

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 Ms. Susan J. Harrison

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

Official School Name Sig Rogich Middle School

(As it should appear in the official records)

School Mailing Address 235 Pavilion Center Drive

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

City Las Vegas State NV Zip Code+4 (9 digits total) 89144-4012

County Clark State School Code Number* 02339.2

Telephone 702-799-6040 Fax 702-799-6094

Web site/URL http://www.rogichms.org/ E-mail harrisons@interact.ccsd.net

Twitter Handle ___ Facebook Page ___ Google+ _____

Other Social Media Link http://tv.ccsd.net/watch?v=1qgUmkD9gNBb

http://tv.ccsd.net/watch?v=owgkKcDUOKOi

http://tv.ccsd.net/watch?v=BaK6NnOjKNSO

YouTube/URL ___ Blog _____ http://tv.ccsd.net/watch?v=kbeZ76qH5npw

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. Pat Skorkowsky E-mail: pskorkowsky@interact.ccsd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clark County School District Tel. 702-799-5000

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 Dr. Linda Young
(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):
- 217 Elementary schools (includes K-8)
 - 59 Middle/Junior high schools
 - 49 High schools
 - 32 K-12 schools
- 357 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. 9 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	315	270	585
7	334	256	590
8	310	366	676
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	959	892	1851

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 12 % Asian
 - 7 % Black or African American
 - 15 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 58 % White
 - 5 % 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: 11%

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	101
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	95
(3) Total of all transferred students [sum of rows (1) and (2)]	196
(4) Total number of students in the school as of October 1	1837
(5) Total transferred students in row (3) divided by total students in row (4)	0.107
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 3 %
61 Total number ELL
 Number of non-English languages represented: 22
 Specify non-English languages: Spanish, Bengali, Hebrew, Hindi, Slovakian, Farsi, Korean, Tagalog, Cantonese, Chinese, Mandarin Chinese, Chaozhou, Chinese, Thai, Aramaic, Bulgarian, Albanian, Armenian, Japanese, Vietnamese, Romanian, Russian, Indonesian, and German.
8. Students eligible for free/reduced-priced meals: 16 %
 Total number students who qualify: 294

Information for Public Schools Only - Data Provided by the State

The state has reported that 26 % 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: 6 %
106 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>17</u> Autism | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>18</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>47</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	5
Classroom teachers	70
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	30

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 30:1

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	96%	96%	96%	96%	95%
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

Post-Secondary Status	
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: To provide a challenging middle school experience that will prepare students for high school and career and college success academically, behaviorally, and socially.

PART III – SUMMARY

Sig Rogich Middle School is a diverse, 5 Star School--as designated by the State of Nevada, State Performance Framework-- located in the Las Vegas community of Summerlin. Sig Rogich Middle School takes pride in training students to become career and college ready through gradual release and inquiry based learning, which leads to the highest rigor. It is through a clear and shared focus, high standards and expectations for all students, effective school leadership, high levels of collaboration and communication, frequent monitoring (of both learning and teaching), focused professional development, and a supportive learning environment-- with high levels of family and community involvement-- that Sig Rogich has become a high performing school. Through a dedicated school commitment, administration, teachers, and stake holders have made changes that have led to sustained growth, with an established culture of learning, for the over 1800 students. Continuing in the legacy of our namesake, Mr. Sig Rogich, who immigrated to the United States as a young man and became one of the leading political and corporate advisers in Nevada and the United States, Sig Rogich Middle School believes that anything is possible with hard work and dedication. Sig Rogich Middle School maintains a tradition of achievement, accountability, and school-wide proficiency. With an accelerated curriculum and increased rigor through Project Based Learning strategies implemented school-wide, students learn to succeed through the inquiry process. Since opening in 2001, Sig Rogich Middle School has been a model for education.

A significant focus at Sig Rogich Middle School is that of the Professional Learning Communities. Through structured and continuous teacher collaboration, Sig Rogich has developed a culture for learning that is embedded in every aspect of the school. By analyzing test scores, trend data, creating common assessments, and common plans, we have developed a shared commitment to the mission and goals of the school, with a shared responsibility for student development and student success. By determining what we want students to learn, how we will know when each has learned it, and how we will respond if students have difficulty learning it, we have devised a solid foundation for moving forward with improvement initiatives. Teachers meet weekly to examine assessment data/assessment trends, discuss student concerns, collaborate to plan future units, and devise common assessments. By working together to achieve a collective purpose of learning for all students, educators recognize that they must work together to achieve their collective purpose of learning for all. Collaborative discussions permit team members to make public goals, strategies, concerns, results, materials, pacing, and questions to improve the practice of teaching.

Sig Rogich Middle School has embraced school-wide initiatives, focusing on content literacy, which leads to gradual release of responsibility and high rigor. For instance, teachers have been trained in using close reading strategies with metacognitive markers, Socratic circles for discussion, and close writing strategies incorporating Jane Schaffer writing so that all teachers play an essential role in helping students to learn to read and write about complex texts across the curriculum. Strategies to monitor initiatives include literacy walk-throughs, classroom observations, team and department meetings, and personal and professional goals linked to content literacy development. At Sig Rogich, every teacher is a literacy teacher. All of the literacy strategies that we have employed across the curriculum have contributed to our students meeting and exceeding standards on the state Criterion Reference Tests, but moreover, the content literacy strategies have assisted our students in showing yearly growth while practicing processes that align with career and college preparedness.

To meet the needs of our high achieving students, Sig Rogich Middle School has established programs and practices that foster performance, with sustained high growth. For example, we offer early bird and late bird core classes, which permit students to take seven classes, rather than the traditional six-class day, thus expanding exposure to content literacy and critical thinking. Additionally, Sig Rogich Middle School provides numerous fine arts classes, servicing over 70 % of the school, which supports research that demonstrates the development of the whole brain in overall learning and critical thinking skills. Students also have the opportunity to enroll in advanced classes that receive high school credit such as Spanish, French, geometry, and high school algebra. The passing rate on common semester exams in Algebra I Honors and Pre-Algebra exceeded 90%. 75% of students are enrolled in accelerated math and ELA per qualifying Criterion Referenced Test scores of high meets/exceeding standards. Furthermore, PASS classes

are offered before and after school for targeted non-proficient students. These classes focus on literacy and math.

Family engagement and community involvement is at the core of Sig Rogich Middle School's culture of success. The school opens each year with grade level orientations for students and parents to meet the administration, teachers, staff, and student council advisors/members. Monthly Parent Advisory Council meetings foster a positive collaboration between the parent community and school community, where all stakeholders can discuss concerns and experience instructional strategies in support of the School Improvement Plan. Monthly 21st Century open computer labs held monthly, provide families opportunities to develop project based learning and explore SBAC resources, Open House, and Fine Arts performances are highly attended by parents and families, while, weekly updates on the Rogich Middle School website feature upcoming events, testing information, activity and club information, academic information relating to each grade level. The daily Rough Rider television broadcast provides information, supports strategies, and extends school pride. Parents receive individual access to Infinite Campus to track performance and attendance and communicate with teachers, and teachers maintain websites for sharing information about classes. Parent volunteers assist with athletic events, and with numerous school activities, demonstrating high parental involvement at Sig Rogich Middle School. Students and teachers participate in many yearly events that support our community and develop our school culture through our very active Rogich Middle School Student Council program. For example, donations to the Salvation Army food drive raise over 10,000 cans each year during the holiday season. Students also participate in the Pink Parade on campus each October and raise awareness and funds to help cure breast cancer. School spirit has been utilized to motivate and inspire peers to get involved and committed to school traditions. Traditions have been revitalized over the years to provide students multiple opportunities to participate. The varied opportunities highlight our diverse population and allow all students to be stakeholders in the school. Recently, students organized the Ice Bucket Challenge involving students, teachers, and parents to support ALS, participated in the Home Means Nevada Project with over 1000 students singing the Nevada state song, and volunteered at the Summerlin Hometown Holiday celebration. Positive student morale and school spirit has impacted the climate of high academic achievement at Sig Rogich Middle School, resulting in a culture felt throughout the entire school and the Summerlin community.

Sig Rogich Middle School is deserving of the Blue Ribbon because of our commitment to educating all students. We take to heart what our Superintendent Skorkowsky says best: "Every student in every classroom, without exceptions, without excuses." As our community has grown over the past fourteen years and become culturally diverse, as new educational standards have been adopted, and high stakes tests have been modified, we have excelled in our mission to provide students with a challenging middle school experience that will prepare them academically, behaviorally, and socially.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Innovative and consistent delivery of instruction is at the heart of our student's high achievement at Sig Rogich Middle School. The teachers collaborate weekly to align instruction with the Nevada Academic Content Standards (NVACS) to include common formative and summative assessments. Teachers look at students individually and by classes, using assessment data trends to inform instruction, and make adjustments to curriculum and pacing to provide every one of our diverse student bodies the opportunity to learn and grow. Teachers provide evidence of common planning using a collaboration log submitted to the Administrative Team each week. Additionally, all teachers provide collaborative lesson plans online providing evidence of the Nevada Educators Performance Framework indicators for each standard. The Administrative team monitors NVACS in the classroom using the 15/15 model for observation and monitoring tools that guarantee that individual teacher goals are demonstrated through instruction. They ensure rigor, differentiated instruction, school-wide initiatives for close reading, close writing, and questioning (Socratic Circle) are present through the inquiry based/project based learning focused curriculum. With the increased rigor as we implement the NVACS/CCSS, students must demonstrate mastery at each level as the standards scaffold to higher levels of learning. It is imperative that we provide the opportunity for students to be successful, ensuring appropriate placement for all students with challenges and opportunities consistent with ability levels. Teacher recommendations, CRT scores, and individual growth scores are reviewed to determine the appropriate placement for all students. Sig Rogich Middle School classes contain 52 minutes of classroom instruction, with a six period day of core classes and electives. High school classes are offered in Algebra 7/8, Geometry 8, Spanish I (7/8), Spanish II (8), and French I (7/8). Early Bird classes are offered in ELA, Accelerated Geography, Algebra, Yearbook, and Science to create a 7 period day for students desiring a more rigorous curriculum. Students electing to take a Performing Arts class and a Foreign Language class may do so by selecting the 7 period day, to include an early bird class.

The curriculum focuses on content literacy and literacy strategies for close reading, close writing, and close questioning (Socratic Circles). Students participate in inquiry-based learning/project based learning in all classes, including elective classes. This permits students the highest rigor by exposing them to unpredictable situations in which they rely on previously gained knowledge to solve real-world problems. The old-school model of passively learning facts and reciting them out of context has been replaced by solving highly complex problems that require fundamental skills of reading, writing, and math, coupled with 21st century skills of teamwork, problem solving, research gathering, information synthesizing, and use of technology tools.

Reading and English/ELA Curriculum

The English Language Arts curriculum (encompassing reading and English) focuses on NVACS (Nevada Academic Content Standards) of reading, writing, speaking and listening, and language. Sig Rogich Middle School blocks ELA courses in 6th and 7th grade, providing students with 104 minutes of instruction designed to build on knowledge and skills through close reading of texts, learning combined elements of different formats of writing to support of analysis and reflection, and strategies for collaboration and discourse. Eighth grade ELA class is 52 minutes in length, and provides instruction in the English Language Arts strands identified by the NVACS as reading, writing, speaking and listening, and language. ELA 8 is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices in all ELA courses incorporate the integration of diversity awareness, including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of the ELA courses in grades 6-8. ELA teachers have led the way in sharing strategies for content literacy, assisting and planning curriculum that supports reading, writing, critical thinking, and speaking and listening.

Mathematics Curriculum

The mathematics curriculum includes the study of quantities and their operations, interrelations, and combinations. Students are placed appropriately in math classes by assessment data, both Criterion

Reference Tests are used as are teacher recommendation and common grade-level screening tests. Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns are crucial to a student's understanding and appreciation of the subject. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, are integral parts of math courses. Mathematical practices to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning are all important. Integration of diversity awareness including appreciation of all cultures and their important contributions to society is part of each math class.

Science Curriculum

In science, students focus on understanding the living systems on Earth. Students will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Additionally, critical thinking, collaboration, accuracy, and communication skills are used as students develop a foundation for scientific literacy in life, earth, and physical science content. Physical science explanations extend understandings, use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Students use scientific processes, protocols, and tools, including inquiry to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter. Critical thinking, collaboration, accuracy, and communication skills are practiced as students extend their scientific literacy.

Social Studies Curriculum

The social studies curriculum begins with the study of Nevada from statehood to present day, and American history from the time of the American Revolution through World War II. Students explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. Eighth grade geography is the study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Students examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. Social studies classes emphasize instructional practices that incorporate the integration of diversity awareness, including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of all social studies classes.

Curriculum and College and Career Readiness

The curriculum at Sig Rogich Middle School is meticulously aligned with the NVACS/CCSS. Aligned standards provide the foundation to improve curriculum, instruction and assessment, and better prepare students for college and the workplace. They also communicate the core learning goals to teachers, parents and students. With an inherent belief that all students that matriculate through Sig Rogich have the prerequisite skills to be successful in career and college, teachers work tirelessly to ensure that the aligned state standards manifest themselves in rigorous classroom practice. One way we ensure this, is through inquiry based/project based learning and the gradual release of responsibility. By focusing on exemplars and modeling before releasing to students to "practice" learning on their own, teachers have made the shift from the teacher centered classroom to the student-centered classroom. The idea of "I do" "We do" and "You do" is at the core of the inquiry based/PBL school where students practice using acquired skills and learning by applying their knowledge to unpredictable situations. This is the highest form of rigor, and at Rogich Middle School, central to our core beliefs.

2. Other Curriculum Areas:

The curriculum at Sig Rogich Middle School provides opportunities to educate students beyond the "now." Non-core classes at Rogich Middle School continue to embrace all of the initiatives for content literacy for reading, writing, and questioning. Non-core classes are viewed as equally important as core classes as they support and extend inquiry based learning. All sixth grade students take classes of English 6 or Accelerated

English 6, Reading 6 or Accelerated Reading 6, Math 6 or Accelerated Math 6, Science 6, computer literacy (1 semester), Physical Education (1 semester), Performing Arts (beginning band, beginning girls' choir, beginning boys' choir, beginning orchestra), Art, or Explorations 6. All seventh grade students take English 7 or Accelerated English 7, Reading 7 or Accelerated Reading 7, Math 7 or Accelerated Math 7, Science 7 or Accelerated Science 7, US/NV History or Accelerated US/NV History, Physical Education 7/Personal Wellness, and a half- year elective, or a full year elective. Available electives are: Beginning Band, Intermediate Band, Advanced Band, Jazz Band (by audition, early bird class), Women's Intermediate Choir, Concert Choir (by audition, early bird class) Beginning Orchestra, Intermediate Orchestra, Advanced Orchestra, Technostrings (by audition), Intermediate guitar, Intermediate Art, Spanish I, French I, Exploring World Languages, Drama 7, Cafeteria Aide, Student Store, Personal Wellness, Introduction to Informational Technology, Introduction to Media, Technology. All eighth grade students take English 8 or Accelerated English 8, Pre-Algebra 8, Algebra I, or Geometry, Science 8 or Accelerated Science 8, Physical Education 8/Health 8 (1 semester of each), World Geography 8 or Accelerated Geography 8, and two half year electives or one full year elective. Available electives are: Beginning Band, Intermediate Band, Advanced Band, Jazz Band (by audition, early bird class), Women's Intermediate Choir, Concert Choir (by audition, early bird class) Beginning Orchestra, Intermediate Orchestra, Advanced Orchestra, Technostrings (by audition), Intermediate guitar, Intermediate Art, Spanish I, Spanish II French I, Exploring World Languages, Drama 8, Cafeteria Aide, Student Store, Personal Wellness, Introduction to Informational Technology, and Media, Technology, and cheerleading on a 7 period day (by tryouts).

Sig Rogich Middle School's Art 6-8 program incorporates The Clark County School District visual arts curriculum which enables students to develop lifelong abilities to think critically and creatively solve problems, observe and interpret the world and our environment, recognize the visual arts as a vehicle for the expression of ideas, make informed choices and aesthetic judgments related to everyday life, understand the role of the artist and the artist's contribution to society, and use visual images to communicate history, cultural heritage and social consciousness. We have trained some very talented art students and recently students have won the "Happy Times Calendar Contest", for the 2012-2013 school year and 2014-2015. This contest is open to every school in Clark County, and every year thousands enter with just one winner from each grade. Both student winners were in the 8th grade category. This year, the art teacher has 210 students in six classes. All of the art classes stress visual literacy and attention to detail, incorporating aesthetic inquiry through the comparison and contrasting of possible purposes and or functions of art, and through the application of various visual characteristics of art. Rogich art classes also create a sense of community as students work together in the studio setting. At Rogich Middle School, art is building critical-thinking and problem solving skills, while examining and creating works of art using the elements and principles of design.

Over 70% of Sig Rogich Middle School students participate in the performing art classes in grades 6-8 every year. Our students are consistently award winners in local and national competitions for orchestra, band, and choir. Performing art classes include: Beginning Band, Intermediate Band, Advanced Band, Jazz Band (by audition, early bird class), Women's Intermediate Choir, Concert Choir (by audition, early bird class) Beginning Orchestra, Intermediate Orchestra, Advanced Orchestra, Technostrings (by audition), and Intermediate Guitar. In orchestra, band and choir, students are placed in classes after auditions. Students in the Intermediate or Advanced performing arts must have certain criteria for reading music and performing before being placed in the upper level groups. The TechnoStrings, which started in 2001, is based on blind auditions. Students sight-read music, with their performance recorded and are placed in TechnoStrings based on the scored audition. Currently, the Advanced Orchestra is the only group that performs at festival (budget cuts eliminated the Intermediate festival), but they received superior ratings for the years 2001-2014. Sig Rogich Middle School's MS Orchestra combined has won many multiple first place awards at the Music in the Parks Festival, as has the band and choir performance groups. Focusing on literacy, critical thinking, and inquiry to support problem based learning protocols/initiatives, and gradual release, the Sig Rogich Middle School's Performing Arts programs foster a life long love of music that enhances rigor in the classroom.

All students in 6th and 8th grade take one semester of physical education. Per the NVACS, in 6th grade, students take computer science for a semester and in 8th grade, students take health. Personal wellness is

available for 7th and 8th grade students to assist them in taking a positive approach towards one's personal overall health. Healthy students contribute to academic success.

3. Instructional Methods and Interventions:

The Sig Rogich Middle School staff has worked extremely hard at establishing inquiry based learning and Problem Based Learning within all classes. The PBL classroom is student centered, which permits a teacher to differentiate instruction to meet the needs of all learners. Teachers can easily differentiate within the context of the PBL by scaffolding to meet individual student needs. PBL's provide choice and are motivating for students; they permit students to present their understanding in ways that are meaningful for them. We have found the problem-based learning is very valuable and successful for all students—special education students and highly accelerated students can all work with the same problem and create a successful product/outcome. This is as motivating for teachers as it is for students. At least quarterly, each teacher and grade-level team will incorporate an inquiry-based project/problem based learning opportunity to solidify learning. For example, in 8th ELA, the grade-level team teachers created and designed a PBL whereby students researched their aptitude online, chose a college and career path, and wrote a narrative (adhering to NVACS for the narrative writing), using cited text evidence and MLA format, to describe their life 25 years in the future. The culminating activity was a mock high school reunion where students played the part of their research. It is this kind of unpredictable learning—where the sky is the limit—that creates the ultimate rigor and career and college ready experiences. The PBL naturally lends itself to differentiate learning because as it is student centered, and teachers can work with individual students/small groups of students to support and guide them. At the same time, where students learn to work hard and have fun, they are being prepared for the unpredictable and changing future. Within the structure of the PBL, we have adopted school-wide literacy initiatives to support the NVACS and Nevada Educator Performance Framework. These initiatives are ways in which we address the SBAC claims for literacy--Claim #1 – Reading: “Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.”; Claim #2 – Writing: “Students can produce effective and well-grounded writing for a range of purposes and audiences.”; Claim #3 – Speaking and Listening: “Students can employ effective speaking and listening skills for a range of purposes and audiences.”—school-wide. Close Reading strategies for informational and fictional text are used as part of content literacy with teachers providing weekly opportunities for close reading, with collaborative discussions, to occur in the classroom setting. Additionally, what Rogich teachers call close writing—writing about reading—has evolved into a school-wide formula used by teachers to support the NVACS and also the SBAC writing claims. Using the Jane Schaffer formula for writing with a topic sentence, concrete details, and commentary for analysis, students have become competent at writing about complex texts by pulling text evidence and providing analysis. These are clearly college and career ready skills. The last instructional strategy we have practiced school-wide is that of the close thinking by using the Socratic circle/Socratic questioning. In teaching students to pull text evidence and frame their own questions, a classroom becomes student centered. Within the context of the discussion, students learn to listen closely, think critically, and articulate their own thoughts and responses to the thoughts of other students. Students learn to cooperate and question intelligently, preparing them for their future. Lastly, essential to our school's instructional plan is the use of the composition notebook as a tool in all classes. Teachers have provided an intricate system of note taking using the star system to assist students in scaffolding information. The composition notebooks have become resources of anchor charts that support strategies through visuals, checklists, graphic organizers, etc. to support and reference student learning. The composition notebooks have become a resource for our students and school to the extent that teachers have visited from other middle schools to see how our system of organization works for our students to support gradual release and independence in their learning.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Nevada State Criterion Reference Tests (CRT's) were previously given in April each year based on performance criteria set by the State of Nevada. The data analyzed in this document is based on CRT's; beginning this year, Nevada public schools will administer the SBAC examinations that will test student performance based on the NVACS/CCSS. Per the Nevada School Performance Framework for the school year 2013-2014, Sig Rogich Middle School earned 100% of eligible points for reductions in achievement gaps, for Status Measure of Achievement, and 95% for growth measurement. Student achievement targets to meet proficiency on the State assessments within three years are determined for each elementary and middle school student. These targets are called Adequate Growth Percentiles or AGP. Reduction in Achievement Gap is based on the percent of IEP, ELL or FRL students who meet their AGP targets. Separate calculations are made for Reading/ELA and Math. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL). Status is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessments. Status Measures of Achievement are determined by calculating the percent of students in the school who met or exceeded standards on the State assessments. School-level calculations are made for Reading/ELA and Math. Student Growth is a measure of performance on the State assessments over time. Students who perform similarly on the first administration of the test are compared to each other after the second. Each student's relative performance to each other is measured as a percentile. This value is called the Student Growth Percentile or SGP. Separate SGP determinations are made for Reading/ELA and Math. In 2013-2014, for ELA 6-8, the proficiency rate was 83.7%, and for math 6-8 the proficiency rate was 77.1%. For Gap measures, the percentage of Free and Reduced Lunch meeting the AGP (adequate growth percentile) was 73.0%, the percentage of IEP meeting the AGP was 35.7%, and the percentage of ELL meeting the AGP was 53.8%.

To close achievement deficits in the most recent year's data, we have instituted systemic changes in instruction. In Math 6-8, a drop in test scores was appreciated in all grade levels per the 2012-2014 CRT data due to the newly "compacted curriculum." Specifically, with the adoption of the CCSS/NVACS, gaps were created in the newly assigned curriculum that resulted in a drop in test scores district-wide. At Rogich, we used this as an opportunity to target grade-level teacher teams to ensure the curriculum was mapped to reflect the new shifts. At the end of 2014, math teachers created curriculum maps that outlined content to be spiraled to fill in the instructional gaps. We also held an instructional summer bridge program in Math 6-8 for targeted students to fill in the gaps in curriculum. Students attending the summer bridge received intensive one-to-one instruction with specific standards. Students were placed in math classes this year with these same teachers so that their learning could be tracked. In addition to our school-wide instructional initiatives for content literacy, we systematically targeted students struggling in math and ELA in numerous ways. For example, in Special Education, learning labs were created as a support class. Identified special education students attend this class for re-teaching/support for all subjects. Students receive individual assistance with standards with which they are struggling; content area teachers work with special education teachers to ensure mastery. The intervention counselor has set up the GAP (Graduate Assistance Program) whereby she meets individual and whole group with students to assist them socially and educationally. Rogich offers intensive early/late bird classes for identified non-proficient students using the PASS funds. Students receive intensive one-to-one assistance with use of computer learning program CompassLearning in math and ELA. Via the PASS classes, teachers identified gaps in learning, and addressed specific standards with individuals/small groups of students. Additionally, all Sig Rogich Middle School students have a version of the CompassLearning to use at home as a supplement to the curriculum. We have two RTI classes per grade level for math and ELA in which teachers establish interventions for identified students, helping to differentiate learning across the curriculum. Student Council student leaders work with special education students in the "Study Buddy" program. Student leaders are paired up with special education students to support them academically and socially. The learning strategist works to promote all of the above, and assists students with PBL's to support differentiation school-wide. All of these programs have contributed to gains and growth with our subgroups.

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

Assessment data is shared with the community in numerous ways. In compliance with the collection of data required by both federal and state law, the Nevada Report Card website provides the community with State, district and school level data via customizable reports. Visitors can select from the list of categories or simply type the name of the school or district in the search box to access annual reports of accountability. There are many guides, which are also available in Spanish, to help the community members in understanding the content for the report card. Additionally, district wide, individual student data is presented and explained via parent/teacher conferences on the district mandated middle school conference day held in October. In these student driven conferences, teachers review individual student CRT data, Discovery Assessment data, and provide parents and students with strategies aligned with growth. Additionally, Rogich parents are provided information on shifts in the curriculum, SBAC testing, CompassLearning, and student performance on formative and summative common assessments. Sig Rogich Middle school also holds a monthly data night for parents/students desiring more information on data, the Nevada Report Card, and testing strategies that impact achievement. Parents and students can attend these meetings in the library where teachers, the educational strategist, and technology strategist work to clarify all things related to assessment data.

At the conclusion of every school year, grade level team teachers work with common grade level assessment data and plan the next instructional year down to the texts and lessons that will be studied each week of instruction. This curriculum map, aligned with the NVACS, becomes a working document that is transformed during the next school year based on analysis of high stakes tests (CRT's 2014), weekly common assessment data, and interim district assessments (Discovery Assessments until 2015). Over the summer, and during the 1st weeks of school, the team of School Improvement Team teachers, working with the administrative team and learning strategist, analyze CRT data in preparation to present the data to teachers and staff. The School Improvement Team works together to formulate trends and action steps based on the CRT data, which becomes part of the School Improvement Plan submitted to the State of Nevada. Data is released and presented to teachers on a full professional development day so grade level teams can adjust curriculum maps and inform instruction. Teachers disaggregate data together as a school, noticing trends and determining root causes. Then, teachers work in departments and grade-level teams. At the conclusion of the "data day" the entire staff is clear where we came from and where we are going. Starting the year with data trends permits Rogich Middle School staff to differentiate and individualize to meet the needs of all students. Analysis of data doesn't stop at the beginning of the year with high stakes tests. Rogich Middle School teachers analyze common assessment data weekly, and submit their findings to the principal via a collaboration log. Teachers examine trends in common assessments, look at individual students, subgroups, and determine re-teaching, spiraling concepts, re-testing, and other innovative ways of tracking data. The principal reviews Collaboration Logs, and teachers discuss the knowledge of current student data with supervising administrators during 15/15 observation meetings. Trends are also shared with students in numerous ways. Teachers assist students in developing SMART goals based on assessment data and trends each quarter. Teachers also post data anonymously by quarter on "data doors" and "data walls" so that students can appreciate trends. Finally, teachers create anchor charts and/or notebook pages in the composition books used school-wide to "show" students what they saw on an assignment, and what they want to see on the next assignment. This creates opportunities for students to use metacognition to think about their own learning assists in gradual release and rigor.

Part VI School Support

1. School Climate/Culture

Sig Rogich Middle School has established a culture based on high achievable expectations and goals rooted in the idea that everyone can succeed. This includes all teachers and all staff. Building a culture is hard work; it takes dedication on behalf of the administration and staff, and it requires renewed commitment. Teachers demonstrate effective leadership practices by modeling practices related to attitudes, motivation, valuing what is being learned, and willingness to participate. Specifically, teachers model receiving (willing to listen), responding (willing to participate), valuing (willing to be involved), organizing (willing to advocate), and characterization (willing to change one's behavior), as affective learning is critical to establish a learning culture. Working together is crucial for participation in inquiry based learning and problem based learning, and this has to be modeled and practiced by teachers so that the expectation is school-wide for students. Additionally, Sig Rogich Middle School has established a cultural competency team, which examines what it means to continue to develop a culture in a high achieving and diverse school. Every day in classrooms, the observer would see students using strategies for discourse and collaboration with shoulder partners, table groups, and with the teachers. Teachers have at times abandoned textbooks, created better lessons and materials aligned with the rigor they desire to see in their classrooms, and have worked together tirelessly to support instruction. In a student-centered classroom, a culture of collaboration is essential for learning to continue. The idea of high expectations has defined the culture at Rogich Middle School; classrooms are centered on high standards. Traditions and rituals in our school, especially those supported by our student council and National Junior Honor Society have supported and established a positive culture for teachers, staff, and students. Giving back, such as our annual canned food drive for the Salvation Army, and our Pink Week to support and provide education for breast cancers and other cancers, are ways for our school community to connect and support each other. These kinds of positive events support learning as they bring our school together for a common goal. It doesn't take long for new students to assimilate and function within our culture, and they will tell you that Rogich Middle School is quite an amazing place. The boys' basketball team didn't win the championship basketball tournament last year by accident, nor did the cheer leading squad win the USA National Championship Cheer Composition. They did it through hard work, dedication, and a culture that supports achievement on many levels, and in many ways. Rogich Middle School has built a school culture of high standards, and it is apparent school-wide in how teachers teach, how students learn, how parents support, and in how administration leads.

2. Engaging Families and Community

Essential in the Rogich Middle School culture for success and achievement is the engagement of Rogich families and communities. At Rogich Middle School, there is something for everyone, and Rogich families are very active in the school community. Beginning each year, Rogich Middle School offers orientations during the day and evening for students to pick up their schedules, meet teachers and administrators, find classes, acquaint themselves with their lockers, etc. This is the first step in establishing the Rogich culture as students and parents connect with teachers, staff, and administrators. Many students and parents volunteer for these events by assisting in getting materials organized and decorating the school. Students serve as tour guides for new students, making connections that continue once school begins.

Many parents are involved in the Parent Advisory Committee that meets each month to discuss initiatives, strategies, shifts in curriculum, the testing calendar, and any concerns or suggestions parents might have. The PAC assists in planning school events and offers support for school activities and initiatives.

The Sig Rogich Middle School chapter of the National Junior Honor Society and SRMS Student Council both help promote culture and achievement on campus. NJHS is more than just an honor roll. It is one of the highest honors that can be awarded to a middle school student. Membership is based on five criteria: scholarship, citizenship, service, leadership, and character. To be eligible for membership consideration, candidates must be sixth or seventh graders who have been in attendance at Sig Rogich Middle School for at least 3 quarters and have earned a 3.65 or better Grade Point Average (GPA). At Sig Rogich Middle

School, we currently have 275 active members. Selected members are required to maintain a 3.65 grade point average each grading period, complete 60 service hours (at least 15 hours each grading period), and maintain the highest standards in conduct and appearance. Members are also required to attend mandatory meetings once a month on a day determined by a vote of the members. The award winning Sig Rogich Middle School Student Council promotes student spirit and involvement of all who would like to be part of a great organization. Student council sponsors school-wide dances and encourages service to organizations outside of the school. Student Council is open to all students who are willing to commit themselves to serving the school and the community. Currently, 75 students are actively involved in student council. Both groups sponsored events like the Salvation Army Canned Food drive in which over 10,000 cans were donated this year, and assemblies such as the winter assembly and basketball assembly, and the Pink Week activities supporting cancer.

There are many before and after school clubs on campus that promote the positive culture on campus. Sig Rogich Middle School has an active and award winning Varsity Quiz Club, a robotics club (where students build robots!), Intramural Volleyball, Bowling Club, Recycling Club, Soccer Club, Badminton Club, Tennis Club, Boys' and Girls' Intramural Basketball Clubs, Art Club, Computer Club, Kickball Club, 6th, 7th, and 8th grade Book Clubs, Flag Football Club, Forensics, Baking Club, Japanese Club, and Chess Club. Each of these clubs assists students in experiencing a sense of belonging, and promote a positive well-being.

The award winning Rogich Middle School website is developed and maintained onsite by a technology teacher. It provides timely information, to include the daily Rough Rider announcements produced entirely by students. Parents can access a calendar on the website with monthly events; students can access information like the course catalogue, club list, and view recent pictures of events on and around campus. The front page provides recent highlighted news such as the Cheer Squad's recent USA National Cheerleading Contest 1st place award.

During the holidays, the administration and staff sponsor a "giving tree." Many member of the Rogich team forgo Christmas and holiday gifts for each other and in turn purchase gift cards for the holiday tree to be given to families in need. This is an annual tradition at Sig Rogich Middle School and another way in which we build culture and support our community. This year, we provided four Rogich Middle School families with food, clothing, and Christmas gifts. Parents and local businesses also generously came forward and donated holiday meals for these families in need.

3. Professional Development

At Sig Rogich Middle School, staff development is targeted and focused based on needs of the students, teachers, and staff and is aligned with the School Performance Plan (SPP). After the School Performance Plan Team has analyzed data sources, and root causes have been developed, professional development is planned based on the Action Steps stipulated on the SPP. The focus of professional development over the past two years has been on school initiatives to support problem based learning/inquiry based learning through content literacy. With the change in pacing and adoption of the Nevada Academic Content Standards, and the new Nevada Educator Performance Framework with Five Essential Standards, professional development has been framed to provide teachers the strategies to support literacy across the curriculum.

The Learning Strategist and English Language Arts teachers have taken the lead in training the whole staff to implement practices to effect change and bring about rigor. Specifically, teachers have received intensive training in close reading strategies to include procedures and processes for Sig Rogich Middle School students. On this staff development, the strategist modeled strategies for teachers and guided them through the process of close reading as if they were students learning. This staff development continued on a second day with answering and writing text dependent questions.

Teachers have received extensive professional development in problem/project based learning by having teachers practice run through a simulation PBL so they would understand the PBL process from the

students' point of view. Teachers from a high school magnet school visited and shared their expertise and experiences with using inquiry based learning, and a group of Sig Rogich Middle School teachers visited a magnet school in our area to observe first-hand the possibilities for inquiry based learning projects to cover content standards.

In preparing for SBAC (Smarter Balanced Assessment Consortium) tests, teachers have participated in interactive professional development modeling the functions that students will have to perform on the test so that they will be able to model this in the computer labs and in their own classrooms. Additionally, much time has been spent on preparing "SBAC Lessons" that focus on the claims that students will have to master on these high stakes assessments. Pairing the initiatives for reading, writing, and collaboration (speaking and listening) teachers have practiced writing lesson plans that identify the Five Essential Standards (new learning is connected to prior learning, learning tasks have high cognitive demand for diverse learners, students engage in meaning-making through discourse and other strategies, students engage in metacognitive activity, and assessment is integrated into instruction) that answer the SBAC claims for literacy. Teachers have received considerable training over the past ten years in close writing strategies using the Jane Schaffer formula for writing. This expectation for writing school-wide, has facilitated in our students earning some of the highest overall scores on the Nevada Writing Proficiency and on CRT constructed response questions. This formula allows teachers to differentiate writing instruction for high achieving students, while providing writing structure for those students struggling with organization. By analyzing data closely, Sig Rogich Middle School has been able to cater staff development to meet the needs of our community.

4. School Leadership

Sig Rogich Middle School embraces a philosophy of teamwork as it supports our vision for learning using inquiry-based exploration. The leadership model for the school supports this same vision that relies on collaboration and discourse to get the job done. We embrace a shared responsibility for accountability, realizing that every teacher matters in the equation to motivate and inspire student learning. At the heart of Rogich Middle School's leadership philosophy is the belief that when the administration team empowers teachers and promotes an emphasis on academic growth, the quality of achievement for students, teachers, and communities also improve. By focusing on one or two strategies per year, and providing teachers and staff relevant training using gradual release, teachers and staff are empowered to take responsibility for learning, making high achievement and growth their mission. Sig Rogich Middle School understands that a large part of leading a school lies in providing the strategies and tools for teachers that permits them to confidently embrace the many changes in education.

Sig Rogich Middle School's leadership team consists of teacher leaders from each department. The team is composed of the principal, the lead counselor, two teacher leaders from ELA, two teacher leaders from science, one technology teacher leader, one teacher leader from fine arts, one teacher leader from social studies, one teacher leader from math, two teacher leaders from P.E. and the learning strategist. This team brings back concerns from their respective departments and shares administrative direction and vision with their departments. The leadership team meets once per month, and whole department meetings—disseminating information—occur the first Friday of each month before school. Additionally, grade level teams meet once per week before school. Grade level teams are part of the shared leadership, as teachers note/explain any concerns they have about students, curriculum, the instructional day, etc. on the required collaboration logs.

The administrative team, consisting of the principal, two assistant principals, and two deans, meet each week to discuss collaboration logs, trend data, and operations of the school to include staff and teacher needs. Together, this leadership team embraces smart goals for student learning and professional practices. They demonstrate effective leadership practices by modeling practices related to attitudes, motivation, valuing what is being learned, and willingness to participate. Specifically, they model receiving (willing to listen), responding (willing to participate), valuing (willing to be involved), organizing (willing to advocate), and characterization (willing to change one's behavior), as affective learning is critical to establish a learning culture. The administration team believes that by modeling the process of working

together as a team to establish a culture of collaboration among staff, they will ensure that staff will understand and embrace the same vision for learning with their own students.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Nevada Criterion Reference Test</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Nevada Report Card</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	79	93	88	80	86
Exceeds	22	20	12	14	44
Number of students tested	620	539	576	542	604
Percent of total students tested	98	98	96	95	96
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					
Meets	66	85	81	60	84
Exceeds	11	8	6	8	29
Number of students tested	116	117	105	98	86
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets	73	86	83	66	72
Exceeds	16	10	5	4	27
Number of students tested	101	77	76	83	80
5. African- American Students					
Meets					
Exceeds					
Number of students tested					
6. Asian Students					
Meets	77	97	94	90	94
Exceeds	32	32	17	32	52
Number of students tested	71	77	74	68	82

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Meets					
Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	83	94	92	83	89
Exceeds	23	22	14	14	50
Number of students tested	356	315	346	341	372
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Nevada Criterion Reference Test</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Nevada Report Card</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	78	89	83	84	84
Exceeds	27	26	19	1	47
Number of students tested	569	582	555	633	581
Percent of total students tested	98	98	96	95	96
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					
Meets	67	78	69	70	67
Exceeds	22	15	6	3	28
Number of students tested	115	122	107	113	82
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets	64	85	72	72	70
Exceeds	18	19	13	4	28
Number of students tested	84	82	91	56	77
5. African- American Students					
Meets					
Exceeds					
Number of students tested					
6. Asian Students					
Meets	89	97	92	87	94
Exceeds	42	34	28	22	60
Number of students tested	81	75	63	85	97
7. American Indian or Alaska Native Students					
Meets					
Exceeds					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	81	93	89	89	86
Exceeds	27	30	22	12	52
Number of students tested	319	340	327	389	351
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Nevada Criterion Reference Test</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Nevada Report Card</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	68	83	83	78	82
Exceeds	18	13	13	9	37
Number of students tested	603	547	547	640	590
Percent of total students tested	98	98	96	96	95
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					
Meets	44	66	62	63	67
Exceeds	10	5	4	5	15
Number of students tested	120	118	118	114	78
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets	62	74	72	65	64
Exceeds	10	11	2	2	22
Number of students tested	81	84	107	77	86
5. African- American Students					
Meets					
Exceeds					
Number of students tested					
6. Asian Students					
Meets	78	93	89	90	85
Exceeds	25	19	28	21	44
Number of students tested	73	68	65	100	90
7. American Indian or Alaska Native Students					
Meets					
Exceeds					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	73	85	82	82	88
Exceeds	21	14	10	14	43
Number of students tested	359	326	368	354	360
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Nevada Criterion Reference Test</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Nevada Report Card</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	89	77	77	80	84
Exceeds	60	45	44	45	40
Number of students tested	620	539	575	581	604
Percent of total students tested	98	98	96	95	95
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					
Meets	78	62	61	65	80
Exceeds	40	26	27	25	27
Number of students tested	116	117	105	98	86
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets	87	67	67	71	77
Exceeds	56	26	37	31	27
Number of students tested	101	77	76	83	80
5. African- American Students					
Meets					
Exceeds					
Number of students tested					
6. Asian Students					
Meets	87	84	77	85	88
Exceeds	58	57	45	63	44
Number of students tested	71	77	74	68	82
7. American Indian or Alaska Native Students					
Meets					
Exceeds					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	91	79	85	100	80
Exceeds	63	50	50	14	50
Number of students tested	355	315	341	341	372
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Nevada Criterion Reference Test</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Nevada Report Card</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	83	79	74	90	87
Exceeds	49	42	37	40	38
Number of students tested	582	582	555	633	581
Percent of total students tested	98	98	96	95	96
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					
Meets	72	60	53	80	78
Exceeds	35	23	22	21	24
Number of students tested	115	122	107	113	82
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets	76	62	63	79	75
Exceeds	39	32	33	22	22
Number of students tested	84	82	91	89	77
5. African- American Students					
Meets					
Exceeds					
Number of students tested					
6. Asian Students					
Meets	86	82	79	88	91
Exceeds	52	52	46	42	47
Number of students tested	81	75	63	85	97
7. American Indian or Alaska Native Students					
Meets					
Exceeds					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	87	86	78	94	90
Exceeds	54	47	40	45	42
Number of students tested	319	340	327	389	351
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Nevada Criterion Reference Test</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Nevada Report Card</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets	76	70	60	79	84
Exceeds	49	37	29	36	35
Number of students tested	604	547	639	594	590
Percent of total students tested	98	98	96	95	95
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					
Meets	54	54	45	62	69
Exceeds	24	17	22	22	10
Number of students tested	120	118	118	114	78
2. Students receiving Special Education					
Meets					
Exceeds					
Number of students tested					
3. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
Meets	58	61	47	67	70
Exceeds	33	27	15	22	17
Number of students tested	81	84	107	77	86
5. African- American Students					
Meets					
Exceeds					
Number of students tested					
6. Asian Students					
Meets	82	75	63	87	82
Exceeds	46	45	38	42	33
Number of students tested	73	68	65	100	90
7. American Indian or Alaska Native Students					
Meets					
Exceeds					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets					
Exceeds					
Number of students tested					
9. White Students					
Meets	84	74	67	83	89
Exceeds	58	41	35	41	42
Number of students tested	361	326	366	354	360
10. Two or More Races identified Students					
Meets					
Exceeds					
Number of students tested					
11. Other 1: Other 1					
Meets					
Exceeds					
Number of students tested					
12. Other 2: Other 2					
Meets					
Exceeds					
Number of students tested					
13. Other 3: Other 3					
Meets					
Exceeds					
Number of students tested					

NOTES: