

**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) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Rebecca Holthaus

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

Official School Name Hilltop Elementary School

(As it should appear in the official records)

School Mailing Address 24524 Hilltop Drive

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

City Beachwood State OH Zip Code+4 (9 digits total) 44122-1344

County Cuyahoga County State School Code Number\* 016428

Telephone 216-831-7144 Fax 216-292-4236

Web site/URL http://www.beachwoodschoools.org/ E-mail lhl@beachwoodschoools.org

Twitter Handle @BeachwoodBison Facebook Page http://www.facebook.com/BeachwoodBison Google+ N/A

YouTube/URL N/A Blog  Other Social Media Link N/A

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

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

Name of Superintendent\* Dr. Richard Markwardt, Ph.D. E-mail: supt@beachwoodschoools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Beachwood City School District Tel. 216-831-7144

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. Mitchel Luxenburg  
(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):
- 2 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 4 TOTAL

**SCHOOL** (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	33	35	68
4	41	56	97
5	54	53	107
6	0	0	0
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>	128	144	272

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 23 % Asian
  - 18 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 53 % White
  - 3 % 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.

<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	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1	320
(5) Total transferred students in row (3) divided by total students in row (4)	0.109
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 4 %  
29 Total number ELL  
 Number of non-English languages represented: 6  
 Specify non-English languages: Arabic, Russian, Korean, Japanese, Chinese, Portuguese.
8. Students eligible for free/reduced-priced meals: 13 %  
 Total number students who qualify: 32

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

The state has reported that 13 % 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: 17 %  
45 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>7</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>4</u> Deafness              | <u>6</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>9</u> Specific Learning Disability          |
| <u>5</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>2</u> Mental Retardation    | <u>1</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

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	97%	97%	97%	97%	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: The Beachwood City School district mission is "To develop intellectual entrepreneurs with a social conscience." At Hilltop Elementary School we encourage students to "Be Your Best BISON."

## **PART III – SUMMARY**

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Welcome to Hilltop Elementary School! From the moment the students walk through the doors, they are greeted and welcomed with a warm smile by the principal. With this simple gesture, students feel connected to Hilltop. As their daily journey continues, students are surrounded with child-centered displays celebrating school spirit, pride, and student accomplishments. They are empowered to take ownership of their academic, social and overall success.

Success is also inspired through our theme of “Be Your Best BISON.”

Be respectful  
Involved and Invested  
Safe Conduct  
On time  
Nice to all

Students and staff exemplify these expectations through daily actions and words; thus, creating a school culture that is positive, nurturing and enriching for all.

Students are recognized and celebrated weekly by staff for exemplifying “Best BISON” practices. Each student will earn BISON honors which include recognition on the morning announcements, his or her picture on the BISON bulletin board, his or her name in the weekly school newsletter, and a BISON trinket to wear proudly.

Hilltop serves students in grades three through five in the Beachwood City School District. The Beachwood community values education as a priority as shown by its unwavering support of the schools through its perfect record of passing operating levies. The last operating levy was in 2005. It passed by one of the highest margins in the state.

Hilltop was built in 1957 with additions in the the late 1960s and 2003. Over the years, it has housed students kindergarten through sixth grade. In 2007, Hilltop transitioned to serve students in grades three through five. Due to its prime location near premier medical facilities, universities and world class cultural institutions, Beachwood Schools attract professional families. Within the last fifteen years, the Beachwood School district has proudly become one of diverse cultures, religions and family structures. Currently, Hilltop is 53% White, 23% Asian, 18% African American and 3% Latino. Students speak at least six different languages in their home environments. Our diverse population provides opportunity for a global education within the walls of Hilltop. We welcome the challenge of meeting the needs of such a diverse population through programs such as the English Language Learners, Scholars, Horizons and BISON time. The diverse population promotes a welcoming environment for all students.

Hilltop is unique with small class sizes. The average grade level is approximately 100 students with a student teacher ratio of 15:1. Classes are organized in eighty minute blocks to facilitate best practices for core subjects. Students are hand scheduled into classes in order to create the best learning environment. The students switch classes for Reading/English Language Arts, Math, Science and Social Studies. The educational rationale for the schedule is that students will be learning from content experts in each of the subjects. Twenty-first century learning comes to life in every classroom through the integration of technology including the use of document cameras, interactive clickers, smart boards, Ipads and 1:1 Chrome Book access.

In addition to the core curriculum, students have a comprehensive unified arts schedule of Physical Education, General Music, Instrumental Music, Art and Media/Technology; a science specialist who collaborates with teachers in creating unique lab experiences; and BISON time, a thirty minute period, dedicated to providing differentiated enrichment and intervention for all students.

Hilltop embraces the inclusionary model for special education students which encompasses 17% of our school population. Most special education students are integrated in regular education classrooms with

support. Our model of special education services includes specialized interventionists for Reading, Math and behavioral needs. A resource classroom for students with severe cognitive disabilities is available, however mainstreaming occurs in Unified Arts, Science and Social Studies when appropriate. A Deaf/Hard of Hearing unit is housed at Hilltop for a consortium of school districts.

Students receive a comprehensive Character Education Program through monthly guidance classes, activities and assemblies. The school also promotes character traits with special programs such as The Great Kindness Challenge, videos and whole school service projects such as the Soles4Souls shoe drive, National Council of Jewish Women book drive, Salvation Army clothing drive and the Greater Cleveland Food Bank Thanksgiving collection. Our students and families overwhelmingly support all the community outreach programs.

Educating the whole child extends beyond the school day at Hilltop with a broad offering of extracurricular activities. A large percentage of our students participate in Intramurals, ASL Sign Choir, Fiddle Factory, Student Council, Choir, Greenhouse Club, Chess Club, Newspaper, Academic Tutoring, Study Club, Yearbook, Destination Imagination and Scholars. The school district supports these programs by providing late bus transportation to encourage participation for all.

Hilltop has an active Parent Teacher Organization which strengthens our home to school partnership. The PTO provides room parents, offers adult education, coordinates parent reader programs, funds teacher grants and spearheads various fundraisers. They wholeheartedly support education initiatives such as the One School, One Book program. Each year, families look forward to the warm and welcoming environment of the PTO sponsored "Someone I Love" Breakfast.

The learning community of Hilltop educates the whole child by providing a warm environment with many educational, emotional and social supports.

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

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

Hilltop’s curriculum is aligned with Ohio’s New Learning Standards in all subject areas. Since departmentalization of the subject areas, vertical and horizontal curriculum alignment is reviewed through professional learning community meetings. Teachers collaborate to create “I can” statements in kid friendly language, lessons and assessments based on the new content standards.

Our Reading/English Language Arts curriculum integrates research based approaches for teaching reading and writing. Focusing on a balanced literacy program, our curriculum includes guided reading, writer’s workshop and developmental spelling taught through whole and small group settings. Teachers are skilled at using multiple assessment tools, such as the Developmental Reading Assessment and AIMS Web, to monitor student progress, support enrichment and intervention opportunities and drive instruction.

Our mathematics curriculum is focused on teaching strong number sense skills as well as developing real world problem solving skills. Developmentally appropriate strategies such as spiraling curriculum, center-based instruction and collaborative problem solving are utilized to facilitate the mastery of foundational skills in the core curriculum. Using the mathematical process standards, teachers create collaborative learning opportunities to apply mathematical skills to solve complex problems. Students are assessed using the AIMS Web probes for computation and applied problems as well as formative assessments. Intervention and enrichment are provided for students based on data collection and classroom performance.

The Science curriculum is integrated and inquiry-based. In each grade level at Hilltop students study Earth Science, Life Science and Physical Science. The Science curriculum is further enhanced with an assortment of resources including a variety of texts, videos, and simulations. The focus of the curriculum is to create hands on experiences for students to explore the scientific method. Curriculum is enhanced with weekly lab experiences in the science lab. The science specialist works collaboratively with staff to plan lessons and vertically aligns the curriculum for the students. The curriculum is connected to real world learning through the use of guest speakers and field trips. For example, the third grade students visit the science museum, the fourth grade students study outdoor habitats at the metro parks, while the fifth grade students visit a local planetarium.

The Social Studies curriculum strands include history, geography, government and economics. The units of study are taught in the classroom with a variety of resources, classroom projects and presentations. Connections are made to real world applications through field trips. In third grade, students visit city hall to learn about local government. In fourth grade, students participate in the study of financial literacy through the Junior Achievement program, where experts in the field teach lessons at school. In fifth grade, students visit Pioneer School in Lake County to experience life as settlers in the Western Reserve.

