of the remaining four years ranging from 86% to 90% of students scoring basic or above.

4th grade reading/ELA LEAP: Trends indicate at least 75% of the students scored basic or above since 2009-10 with performance percentages in the remaining four years ranging from 85% to 91% of students scoring basic or above.

5th grade reading/ELA ILEAP: Trends indicate in four of the last five years between 78% and 85% of the students scored basic or above. In 2011-12 only 60% of the students scored basic or above which contributed to the decision to departmentalize in fifth grade.

6th grade reading/ELA ILEAP: Over the last five years, trends indicate 52% to 84% of students scored basic or above.

7th grade reading/ELA ILEAP: Over the last five years, trends indicate 63% to 74% of students scored basic or above.

8th grade reading/ELA LEAP: Over the last five years, trends indicate 47% to 77% of students scored basic or above.

Over the last five years, several factors have contributed to rising trends in students' reading/ELA performance:

1. ELA curriculum development (including curriculum development in reading and writing instruction across all content areas) and horizontal and vertical articulation alignment of the K-8th grade program of studies have been the focus of reading/ELA in-house professional development. Sixth grade began participating in the in-house professional development in the 2013-14 school year which is likely a significant contributor to increased scores. Seventh and eighth grade faculty began participation in 2014-15.
2. Emphasis on writing expectations/grading rubrics to develop mechanics and sophistication of writing.
3. Professional/research based readings, discussions, meetings, and modeling with regard to reading/ELA instructional, differentiation, and assessment practices.
4. Development of content area CRLGs which parallel unit assessments, and provide students and parents a framework of organization and implementation of each unit prior to instructional delivery.

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

In addition to informing instructional planning, standardized test data also comprises part of our school performance score, which the state computes to compare and assess schools. This data helps identify gaps in instructional areas so that instructional coaches and administrators may align lessons with adopted standards and implement them appropriately in the classroom. We then plan instructional support and professional development.

Data is triangulated to identify students who may need intervention and support. Any student having three areas below benchmark scores is put into an RTI program and monitored for nine weeks and receives 30-60 additional instructional minutes daily. After each grading period, student data is collected and analyzed by a team. Then, instructional teams recommend students to enter or exit the RTI program. Teachers and instructional coaches communicate frequently with parents to discuss individual student's progress.

Elementary instructors collect literacy data to inform initial instructional decisions. Kindergartners through third graders participate in Developmental Reading Assessment quarterly to identify each child's current independent reading level. They also take the Dynamic Indicator of Basic Early Literacy Skills three times annually. Beginning in third grade, teachers administer the DAZE three times annually to assess comprehension. Elementary students' writing is also assessed three to four times annually by the use of a grade-specific prompt and criterion-based rubric. Additionally, analysis of scores for elementary students scoring at the basic and unsatisfactory levels identified Response to Intervention (RTI) as an appropriate means of facilitating student success, closing the gap between the two populations. Students performing poorly on standardized tests, classroom expectations, and/or in house common grade level assessments were pulled out four times a week for an additional 30 minutes to one hour of instructional time in reading and math to work with an interventionist. We designed the RTI program using research-based strategies proven

effective in intervention. Our program was specifically designed to provide students with compelling evidence of success, the single biggest facilitator of a student's self-perception for ability to successfully organize and perform a task. The classroom teachers and interventionist met regularly to coordinate classroom content being covered and academic gaps of the RTI students. The students were monitored and reassessed each nine week grading period, at which point they either stayed in the program or were released and placed on "watch." They were put back into the program if they did not perform to expectations with the reduced scaffolding. In addition, the standardized testing data was dis-aggregated to determine if there was a curriculum issue and/or an instructional problem; we adjusted intervention through coaching and/or content changes. Professional Development opportunities were developed based on coaching and curriculum gaps identified by review of the data. Teachers provided differentiation for all levels of achievers (below, on, above) through small group lessons, interactions, and activities.

Our older students take our state's standardized assessment, the iLEAP and LEAP tests. These tests measure proficiency in science and social studies in fourth and fifth grades. Beginning this year, our students took PARCC exams in English/Language Arts and Math.

High school students must pass state end-of-course tests in core academic subjects. Additionally, our high school students take the Explore and PLAN tests to prepare for the ACT exam, which we administer to all eleventh grade students. We administer the PSAT to all our eleventh graders so that as many students as possible can qualify as National Merit Scholars.

Along with standardized test data, our teachers use a myriad of formative and summative assessments to measure learning of unit and lesson objectives. These objectives and specific assessment criteria are communicated to students and parents in the form of teacher-created Criterion-Referenced Learning Guides, CRLGs (see Core Curriculum section for CRLG explanation).

Annually, state assessment results are shared with faculty and staff, students, parents, and the community at large through the school's social media sites, the school's official website, faculty meetings, Cub Club (Parent/Teacher club) meetings, and school assemblies or evening events. In-house assessment results are shared with students and parents using our online grading and reporting system, quarterly report cards, student and/or parent conferences and, at some levels, graded assessments are sent home with students either weekly or biweekly.

Part VI School Support

1. School Climate/Culture

Our motto, “Total Effort in Every Endeavor,” defines the culture of our school. A strong sense of pride and a culture of excellence permeate the school and its administration, teachers, parents, and community stakeholders. During our most recent AdvancEd visit, the school received the highest evaluation possible for all standards, and a strong sense of culture and community was one of the commendations provided. Our teachers are the core of instructional planning. We value their expertise and professionalism and afford them time and opportunity to participate in professional learning communities where their knowledge and creativity are nurtured and celebrated. Administrators trust teachers to know their students and make instructional and managerial decisions that are in the students' best interests. Our teachers' expertise in creating lessons and assessments help engaged parents to further their child's progress. The administration also works closely with faculty as they plan for instructional activities.

Our parents support and respect the work our teachers do. We have a thriving parent organization, the Cub Club, who volunteer in classrooms, at fundraisers, and at athletic and artistic events. These parents coordinate teacher appreciation activities, support class field trips, and fulfill almost any teacher request. Many of our parents are Lab School alumni, which is a testament to our community's continued support and enthusiasm for our school.

The University Laboratory School Foundation is a valuable asset to our teachers and students as well. The foundation works with families and community donors to coordinate donations of supplies and technological equipment and to plan special celebratory events such as our annual Grandparents Day, where over 1200 grandparents attend from around the country for a presentation that includes grades K-5. Additionally, the foundation hosts homecoming celebrations as well as our upcoming centennial anniversary celebration. The foundation has been instrumental in providing revenues used in renovations to our facility, ensuring our students have a spacious and modern physical plant. The foundation recently completed a Capital Campaign that totaled nearly seven million dollars. Additionally, the foundation routinely raises nearly \$500,000 through its annual giving appeal.

Our students participate in a challenging, college preparatory academic curriculum. From a young age, our students are encouraged to take risks, to think critically, to develop principled behavior, and to become curious students of the world around them. Teachers manage their classrooms with clear expectations and logical, loving consequences. We take our responsibility to educate future adults seriously, and we want students to achieve and grow into responsible, knowledgeable, caring people. Our older students stay motivated to succeed by taking advantage of the rigorous academic curriculum we offer. Our curriculum is balanced by thriving academic and service organizations and accomplished athletic programs. We recognize our students' accomplishments on bulletin boards throughout the school, in our weekly newsletter, and through special events such as our annual awards night and special luncheons for students who receive excellent report cards. Many of our students involve themselves in IB work, athletics and club activities, and significant community service. It is our hope that every student embraces an activity, subject and/or sport that he or she loves; watching our students follow their passions sustains our positive culture.

2. Engaging Families and Community

We have implemented multiple methods of communication between the school and student families that have improved our students' success. We use social media to broadcast everything from athletic scores to school closures in bad weather. For important communications, we also rely on a broadcast email system and traditional mailouts, such as our foundation's quarterly Cub Roar. Finally, we utilize our local newspaper and LSU publications when appropriate.

Our school's website allows stakeholders to access the school calendar, staff information, the student handbook, and student grade data. In addition, teachers maintain a site through Moodle, in which they may upload course documents such as syllabi, class notes, and informational handouts. Students use Moodle frequently to stay abreast of class activities.

As efficient as print and electronic communication are, we enjoy gathering with our stakeholders face-to-face. Our Open House nights are well-attended, as are our brown bag lunch events and informational meetings, where teachers and counselors provide to parents information on early literacy, course scheduling, college application processes, and IB and DE programs. Our Cub Garden is an on-going, ever-expanding project that unites a diverse group of faculty and students to grow flowers and vegetables and to learn about sustainable food sources.

Our stakeholders are encouraged to collaborate with each other through our parent organization, the Cub Club, through student and parent focus groups, through grade-level parent meetings, and through other meetings such as parent-teacher conferences. Our teachers meet and collaborate both as a whole faculty and as grade-level and academic departments. Faculty leaders (grade-level team leaders and academic department chairs) meet frequently to vertically articulate goals and plans for students.

Working with community organizations allows further collaboration and communication beyond our campus. We invite Junior Achievement volunteers into our elementary classrooms, and we welcome alumni and community members to our annual career fair. Notably, we have established a tradition of inviting guest speakers to our middle and high school assemblies. These assemblies have featured noted authors, motivational speakers, a Holocaust survivor, a former Sudanese slave, and the only person outside of the medical professionals to witness the autopsy of John F. Kennedy. Such experiences allow our students a glimpse into a wider world and help to connect academic experience to real life.

We partner with several nearby elementary schools to exchange ideas with teachers, provide high school students to tutor, read to their students, and to coordinate book and school supply donations. We also participate in donating and volunteering at various local non-profits, such as the Greater Baton Rouge Food Bank and The Cinderella Project, an organization that provides prom dresses to needy girls.

3. Professional Development

Professional development (PD) provides teachers with in-house professional learning communities where they learn about research-based practices, collaborate across grade levels to articulate curriculum, and plan cooperatively to create units of instruction. Teachers are given release time throughout the year to participate in professional development opportunities that include but are not limited to vertical articulation, differentiation, data analysis, close reading, formative and summative assessments, and writing instruction across the content areas. Teachers are held accountable to implement strategies and address curricular updates in criterion reference learning guides (CRLG's) and assessments. Sessions are followed-up with coaching and peer feedback. Administrators are able to follow teacher growth through formal and informal observations and provide support as necessary.

Professional development opportunities focus on activities and strategies that align with and support state standards and national professional standards in all content areas. For example, teachers completed a vertical articulation of standards, topics, and skills taught in core subjects, examined Guidebooks released by the Louisiana Department of Education, aligned CRLG's and End of Year Expectations with state standards, and participated in strategies to improve academic vocabulary in the classroom. This format impacts student achievement and school improvement through more rigorous and well developed lessons, curriculum and assessments.

Planning for improvement is a priority. Monthly faculty meetings and weekly collaborative discussions are dedicated to school improvement. Improvement topics for discussion and implementation have included the development of Criterion Referenced Learning Guides (CRLGs), Learning Theory, Common

Assessment of Student Learning (CASL) (Popham) group activities and discussion, development of Understanding By Design (UBD) instructional units, and self-study concerning assessment.

Ongoing improvement efforts are aligned with existing program elements to maximize student success. Some examples include the development and revision of Understanding by Design units, CRLG revisions, ongoing curriculum review, discussion of assessment outcomes to determine faculty meeting focus, individual self-assessment in the form annual plans and reports, horizontal and vertical alignment of K-12 instruction, and the use of technology to enhance student learning.

The impact of professional development directly tied to improvement efforts is continually monitored for effectiveness. For example, time is allotted to create and revise lessons based on professional development. Additionally, standardized test scores are used to make informed decisions about the direction of professional development.

Through frequent communication, administrators review all input to prioritize and determine the next year's professional development focus, which is presented to faculty, staff, parents and students at the beginning of each academic year, Recommendations from the previous school improvement cycle, along with annual survey results, are the driving forces behind decisions made with regard to ongoing school professional development.

4. School Leadership

We begin with three primary directives: a) school safety; b) student learning; and c) to accomplish this in a pleasant environment.

a) safety: School has enhanced security measures that are some of the most advanced in the nation and have been suggested by state police and secret service personnel.

b) learning: The school emphasizes a college preparatory curriculum that has, at its foundation in the early grades, strong emphasis upon acquiring a robust knowledge base and also using that knowledge base to foster critical thinking and student autonomy. When students reach high school, they are given multiple opportunities through dual enrollment as well as IB and AP courses to attain their personal educational goals. Most recently, nearly 75% of the junior and senior classes have freely enrolled in nearly 11 hours average of DE courses and our students typically outperform the parallel course taught on the main campus for college students. Our students do well because they believe the outcome is important and they have the necessary skills to be successful.

c) pleasant environment: The school prides itself in creating a school environment that is pleasant for students and staff alike. Students are respectful, well behaved, and generally self-governing. Teachers are well-prepared, well-versed in their subject matter, and available to work with students on a regular basis beyond the classroom. Retention rates for teachers and students are both remarkably high. Students participate in plays, arts, athletics, and extra-curriculars to the extent that the vast majority of high school students are active in one or more activities outside the regular academic setting.

The governing body for the Lab School includes the LSU Board of Supervisors, the Dean for the College of Education and Human Sciences, and Lab School administration. The administrative team consists of the superintendent, the 6-12 principal, the k-5 principal, and the dean of students.

The school superintendent is primarily responsible for external affairs and the oversight of instructional efforts and the physical facility. The 6-12 and K-5 principals are charged with day-to-day management and oversight of instruction and the myriad of events associated with a vibrant school. The dean of students is primarily responsible for discipline (an infrequent need) and other managerial duties such as ordering textbooks and monitoring for school attendance.

School leaders monitor instructional practices through annual observations and by maintaining a visible presence throughout the entire school. Leaders provide meaningful feedback to faculty members regarding instructional practices and coach teachers in identifying and adopting new practices.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>End of Course Geometry Grs. 8, 9, 10</u> <u>End of Course Dec./May Test Dates</u> <u>Combined</u>
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	May	May	May	May	May
SCHOOL SCORES*					
Basic and Above	87	97	97	90	79
Mastery and Above	55	63	77	63	45
Number of students tested	130	106	98	115	108
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					11
% of students tested with alternative assessment	1	8	10	8	10
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Basic and Above	75	75	100	0	100
Mastery and Above	25	0	33	0	0
Number of students tested	4	4	3	1	1
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	100	100	100	100	100
Mastery and Above	100	0	100	100	100
Number of students tested	1	1	2	3	1
5. African- American Students					
Basic and Above	70	86	91	63	59
Mastery and Above	35	41	45	18	17
Number of students tested	17	22	11	11	12
6. Asian Students					
Basic and Above	100	100	100	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Mastery and Above	83	100	100	100	67
Number of students tested	6	3	2	2	3
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Basic and Above	89	100	99	93	82
Mastery and Above	56	70	80	67	48
Number of students tested	105	79	83	99	92
10. Two or More Races identified Students					
Basic and Above	100	100	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	1	1	0	0	0
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>iLEAP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	94	88	87	86	77
Mastery and Above	72	38	59	56	32
Number of students tested	101	102	101	98	98
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					
Basic and Above	0	0	0	0	100
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	1
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
Basic and Above	71	92	63	70	60
Mastery and Above	57	42	25	40	10
Number of students tested	7	12	8	10	10
6. Asian Students					
Basic and Above	100	100	100	84	0
Mastery and Above	75	100	75	84	0
Number of students tested	8	2	4	6	0
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Basic and Above	95	87	89	87	79
Mastery and Above	73	35	61	57	35
Number of students tested	83	86	87	80	86
10. Two or More Races identified Students					
Basic and Above	100	100	100	100	100
Mastery and Above	67	100	100	50	0
Number of students tested	3	2	2	2	1
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>LEAP</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	97	93	91	88	92
Mastery and Above	72	61	57	33	47
Number of students tested	105	106	100	103	105
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					
Basic and Above	0	100	0	50	0
Mastery and Above	0	67	0	0	0
Number of students tested	0	3	1	2	0
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	0	0	0	0	100
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	1	1
5. African- American Students					
Basic and Above	100	77	70	82	86
Mastery and Above	58	33	40	9	29
Number of students tested	12	9	10	11	7
6. Asian Students					
Basic and Above	100	100	100	0	100
Mastery and Above	100	100	67	0	67
Number of students tested	2	4	6	0	3
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	100	0
Mastery and Above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	0	0	100
Mastery and Above	0	0	0	0	50
Number of students tested	0	0	0	0	2
9. White Students					
Basic and Above	97	95	92	84	79
Mastery and Above	73	63	57	36	41
Number of students tested	89	91	82	90	92
10. Two or More Races identified Students					
Basic and Above	100	100	100	100	0
Mastery and Above	100	50	100	100	0
Number of students tested	2	2	2	1	0
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	1

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>iLEAP</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	80	89	74	85	77
Mastery and Above	35	55	38	61	45
Number of students tested	107	102	103	106	106
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					
Basic and Above	100	0	50	0	0
Mastery and Above	33	0	50	0	0
Number of students tested	3	1	2	0	0
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	0	0	0	100	0
Mastery and Above	0	0	0	100	0
Number of students tested	0	0	0	1	0
5. African- American Students					
Basic and Above	78	72	45	75	94
Mastery and Above	11	27	18	30	0
Number of students tested	9	11	11	7	9
6. Asian Students					
Basic and Above	100	100	0	100	100
Mastery and Above	75	83	0	67	50
Number of students tested	4	6	0	3	4
7. American Indian or Alaska Native Students					
Basic and Above	0	0	100	0	0
Mastery and Above	0	0	100	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	0	50	0
Mastery and Above	0	0	0	50	0
Number of students tested	0	0	0	2	0
9. White Students					
Basic and Above	78	90	77	88	80
Mastery and Above	36	57	40	65	46
Number of students tested	92	83	90	93	93
10. Two or More Races identified Students					
Basic and Above	100	50	100	0	0
Mastery and Above	0	50	0	0	0
Number of students tested	2	2	1	0	0
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>iLEAP</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	83	57	78	66	59
Mastery and Above	57	35	56	45	29
Number of students tested	109	110	110	104	115
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					
Basic and Above	100	33	0	0	100
Mastery and Above	0	0	0	0	50
Number of students tested	1	3	0	0	2
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	0	0	100	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	1	0	0
5. African- American Students					
Basic and Above	79	30	44	37	47
Mastery and Above	36	15	22	36	70
Number of students tested	14	13	9	11	15
6. Asian Students					
Basic and Above	67	0	100	100	0
Mastery and Above	67	0	100	100	0
Number of students tested	6	0	3	3	0
7. American Indian or Alaska Native Students					
Basic and Above	0	100	50	0	0
Mastery and Above	0	0	50	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	1	2	0	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	0	0	100
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	1
9. White Students					
Basic and Above	84	59	81	67	59
Mastery and Above	60	37	59	44	32
Number of students tested	87	95	95	90	99
10. Two or More Races identified Students					
Basic and Above	100	100	0	0	0
Mastery and Above	50	100	0	0	0
Number of students tested	2	1	0	0	0
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	1	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>iLEAP</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	63	71	62	60	68
Mastery and Above	21	21	32	26	30
Number of students tested	110	110	108	105	105
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					
Basic and Above	50	0	0	75	0
Mastery and Above	0	0	0	25	0
Number of students tested	2	0	1	4	1
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	0	100	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	1	0	0	0
5. African- American Students					
Basic and Above	35	47	42	45	20
Mastery and Above	14	8	17	6	10
Number of students tested	14	13	12	18	10
6. Asian Students					
Basic and Above	0	100	100	0	100
Mastery and Above	0	67	40	0	67
Number of students tested	0	3	5	0	3
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	100	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	2	0	1	0
9. White Students					
Basic and Above	67	69	63	64	73
Mastery and Above	21	21	34	30	32
Number of students tested	94	95	91	86	92
10. Two or More Races identified Students					
Basic and Above	100	0	0	0	0
Mastery and Above	100	0	0	0	0
Number of students tested	1	0	0	0	0
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>LEAP</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	60	41	35	41	48
Mastery and Above	37	23	20	25	23
Number of students tested	115	108	110	105	107
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					
Basic and Above	0	0	33	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	1	6	3	0
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	1	0	0	0	1
5. African- American Students					
Basic and Above	3	20	18	17	3
Mastery and Above	1	10	9	0	2
Number of students tested	13	5	23	12	9
6. Asian Students					
Basic and Above	100	60	0	100	50
Mastery and Above	100	20	0	50	50
Number of students tested	3	5	1	2	2
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	1	0	0
9. White Students					
Basic and Above	64	39	41	39	50
Mastery and Above	39	22	23	24	23
Number of students tested	98	93	85	91	95
10. Two or More Races identified Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: End of Course Algebra 1 Grs. 7, 8, 9 <u>Dec./May Testing Combined</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Basic and Above	91	96	98	98	94
Mastery and Above	68	56	56	56	56
Number of students tested	120	109	119	108	100
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	7	0	5	7	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Basic and Above	67	100	80	100	0
Mastery and Above	0	0	0	25	0
Number of students tested	3	2	5	8	1
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	0	100	100	100	100
Mastery and Above	0	100	0	100	100
Number of students tested	0	1	1	2	2
5. African- American Students					
Basic and Above	60	94	94	94	100
Mastery and Above	30	18	26	47	29
Number of students tested	10	17	19	15	7
6. Asian Students					
Basic and Above	100	100	100	100	100
Mastery and Above	100	100	67	100	100
Number of students tested	3	6	3	4	4
7. American Indian or Alaska Native Students					
Basic and Above	0	0	100	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Mastery and Above	0	0	100	0	0
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Basic and Above	94	97	99	99	93
Mastery and Above	72	61	62	55	56
Number of students tested	104	85	95	87	87
10. Two or More Races identified Students					
Basic and Above	100	100	0	0	0
Mastery and Above	33	0	0	0	0
Number of students tested	3	1	0	0	0
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>English II End of Course Dec./May Tests Combined</u>
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	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Basic and Above	99	99	95	91	94
Mastery and Above	65	74	63	51	52
Number of students tested	109	110	107	98	102
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment			11		
% of students tested with alternative assessment	3	7	10	9	9
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Basic and Above	100	100	50	50	100
Mastery and Above	40	40	0	0	0
Number of students tested	5	5	2	2	2
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above					
Mastery and Above					
Number of students tested					
4. Hispanic or Latino Students					
Basic and Above	100	100	0	100	100
Mastery and Above	100	50	0	33	100
Number of students tested	1	2	0	3	2
5. African- American Students					
Basic and Above	100	94	75	66	91
Mastery and Above	64	29	25	33	33
Number of students tested	22	17	12	12	12
6. Asian Students					
Basic and Above	100	100	100	66	100
Mastery and Above	100	100	100	33	0
Number of students tested	2	2	2	3	1
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Basic and Above	94	100	97	94	94
Mastery and Above	72	83	67	55	54
Number of students tested	104	88	93	80	87
10. Two or More Races identified Students					
Basic and Above	0	100	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	1	1	0	0	0
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>English III End of Course Dec./May</u> <u>Test Dates Combined</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Basic and Above	94	91	0	0	0
Mastery and Above	55	63	0	0	0
Number of students tested	107	104			
Percent of total students tested	100	100	0	0	0
Number of students tested with alternative assessment		12			
% of students tested with alternative assessment	7	12	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Basic and Above	100	0	0	0	0
Mastery and Above	33	0	0	0	0
Number of students tested	9	1	0	0	0
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	100	0	0	0	0
Mastery and Above	50	0	0	0	0
Number of students tested	2	0	0	0	0
5. African- American Students					
Basic and Above	77	74	0	0	0
Mastery and Above	12	47	0	0	0
Number of students tested	17	15	0	0	0
6. Asian Students					
Basic and Above	100	100	0	0	0
Mastery and Above	100	100	0	0	0
Number of students tested	2	2	0	0	0
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Basic and Above	98	93	0	0	0
Mastery and Above	64	64	0	0	0
Number of students tested	85	87	0	0	0
10. Two or More Races identified Students					
Basic and Above	100	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	1	0	0	0	0
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>iLEAP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	89	76	86	90	67
Mastery and Above	47	37	40	50	18
Number of students tested	101	102	101	98	98
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					
Basic and Above	0	0	0	0	100
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	1
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
Basic and Above	71	91	50	50	40
Mastery and Above	57	33	25	30	20
Number of students tested	7	12	8	10	10
6. Asian Students					
Basic and Above	88	100	100	100	0
Mastery and Above	50	100	25	67	0
Number of students tested	8	2	4	6	0
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Basic and Above	89	73	87	93	71
Mastery and Above	46	36	41	52	19
Number of students tested	83	86	87	80	86
10. Two or More Races identified Students					
Basic and Above	100	100	100	100	100
Mastery and Above	33	50	50	0	0
Number of students tested	3	2	2	2	1
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>LEAP</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Basic and Above	91	86	89	75	85
Mastery and Above	24	47	48	31	38
Number of students tested	105	106	100	103	105
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					
Basic and Above	0	100	0	100	0
Mastery and Above	0	33	0	50	0
Number of students tested	0	3	1	1	0
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above					
Mastery and Above					
Number of students tested					
4. Hispanic or Latino Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	1
5. African- American Students					
Basic and Above	92	77	60	82	29
Mastery and Above	42	44	40	18	29
Number of students tested	12	9	10	11	7
6. Asian Students					
Basic and Above	100	100	100	0	67
Mastery and Above	0	25	50	0	67
Number of students tested	2	4	6	0	3
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	0	0	100
Mastery and Above	0	0	0	0	50
Number of students tested	0	0	0	0	2
9. White Students					
Basic and Above	89	86	91	75	63
Mastery and Above	22	48	49	33	31
Number of students tested	89	91	82	90	92
10. Two or More Races identified Students					
Basic and Above	100	50	100	0	0
Mastery and Above	0	50	50	0	0
Number of students tested	2	2	2	1	0
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>iLEAP</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	83	83	60	85	78
Mastery and Above	36	39	22	33	31
Number of students tested	107	102	103	106	106
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					
Basic and Above	67	0	100	0	0
Mastery and Above	67	0	0	0	0
Number of students tested	3	1	2	0	0
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	0	0		0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	1	0
5. African- American Students					
Basic and Above	66	72	54	75	59
Mastery and Above	22	36	9	15	12
Number of students tested	9	11	11	7	9
6. Asian Students					
Basic and Above	75	83	0	100	50
Mastery and Above	0	50	0	33	0
Number of students tested	4	6	0	3	4
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	0	100	0
Mastery and Above	0	0	0	100	0
Number of students tested	0	0	0	2	0
9. White Students					
Basic and Above	85	85	61	86	65
Mastery and Above	40	39	24	33	12
Number of students tested	92	83	90	93	93
10. Two or More Races identified Students					
Basic and Above	100	100	100	0	0
Mastery and Above	0	50	0	0	0
Number of students tested	2	2	1	0	0
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>iLEAP</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	84	52	69	62	63
Mastery and Above	39	17	23	13	18
Number of students tested	109	110	110	104	115
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					
Basic and Above	0	33	0	0	50
Mastery and Above	0	33	0	0	50
Number of students tested	1	3	0	0	2
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	1	0	0
5. African- American Students					
Basic and Above	79	31	44	46	54
Mastery and Above	36	8	11	0	7
Number of students tested	14	13	9	11	15
6. Asian Students					
Basic and Above	100	0	100	100	0
Mastery and Above	50	0	33	0	0
Number of students tested	6	0	3	3	0
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	100	0	100
Mastery and Above	0	0	50	0	100
Number of students tested	0	0	2	0	1
9. White Students					
Basic and Above	83	57	68	62	66
Mastery and Above	38	19	21	14	20
Number of students tested	87	95	95	90	99
10. Two or More Races identified Students					
Basic and Above	100	0	0	0	0
Mastery and Above	50	0	0	0	0
Number of students tested	2	1	0	0	
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>iLEAP</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	63	74	64	63	69
Mastery and Above	25	33	24	23	31
Number of students tested	110	114	108	105	105
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					
Basic and Above	100	0	0	100	0
Mastery and Above	0	0	0	50	0
Number of students tested	2	0	1	4	1
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	1	0	0	0
5. African- American Students					
Basic and Above	50	54	59	44	40
Mastery and Above	7	23	17	22	0
Number of students tested	14	13	12	18	10
6. Asian Students					
Basic and Above	0	100	80	0	100
Mastery and Above	0	100	40	0	100
Number of students tested	0	3	5	0	3
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	100	0
Mastery and Above	0	0	0	100	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	100	0	0	0
Mastery and Above	0	50	0	0	0
Number of students tested	0	2	0	0	0
9. White Students					
Basic and Above	65	72	64	66	73
Mastery and Above	27	30	24	22	33
Number of students tested	94	95	91	86	92
10. Two or More Races identified Students					
Basic and Above	100	0	0	0	0
Mastery and Above	100	0	0	0	0
Number of students tested	1	0	0	0	0
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>LEAP</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	77	72	47	66	50
Mastery and Above	17	31	1	16	12
Number of students tested	115	108	110	105	107
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					
Basic and Above	0	0	34	33	0
Mastery and Above	0	0	17	0	0
Number of students tested	0	1	6	3	0
2. Students receiving Special Education					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Basic and Above	100	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	1	0	0	0	1
5. African- American Students					
Basic and Above	6	50	43	16	4
Mastery and Above	1	20	4	8	0
Number of students tested	13	10	23	12	9
6. Asian Students					
Basic and Above	100	60	100	100	50
Mastery and Above	67	40	0	50	0
Number of students tested	3	5	1	2	2
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above	0	0	100	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	1	0	0
9. White Students					
Basic and Above	78	74	58	71	52
Mastery and Above	17	31	11	16	14
Number of students tested	98	93	85	91	95
10. Two or More Races identified Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: