

***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 Mr. Greg Baber

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

Official School Name Ladue Middle School

(As it should appear in the official records)

School Mailing Address 9701 Conway Road

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

City St. Louis State MO Zip Code+4 (9 digits total) 63124-1646

County St. Louis County State School Code Number\* 291782000944

Telephone 314-993-3900 Fax 314-997-8736

Web site/URL http://www.ladueschools.net E-mail gbaber@ladueschools.net

Twitter Handle @laduemiddle Facebook Page facebook.com.laduemiddleschool Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Donna Jahnke E-mail: djahnke@ladueschools.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ladue School District Tel. 314-994-7080

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. Jeff Kopolow  
(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):
- 5 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 7 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. 3 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	180	158	338
7	135	167	302
8	193	167	360
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	508	492	1000

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 12 % Asian
  - 17 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 62 % White
  - 4 % 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: 3%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1	1000
(5) Total transferred students in row (3) divided by total students in row (4)	0.029
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 1 %  
12 Total number ELL  
 Number of non-English languages represented: 8  
 Specify non-English languages: Chinese, Hungarian, Italian, Korean, Spanish, Telugu, Urdu, Vietnamese
8. Students eligible for free/reduced-priced meals: 12 %  
 Total number students who qualify: 124

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

The state has reported that 14 % 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: 12 %  
115 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>21</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>21</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>32</u> Specific Learning Disability
<u>8</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<b>Number of Staff</b>
Administrators	4
Classroom teachers	58
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	26
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 26:1

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

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

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

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

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

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

Yes  No

If yes, select the year in which your school received the award. 1984

15. Please summarize your school mission in 25 words or less: "All students will learn at high levels because of what we do."

## **PART III – SUMMARY**

---

"All students will learn at high levels because of what we do." This mission statement represents the commitment of the LMS faculty and administration to teach students to become accomplished learners and positive citizens. A public school originally built as a junior high school in the 1950s, LMS serves one thousand students from ten diverse suburban communities in St. Louis, Missouri. Surveys and observations demonstrate that LMS students learn from, and celebrate, the racial, religious, cultural, and personal diversity that is represented in the school.

Ladue School District has a total of 4157 students, kindergarten through twelfth grade, enrolled in four elementary schools, a fifth grade center, this middle school (grades 6-8), and one high school. The district has a history of academic accomplishment, including earning the prestigious "Distinction in Performance" Award from the Department of Elementary and Secondary Education following the state's annual review every year the award has been given, beginning in 2001.

Enrollment in the district has increased by 26% (858 students) over the last ten years, making the Ladue School District the fastest growing school district in St. Louis County. Enrollment at LMS has similarly increased, necessitating the addition of fifteen classrooms and enlargement of the cafeteria in 2009. The school is still stretched for classroom and common area spaces. The faculty and support staff have not increased over this period of time.

Increasing numbers of students naturally challenge class sizes. Committed to the middle school concept that students in this age group learn best in smaller, team-based settings, the staff pursues a "Whatever it takes" philosophy to meet the needs of every individual student. Five years ago core teachers voluntarily gave up a daily plan period to teach six (instead of the previous five) core periods, thus keeping class sizes to twenty-six or below. LMS teachers are highly committed to students' academic, social, and personal growth.

LMS offers a meaningful and challenging academic curriculum that respects all learners and helps them grow to their maximum potential. Students are placed on academic teams according to their strengths, challenges, and learning styles. Each team has four core teachers (Communication Arts, math, science, and social studies), as well as a special educator, and they work together to strengthen curriculum, provide interdisciplinary enrichment, and design interventions to address specific student needs. These efforts are substantiated by our students' consistently fine performance on state tests as well as our recognition as a National School of Character in 2014.

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

---

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

Ladue Middle School offers a rigorous and differentiated core curriculum that is aligned to the Missouri Learning Standards. Each grade has three academic teams comprised of a Communication Arts, Math, Science, and Social Studies teacher who instruct the same group of students, allowing them to meet daily to coordinate curriculum, assessment and special activities. Core teachers also meet weekly in departmental Professional Learning Communities to consider research in their field, examine student data, and design interventions to strengthen student achievement.

Assessment data (Discovery Ed, MAP, Scholastic Reading Inventory) is used to place students in the appropriate level of Communication Arts. Sixth graders take Literature or Advanced Literature in addition to a CA class that teaches argument and informational writing. Seventh and eighth graders take regular or advanced Communication Arts based on current performance. A school-wide Literacy Coach oversees the data for course placement and helps teachers choose materials appropriate for their level. Students who read below grade-level are placed in a daily Tier 2 or 3 Reading Lab intervention depending on level of need.

The LMS math curriculum is based on the Missouri Learning Standards with emphasis on the Standards for Mathematical Practices. Real world math lessons give students a perspective of the value of math in their own lives. LMS offers a wide variety of levels and courses as well as tiered intervention for students performing below grade-level. Student learning is formally assessed five times a year using DE, MAP, and Moby Max, and this data is combined with a rubric of teacher observations to place students in the appropriate course. Most students progress through PreAlgebra and Algebra during their three years here; about a fifth of the eighth grade takes Geometry, and a few attend the high school for Algebra II, trigonometry and even Calculus. Students who score below grade level take a tier 2 or 3 math lab which teaches skills that haven't been mastered; this is in addition to their regular math class.

The science program is aligned to the Next Generation Science Standards and helps students become scientifically literate citizens of the twenty-first century. Students progress through earth science in sixth grade to life science in seventh and physical science in eighth. Science teachers incorporate literacy into the curriculum by teaching students how to write within the informational content area. Sixth graders study meteorology and staff the "WeatherBug" weather station that predicts daily weather on the morning announcements. Seventh graders investigate how Green our school is, measuring waste, promoting Green strategies, and collecting recyclable materials. Eighth graders use scientific and mathematical principles to design and build boats made of cardboard and duct tape; these are tested for buoyancy and durability in the high school pool. Many students participate in the after-school Science Olympiad program that promotes scientific inquiry within practical experiences.

Social Studies teachers support Common Core skills by incorporating informational writing into the curriculum. Teachers use the SRI and DE assessments to determine students' strengths and weaknesses in informational and argumentative writing, and differentiate those assignments as needed to help them become better writers. Students learn to analyze primary and secondary documents, participate in simulations, and write claim-counterclaim essays. Sixth and seventh graders study World History from prehistoric times to the 1600s, learning about religion, achievements, politics, economics, and social structure of major world civilizations in that time period. They develop their personal "cultural self-portrait" which helps them connect to what they are studying. Eighth graders study American History from pre-colonial times to Reconstruction; 1865 to the present is covered in ninth grade US Studies. This year social studies classes connected recent events in nearby Ferguson, Mo., as well as the movie "Selma" about voting rights, to their study of racial discrimination and the American civil rights movement.

### **2. Other Curriculum Areas:**

LMS offers an incomparably rich elective program that prepares students for later life. Seventy-four percent of students enroll in a World Language where they learn to speak, read, write, and listen in Spanish, French,

or German. Storytelling, cooperative learning, timed writings, listening exercises, partner work and other strategies are used to promote acquisition of vocabulary, grammatical structure, and cultural concepts. Ladue district elementary schools teach Spanish from kindergarten on, and in the middle school Spanish instruction is differentiated into regular and advanced levels; students may continue into Spanish II or III in ninth grade. French and German are offered from seventh grade through high school. World Language teachers offer real-life experiences by sponsoring trips to Costa Rica, France, and Germany during spring break.

The Physical Education Department provides a wide variety of team and individual sports as well as activities that promote lifetime fitness. Students use heart rate monitors daily to understand the importance of staying in the appropriate heart rate zone while exercising. Teachers instruct and demonstrate the skills, strategies and rules for a variety of sports; students may select from a team sport or two individual sports during each unit. The PE Department has differentiated to meet the interests and needs of the entire school population; while students dress out for class and warm up in single-sex groups, they may select a co-ed sport (or not). Students who have gender identity concerns have been accommodated in a variety of ways. An Adaptive PE class is offered for students who have special physical and/or emotional challenges; the teacher is specially certified and regular education students serve as peer mentors in this class.

The LMS music program (Band, Percussion, Orchestra, Choir) provides a variety of opportunities to develop individual skills and a greater appreciation of music in a coordinated effort, grades five through twelve. One hundred students enroll in daily grade-level curricular Choral ensembles or the extracurricular Chamber Singers; these individuals and groups become confident musical performers and consistently receive the highest ratings at festivals. Band, percussion and orchestra ensembles also meet daily, presenting evening concerts twice a year and performing for students in the district elementary and high schools. Many students compete and excel in regional "Solo and Ensemble" competitions. Drama is offered as a daily elective class to all three grades, producing a Fall Play and Spring Musical that are performed in the high school auditorium.

Technology elective classes are offered to each grade level, allowing students to integrate technology into real-life skills. All sixth graders learn Keyboarding, Digital Citizenship and project skills in Computer Technology 6; they may also take Robotics/Industrial Technology (engineering/woodshop) as an alternating daily elective. Seventh and eighth graders create the weekly "Ram Rundown" show in Video Journalism; learn how to use Photoshop and other applications in Graphic Arts and Digital Photography; compose computer-based music in Music Through Technology; design a house using CAD in Architectural Design; build mousetrap cars and catapults in Build-a-lot; and construct lamps, candy dispensers and clocks in Industrial Tech.

All sixth graders take a required nine week unit of Art as well as Family and Consumer Science; seventh and eighth graders may continue these pursuits as electives. Art classes include drawing, painting, sculpture, ceramics and mixed media projects; students learn cooking, sewing, nutrition and practical skills that can be used throughout life. This year Art students participated in designing and painting a wall mural that represents the sun rising and moon falling. Twenty-five percent of eighth graders take the St. Louis Adventure class where they identify personal career options and learn to use public transportation to reach and interview professionals in those fields.

Creative Writing allows seventh and eighth graders opportunities for self-expression through poetry, short stories, personal narratives and drama.

Twenty percent of LMS students participate in Gifted education (called Apogee). Three Apogee teachers address and incorporate curriculum standards into class activities, and identified students select what they want to study. This includes developing presentations on philosophical questions, collecting other perspectives and using them in argument writing, practicing a CSI approach to solving problems, and designing board games (computer and traditional) that challenge mental skills.

### 3. Instructional Methods and Interventions:

LMS teachers employ multiple instructional approaches to foster high levels of student achievement. All second-year faculty learn the Silver-Strong Thoughtful Education techniques which allow them to differentiate instruction to students' individual learning styles. Math teachers use Kagan Cooperative Learning Strategies to foster student engagement. Kagan strategies include "Sage and Scribe", where paired students talk each other through a math problem and explain how to solve it, and "Showdown" where students engage in competitive problem-solving by seeing who can get the answer first. These are much more empowering than the traditional worksheet.

Communication Arts teachers offer "Lit Circles", a strategy employed to promote student ownership in what they read and leadership in terms of comprehending its meaning. Students select a novel from a teacher-prepared list that includes books with differing levels of challenge; then they are grouped according to the novel they chose. Within those groups students lead the process of asking each other about what they have read, sharing insights and delving into structure and meaning. Similar empowerment is encouraged through Lucy Calkins "Writers' Workshop" strategies. In this the teacher spends a few minutes teaching a point (e.g. how to use a hook to begin a narrative), and then students write on a topic of interest using that point.

Science teachers use hands-on experiences and inquiry-based learning. Students learn by working in labs to solve problems and deepen knowledge of concepts. Sixth graders use the WeatherBug station to learn about meteorology; seventh graders practice real-world sustainability by running the school recycling program; eighth graders put concepts of buoyancy and physics into practice by building and racing in cardboard-duct tape boats.

Instruction is differentiated in a variety of ways. Assessment data is used to place students in the appropriate levels (advanced, at grade-level, and special education) in Communication Arts and math each year. Students performing below grade-level are additionally placed in Tier Two or Tier Three lab classes that meet daily. Tier two classes enroll ten or fewer students and use online diagnostic tools and programs to teach the skills the individual student still needs to master. Tier three classes are even smaller, and, while they do use some online tools, they take a more one-on-one instructional approach. Student growth is monitored each quarter, with individuals moving into - and out of - lab classes depending on proficiency.

Students who demonstrate advanced levels of mastery have opportunities to be in advanced math and Communication Arts classes. The challenges provided in these settings have paid off in increasingly high numbers of students scoring Advanced on the state tests. In 2010 38% of seventh graders scored Advanced on the math MAP; in 2014 the number rose to 50%. Looking at a subgroup, the percentage of seventh grade African-American students scoring advanced on the Communication Arts test doubled from 2010 to 2014.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results Narrative Summary:**

LMS students consistently score among the top five performing middle schools on the Missouri Assessment Program criterion-based Communication Arts and Math tests. All students grades 6-8 take these tests in April and receive scores of Advanced, Proficient, Basic, or Below Basic. Students must achieve above grade level in order to score Proficient or Advanced in Missouri. On the Math tests in 2014, more White students scored in the Advanced category than any other; 87% scored Advanced or Proficient. On the 2014 Communication Arts tests, more White students scored in the Advanced category than any other; 83% scored Advanced or Proficient. The school's high scores overall are a direct result of consistent collection and examination of performance data in reading and math, and the subsequent collaboration by many groups to design research-based interventions. Naturally Communication Arts and Math departments are highly involved in this process, but all departments - including PE, Art, Apogee/gifted, Special Education - contribute specific strategies to the process. The Physical Education department, as an example, has offered small-group physical activities during special classes like Reading, as well as building-wide, student-led exercise to warm up the brain on testing days. Art teachers worked in their Professional Learning Community to develop design projects that would incorporate and strengthen math skills.

We are working on the achievement gap that exists between some of our subgroups and white students. While the Asian subgroup consistently scores as well as, or better than the White subgroup, with 93% scoring Advanced/Proficient in math and 89% Advanced/Proficient in Communication Arts, our Black and Hispanic subgroups are a very different story. Only 52% of Black, and 77% of Hispanic, students score Advanced/Proficient in math; only 51% of Black, and 68% of Hispanic, students score Advanced/Proficient in Comm. Arts. The building Math Data Team, in concert with math teachers, uses individual data to place students who score Basic or Below in tiered math labs that meet daily (in addition to the student's regular math class); these labs use research-based programs like iReady and Moby Max, as well one-on-one teaching, to teach foundational skills. The building Literacy Coach meets quarterly with Comm. Arts teachers to use SRI, DE, and MAP scores to place students in reading labs that meet daily in addition to their regular CA class. Special education teachers teach research-based, tier three Corrective Reading, Writing, and Math classes designed to bring students with IEPs up to grade-level achievement. The school reaches out to students in these subgroups in a variety of ways, including the Mentor-Mentee program, the African-American Achievement Recognition Night, "Pie Night" for ELL families, quarterly meetings where African-American parents learn about curriculum, testing, and partnering with school for student achievement. Two all-school staff trainings have occurred this year on the challenges minority populations (low SES and racial groups) face in school and how to address them.

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

All LMS students take MAP (Missouri Assessment Program) tests in Communication Arts and Math in April; Scholastic Reading Inventory in August and May; Moby Math in the fall; and Discovery Education in CA and Math in September, December, and February. They also take grade-level summative tests in their four core classes multiple times a year. The three grade-level team teachers in each core subject meet weekly to co-write curriculum and assessments to guarantee consistent instructional programming and performance evaluation; they work together to establish curricular expectations for students and to address strengths and weaknesses. The entire department (grades 6-7-8) in each core (and elective) subject meets monthly to align curriculum between the grades, select texts, share data and address challenges. District committees including teachers from all three levels (elementary, middle and high school) meet twice a year to ensure that K-12 curricula are aligned to the Missouri Learning Standards and Common Core.

Students are placed in regular or advanced grade-level Communication Arts and math courses year-to-year based on their assessment and class performance the preceding year. Math and CA teachers collaborate with each other as well as the grade-level counselor and principal to make these placements. LMS offers regular and advanced Comm. Arts, and multiple levels of math, in each grade. Parents receive a letter in May stating the math and CA placements for their student for the next year. If they disagree with the placement,

they may use an established process to appeal to the principal who makes the ultimate decision. Appeals are rare because there is such regular communication between parents and teachers about achievement. Additionally parents have constant access to their student's performance by using the parent portal in Infinite Campus; there are few surprises.

All LMS parents receive a mailing containing their students' MAP scores as well as information about how to interpret them. They are individually contacted by the literacy specialist, the math teacher, counselor, or grade-level principal if their student is recommended for placement in a tiered intervention class. SRI and DE are internal benchmarking scores that are communicated to parents primarily when an intervention is advised. Teachers are constantly examining this data, and it is common for students to improve as a result of interventions; when they meet or exceed grade-level expectation, their schedules can be changed to drop the lab class. Students placed in regular Communication Arts classes whose assessment data and performance improve may be bumped up to the advanced class with parent permission.

## **Part VI School Support**

---

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

The LMS community is proud to have been named a 2014 National School of Character based on its intentional and universal program designed to support strong academic and positive social-emotional growth. Students, staff and parents have been surveyed about school climate and culture annually for the last decade, and the results have been used to systematically transform the learning environment. Teachers, counselors and administrators participate in the Character Education Committee, the Diversity Cadre, and department committees, meeting monthly to work on the school objectives: (1) that all students, staff, and families will feel a sense of belonging to the LMS community...(2) that every student's performance will be at or above grade level...(3) that every student will demonstrate behaviors characteristic of responsible citizens.

Students are empowered to show leadership throughout the school program. Each grade has a Character Council that designs anti-bullying campaigns like "Be A Friend-Stop Social Bullying", assists with Mix-it-up At Lunch days, and reaches out to mentor younger and new-to-Ladue students. Student Diversity leaders go to an annual training, bring what they learn back to classrooms, and assist with the school "I Am LMS" Diversity Day. A student committee helps counselors plan Red Ribbon Week, the school's celebration of drug- and alcohol-free living, choosing themes and participating in Slam Dunk, Drugs Are Junk competitions. LMS students participated in a Bully Prevention Summit that included multiple middle schools, and went on to create a You Tube video to illustrate how caring gestures can counteract the damage done by bullies. Students strive to be selected to the National Junior Honor Society based on grades, extracurricular activities, and service to the school. Students' academic as well as behavioral performance is evaluated in every subject; and those who earn Outstanding citizenship grades based on the defined rubric are recognized at the annual Citizenship Honor Ceremony. In 2014 an amazing fifty percent of students earned this recognition. This is surely the result of many efforts to promote student ownership of what happens here.

Teachers and staff are the linchpins in the effort to sustain a caring and high-standard learning environment. Eighty-five percent of LMS students can identify at least one teacher to whom they could go for help. Every teacher has a poster on the classroom door with his/her photograph and the message, "I Teach Because I Care." Parents show how much they value teachers by attending parent-teacher conferences at the rate of ninety percent or more; by providing grants to fund field trips and special projects; by serving delicious dinners on conference nights; by sending gift cards at Christmas/Hannukah; by donating to the Parents' Fund in honor of individual teachers; and by volunteering in the office, library, and on class excursions (including to Kansas City). Administrators constantly seek the counsel of teachers to make large to small decisions about curriculum, schedule, staffing, and special events; decision-making is shared as opposed to hierarchical.

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

LMS reaches out to families in a variety of ways to forge a strong connection between school and home. This is absolutely essential to student achievement. The Principal sends a weekly e-mail to parents that includes coming events and notices of interest. Teachers share up-to-the-minute comments as well as academic and citizenship grades through Infinite Campus, the online gradebook. Parents are highly encouraged to participate in fall conferences with their child's core and elective teachers, as well as student-led portfolio conferences in the spring. They complete surveys at the end of conferences to measure their degree of satisfaction with the format, and adjustments are made annually to make the format more convenient. Conference times have shifted to primarily being after work and in the evenings. Ninety percent of parents attended fall conferences in 2014.

The LMS Parent Association is involved in every aspect of school life. The school year begins with parent coffees, opportunities for parents to connect and network. An annual Buzz Book of family phone contacts is created to let parents know the names and numbers of students on their child's team. Parent Social

Committees at each grade level plan class parties two times a year, selecting festive themes, food, and activities as well as recruiting parent chaperones. The LMSPA executive board meets monthly with the Principal to collaborate on how parents can help in the school; it also plans quarterly seminars on parenting topics of interest. Magazine sales in the fall and donations in honor of teachers to the Gift and Project Fund fund many school field trips, assemblies, and other special events.

Parents at each grade level are invited to attend many events throughout the year. They may experience school lunch with their student in the cafeteria several times a year, followed by a meeting where the principal previews upcoming school events and answers questions. They are invited to attend the Citizenship Honor Ceremony where their students are recognized for outstanding citizenship, as well as the Eighth Grade Farewell Assembly on the last day of eighth grade. African-American Achievement Night and the English Language Learner Pie Night are special opportunities for parents of those students to feel connected to the school.

Considerable effort is put into greeting families who are considering moving to, or who are already new to the district. Counselors offer monthly group tours that include a description of the LMS program. "New to Ladue" students and their parents meet with counselors to review their past history and register for LMS classes; these students have special orientations before school starts in August. Student leaders and counselors sponsor "new to Ladue" parties several times a year to facilitate the new students' entry into LMS.

The Ladue Education Foundation believes that "successful school districts need additional support from the community in order to maintain competitiveness in a national and global environment." The LEF solicits donations from individuals and businesses that fund projects that enhance real-life learning projects. WeatherBug, a state-of-the-art weather station, was installed on the LMS roof to create real-time weather data studied by sixth graders and broadcast daily on the morning announcements. The CogMed Memory Program, a computer-based solution for attention problems caused by poor working memory, is offered to students after school to improve working memory skills and focus in the classroom. The Green Schools Initiative trains seventh grade students to assess the waste generated in classrooms and design sustainable solutions. Eighth grade "Build a Lot" students learn how solar energy is turned into electricity by building solar powered cars in a multi-disciplinary, inquiry-based unit.

LMS teachers and counselors are frequently sought as cooperating teachers/supervisors of college and graduate students in education programs. Counselor interns from the University of Missouri-St. Louis learn how to conduct guidance lessons and small groups, as well as advise students one-on-one. Webster University practicum students interview and observe teachers to learn what it is like to teach in middle school. The Math-Science Network of Greater St. Louis connects LMS students with women in STEM careers through the "Expanding Your Horizons in Math and Science" field trip at St. Louis University. EducationPlus, the regional consortium of cooperating school districts, provides students and teachers with all kinds of enrichment, including the Bully Prevention Summit in 2014-15. Team of Concern, a grant program through Preferred Family Healthcare, works with at-risk students and their parents, offering drug-abuse treatment and information.

### **3. Professional Development**

All Ladue Middle School teachers are trained in Thoughtful Education, a program that provides strategies and tools for teachers to implement into their classroom that address the students' different learning styles. This allows students to practice some skills within their personal learning style, which is comfortable, and also to challenge them to work in a different style that enhances their growth. Students take Thoughtful Ed self-assessments that identify their individual learning profiles, and teachers balance instruction and assignments accordingly. Addressing different kinds of learners is at the core of the school's record of high test scores.

Sometimes teachers design assessments around the different learning styles. For example, in the Advanced Algebra course students had a take-home test where they needed to demonstrate their understanding of

quadratics by using one of the four Thoughtful Ed approaches. The Sensory-Thinking approach asked them to make a list of the steps involved; Sensory-Feeling learners could write an e-mail to a friend explaining how to solve the equation; Intuitive-Thinkers were given a problem done incorrectly and had to show how it was wrong and how to fix it; and Intuitive-Feelers had to draw a comic strip with characters representing different parts of the formula, and then act out the problem's solution.

The LMS Professional Development Committee meets monthly to plan early-release and full day PD opportunities. Full "no student" days in November and February are devoted to giving teachers across the district time to meet in vertical teams, aligning curriculum to the Missouri learning standards and learning how to integrate technology into instruction. Half-day "early-release" days are used by teachers to meet in Professional Learning Communities working on character education, diversity, and other topics of shared interest. The Character Ed PLC administers twice-yearly student surveys to determine levels of bullying and implements prevention strategies in concert with the student Character Council. These interventions have resulted in a steady decrease in levels of verbal bullying that have been reported, from 48% of students reporting being verbally harrassed at school in 2010, to 24% in 2014.

Much professional development work has been done in the area of increasing student and staff understanding of different races, cultures, religions, and identities. This culminates in the annual "I Am LMS" diversity day where students and staff make presentations about their personal culture. "White Privilege" and "Seeking Educational Equity and Diversity" are a few of the trainings that have given staff members a handle on the needs of the diverse LMS student population. State test scores show some improvement in subgroup scores - African American 8th graders scoring Proficient or above on the Reading/ELA test rose from 40% in 2010 to 56% in 2014, for example - but we continue to work on the achievement gap.

Core teachers participate in professional development aimed at increasing student proficiency in core subjects. Communication Arts teachers, for example, have been trained in Reading Plus, an online tool customized for individual students who read below grade level. These students are enrolled in a reading lab class that meets daily in addition to their regular Communication Arts class. After these students have taken the initial online assessment, the program diagnoses their individual issues in rate and/or comprehension, and then provides readings and questions at that level. As the student accomplishes his/her individually-tailored lessons, s/he sees personal progress and is motivated to push on. Programs like this have been successful at bringing up school-wide performance on the state Reading/ELA test. While 73% of seventh graders scored Proficient or Advanced on the test in 2010, 81% accomplished this in 2014; in the Free and Reduced Price Meals/Socio-Economic Disadvantaged seventh grade subgroup, the number scoring Proficient or Advanced rose from 44% in 2010 to 49% five years later.

Math teachers have been trained to use online math programs like Moby Max and iReady, individualizing software that pinpoints individual student weaknesses and designs interventions. Using state and district assessment data, students are placed in daily math lab classes (in addition to their regular math class) where their particular weaknesses are identified and lessons are taught to address these areas. This is making a difference in our subgroup scores on the state math assessments. While thirty-two percent of African American eighth graders scored Proficient or above in 2010, that number increased to forty-seven percent in 2014; similar growth occurred in the Students Receiving Special Education Services subgroup, where the number scoring Proficient or above rose from 32% in 2010 to 47% in 2014.

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

The LMS administration has led the faculty in doing "whatever it takes" to make sure that all students achieve at high levels because of what we intentionally do. Teachers are empowered to collaborate with each other and the administration in a variety of ways, meeting weekly as core teams and departments to develop lesson plans, evaluate curriculum, and design supports for students. Administrators attend these meetings as contributors. Department chairs serve as spokesmen for their faculty peers and meet with the principal monthly to advise about the master schedule, budget, staffing needs, and other concerns. The Leadership Team consists of the four administrators and teacher volunteers who put together the school

improvement plan; reviewed and revised yearly, this sets building goals in the areas of curriculum, research-based instruction, safety, achievement, and student empowerment.

Each grade level has an assistant principal who specializes in the needs and procedures designed for that age group, as well as a counselor who loops with students, meeting them as fifth graders in May and serving them year-to-year until their final Farewell Assembly at the end of eighth grade. This ensures that the counselor, student, and parents work together all three years to maximize growth and achievement. The Principal of the school oversees all of this work and is the ultimate decision-maker, although it is understood that he does so having involved all stakeholders first.

Principals and counselors meet together weekly to address student issues and plan for events like parent-teacher conferences, Open House, extracurricular activities, etc. The grade-level principal-counselor team meets with teachers in team meetings, IEPs, eligibility conferences and so forth, thus guaranteeing that many staff perspectives have been shared before decisions are made. A Problem-Solving Team consisting of teachers, counselors, special educators and an administrator meets weekly to consider data-based referrals regarding individual students; and this team is empowered to design a research-based intervention to address the problem. Referring teachers implement these plans with students and report back to the PST at six-week intervals to determine whether progress has been made. If not, a new strategy is designed.

The Principal meets monthly with the LMS Parent Association to get parent feedback on the school climate and programs and to talk about the multiple ways that parents serve the school. They fund the 6th grade camp experience, 7th grade trip to Kansas City, and 8th grade Formal Dance and Farewell Assembly, as well as numerous special class experiences (robotics, Weather Bug, visits to the theatre, Expanding Horizons in Math and Science career trip for girls, Megan Meier Foundation bully prevention assemblies, and many more). Parents also volunteer in the school office, library, and at events; these connections between school and home represent the importance both place on student growth and achievement. Rather than being hierarchical, leadership at LMS is highly shared between all of the adult stakeholders: administration, parents, faculty and staff.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	79	80	83	84	76
Advanced	43	43	54	49	35
Number of students tested	302	337	308	318	294
Percent of total students tested	99	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	40	50	42	44	44
Advanced	11	17	21	20	19
Number of students tested	55	42	33	41	27
<b>2. Students receiving Special Education</b>					
Proficient and above	31	36	45	44	35
Advanced	10	20	14	19	14
Number of students tested	29	31	36	36	37
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	49	52	49	39	49
Advanced	20	11	26	16	16
Number of students tested	59	63	43	49	49
<b>6. Asian Students</b>					
Proficient and above	93	92	97	97	93
Advanced	76	66	92	76	63
Number of students tested	41	38	38	33	30

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	86	87	88	91	83
Advanced	43	48	55	55	37
Number of students tested	171	217	197	213	203
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	80	84	87	82	82
Advanced	50	48	57	47	38
Number of students tested	339	257	321	299	270
Percent of total students tested	98	99	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	41	55	60	64	49
Advanced	13	13	19	39	13
Number of students tested	47	31	47	28	39
<b>2. Students receiving Special Education</b>					
Proficient and above	28	52	54	38	54
Advanced	17	19	30	18	8
Number of students tested	36	31	37	40	37
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	48	52	49	39	49
Advanced	10	11	26	16	16
Number of students tested	61	46	60	45	53
<b>6. Asian Students</b>					
Proficient and above	87	92	100	97	96
Advanced	69	68	85	87	78
Number of students tested	39	25	33	31	23
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	87	90	91	88	91
Advanced	59	56	64	46	43
Number of students tested	218	162	209	203	182
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	82	34	79	79	78
Advanced	50	26	54	49	51
Number of students tested	282	87	307	284	297
Percent of total students tested	89	99	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	55	0	47	34	57
Advanced	21	0	29	11	24
Number of students tested	44	26	28	44	21
<b>2. Students receiving Special Education</b>					
Proficient and above	47	9	33	50	32
Advanced	14	0	19	18	13
Number of students tested	36	23	43	40	38
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	59	5	50	43	44
Advanced	22	3	30	13	10
Number of students tested	58	39	46	56	39
<b>6. Asian Students</b>					
Proficient and above	97	86	91	100	90
Advanced	80	86	78	92	78
Number of students tested	31	7	32	25	40
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	88	56	84	89	82
Advanced	56	44	57	57	54
Number of students tested	163	36	206	180	210
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** In 2012-2013, 8th grade students in Algebra I took the High School Algebra End of Course Exam instead of the 8th grade Math assessment.

**STATE CRITERION--REFERENCED TESTS**

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	71	75	80	77	76
Advanced	38	37	47	40	38
Number of students tested	303	342	308	317	294
Percent of total students tested	100	99	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	27	48	42	40	52
Advanced	4	12	18	15	15
Number of students tested	55	42	33	40	27
<b>2. Students receiving Special Education</b>					
Proficient and above	24	29	31	36	38
Advanced	7	13	14	17	8
Number of students tested	29	31	36	36	37
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	41	51	56	38	47
Advanced	12	8	26	19	16
Number of students tested	59	63	43	48	49
<b>6. Asian Students</b>					
Proficient and above	86	77	97	88	80
Advanced	62	39	66	70	53
Number of students tested	42	37	38	33	30
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	78	81	82	83	84
Advanced	40	44	48	42	43
Number of students tested	171	220	197	213	203
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	81	83	81	84	73
Advanced	44	47	44	45	42
Number of students tested	341	301	321	297	270
Percent of total students tested	99	99	100	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	49	56	49	69	44
Advanced	11	22	13	31	8
Number of students tested	47	32	47	26	39
<b>2. Students receiving Special Education</b>					
Proficient and above	31	39	46	48	35
Advanced	17	18	8	10	11
Number of students tested	36	33	37	40	37
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	56	56	52	68	40
Advanced	16	17	15	18	8
Number of students tested	61	48	60	44	53
<b>6. Asian Students</b>					
Proficient and above	87	95	91	83	91
Advanced	53	68	79	73	61
Number of students tested	38	41	33	30	23
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	87	88	88	88	82
Advanced	50	51	47	48	51
Number of students tested	220	182	209	203	182
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	78	78	81	75	76
Advanced	44	41	45	44	45
Number of students tested	317	324	307	281	296
Percent of total students tested	99	99	100	98	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	47	56	50	38	57
Advanced	11	14	32	12	19
Number of students tested	45	43	28	42	21
<b>2. Students receiving Special Education</b>					
Proficient and above	27	45	37	48	26
Advanced	11	10	9	10	5
Number of students tested	37	40	43	40	38
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	55	54	61	40	54
Advanced	18	19	26	11	15
Number of students tested	60	65	46	55	39
<b>6. Asian Students</b>					
Proficient and above	93	88	84	96	85
Advanced	68	70	66	75	64
Number of students tested	40	33	32	24	39
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	83	85	86	84	79
Advanced	47	45	48	51	47
Number of students tested	182	202	206	180	210
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**