

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

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Jack Props

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

Official School Name Melrose Elementary School

(As it should appear in the official records)

School Mailing Address 100 East Missouri Avenue Box 275

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

City Melrose    State NM    Zip Code+4 (9 digits total) 88124-0000

County Curry County    State School Code Number\* 094

Telephone 575-253-4269    Fax 575-253-4291

Web site/URL http://melroseschools.org    E-mail jprops@melroseschools.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

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

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

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Mr. Jamie Widner

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

E-mail: jwidner@melroseschools.org

Other)

District Name Melrose    Tel. 575-253-4269

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. Neal Delk

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

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

\_\_\_\_\_  
Date

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 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. 7 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	8	9	17
K	5	11	16
1	12	5	17
2	13	8	21
3	4	11	15
4	7	6	13
5	7	5	12
6	8	6	14
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	64	61	125

5. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
  - 0 % Asian
  - 0 % Black or African American
  - 14 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 84 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 14%

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	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1	137
(5) Total transferred students in row (3) divided by total students in row (4)	0.139
(6) Amount in row (5) multiplied by 100	14

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 49 %  
 Total number students who qualify: 61

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

The state has reported that 49 % 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: 25 %  
40 Total number of students served

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

- |                                |  |
|--------------------------------|--|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>10</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>4</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	8
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 17:1

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%	95%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes  No

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

15. Please summarize your school mission in 25 words or less: Melrose Schools - Pursuing Excellence on a Daily Basis.

## **PART III – SUMMARY**

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Melrose Elementary School has a true vision of celebrating the entire child. Embracing every child that comes through our door is an every day occurrence at Melrose Schools. Our teaching staff is dynamic and always looking for new and innovative ways to reach every student so that they can achieve their very best. We believe in an "old fashioned-values driven" education. However, this does not mean that we don't embrace new approaches to teaching all children. We offer many programs that help build each student. For example we offer a pre-kindergarten program for all students in our district, so that they can be kindergarten ready when they move to that classroom. We also offer reading intervention programs that will help struggling readers achieve and become proficient on New Mexico standardized tests. Our data tables indicate that we are moving all students in an upward direction with the help of these two programs and others. Furthermore, we have instituted an after school program that reaches a high percentage of all elementary students. This program allows for individual tutoring and allows students to pursue learning in any direction they choose. Finally, we offer an enrichment program at the elementary school that includes fine arts, physical education and advanced literature, as some examples.

Melrose Municipal Schools is a rural, small town school in a community of about 700 people. Ranching and farming are the mainstays of our economy and many of our residents work in Clovis, a town of about 35,000 which is about 25 miles to the east. Our school district is a preK-12 grade district of about 215 total students and we offer many opportunities for our students to excel in a variety of activities throughout elementary school, junior high school and high school. Our elementary school is a preK-6 grade school in a separate building, but housed in our small rural district. Our school has an outstanding reputation state wide and is well known for our outstanding teachers and students. In tracking graduates over the last 20 years, we find that 77 percent of our graduates go on to post-secondary schooling and 11 percent join the military, giving us a very high percentage of "productive citizens." What this means to us is that the product (student) produced by Melrose Schools is tremendous and well-rounded to attack their future. With all this said, it is very evident that Melrose Elementary School is a major part of that equation. Because of the tremendous staff in our elementary school, our students are ready to proceed to the next level and they are successful.

Melrose Schools began in 1906 and has been building a reputation second to none since that time. We have many traditions and customs here at Melrose and these are passed on to all students. We are currently moving to a 4-day per week school calendar so as to better use the limited resources that come with being a small, rural school. The staff, administration, school board, and community all work very hard to protect our school and use those limited resources to make all students successful.

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

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

Melrose Elementary School's core curriculum is driven by the Common Core State Standards in reading and math. Textbooks and other "curriculum programs" are viewed as resources to help students achieve those standards. Melrose Elementary utilizes the New Mexico Standards and Benchmarks for all other curriculum areas.

Each grade level closely studies the Common Core Standards to determine the best approach to teaching and working toward mastery in each standard. Much time has been devoted to unpacking these standards and curriculum mapping to ensure all standards are met. Kindergarten through 6th grade teachers implement large group, small group and individualized instruction within each subject area.

The English Language Arts curriculum adopted by Melrose Elementary is Scott Foresman Reading Street in Kindergarten through 6th grades. Additionally, supplemental materials, such as trade books, novels, magazines, newspapers, and research materials are utilized. Each grade level employs a 90 minute reading block. Teachers plan intervention based upon Discovery, Dibels, and Star Reading data and share this data with the administrator and reading coach. Each grade level expects students to participate in daily independent reading in order to build those foundational reading skills. Students and teachers work together to set Accelerated Reading Goals for the students. If these goals are met, students are eligible for a field trip as a reward and motivation to read.

The rigorous Pearson Envision math curriculum was adopted in grades K-6 in 2012. This curriculum has pushed not only the students, but also the teachers to expand their understanding of math concepts. Each grade level pulls in supplemental materials from various other math curricula such as Excel, Saxon, Accelerated Math and other sources accessible to the teachers in order to fully address all standards.

Science and social studies standards are addressed within the 90-minute reading block as informational texts. In addition, students receive instruction through the utilization of Time for Kids and National Geographic Kids magazines. Teachers in each grade use special projects aligned with state standards to provide students with hands-on opportunities to explore science and social studies concepts.

Allowing students the opportunity to compete in academic challenges is an integral part of the overall curriculum we offer at Melrose Elementary. All students in grades 4th through 6th participate in the annual local science fair. This single project allows students to practice the skills required to fully experience the use of the scientific method. Each student is accountable for thoroughly researching their topic, predicting, experimental design, and drawing conclusions for their project. The wax museum project is also required for grades 4-6. Students choose a historical figure, research, write a report, and memorize a 1-2 minute speech for presentation to family and community. These special projects employ both science and social studies standards, but also address many standards within the Common Core State Standards in both ELA and math. Melrose Elementary also hosts an annual school-wide spelling bee. Two students from each grade level are selected to compete with students in grades 3-12.

In addition to instruction in the core subjects, students at Melrose Elementary have the opportunity to grow in other areas. Kindergarten through 6th grade students participate in PE at least twice a week. Third through sixth grade have PE daily. Melrose Elementary is also fortunate to have music classes twice weekly. Here, students practice singing, playing instruments, listening to different genres of music, and reading music. Melrose Elementary students access the computer labs daily for practice typing and interaction with math and reading software for intervention, practice and enrichment in order to further develop key foundational skills.

We have an outstanding preschool program that focuses on kindergarten preparedness and bridging the gap between home and school. Children who attend our preschool programs go on to kindergarten with many well-developed core curricular and socialization skills. Students participate in small group learning centers



of literacy, math, science, computers, and speech development. Our preschool uses theme based Creative Curriculum social studies to excite and engage students in the learning process. With our focus on literacy development, we have seen students obtain phonemic awareness skills such as segmenting, blending, alliteration, and rhyming during this early childhood stage which propels their future educational success.

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

The non-core subjects that Melrose Elementary takes part in are as strong as the core subjects. The elementary school participates in music, physical education, and technology weekly. Nutrition is also a subject that occurs throughout the year in various levels. The students have loved these added parts of our day for many years, and our administrators have recognized the importance of not letting go of these subjects in favor of saving money. It is our students at Melrose Elementary that have gained a great deal of knowledge and life skills through this teaching, and the teachers have long recognized the benefit!

Our school participates in music twice a week for one hour. First through sixth grade have a very talented music teacher, who comes to us from a strong musical teaching background. She makes this program fun and exciting, and the students walk around the halls singing and snapping some new tune she has just taught them. She brings many different facets of music alive for the children of our school. She does a school wide musical program at Christmas that involves first through sixth graders. Our audience is always amazed at the level of participation she can coax from the youngest to the oldest student in our school. We are richly blessed to have the involvement of this musical program in our school.

The students, from kindergarten to sixth grade, receive physical education each day. The benefit is not hard to measure, because the teachers realize the advantage daily! There are three different staff members who teach physical education. Each tries to bring activities to the students that enrich, motivate, and include the things going on in their lives. For example, when it is time for the students to collect money for the jump rope for heart, the PE teacher uses the time to teach them jump rope skills. Basketball skills are presented during the season, and track is the next to be addressed in preparation for the school wide track meet. The skills are important for life, and the opportunity to get outside or run around in the gym for an hour each day, allows the kids to use up energy, and re-focus their minds on the classroom when they return.

Another important part of our week is technology. A very good educational assistant has taken the third through sixth grade, and taught them the proper way to type, as well as the important details of the PARCC test. For an hour each week, they have practiced in a typing program called Type to Learn. Their skills have come so far, and they are using these skills on many classroom projects. Also, the details that are built into the PARCC test must be taught and practiced. The students were able to feel a great level of confidence in using the extra skills taught to them in this important weekly class.

Nutrition is an important life skill that is often overlooked. Our Family and Consumer Sciences teacher, is always willing to include our elementary school in various projects throughout the school year. The third grade visited her for a two week stretch, an hour at a time, to learn about the best way to build a healthy plate. She also included the fourth grade in a “taste test” to help the FCCLA team crate a healthy “lunch-able” meal for kids. The students tried the first meal, a Greek based presentation, which had small tastes of the country. The students were asked to help them survey the things they loved, and the things they did not care for. The very next day, they were brought back and the changes were presented. The students gave their opinions on the changes. They learned about nutrition, opinion polls, constructive criticism, and it was the opportunity for the fourth grade to write a compare and contrast paper about their experience. She has offered nutrition programs for all elementary grades during the past.

All the non-core subjects that Melrose Elementary provides for their students offer a wide variety of essential skills to add to the many curriculum subjects taught in the classroom. Each of the added subjects offer a chance the students would not otherwise experience. And their education is greatly enriched by the opportunity!

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

Melrose Elementary School provides differentiated instruction to our diverse learners on a daily basis. Multiple professional development trainings have been provided during staff in-services, as well as offsite workshops. Implementation of the strategies learned is applied within the classrooms as we promote the theory that all students can succeed. This is accomplished by flexible student grouping, inclusion, rigorous curriculum, differentiated reading in academic fitness, enrichment, and accommodations. Essential questions are identified, which are aligned to the CCSS. To help ensure that student needs are met, the teachers modify the depth, pacing, and scope of the curriculum to accommodate differentiated learning.

Special Education is a support system to help students achieve goals set forth in order to help them close the deficit between current level of achievement to that at grade level. This view drives the scheduling of special education students' pullout services. Special education students receive extra support within the classroom through educational assistants. We strive to provide services for each individual student needs, remembering that every learner is an individual.

Differentiation and scaffolding is also supported through technology. Each classroom is equipped with an interactive whiteboard and/or an Apple TV, Ipad, student computers, Elmo, and access to a classroom set of Kindles. Melrose Elementary School also has two fully equipped student computer labs, providing enough computers in each lab for every student in a class to be on a computer at the same time. Software provides targeted, standard driven lessons providing review, intervention, and enrichment during computer period for each class. These programs require students to master a concept before allowing them to move forward to the next standard or level.

Through ongoing formative assessments, we are able to assess and monitor every student's content knowledge and progress. These assessments allow us to provide the individualized and small group instruction necessary to achieve success, as well as technology, modifications, and supplementations. With an understanding of the seven primary learning styles: visual, aural, verbal, physical, logical, social, and solitary, our highly qualified teachers are able to guide our diverse students to become life-long learners.

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

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

The New Mexico Standards Based Assessment (NMSBA) is used to determine the level at which students achieve proficiency on the grade specific performance standards in reading and mathematics. The state performance levels for the NMSBA are identified as advanced, proficient, nearing proficient, and beginning step. The NMPED and Melrose Elementary consider a student to meet proficiency when they have scored either proficient or advanced on the NMSBA. The school utilizes this same terminology across other benchmark assessments. This school year New Mexico is transitioning to the PARCC Assessment and we will not have results until the fall of 2015.

In 2012 the NMPED transitioned the state to an “A” through “F” school grading system that takes into account multiple factors including the current academic standing of students in both reading and mathematics, and the academic growth of all students and subgroups over three years. A vertical scale for reading and mathematics has been developed by the NMPED that allows for the identification of academic growth from year to year in the tested areas. The new grading system also incorporates other factors such as school environment and parental involvement. Our Elementary School received a rating of "A" for the last school year, after receiving a "B" for the two preceding years. This was accomplished because of growth in the highest achieving students and in the lowest achieving students.

Over the last three school years, Melrose Elementary has seen its percentage of students meeting proficiency on the NMSBA increase 20% in Reading and 11% in Math. The Economically Disadvantaged students have increased their proficiency rates by 32% in Reading and 20% in Math over the same period of time. Melrose Elementary school ranked number one in the state on the last grading report for student growth in the lowest quartile related to ethnicity, student growth for economically disadvantaged student growth for students at the lowest quartile and number one overall on the composite for student growth for students in the lowest quartile. This indicates that we are closing the achievement gap for all students at Melrose Elementary in both reading and math. We use short-cycle assessments, administered four times each year, as well as teacher developed tests. Teachers utilize the data from these assessments to determine which skills need to be retaught to the entire class, or if individual students need additional time and support. These assessment results are what drive our instruction. We have built in daily periods across the elementary for reading and math intervention and all elementary staff are involved in intervention. Technology has been purchased that allows students to receive individualized supplemental instruction on a daily basis. We utilize a Student Assistance Team for RTI of students needing intervention. The Student Assistance Team consists of teachers, parents, students, and other staff members who develop an individualized intervention plan for struggling students. This process has increased student success and reduced special education referrals. Another correlation can be drawn between the increase of students' performance and the acquisition of additional interactive resources. Every classroom is equipped with an interactive White board or Apple TV and a document camera (Elmo). Teachers also have access to mobile carts equipped with classroom sets of iPads or Kindles and two computer labs to enhance their instruction. The increase of student performance also correlates with the high quality professional development that all staff members have received in Common Core, dyslexia, math and reading strategies, iPad training, and K-3 fluency training. Nine professional development days are utilized for high quality professional development for all staff. The staff has also extensively participated in other professional development opportunities.

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

We use Dibels testing for grades Kindergarten, first, and second. We use Discovery testing in third, fourth, fifth, and sixth grades. We feel that these tests allow teachers to really review and analyze what areas students are struggling in because they target areas specific to that grade level. The Dibels test gives our early childhood educators an opportunity to test letter-sound correspondences as well as isolating and segmenting phonemes. Later on this test allows our teachers to test blending of phonemes and fluency rates of students. We feel these tests give our early education teachers a knowledge of students' early reading

abilities. When a student is successful on these tests, it's an indication that they will go onto upper grades and be successful students.

The Discovery Test is given by upper level teachers. It not only tells teachers where the students fall academically compared to other students on their grade level, it goes so far as to break down the students' strengths and weaknesses by each standard. This allows our teachers to really target each student's weaknesses which helps to individualize instruction for specific areas.

Other tests that are done at the teacher's discretion include Star Reading and Star Math. Our teachers choose to do these assessments several times a year to not only compare students to others on their grade level but also to see how each student is growing individually over the course of the year.

Results of all these tests are collaborated on by teachers, reading coaches, and parents when making decisions about student groupings. Student grouping decisions not only include classroom settings, but also pull out groups for extra help on specific areas. Most reports are discussed with parents at conferences and all come into effect when making decisions about retention.

## **Part VI School Support**

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

What does it mean to be a buffalo? When asked this question, most people would not know how to respond. This is most definitely not the case in Melrose, New Mexico, where the Buffalo is our school mascot. The well developed dedication and support for the school system is seen throughout the entire community. From preschool students to high school seniors, students are highly motivated and engaged in what all it takes to become a successful member of society. The development of student academics, socialization skills, and emotional growth is an essential part of student advancement at Melrose Elementary School. Teachers and students work together to accomplish the essential goals of community enhancement as well as personal growth. Melrose Elementary is the ideal location for teachers and students to become engaged in the learning process as well as to be motivated for success.

When considering the development of student academics, socialization skills, and emotional growth, Melrose Elementary School is more than capable of exceeding all expectations. Academically, students are encouraged to express their capabilities through multiple avenues that spark their interest and encourage them to learn. Activities such as computer technology classes, science fairs, and historical wax museums encourage students to develop an adoration for learning that will last for a lifetime. Teachers are also optimistic and motivated in the academic learning environment by each other, the administration, as well as the multiple supplementary training courses designed to improve the educational milieu through professional development. Socially, students in the elementary school are encouraged to participate in multiple sports activities, musicals, and plays that not only give them confidence to participate in front of their peers, but also allows them to expand their ability to enhance their membership into society. The culture of the Melrose community is a well-developed sense of pride that reflects not only in the school but throughout the entire town as well. The emotional growth of the students fostered at Melrose Elementary helps them to become educated, determined, and accomplished individuals with the confidence to pursue any opportunity that they can imagine. Students form long-lasting relationships with each other that encourage them to be secure in their future decision making abilities as well as their capability of forming new friendships. Through all of this, it is clear that to be a buffalo is an extraordinary accomplishment in the culture of the learning environment that is cherished by the students and teachers at Melrose Elementary School.

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

Our school takes pride in community and family involvement. Parents are engaged in their students' education as early as age 3 with Pre-K monthly class meetings. Newsletters are sent home frequently with advice on how to enhance at-home learning. At parent/teacher conferences educators consult with parents on student performance and offer resources for student improvement.

We begin each year with a Community Appreciation Dinner and Open House. The event provides a setting for community/school interaction, while thanking the community for their continued support.

Teachers and parents work together to put-on the Fall Harvest Festival. The event is a community celebration that brings in funds to support education. Community businesses make donations towards the event's expenses. This fall there were at least 250 community members in attendance. It was a huge success for our school, and the community has requested that we make it an annual event.

The annual Veteran's Day program serves as an opportunity for students to interact with the community and show their appreciation to our veterans. Students do patriotic themed performances, and each community veteran is given a chance to speak about their military service. Students personally invite community members to the program. Each year, the number of community members that attend outnumbers the chairs available. Students learn about respect for our country, respect for our veterans, and respect for our community.

"Readers Raise the Roof" is a program we use to help K-3 student-families learn techniques to help their children read. At the event parents, students, and teachers work together to practice reading strategies. Our overall goal is to encourage parents to read with their students outside of school.

Students in grades 4-6 do a project called "Living Wax Museum." Students must research and study their chosen historical figure, and with the help of their parents, design a costume, create a story board, and prepare a 1-2 minute speech. Parent volunteers post signs around town to advertise the event to the community. On the day of the event parents, school board members, school and district administrators, and student peers go around and watch the presentations. This project is a fun way for both students and community members to learn historical information.

At Melrose Elementary community and parent involvement in education is every day and on-going. We are blessed with a community that shows-up and contributes at every opportunity. Our community support and the educational outcomes that result are outstanding.

### **3. Professional Development**

At Melrose Elementary we approach professional development as a team. Our goal is to choose wisely from the vast array of opportunities available. We seek opportunities that will benefit and bring out the best in teachers, students and administrators.

It is important to concentrate on areas in which we feel we can improve. We are open to improving, adding to, and fine tuning what already works well. If we feel that we need to grow in certain areas, then we focus on finding professional development in those areas.

We focus on the students and strive for well-rounded improvement for teachers and administrators which flows over to helping students.

Every school, small or large has challenges. Some challenges come and go, while other challenges remain year after year such as: dyslexia, dysgraphia, reading difficulties, low achievement, poor social skills, poverty, and busy families.

Some recent professional development that various teachers at Melrose Elementary have attended are: Orton-Gillingham Institute for Multi-Sensory Education (30 Hour Course) – teaches reading through a systematic way which involves motor skills and is phonics driven.

Reading and Writing Foundations – to further develop reading skills

Capturing Kids' Hearts by the Flippin Group – to help teach social skills

Step Up to Writing at the Primary and Intermediate Levels

Daily 5 Online Seminar – Reading, Writing, Classroom Organization

DIBELS Next Data Analysis – Elementary Reading

SWIDA (Southwest International Dyslexia Association) Conference

New Mexico International Reading Association Conference -- Elementary Reading

These are just a few of the professional development workshops that we have attended. It is the variety of topics and broad spectrum of resources that improves our school and promotes student achievement. Of course, not every idea fits every teacher and every situation, so we take what we feel will improve our teaching, and benefit our students and keep these in our individual "tool boxes" for use when needed. At Melrose Elementary the teachers are willing to improve, and they are open to new ideas. Melrose teachers love their school and their students, and they believe in what they do. We have positive attitudes due to the fact that our administrators treat us professionally, which enables us to teach with enthusiasm and exercise common sense.

### **4. School Leadership**

First and foremost, the administrative team here at Melrose Schools has a leadership philosophy that stresses our need to get out of the teachers' way and let them teach. The morale of our teachers is truly positive because of this philosophy, but they still utilize as many professional development programs and

research-based teaching programs that they feel will advance their students' education. The administrators are very supportive of this. We (the administration) have pushed the new reading intervention program at the elementary school and we allow PLC time for our teachers to work collaboratively to build student learning across the school. We also push quality professional development through our school's own nine PD days and we allow our teachers to go to PD functions across the state and country, if they believe it will help them teach students better. We allow our teachers to develop their lessons, in their own way, according to common core state standards, and we let them teach without interference. With the new reform movement, it is true that many administrators do interfere in their teachers' programs, because the administrators are under so much scrutiny as are the teachers. Here at Melrose, we know we have outstanding teachers and we allow them to teach without a great deal of interference. Apparently, we are very successful with our philosophy because our school continues to grow and succeed with each passing year.

This leadership philosophy and morale building has unified our elementary staff and allows common unity across the entire district, with all teachers and staff at all three schools in our district. Our teachers and staff members work very well together for the common good, which is making our students successful. Because of the new evaluation system in New Mexico, our principals are in the classrooms more often, doing walk-throughs and observations. This interaction between the principals and teachers is moving our district forward when it comes to student success.

Finally, because we are a small rural district, we have a small student/teacher ratio which allows for a great deal of individual attention being given to children. Our student/teacher ratio is 17:1 and allows for our teachers to know their students personally so as to better assist them on their road to success. As was said in the beginning of this application, we feel that we have an outstanding school and that our product (student) produced is one of the very best anywhere in this country.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NMSBA</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Measured Progress</u>	

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	88	67	62	56	82
Advanced	0	33	0	13	0
Number of students tested	17	12	13	16	17
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	71	67	33	50	50
Advanced	0	33	0	13	0
Number of students tested	7	6	6	8	6
<b>2. Students receiving Special Education</b>					
Proficient and above	100	100	0	50	80
Advanced	0	0	0	0	0
Number of students tested	1	2	1	4	5
<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	80	100	0	33	75
Advanced	0	0	0	33	0
Number of students tested	5	2	0	3	4
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					



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	65	40	62	58	85
Advanced	0	60	0	8	0
Number of students tested	17	10	13	12	13
<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:** This table shows scores for all students taking test as third graders. It does show individual class scores, but it cannot compare individual students.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NMSBA</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Measured Progress</u>	

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	50	47	50	63	50
Advanced	33	20	19	11	43
Number of students tested	12	15	16	19	14
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	25	43	25	57	50
Advanced	50	14	25	0	33
Number of students tested	4	7	8	7	6
<b>2. Students receiving Special Education</b>					
Proficient and above	33	33	0	20	0
Advanced	33	0	0	0	0
Number of students tested	3	3	1	5	0
<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	100	0	25	50	67
Advanced	0	0	25	0	0
Number of students tested	2	0	4	4	3
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<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	40	47	55	67	45
Advanced	40	20	18	13	55
Number of students tested	10	15	11	15	11
<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:** This table shows scores for all students taking test as fourth graders. It does show individual class scores, but it cannot compare individual students.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NMSBA</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Measured Progress</u>	

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	60	93	72	31	57
Advanced	33	7	6	69	36
Number of students tested	15	15	18	16	14
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	40	0	60	80	75
Advanced	60	100	0	20	13
Number of students tested	5	9	5	5	8
<b>2. Students receiving Special Education</b>					
Proficient and above	67	0	40	0	100
Advanced	33	100	0	0	0
Number of students tested	3	2	5	0	1
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					0
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	0	0	75	67	100
Advanced	100	100	0	33	0
Number of students tested	1	3	4	3	2
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<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	64	91	71	23	50
Advanced	29	9	7	77	42
Number of students tested	14	11	14	13	12
<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:** This table shows scores for all students taking test as fifth graders. It does show individual class scores, but it cannot compare individual students.

**STATE CRITERION--REFERENCED TESTS**

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

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	59	43	44	60	27
Advanced	6	0	22	7	7
Number of students tested	17	14	18	15	15
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	44	0	50	50	17
Advanced	0	0	17	0	0
Number of students tested	9	4	6	8	6
<b>2. Students receiving Special Education</b>					
Proficient and above	33	25	0	100	0
Advanced	0	0	0	0	0
Number of students tested	3	4	1	1	0
<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	40	0	40	50	0
Advanced	0	0	0	0	0
Number of students tested	5	10	5	2	3
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<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	64	60	54	62	33
Advanced	9	0	31	8	8
Number of students tested	11	10	13	13	12
<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:** This table shows scores for all students taking test as sixth graders. It does show individual class scores, but it cannot compare individual students.

**STATE CRITERION--REFERENCED TESTS**

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

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	77	100	31	69	82
Advanced	12	0	8	0	5
Number of students tested	17	12	13	16	17
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	71	100	17	63	83
Advanced	14	0	0	0	0
Number of students tested	7	6	6	8	6
<b>2. Students receiving Special Education</b>					
Proficient and above	0	100	0	75	60
Advanced	0	0	0	0	0
Number of students tested	1	2	1	4	5
<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	80	100	0	100	75
Advanced	20	0	0	0	0
Number of students tested	5	2	0	3	4
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<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	53	100	31	58	85
Advanced	1	0	8	0	1
Number of students tested	17	10	13	12	13
<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:** This table shows scores for all students taking test as third graders. It does show individual class scores, but it cannot compare individual students.

**STATE CRITERION--REFERENCED TESTS**

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

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	67	47	56	68	71
Advanced	17	7	0	0	21
Number of students tested	12	15	16	19	14
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	14	50	57	67
Advanced	0	0	0	0	17
Number of students tested	4	7	8	7	6
<b>2. Students receiving Special Education</b>					
Proficient and above	67	33	0	40	0
Advanced	33	0	0	0	0
Number of students tested	3	3	0	5	0
<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	50	0	50	75	67
Advanced	0	0	0	0	0
Number of students tested	2	0	4	4	3
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<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	70	47	55	67	73
Advanced	20	7	0	0	27
Number of students tested	10	15	11	15	11
<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:** This table shows scores for all students taking test as fourth graders. It does show individual class scores, but it cannot compare individual students.

**STATE CRITERION--REFERENCED TESTS**

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

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	93	60	61	50	64
Advanced	7	40	6	50	29
Number of students tested	15	15	18	16	14
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	33	80	60	75
Advanced	0	67	0	40	13
Number of students tested	5	9	5	5	8
<b>2. Students receiving Special Education</b>					
Proficient and above	100	50	40	0	100
Advanced	0	50	0	0	0
Number of students tested	3	2	5	0	1
<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	100	0	75	100	50
Advanced	0	100	0	0	50
Number of students tested	1	3	4	3	2
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<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	55	57	62	67
Advanced	0	45	7	38	25
Number of students tested	14	11	14	13	12
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced				0	
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:** This table shows scores for all students taking test as fifth graders. It does show individual class scores, but it cannot compare individual students.

**STATE CRITERION--REFERENCED TESTS**

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

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	41	36	56	33	53
Advanced	24	7	11	13	0
Number of students tested	17	14	18	15	15
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	56	0	67	13	33
Advanced	22	0	17	13	0
Number of students tested	9	4	6	8	6
<b>2. Students receiving Special Education</b>					
Proficient and above	33	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	3	4	1	1	0
<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	80	50	40	0	0
Advanced	0	0	0	50	0
Number of students tested	5	10	5	2	3
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<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	27	30	77	38	67
Advanced	27	10	15	8	0
Number of students tested	11	10	13	13	12
<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:** This table shows scores for all students taking test as sixth graders. It does show individual class scores, but it cannot compare individual students.