Across the curriculum, students read and write on a daily basis. The reading of nonfiction text and literature is integrated into all subject areas. For example, students read scientific articles, historical primary and secondary resources and mathematical graphs to reinforce their understanding of the content. Students are also engaged in creating detailed written responses that illustrate their understanding and connection to curriculum through math journals, problems of the day, science lab observations and historical accounts. In addition, creative writing is emphasized through authors' chairs, projects and presentations.

The curriculum at Hilltop is supported by our library/media and technology resources. The media center provides supplemental resources such as books, magazines, periodicals and online digital databases for students and staff. Within each classroom, access to technology also enhances the curriculum. Smart boards provide for online simulations and interactive student participation. One-to-One Chrome books allow for online research, writing and independent skill reinforcement. Subscriptions to online practice tutorials such as Waggle, Math IXL, and Sadlier afford students the opportunity to practice at individual achievement levels. The technology enables teachers to monitor student mastery of the curriculum and prepare for twenty-first century assessments.

## 2. Other Curriculum Areas:

All the Unified Arts courses follow the national and state standards for the benchmarks of student success. Students participate in Unified Arts for fifty minutes each day. The students rotate through General/Vocal Music, Instrumental Music, Physical Education, Art and Media/Technology on a weekly basis.

### General Music

Hilltop students experience music through technology, movement and a hands-on approach. Students enjoy singing, dancing, playing the recorder and a variety of classroom instruments as they learn about music appreciation and music literacy. A school-wide end of the year performance culminates the activities of the general/vocal music program.

### Instrumental Music

The instrumental music program at Hilltop is thriving. All students play an instrument at Hilltop beginning in 4th Grade. All instrumental music classes meet twice a week in both 4th and 5th grade.

The Hilltop Band is based on a traditional approach to music education. All students learn to read and play together in homogeneous classes, similar instruments by section. In fourth grade Band, students may choose from several instruments including flute, clarinet and percussion set. In fifth grade Band, a greater variety of instruments are added to include saxophone and trombone. The Band performs two concerts during the school year to showcase students' skills.

Orchestra is Suzuki philosophy-based curriculum that is modified for a public school setting. The string classes are heterogeneous, mixed instruments learning together. All students are presented with small successive steps. The materials and learning goals are presented in a cooperative, non-competitive atmosphere. Beginning skills are based on aural and visual skills while note reading is delayed. Students learn to play the instrument away from the written page and note reading is introduced when physical and aural skills are ready. All students are reading music by the end of 4th grade. Orchestra students perform in two concerts each school year.

### Library and Technology

Hilltop houses an award-winning library with approximately 10,000 print materials for students and staff to access along with rich digital resources including ebooks, databases, and subscriptions to enhance the information, media, and technological literacy of the school community. Students and staff have access to a full time school librarian who teaches weekly media classes that support the curriculum by integrating content standards with literacy and technology skills. Special attention is given to the research process across all grade levels, both within weekly classes and through collaboration with classroom teachers. Students are able to use the library during recess periods to practice anything from presentation design skills to computer programming. Enrichment activities include author visits, celebrations of reading such as Right to Read week and Scholastic book fair, a media club that creates video news broadcasts and collaboration with the public library for activities such as a mock Caldecott award and the Beachwood Author Festival.

### Visual Art

Each class lesson is based on the Ohio Fine Arts standards through differentiated instruction. Projects are based on specific artists and artistic styles. Instruction encourages high levels of independent learning and creativity. The projects are developed with support of the technical skill and process with endless possibilities of final outcomes. At the completion of projects, students reflect, analyze and write about their work. The art classes are enriched by resident artists visiting and creating original art for the school. Last year, Todd White visited the school for an assembly and created individual sketches for students and staff.

### Physical Education

The Physical Education program contributes to the social, emotional, mental and physical well being of the child primarily through movement experiences. The development of basic motor skill competencies, leadership skills and fair play are emphasized as students engage in individual, cooperative and competitive situations. Students learn a logical progression of skills through developmentally appropriate activities.

Activities are structured for maximum participation and designed for individual success and safety, regardless of the student's skill level.

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

Hilltop is striving to meet the diverse needs of all students with our Response to Intervention Model. On-going data collection drives our instruction. We gather data through formative assessments such as AIMS Web, Pear Deck, Kahoot, interactive clickers and teacher-created assessments. Students who are identified with a weakness in Reading and Math are provided Title I intervention services. Students in the Title I program are regularly progress monitored to determine the effectiveness of the intervention. The title I tutor also supports students in the regular education classroom and plans with teachers on congruent subject matter.

Another Tier I intervention requires teachers to create intervention and enrichment groups during BISON time. In grades three and four, students are scheduled to receive enrichment or intervention based on their individual needs in reading and math with their regular education teachers. In grade 5, students are encouraged to meet with teachers for extra support or enrichment. Collaboration between students on differentiated projects is facilitated during this time.

In order to meet the needs of the diverse population, there are specialized classes and programs for identified students.

English Language Learner students are each assessed upon entry to the school for English competency. Students that are eligible for services receive a daily, eighty-minute intervention for language development. The EL teacher collaborates with the regular education teachers and provides supplemental materials to assist each student's ability to access the general education curriculum.

Hilltop has a science-based gifted service program. Students are identified for the program at the end of third grade based on superior cognitive IQ score. The Horizons program begins in fourth grade and continues through eighth grade. The gifted science teacher collaborates with the grade level teachers and science specialist to map and pace curriculum.

In mathematics, students are identified for grade acceleration at the end of third grade. Placement in the advanced class is determined by mathematics placement tests, teacher recommendations, and state and national assessments. In fourth grade, the curriculum is compressed to include both fourth and fifth grade state standards. In fifth grade, the students complete the sixth grade curriculum. There are opportunities for students to enter the advanced program at the beginning of each school year. The mathematics teachers meet regularly with the K-12 math subject coordinator to plan instruction and create assessments for all students.

Instructional methods at Hilltop are successful due to the planning and collaboration of the staff on curriculum and assessments. Through team meetings, professional learning communities and the Intervention Assistance Team process, student achievement is evaluated and reviewed on an individual basis. This focused effort on planning and collaboration helps meet the needs of each individual learner at our school.

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

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

Students at Hilltop were assessed by the Ohio Achievement Assessment in Reading and Math for grades three through five last school year. The state of Ohio reports on three overall measures: Achievement, Gap Closing and Progress. Hilltop earned A's on each of these measures.

The Achievement category includes two sub-categories: Performance Index and Indicators Met. Performance Index measures the percentage of students scoring in the different achievement levels on state tests. The highest score a school can receive on Performance Index is 120. Over the last five years, Hilltop has steadily improved the performance index each year. Last year, Hilltop attained the highest performance index in school history with a score of 111.3. The Indicators are set for minimum passage rate for each grade level test. Last year, Hilltop averaged 96% passage rate in Reading and Math. In fact, the 5th grade Math passage rate was the highest in Cuyahoga County at 96%.

The Gap Closing section of the state report card evaluates a school's Annual Measurable Objectives for designated subgroups. Hilltop has five identified subgroups: Economically Disadvantaged, Students with Disabilities, African-American, Asian and White. Last year, each of the subgroups met the required state passage rate. Hilltop received an A.

The Progress category measures student growth through the Value Added model. The Value Added measure determines if students attain at least a year's worth of growth. Hilltop received an overall score of A.

We have identified that there exists a gap greater than 10% for our Students with Disabilities subgroup for each grade level test except for fourth grade reading. However, careful analysis of the data reveals that the gap is closing steadily over the last five years. The delivery model for special education services has changed. There are now dedicated Reading and Math intervention specialists that work with Reading and Math teachers in grades three through five. This model facilitates vertical alignment of the curriculum and development of skill building for our special needs students. Also, inclusion has fostered a co-teaching model where small group instruction and intervention are available in the regular education classroom. The building schedule was also changed for last year. Eighty-minute blocks are now dedicated to the teaching of both Reading and Math. This new class structure allows for review, instruction, guided practice and independent practice each class period. The schedule was also adjusted to provide a thirty-minute intervention period each day for students. Our special education students receive additional instruction in Reading and Math during this time.

Hilltop data does reveal a gap greater than 10% in 5th Grade Reading and Math for African American students. In addition to the schedule changes, Hilltop has a Scholars mentoring program that supports African American students. Hilltop has expanded the Title I Reading and Math program where students receive additional tutoring in Reading and Math twice a week in each subject. This tutoring occurs within the school day. Title tutors also serve students in the regular education classroom providing a cohesive network of support. Hilltop teachers additionally meet with students after school in study groups to provide review and test preparation.

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

Hilltop utilizes a variety of assessments to inform instruction and monitor progress of students. In Reading and Math, the AIMS Web skills-based assessments are given to students three times per year. The students are compared to their same age peers in skills. This information gives teachers an understanding of whether students are above, at or below grade level. This data is utilized in determining Title I tutoring services for students. Students in the Title I program are progress monitored bi-weekly to evaluate the effectiveness of the interventions. Also, the assessment information is used to report student progress to parents through the Intervention Assistance Team meetings. In Reading, students are also assessed with the Diagnostic Reading

Assessment three times per year. This information is used to determine guided reading groups.

In Beachwood Schools, there has been a strong professional development focus on the use of assessments during the past two years. The district spent an entire year studying the quality of test questions using the revised Bloom's taxonomy. The end result of this study was raised teacher awareness in creating high level questions on assessments that require evaluation and synthesis. This past year, the focus has been on formative assessments. Teachers are assessing students daily using a variety of means. To align with twenty-first century learning, students are frequently assessed using online tools such Pear Deck, Kahoot, Waggle, Lightening Grader and Math IXL. At Hilltop, teachers are studying the data from their assessments to target instruction. Teachers are re-teaching concepts based on the results of the assessments. The use of formative assessment to guide instruction has been established as common practice at Hilltop.

Teachers have focused on aligning classroom-based assessments with Ohio's New Learning Standards. Students are preparing for the rigor and depth of the new state online assessments. Many of the teacher created assessments require students to use online tools to facilitate navigation of the online assessments. Teachers are also incorporating a spiral review of concepts.

Hilltop embraces parents in a partnership for learning. Students are required to share assessment data with parents. It is common practice for parent signatures to be required on tests as a form of communication. Also, parents access assessment results through the online gradebook, Infinite Campus. Teachers maintain ongoing communication with parents about assessment through web pages, emails and student planners.

The community of Beachwood strongly supports the schools and celebrates our students' achievement on the district report cards. Many board members have students at Hilltop thus promoting the full circle of communication for the community input.

## **Part VI School Support**

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

The culture at Hilltop fosters student independence and personal success. Students have a designated homeroom where they start and end their day. The students positively connect with their homeroom teacher as their advocate, home-school liaison and advisor. Homeroom is a place where we build community through birthday celebrations, star student of the week and student council-sponsored competitions. The homeroom teacher plays an essential role in developing a positive relationship with students and their families.

Students' emotional and social needs are supported by a full time guidance counselor. Lunch groups are designed to empower students to form friendships, cope with changing family dynamics and develop social skills. The comprehensive character education program is the framework to monthly guidance lessons culminating in Character Education Week.

Academically, Hilltop promotes high expectations for all students. Students receive daily intervention and enrichment during BISON time. Teachers work diligently helping students during lunch, recess and after school. Students are encouraged to participate in many academic after-school activities. For example, an after-school tutoring program, utilizing volunteer high school tutors, helps identified students achieve academic success. Math students prepare after school for mathematical competitions with their teachers. The school also promotes extracurricular activities such as Spanish classes, Chess Club and Destination Imagination.

Students take an active leadership role in order to establish pride and ownership in our school. Student Council promotes the overall culture through designated spirit days and assemblies. Student photographers for Yearbook are actively capturing student memories throughout the school day. The third grade students promote recycling in our school by collecting recycled paper each Friday. The fourth grade students act as peer mentors to third grade students during their lunch time. The fifth grade students are responsible for the morning announcements.

Hilltop embraces the professional learning community model through grade level and departmental teams. Teachers are provided the opportunity and encouraged to collaborate on a daily basis through scheduled meetings and common planning times. Teachers' efforts and contributions are validated and recognized through the Top of the Hill, a weekly principal newsletter for staff. The staff promotes a positive culture through the Friday Morning Breakfast program where staff members take turns providing an elaborate breakfast each week. In addition, the staff meets regularly outside of school hours to build camaraderie.

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

Hilltop welcomes parents, families and community members to partner in our students' overall educational experience. Prior to school beginning, parents and students are invited to meet their teachers, see their classrooms and drop off their supplies in order to start the year in a familiar place. A few weeks later, we host a Parent Information Night, where parents learn about the classroom and curricular expectations. This evening provides an opportunity for teachers and parents to connect and to develop a practice of home/school collaboration. Hilltop also conducts conferences twice a year for parents to meet teachers and discuss student progress. The principal conducts a Parent Advisory Meeting twice a year where parents are given an opportunity to provide input, ask questions and learn about our programming.

Communication is the cornerstone of the on-going partnership between parents, teachers and school. The principal communicates positive recognition of students' success and upcoming events through a weekly email newsletter. Teachers communicate regularly with families through emails, daily planners, phone calls, web pages and Friday Folders. Parents also have access to student grades through the online gradebook, Infinite Campus.

Beachwood takes pride in our participation in Destination Imagination. Currently, Beachwood sponsors 15 teams serving 75 students where parents serve as coaches. Beachwood hosts the regional tournament each year when high school students, teachers, parents and community members volunteer their time and expertise. This program represents the first step of the community-school partnerships throughout the district.

One Book, One School is another example of community partnership for Hilltop. The Community PTO provided a grant for the school to participate in this project, while the Elementary PTO donated a book for each family in grades K-5 to participate. Hilltop and Bryden Elementary (K-2) came together to kick off the program where the Hilltop students read the first chapter with their lower elementary buddies, created bookmarks and ate lunch together. This program promoted literacy at home and at school for all students grades K-5. Families were encouraged to read aloud for fifteen minutes at home each night. The culminating activity was held at a Board of Education Meeting where families read the last chapter together while celebrating community and literacy.

The Beachwood community supports the arts through a variety of means. The Beachwood Arts Council sponsors a K-12 Art Show at the Beachwood Community Center. The Beachwood Library in conjunction with the school libraries have sponsored author festivals where visiting authors spend the day interacting with students in workshops and assemblies. The Beachwood Chamber of Commerce and the City of Beachwood have hosted world-renowned artists such as Peter Max and Romero Britto and invited Hilltop students to participate in the programs.

We strive to live the Beachwood City Schools' mission statement, "To Develop Intellectual Entrepreneurs with a Social Conscience," through the on-going engagement of families and community partners.

### **3. Professional Development**

In an effort to reach "Every Student, Every Day," the professional development focus for Beachwood City School District has been creating formative and summative assessments that target and inform instruction. Hilltop utilizes professional learning communities for both departmental and grade level teams for professional development. Through bi-monthly departmental meetings, the staff collaborates and plans instruction and assessments as part of the on-going professional development at the building level. For example, the science and social studies departments meet to develop online assessments that model the upcoming state assessments. The grade level teams meet regularly to discuss student performance, achievement and assessments. This year, grade level teams participated in learning how to administer the new state online assessments in several before and after school trainings.

Subject area specialists assist with the professional development related to each of their subject areas. For example, the K-12 math coordinator collaborates with math teachers to develop a pacing guide for the new state standards. In science, the K-5 science department chairperson collaborates regularly with teaching staff to align the curriculum in each grade level with supporting activities and resources. In ELA, the K-5 Reading department chairperson facilitates the new writing rubrics which align to the PARCC assessments. The success of these professional learning communities depends on a team approach and includes special education interventionists and grade level experts in order to meet the needs of all students.

This year, IGNITE sessions were introduced to the staff as a positive way to share best practices in teaching. On the district-wide professional development day, elementary teachers shared five minute presentations on using technology and formative assessments in the classroom. These sessions were designed to expose the entire staff to a variety of teaching tools. The IGNITE sessions were well received by staff members as they highlighted practical techniques to be used in the classroom. The staff is always given an opportunity to evaluate and provide feedback to shape future professional development.

Each teacher completes a professional growth plan as part of the Ohio Teacher Evaluation System. In the growth plan, teachers develop one personal growth goal and one growth goal that is related to the district's

professional development initiative. This exercise allows teachers to focus their professional growth on both the school and district goals as well as personal goals.

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

Hilltop emulates a shared leadership style. The principal of the school empowers students and staff to contribute positively to the overall school culture and climate with high expectations for all. The school motto of “Be Your Best BISON” permeates all aspects of the school.

The principal is highly visible in every part of the school life. Students are accustomed to seeing the principal in the morning upon entrance to the school, during classroom walkthroughs, at lunch, recess and dismissal. This deliberate approach to leadership allows the principal to know every student by name thus contributing to the overall positive school culture.

As an instructional leader, the principal sets building goals and professional development for the school year. The focus of the past two years was to create much needed organizational systems and processes for the maintenance of daily school activities. For example, with collaboration from the staff and union representation, the school studied and changed the parent teacher conference format to allow for more conference time with parents as well as team conferences for students in the spring.

The shared leadership model extends to the grade level team leaders. Each grade level has a designated team leader who works in collaboration with the principal to facilitate upcoming programs or generate new ideas. For example, the team leaders met with the principal to provide feedback on the upcoming state assessment schedule and administration. The team leaders also provide guidance and a format for the grade level teams to schedule conferences.

At Hilltop, teachers are considered leaders in their subject area due to departmentalization. By having teachers specialize in one subject area, they have become experts in the field of teaching that subject. Departmentalization encourages teachers within subject areas to meet regularly to plan instruction for all students.

Hilltop is very fortunate to have an extended support staff who contribute to the overall success of the school. Each staff member is valued and respected by students and parents. They lead by example in their daily interactions with students and families. Our support staff live our motto of “Be Your Best BISON.”

The students at Hilltop have a variety of leadership roles in the school. In student council, one leader is chosen from each class to represent the homeroom. The student leaders promote spirit days and student council initiatives. Hilltop also encourages Scholars members to be student leaders. The Scholars program promotes confidence and skills among African American students. The group meets monthly and encourages students to be engaged and dedicated learners through activities.

In conclusion, the overall success of Hilltop can be credited to the active and collaborative efforts of the students, parents, staff, administration and Board of Education.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Ohio Achievement Assessment</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	95	96	98	90	95
accelerated and advanced	73	80	86	77	71
Number of students tested	83	103	112	102	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	2	3	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		93	100		
accelerated and advanced		53	55		
Number of students tested		15	11		
<b>2. Students receiving Special Education</b>					
Proficient and above	83	89	81	43	
accelerated and advanced	42	50	55	21	
Number of students tested	12	18	11	14	
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	86	91	94	70	90
accelerated and advanced	29	45	61	30	43
Number of students tested	14	22	18	20	21
<b>6. Asian Students</b>					
Proficient and above	94	96	100	100	
accelerated and advanced	81	96	92	100	
Number of students tested	16	24	24	15	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	98	100	98	97	97
accelerated and advanced	85	90	92	89	85
Number of students tested	47	50	62	63	34
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** We have not entered data since it was under 10 students for the following years and categories:  
Economically Disadvantage Years 2013-2014, 2010-2011, 2009-2010  
Student with Disabilities Year 2009-2010  
Asian Year 2009-2010

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Ohio Achievement Assessment</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	97	96	92	92	90
accelerated and advanced	84	84	77	67	74
Number of students tested	102	109	117	73	97
Percent of total students tested	100	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	4	1	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	90	83		
accelerated and advanced	80	70	50		
Number of students tested	10	10	12		
<b>2. Students receiving Special Education</b>					
Proficient and above	81		50		50
accelerated and advanced	50		17		30
Number of students tested	16		18		10
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	95	84	73	78	75
accelerated and advanced	62	42	39	39	40
Number of students tested	21	19	23	23	20
<b>6. Asian Students</b>					
Proficient and above	100	100	100		100
accelerated and advanced	96	100	90		100
Number of students tested	22	18	20		11
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and 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					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	96	98	97	97	93
accelerated and advanced	87	91	87	74	84
Number of students tested	53	65	68	38	55
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** We have not entered data since it was under 10 students for the following years and categories:  
Economically Disadvantage Years 2010-2011, 2009-2010  
Student with Disabilities Year 2010-2011  
Asian Year 2010-2011

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Ohio Achievement Assessment</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	96	89	88	76	87
accelerated and advanced	77	78	67	65	68
Number of students tested	108	119	72	105	109
Percent of total students tested	100	98	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	1	0	1	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	85	84		60	
accelerated and advanced	46	58		33	
Number of students tested	13	12		15	
<b>2. Students receiving Special Education</b>					
Proficient and above	82	43		50	50
accelerated and advanced	28	19		30	44
Number of students tested	11	21		10	16
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	86	64	70	44	69
accelerated and advanced	43	41	50	20	38
Number of students tested	21	22	20	25	13
<b>6. Asian Students</b>					
Proficient and above	100	100		100	100
accelerated and advanced	100	100		100	73
Number of students tested	17	19		12	15
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and 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					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	98	94	93	86	86
accelerated and advanced	84	89	73	77	72
Number of students tested	61	70	40	57	72
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** We have not entered data since it was under 10 students for the following years and categories:  
Economically Disadvantage Years 2011-2012, 2009-2010  
Student with Disabilities Year 2011-2012  
Asian Year 2011-2012

**STATE CRITERION--REFERENCED TESTS**

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	96	94	96	92	88
accelerated and advanced	87	91	87	82	76
Number of students tested	83	103	111	100	67
Percent of total students tested	100	100	100	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	2	3	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		87	100		
accelerated and advanced		73	73		
Number of students tested		15	11		
<b>2. Students receiving Special Education</b>					
Proficient and above	83	78	73	57	
accelerated and advanced	58	72	45	36	
Number of students tested	12	18	11	14	
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	93	86	89	75	82
accelerated and advanced	64	82	61	50	59
Number of students tested	14	22	18	20	22
<b>6. Asian Students</b>					
Proficient and above	94	96	100	100	
accelerated and advanced	81	96	96	87	
Number of students tested	16	24	23	14	
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and 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					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	96	98	98	91
accelerated and advanced	96	94	90	94	85
Number of students tested	47	50	62	62	34
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** We have not entered data since it was under 10 students for the following years and categories:  
Economically Disadvantage Years 2013-2014, 2010-2011, 2009-2010  
Student with Disabilities Year 2009-2010  
Asian Year 2009-2010

**STATE CRITERION--REFERENCED TESTS**

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	99	100	97	96	91
accelerated and advanced	87	83	72	62	62
Number of students tested	102	109	116	73	97
Percent of total students tested	100	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	4	1	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	100	92		
accelerated and advanced	70	70	75		
Number of students tested	10	10	12		
<b>2. Students receiving Special Education</b>					
Proficient and above	94		83		60
accelerated and advanced	69		28		40
Number of students tested	16		18		10
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	100	100	83	91	75
accelerated and advanced	81	63	43	35	35
Number of students tested	21	19	23	23	20
<b>6. Asian Students</b>					
Proficient and above	96	100	100		100
accelerated and advanced	96	89	84		73
Number of students tested	22	18	19		11
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and 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					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	100	100	97	97
accelerated and advanced	87	86	81	74	69
Number of students tested	53	65	68	38	55
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** We have not entered data since it was under 10 students for the following years and categories:  
Economically Disadvantage Years 2010-2011, 2009-2010  
Student with Disabilities Year 2012-2013, 2010-2011  
Asian Year 2010-2011

**STATE CRITERION--REFERENCED TESTS**

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	92	88	93	94	89
accelerated and advanced	53	43	37	44	42
Number of students tested	108	119	70	105	109
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	1	0	1	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	77	58		93	
accelerated and advanced	23	17		20	
Number of students tested	13	12		15	
<b>2. Students receiving Special Education</b>					
Proficient and above	82	43		80	63
accelerated and advanced	9	5		30	38
Number of students tested	11	21		10	16
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above	76	64	85	84	69
accelerated and advanced	19	9	15	16	15
Number of students tested	21	22	20	25	13
<b>6. Asian Students</b>					
Proficient and above	100	95	100	100	100
accelerated and advanced	82	47	63	58	60
Number of students tested	17	19	8	12	15
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and 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					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	95	96	95	98	89
accelerated and advanced	56	56	41	54	43
Number of students tested	61	70	39	57	72
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** We have not entered data since it was under 10 students for the following years and categories:  
Economically Disadvantage Years 2011-2012, 2009-2010  
Student with Disabilities Year 2011-2012