

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. Joshua Hoener

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

Official School Name New Haven High School

(As it should appear in the official records)

School Mailing Address 100 Park Drive

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

City New Haven State MO Zip Code+4 (9 digits total) 63068-1306

County Franklin State School Code Number* 036138

Telephone 573-237-2629 Fax 573-237-5959

Web site/URL http://www.newhavenschools.org E-mail hoener@newhavenschools.us

Twitter Handle

@newhavenhigh Facebook Page _____ Google+ _____

Blog

YouTube/URL _____ www.newhavenshamrocks.org Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Kyle Kruse E-mail: kruse@newhavenschools.us

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

District Name New Haven School District Tel. 573-237-3231

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 Mrs. Brenda Menke

(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):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 16 | 18 | 34 |
| 10 | 21 | 26 | 47 |
| 11 | 22 | 17 | 39 |
| 12 | 14 | 24 | 38 |
| Total Students | 73 | 85 | 158 |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 1 % 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: 7%

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 | 7 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year | 5 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 12 |
| (4) Total number of students in the school as of October 1 | 173 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.069 |
| (6) Amount in row (5) multiplied by 100 | 7 |

7. English Language Learners (ELL) in the school: 1 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 30 %
 Total number students who qualify: 48

Information for Public Schools Only - Data Provided by the State

The state has reported that 32 % 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 %
19 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>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

| | Number of Staff |
|---|------------------------|
| Administrators | 1 |
| Classroom teachers | 14 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 1 |
| Paraprofessionals | 2 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1

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 | 97% | 97% | 97% | 96% | 96% |
| High school graduation rate | 100% | 95% | 94% | 88% | 92% |

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 | 50 |
| Enrolled in a 4-year college or university | 32% |
| Enrolled in a community college | 30% |
| Enrolled in career/technical training program | 0% |
| Found employment | 24% |
| Joined the military or other public service | 6% |
| Other | 8% |

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: A Solid Foundation With Equality For All

PART III – SUMMARY

New Haven High School (NHHS) is a public high school located in New Haven, Missouri, which has a population of just over 2,000 people and is located west of St. Louis. Public education began here in 1872. The townspeople were so dedicated to providing quality education to their students that the school started in a rented space. The high school graduated its first class of five students in 1907. The current high school was built in 1965, after a bond issue passed with an 89% approval rate.

The success of NHHS and its students has been built on the tradition of excellence established by community members, teachers, and students. For example, NHHS became the first high school in Franklin County to win a state championship. The school has gone on to win sixteen state championships in a variety of sports. While athletic achievement is not the only indicator of excellence, in this case, the spectacular success in the athletic arena has carried over to high expectations in the classroom. The students are winners--on the field or court and in the classroom. Graduates have gone on to have successful careers in education, engineering, medicine, and a variety of other fields. Often, they return to the area to continue the tradition of excellence by supporting the school and sending their own children to NHHS.

One example of academic excellence is the fact that students regularly perform above state and/or national averages on standardized testing. For instance, every year since 2002, the district has had one or more Bright Flight scholars, which requires a 30 or higher on the ACT. Additionally, 62% of the students who took the ACT in 2010 scored above the national average. Furthermore, all End of Course assessments given in 2014 by NHHS, including Algebra 1 and 2, English 1 and 2, Geometry, Biology, History, and Government, showed the majority of students scoring well above the state average. Specific tests such as Algebra 2 and English 1 demonstrated a proficiency level exceeding the state average by at least 15 percentage points. Most students at NHHS are excelling, as shown by the 75% of students who received an award at the 2014 Student Awards Breakfast.

One major factor in maintaining this tradition of excellence is the faculty of NHHS. First of all, the high school experiences a very low turnover rate. In the last 10 years, only four teachers have left the school for reasons other than retirement. This results in a highly-experienced and stable staff. In the past seven years, the teachers' average years of experience has been at or above the state average. In 2014 the district's average was 13 years of experience. Additionally, 50% of the school's current staff graduated from NHHS. These teachers experienced what it meant to be a part of the tradition of excellence first-hand, and they have returned to pass it on to students.

The stability and experience of the staff, combined with the tradition established by earlier generations of students and teachers, has allowed the school to focus on consistency, accountability, and high expectations. To demonstrate, the school has created an after-school program to make sure homework and missed tests are completed. All teachers in the school follow the homework policy so that students have similar expectations in every room. These expectations are consistent from the principal through the entire staff. Students know what is expected of them and are held accountable for their actions.

Furthermore, teachers have high expectations for their students. Not only do they expect students to operate under the policies established in the student handbook, but they also expect students to give their best. This can be seen by the grading scale used at the high school level. While traditional grading scales may recognize a 90% as an A, NHHS requires a 95% for an A- and a 98% for an A.

In addition to the faculty's contribution to the tradition of excellence, the community has been an integral part of this tradition as well. One way the community contribution can be demonstrated is through various building projects. When the current high school was constructed in 1965, the bond issue did not cover construction of the gymnasium/auditorium. The entire \$105,000 to build this facility was donated by the community. Bond issues to expand buildings in the district were also passed in 1983, 1989, 1992, and 2008. A bond issue for New Haven Public Schools has never failed. Currently, the community continues its tradition of support by raising money for the first synthetic-surfaced track in the district. In the past eighteen months, the community has donated and/or pledged \$311,000 to complete the project. It is obvious that for more than one hundred years, the community has a tradition of making quality education possible for its children.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

English Language Arts

The English teachers at NHHS work together daily to vertically align the English curriculum, which focuses on skills such as writing, critical thinking, questioning, collaboration, and student-directed learning, which are necessary for student success in higher education and the workplace. The English curriculum also puts an emphasis on state-mandated standards, including the Missouri Course Level Expectations (CLEs) and the Common Core State Standards (CCSS).

Students at NHHS are required to have four English credits in order to graduate. English 1 and English 2 are required courses. Additionally, NHHS offers English 3, English 3A, English 4, English 4 Honors, dual credit English Composition, and Journalism. Student placement for English 3A versus English 3 and English 4 versus English 4 Honors is teacher-driven.

To meet the needs of all learners, all students are tested for their current reading level at the beginning of the year, and considerable time is spent analyzing data, including previous years' End of Course assessments. Teachers also use pre-assessment and formative assessment to constantly evaluate student knowledge and growth. With an average student-teacher ratio of 15:1 in the English classes, the teachers are able to individualize instruction for all learners. Additionally, the school offers the Read Right program, which provides individualized tutoring for struggling readers.

Mathematics

The mathematics curriculum at NHHS is aligned with the CCSS and developed by the teachers themselves, which allows for continuous changes and improvements based on students' needs. The math teachers work together to make adjustments to the curriculum, ensuring vertical alignment and a progression of skills.

Students can choose courses from Algebra 1A, Algebra 1, Applied Math, Geometry, Algebra 2, Math Analysis/Trigonometry, College Algebra, and Calculus. Three credits are required; however, many students take more. Currently, 19 out of 36 seniors have taken a math course or courses beyond Algebra 2.

To ensure that all students have a successful start, middle school and high school teachers work together to place each freshman in appropriate math courses. Algebra courses are offered with the regular teacher and special education teacher in the same classroom. The low student-teacher ratio of approximately 6:1 in these Class Within a Class (CWC) sections helps teachers better meet the needs of struggling students.

In the classroom, the math teachers incorporate in-class practice and formative assessment, utilizing practice problems on dry erase boards, quizzes, and various computer-based applications to ensure mastery of objectives. For those still needing more assistance, teachers are available before and after school for tutoring.

Science

Students at NHHS must have three science credits. All students are required to take Physical Science and Biology. They may also choose from Chemistry 1 or 2, Physics, Topics of Science, Genetics, and Anatomy. The courses are aligned with the CCSS and the Missouri CLEs. The junior and senior level chemistry and physics classes prepare students for college-level science courses by emphasizing laboratory techniques and STEM activities. Instructors incorporate close-reading techniques to teach summarizing, vocabulary, discussion, and the use of text evidence to support positions. Teachers use whiteboard practice problems, pretests, test retakes, and individualized instruction to assist struggling and excelling students. In order to ensure student success, freshmen are placed in appropriate sections of Physical Science based on mathematical ability and teacher recommendations.

Social Studies/History

Students at NHHS must have three history credits. American Government and American History are required. In addition, students may choose from World History, Psychology, Sociology, Geography, and Current Events. The courses' content is guided by the CCSS, with a focus on reading and writing skills. Critical thinking skills are also emphasized through a variety of student-driven, teacher-led activities that encourage students to go beyond the text to explore multiple sources, allowing students to gain knowledge at their own pace, as well as to express themselves in multiple ways. Strategies to assist struggling students in the history classes include use of graphic organizers, formative assessments to target learners who need one-on-one assistance, and test retakes.

College and Career Readiness

NHHS supports college and career readiness in many ways. The school offers several tests that assess college and career readiness, including the ASVAB and the PLAN/ASPIRE tests, which indicate specific student strengths. The counselor also works with individual students to establish career goals and steps for reaching them. Juniors and seniors are offered the opportunity to attend the Four Rivers Career Center, which has a variety of career preparation opportunities. Additionally, NHHS has several business technology and accounting classes and a thriving Future Business Leaders of America program that assists in preparing students for the future. Furthermore, all teachers work closely with one another to implement the CCSS, which have been developed with college and career readiness in mind.

2. Other Curriculum Areas:

Fine and Practical Arts

Students at NHHS are required to earn one fine art and one practical art credit, in addition to a half credit of Personal Finance. The following fine and practical arts classes are offered: Band; Choir; Introduction to Art; 2D Art/Painting; 3D Art/World Crafts; Accounting 1 and 2; Woodworking 1, 2, and 3; Drafting 1 and 2; Family and Consumer Science; and Housing. These courses focus on essential skills and knowledge by offering hands-on learning and real-world skills, with a focus on communication and interpersonal skills. For example, art students are working together to build and maintain an art garden, producing plant dyes and weaving materials used in class. Many business students participate in Future Business Leaders of America, which has a strong tradition of placing at district, state, and national competitions. This year, twenty students competed in speaking and presentation events at the district level, with eleven students earning first-place finishes. Twenty-seven students will be competing at the state leadership conference.

Physical Education/Health/Nutrition

Students at NHHS are required to earn two physical education credits, along with a half credit of Health. Course offerings include General Co-Ed Physical Education and Nutrition/Culture and Diet. Generally, these courses are taken on a semester basis, with Health taken during a student's freshman year. The physical education, health, and nutrition teachers work with core curriculum teachers to incorporate essential skills related to communication into these courses. They have attended professional development sessions on topics such as how to incorporate effective paragraph writing into non-core courses. The physical education courses have a focus on essential skills such as teamwork, as well as winning and losing gracefully. The health and nutrition courses focus on teaching students basic life skills. Students have the opportunity to practice real-world skills like planning and cooking a well-balanced meal.

Foreign Language

Even at its small size, NHHS is able to offer the following instructor-led, foreign language courses to all students: Spanish 1, Spanish 2, German 1, and German 2. Although these are elective courses, approximately 55 students, or roughly one-third of the student population, enroll yearly. The foreign

language teacher works closely with core curriculum teachers to focus on written and oral communication skills. Students have been able to participate in German-American club meetings, and many students have had the opportunity to travel to New Haven's German sister-city to experience the culture with host families. When students return from their trip to Germany, they give a presentation to the community and the German-American club about what they learned and experienced. Through this process, students increase their cultural knowledge and interpersonal and public speaking skills.

Technology

NHHS currently offers the following technology courses to all students: Keyboarding, TV Studio, Business Technology 1, Business Technology 2, Computer Applications, and Publications. In addition to the high school credit earned, students in Business Technology 1, Business Technology 2, and Computer Applications may earn dual credit for these courses. Skills taught in these courses include touch typing and the use of Google Apps and Microsoft Office. Students are familiarized with a variety of computer programs applicable to future careers, such as Photoshop, Illustrator, InDesign, Final Cut, and a variety of Microsoft offerings. Internet safety, netiquette, and other professional work ethics are emphasized in these hands-on, student-driven classes. For example, students in Publications produce the school's yearbook.

Four Rivers Career Center

In addition to the courses offered at NHHS, junior and senior students who are approved through an application process have the opportunity to attend the Four Rivers Career Center in nearby Washington. Courses offered there include Agricultural Education, Automotive Collision Repair, Automotive Technology, Building Construction Technology, Computer Information Systems, Graphic Communications, Machine Tool Technology, Health Occupations, and Welding Technology. Currently, 28% of the junior and senior classes attend the Four Rivers Career Center daily.

Online College Courses

NHHS extends its academic capability by offering online college courses at school during regular school hours. Each course lasts one semester and is three college credits. Courses currently offered to juniors and seniors include United States History to 1865, United States History 1865 to Present, World History to 1550, College Algebra, Government and Politics in the United States, and Introduction to Psychology.

3. Instructional Methods and Interventions:

The teachers at NHHS utilize their eight-block schedule to incorporate a variety of instructional methods, including an increased use of formative assessments to ensure that all students are learning and progressing. Teachers emphasize skills and concepts while using online applications such as Socrative, Peardeck, Study Island, Quizlet, Nearpod and Kahoot! to assess student knowledge. The addition of Chromebooks for each student has made the use of these technology-based formative assessment tools simpler and more effective. Exit slips, whiteboards, and other hands-on formative assessment strategies are also frequently employed. Additionally, students are required to have homework completed before class begins, which encourages them to come to teachers prior to class for one-on-one assistance.

Teachers also use project-based and service learning activities. For example, the Business Technology class is working on Lead2Feed projects that develop leadership and practical skills such as fundraising, writing proposals, formal letters, and advertisements, while providing food and funds to feed the hungry.

Teachers incorporate differentiated instruction activities so that all students can be successful. To demonstrate, Keyboarding students are evaluated to obtain a baseline score, then work at their own pace towards an individualized goal. This allows struggling learners to slow down, while pushing faster learners to grow at their own pace. Furthermore, in Current Events, students select articles at their own reading level to bring in and discuss each week. Students have a choice of presentation style based on ability and preference, including writing, giving a speech, or creating art work.

When further interventions are necessary, several approaches are used. To ensure that struggling students complete their work, the school district has a mandatory after school tutoring program for students that do not turn in homework. If students have an unexcused absence, they may attend a Saturday School to make up missed work. These alternatives to suspension are used when possible to keep students accountable and aid in the learning process. In the past four years, there have been no suspensions of ten or more consecutive days.

In addition, struggling readers can be enrolled in the Read Right program. Students are assessed by an online tutor, and an individualized fluency and comprehension-based reading program is implemented. Additionally, students with an IEP are offered individualized study skills courses.

Finally, all students have access to an optional after school study hall, and teachers are typically available up to an hour before and after school for assistance. Teachers consistently encourage students to come in with questions, and many teachers use the school email system to communicate directly with struggling students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

NHHS administers the following standardized Missouri End of Course (EOC) assessments: English 1, English 2, Algebra 1, Geometry, Algebra 2, American Government, American History, and Biology.

To begin, on the Algebra 1 EOC assessment, the number of proficient and advanced results has been 20 percentage points above the state average for the last five years. Moreover, in 2013-2014, the number of proficient or advanced Geometry and Algebra 2 students was 18 and 28 percentage points higher than the state average, respectively. Gains in Algebra 1 and 2 came after major changes were made in response to lower scores. The instructor expanded the curriculum to meet more standards, guided by test results. While there was a significant achievement gap between student subgroups and the general student population on the Algebra 1 EOC assessment, adjustments have been made. A special education teacher assists the math instructor in the Algebra 1 or 1A CWC. Having two certified teachers in the classroom to help struggling students increased Algebra 1 test scores in 2010 and 2012.

Trend data for English 1 and English 2 shows a similar result. In the past five years, the number of students scoring proficient or advanced on the English 1 EOC assessment has been on average 11 percentage points higher than the state average. Between 2010 and 2014, NHHS had an increase of 20 percentage points for students scoring proficient or advanced on the English 2 EOC assessment. These gains can be attributed to a realignment of the curriculum to state standards and an incorporation of the Study Island test preparation program. While there are gaps between subgroups and the general student population, steps have been taken to address the issue. The English 1 and 2 teacher utilizes Study Island to assess each student on specific strands of state standards. Based on this assessment, the instructor develops an individualized instructional program for each student, and lessons and guided practice activities are assigned based on each student's assessment results and practice progression.

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

NHHS uses a variety of assessment data to improve student and school performance. For example, in August of each year, the district staff meets to analyze standardized testing data from the previous year, especially MAP and EOC test results. The superintendent leads the staff through an analysis of each grade level's performance compared to state averages and past years' performances. Each teacher is also presented with an itemized, question-by-question breakdown of how students performed on the test and is encouraged to analyze and apply the data to current curriculum.

During the school year, instructors use a variety of tools to assess student progress. For example, teachers use the Study Island program to assess student-readiness for the ACT. Based on these results, instructors adjust their curriculum to prepare the students for the ACT, which is given in the spring. Teachers who are giving an EOC assessment in the spring prepare students by giving formative assessments, which are used to review important concepts. Students can correct these assessments, and the teacher adjusts curriculum accordingly. Students are also able to take at least one practice EOC exam and go through an online assessment tool tutorial to test their computer-readiness skills. Allowing students to practice with the online tools assures that the assessment results will be consistent with content knowledge rather than technological capability.

Moreover, the school communicates students' academic achievement to students and parents in several ways. The school uses Lumen's student and parent portals to provide an updated, online record of student progress in each course. Additionally, progress reports are printed and given to students every 4 to 5 weeks. Parents are informed by a mailed progress report when a student earns a 73% (C-) or below. Furthermore, a copy of each student's EOC assessment results is mailed home. Parents may schedule a conference or contact a teacher at any time. Email and Voicemail services are available for this purpose.

Part VI School Support

1. School Climate/Culture

NHHS engages and motivates students by providing a positive, supportive environment. One way it does this is through an optional after school study hall, which provides a safe, comfortable, and Wi-Fi-enabled place for students to work. In addition, teachers make themselves available before and after school. Students report that teachers do not just push through material but stop and explain when students have questions. Teachers show they really care, which gives students an incentive to strive for excellence. The culture of the school encourages students to get to know and help each other, too.

Students are also motivated by the opportunities available to them. One example is the senior trip that has been a tradition for decades. All seniors who raise the funds and are eligible based on student handbook guidelines go on an eight-day, once-in-a-lifetime trip through Tennessee; North Carolina; Virginia; Washington, D.C.; Philadelphia; New York City; and Gettysburg. This opportunity provides motivation for underclassmen, who work hard to earn the privilege to be a part of the trip. Other opportunities include earning Student of the Month, receiving community and family-based scholarships, being inducted into National Honor Society, and participating in leadership opportunities such as Boys' or Girls' State. When students make achievements through these opportunities or others, they are recognized through the daily announcements and on the school's student-developed website. The frequent student recognition creates an environment in which students feel empowered.

Students who attend NHHS have such a positive experience that they often return to teach in the district because the teachers, in addition to the students, feel valued and supported. This is primarily because they are asked for input on important decisions and school or district initiatives. For example, when NHHS decided to implement 1:1 Chromebooks, extensive teacher input was requested through a variety of surveys, and a committee of teachers designed the 1:1 program. Teachers also feel supported through the school's collegial environment. Teachers support each other by being consistent with school-wide discipline and homework policies and work together daily to solve problems and align curriculum. Even though the average teacher salary at NHHS is approximately \$10,000 below the state average, turnover, other than retirement, rarely ever occurs. It is clear that teachers feel comfortable and valued in the district.

2. Engaging Families and Community

NHHS engages families and community members in a variety of ways. For example, school clubs recognize community members through several events hosted at the school itself, including the Veterans Day Breakfast, the Leadership Breakfast, and the American Enterprise Breakfast for community business leaders. Students in school clubs assist community members with service projects such as raking leaves for elderly community members, operating basket raffles to raise money for local charities, and bringing homemade cakes to local nursing homes. Other school and community events include participating in the German-American club, National Honor Society's Jingle Jog 5K, the music boosters' Trivia Night, and the Senior Class BBQ. School clubs often invite members of the community to speak at meetings and school assemblies as well.

NHHS recognizes the importance of community service and offers senior students the opportunity to take Community Service as an elective class for school credit. These students work at the local preschools, city hall, and public works offices to encourage community relations. These activities not only strengthen the morals and values of the students at NHHS but also support the members of the New Haven community.

The open communication between the community and the school itself has proven successful. NHHS uses a SchoolReach automated communication system, Lumen's parent portal, and club and school websites, as well as Twitter accounts to communicate with the community. Recently, the local newspaper stopped production, and the NHHS journalism class began writing a community newspaper. In contrast to a traditional school newspaper, which is written primarily to the student body, the journalism class uses the web-based paper as a voice to and for the community.

The community is very receptive to the school's efforts to engage and helps the school in a variety of ways, including offering numerous local and family scholarships. One family established a grant for teachers that provides funding for equipment and materials or for continuing their higher education. Currently, the community members are supporting the school by contributing over \$300,000 in eighteen months, including an extremely successful dinner auction, to build a synthetic-surfaced track. Additionally, the community annually demonstrates its strong relationship with the school by turning out in large numbers for parent-teacher conferences and back-to-school open houses. For example, in the past five years, 66%, 74%, 70%, 68%, and 73% of students have been represented at parent-teacher conferences.

3. Professional Development

In the past few years, the New Haven School District, with faculty in the lead, radically overhauled the district's professional development. The district transitioned from three full-day professional development sessions per year to monthly half-day professional development sessions. The presenters also shifted from out-of-district speakers to primarily in-district, staff-lead sessions. The professional development committee established two focuses for this year--incorporating instructional technology and incorporating CCSS into curriculum. Both of these goals involve aligning curriculum with academic state standards and supporting student and school improvement. For example, professional development sessions have covered formative assessment strategies, computer applications, student engagement, aligning curriculum to state standards, instructional technology, and incorporating close reading and academic writing in all subject areas.

The professional development sessions are built around teacher choice. On the first Wednesday of each month, students are released at 12:30 p.m. The rest of the day is devoted to professional development. The time is divided into two, one-hour professional development sessions. Teachers have the opportunity to choose from three to four session offerings for each one-hour session. They may also choose to use structured work time to develop or enhance lessons, incorporating topics from previous sessions. Session offerings are developed based on teacher feedback through surveys given by the professional development committee. Often, teachers themselves volunteer to lead the sessions.

Not only has a technology initiative been implemented for students, but also for teachers as well. All teachers are provided a personal Chromebook, and professional development involves technology as much as possible. For example, all professional development communication is carried out over email, and activities such as signing up for sessions or giving session feedback are done through Google forms.

These changes to professional development have had a tremendous impact on both teachers and administrators. Administrators have moved from being managers to being instructional leaders, often leading sessions on topics in their knowledge base. Teachers feel empowered to make choices and control their own learning and growth. They leave professional development days excited to try what they have learned. They feel less pressured because optional work time is provided to connect the professional development session to an applicable classroom activity. Teachers utilize and appreciate the time they are given to better themselves and their classrooms. They also feel less isolated and more supported as they work together with fellow teachers to learn and grow.

4. School Leadership

At NHHS the leadership structure is very simple. Because of the school size, there is only one principal and no assistant principals. Additional leaders in the school include the school counselor, the special education director, and several veteran teachers. These leaders work together to present a consistent approach across the board, which limits confusion and conflict.

The principal drives the leadership philosophy for the building. His philosophy, as demonstrated to teachers, is built on a school-wide commitment to never give up on any student. He also demonstrates a

capacity to lead through guiding rather than directing. He listens to ideas and suggestions, often waiting to give an opinion until he has had time to think carefully over an issue.

Also, teachers are given tremendous input in policy and decision-making. Teachers feel safe and trusted and are allowed near-autonomy in the classroom. The principal views his primary function as ensuring that teachers have the tools, resources, and environment they need to facilitate student success. When teachers go to him to ask for assistance, materials, or an opinion, he is thoughtful but also quick-acting. He shows he cares, which motivates teachers to give their best every day. Additionally, he is the primary evaluator of teachers, using the Network for Educator Effectiveness evaluation system. He also runs monthly faculty meetings that are more question-and-answer sessions than lectures.

Other school leaders, such as the school counselor and veteran teachers, support the principal by also being committed to student achievement. Although the staff consists of only sixteen full and part-time teachers, the teachers are highly active in promoting positive change for the school. Teachers have participated in a variety of school improvement committees, including the technology committee, the school calendar committee, the salary committee, and the professional development committee. All of these committees include administrators and teachers working together to lead the school as a united team forward into the future.

The school leadership, led by the principal, ensures that student achievement is the main focus in several ways. He has developed and maintains the optional after school study hall. He conducts yearly revisions of the student and teacher handbooks. He encourages teachers to build relationships with students, emphasizes the importance of keeping kids in the classroom, and limits the amount of in-school suspension assigned as punishment. The school counselor and veteran teachers support all staff members in understanding and implementing these policies and programs, which focus on student achievement.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Algebra I MAP EOC Assessment</u> |
| All Students Tested/Grade: <u>10</u> | Edition/Publication Year: <u>2014</u> |
| Publisher: | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | May | May | May | May | May |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 84 | 71 | 73 | 76 | 82 |
| Advanced | 49 | 34 | 29 | 29 | 30 |
| Number of students tested | 37 | 38 | 41 | 41 | 32 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 97 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 3 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 55 | 79 | 73 | 53 | 78 |
| Advanced | 36 | 50 | 27 | 13 | 33 |
| Number of students tested | 11 | 14 | 15 | 15 | 9 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 0 | 14 | 20 | 17 | 100 |
| Advanced | 0 | 14 | 0 | 0 | 0 |
| Number of students tested | 3 | 7 | 5 | 6 | 4 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 83 | 70 | 77 | 75 | 81 |
| Advanced | 47 | 39 | 31 | 28 | 28 |
| Number of students tested | 36 | 33 | 39 | 39 | 32 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: Most students taking this test are 9th grade students. There are usually a few 10th students also. It is rare that an 11th grade student would take this test.

STATE CRITERION--REFERENCED TESTS

| | |
|---|---|
| Subject: <u>Math</u> | Test: <u>Geometry MAP EOC Assessment</u> |
| All Students Tested/Grade: <u>11</u> | Edition/Publication Year: <u>2014</u> |
| Publisher: | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | May | May | May | May | May |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 84 | 85 | 78 | 75 | 79 |
| Advanced | 56 | 38 | 16 | 22 | 39 |
| Number of students tested | 32 | 34 | 37 | 32 | 33 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 89 | 67 | 82 | 100 | 67 |
| Advanced | 67 | 33 | 0 | 25 | 25 |
| Number of students tested | 9 | 9 | 11 | 4 | 12 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 100 | 0 | 0 | 100 | 0 |
| Advanced | 100 | 0 | 0 | 0 | 0 |
| Number of students tested | 1 | 0 | 0 | 2 | 0 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 86 | 88 | 76 | 74 | 78 |
| Advanced | 59 | 39 | 18 | 23 | 38 |
| Number of students tested | 29 | 33 | 34 | 31 | 32 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: Most students taking this test are 10th grade students. There are usually a few 9th and 11th grade students also.

STATE CRITERION--REFERENCED TESTS

| | |
|---|---|
| Subject: <u>Math</u> | Test: <u>Algebra II MAP EOC Assessment</u> |
| All Students Tested/Grade: <u>12</u> | Edition/Publication Year: <u>2014</u> |
| Publisher: | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | May | May | May | May | May |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 92 | 81 | 89 | 52 | 68 |
| Advanced | 36 | 22 | 50 | 4 | 7 |
| Number of students tested | 25 | 32 | 28 | 27 | 31 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 80 | 86 | 100 | 38 | 83 |
| Advanced | 40 | 0 | 33 | 0 | 17 |
| Number of students tested | 5 | 7 | 3 | 8 | 6 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 0 | 0 | 100 | 0 | 0 |
| Advanced | 0 | 0 | 100 | 0 | 0 |
| Number of students tested | 0 | 0 | 1 | 1 | 1 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 92 | 81 | 89 | 48 | 68 |
| Advanced | 36 | 23 | 46 | 4 | 7 |
| Number of students tested | 25 | 31 | 26 | 25 | 31 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: Most students taking this test are 10th and 11th grade students. There usually a few 12th grade students also.

STATE CRITERION--REFERENCED TESTS

| | |
|---|---|
| Subject: <u>Reading/ELA</u> | Test: <u>English II MAP EOC Assessment</u> |
| All Students Tested/Grade: <u>10</u> | Edition/Publication Year: <u>2014</u> |
| Publisher: | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | May | May | May | May | May |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 83 | 71 | 73 | 76 | 63 |
| Advanced | 38 | 18 | 18 | 18 | 20 |
| Number of students tested | 40 | 38 | 51 | 38 | 41 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 71 | 80 | 59 | 67 | 71 |
| Advanced | 36 | 20 | 0 | 8 | 21 |
| Number of students tested | 14 | 10 | 17 | 12 | 14 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 0 | 0 | 10 | 33 | 33 |
| Advanced | 0 | 0 | 10 | 0 | 0 |
| Number of students tested | 3 | 4 | 10 | 6 | 6 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 81 | 73 | 72 | 76 | 65 |
| Advanced | 35 | 19 | 20 | 19 | 20 |
| Number of students tested | 37 | 37 | 46 | 37 | 40 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: This test is given to all 10th grade students. It is rare that an 11th grade student would take this test.

STATE CRITERION--REFERENCED TESTS

| | |
|--|--|
| Subject: <u>Reading/ELA</u> | Test: <u>English I MAP EOC Assessment</u> |
| All Students Tested/Grade: <u>9</u> | Edition/Publication Year: <u>2014</u> |
| Publisher: | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | May | May | May | May | May |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 77 | 78 | 72 | 67 | 58 |
| Advanced | 34 | 25 | 14 | 20 | 11 |
| Number of students tested | 44 | 40 | 42 | 51 | 36 |
| Percent of total students tested | 100 | 100 | 95 | 98 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 5 | 2 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 54 | 73 | 80 | 58 | 31 |
| Advanced | 8 | 27 | 20 | 5 | 15 |
| Number of students tested | 13 | 15 | 10 | 19 | 13 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 33 | 33 | 0 | 13 | 0 |
| Advanced | 0 | 33 | 0 | 13 | 0 |
| Number of students tested | 6 | 3 | 4 | 8 | 5 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 77 | 75 | 73 | 65 | 60 |
| Advanced | 34 | 28 | 15 | 19 | 11 |
| Number of students tested | 44 | 36 | 41 | 48 | 35 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: This test is given to all 9th grade students. It is rare that a 10th grade student would take this test.