

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Karen Mason

Official School Name: Mountain View - Gotebo Elementary

School Mailing Address:  
Rural Route 2, Box 88  
Mountain View, OK 73062-9622

County: Kiowa    State School Code Number\*: 38-I003-110

Telephone: (580) 347-2214    Fax: (580) 347-2869

Web site/URL: mvgschools.com    E-mail: kmason@mtnviewgotebo.k12.ok.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

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

Name of Superintendent\*: Mrs. Paula Squires

District Name: Mountain View-Gotebo    Tel: (580) 347-2214

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

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

Name of School Board President/Chairperson: Mrs. Misty Skipworth

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- |          |                                     |
|----------|-------------------------------------|
|          | 1 Elementary schools (includes K-8) |
|          | Middle/Junior high schools          |
| 1        | High schools                        |
|          | K-12 schools                        |
| <b>2</b> | <b>TOTAL</b>                        |

2. District Per Pupil Expenditure: 10949

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

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 8 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	12	7	19	6	8	6	14
K	7	8	15	7	11	8	19
1	14	13	27	8	5	7	12
2	10	5	15	9			0
3	8	17	25	10			0
4	5	9	14	11			0
5	9	6	15	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							175

6. Racial/ethnic composition of the school: 25 % American Indian or Alaska Native  
0 % Asian  
1 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
70 % White  
0 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 30 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	45
(4)	Total number of students in the school as of October 1.	152
(5)	Total transferred students in row (3) divided by total students in row (4).	0.296
(6)	Amount in row (5) multiplied by 100.	29.605

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 67 %

Total number students who qualify: 118

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %

Total Number of Students Served: 15

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</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>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>12</u>
Special resource teachers/specialists	<u>2</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>2</u>
Support staff	<u>3</u>	<u>4</u>
Total number	<u>20</u>	<u>21</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 10 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	95%	95%	96%
Daily teacher attendance	95%	95%	96%	95%	96%
Teacher turnover rate	9%	7%	3%	3%	5%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<u>0</u> %

## PART III - SUMMARY

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The Mountain View-Gotebo School is a consolidated rural school that was established in 1990. The school consists of the applying school Mountain View-Gotebo Elementary Pre-K through 8<sup>th</sup> grade, and the 9<sup>th</sup>-12<sup>th</sup> grade High School. It is a farming community in Kiowa County in southwestern Oklahoma. Besides the farming industry, Dolese Company has a rock crushing plant within the district, and several of the patrons are involved in the trucking industry. The southern part of the district is a part of the Wichita Mountain range with an abundance of hunting and fishing opportunities. Along with the outdoor sporting the vast Native American history allows for many tourism opportunities.

The former schools of Mountain View and Gotebo both have long history of viable education with graduates and community families that have become instrumental in the history and makeup of Oklahoma, e.g., Francis Tuttle, the Father of the Career Technology System; Norm Russell, All American Basketball recipient; M. Scott Momaday (family from Rainy Mountain area), renown Native American artist; John Tracy, renown Western artist; Jelly Bryce, FBI skilled marksman; Winston Barton, former OK Department of Human Services Director, Captain Jack Parker, Western humorist; Byron Dacus, former Oklahoma State Representative, and others. The consolidated school is striving to carry on the high expectations and leadership that has been a long established tradition of this community.

While the facility's exterior may be vintage, our curriculum, instructional methods, materials, and technology are research-based, innovative, developmentally-appropriate, and data-driven. From our rich, historic past to our exciting and challenging future, we will continue to strive for education excellence for all students. The district's mission statement is "*Building Learners for Life*" with the School's Mission to provide the opportunity for a quality education to meet the varied intellectual, cultural, physical, social and emotional needs of each child so that he/she may become an independent, responsible and productive citizen. The educational goals for the schools in the district are: (1.) To provide an education for the whole child through a coordinated, sequential curriculum driven by high expectations and data in an environment conducive to learning designed to prepare students for further learning or productive employment. (2.) To provide strong educational leadership appropriate for the mission of the school and the school site. And, (3.) To provide functional facilities for learning.

The district has provided many technology resources and the infra-structure to support the equipment and software needed to provide educational opportunities to the students. In addition to being used for instruction opportunities, technology provides immediate data that determines student needs affecting the design of instruction and designates individual and small group differentiated instruction. All of the instructional staff meets the Oklahoma State Department of Education "highly qualified" standards and the support staff working with students meet the Title I paraprofessional standards. *Literacy First* reading process two hour block and data assessments, Title I math and reading specialist, after-school tutoring, Saxon and *Renaissance Accelerated Math*, *STARBASE* Oklahoma, *Study Island*, *Study Dog*, *Renaissance Accelerated Reading Program*, as well as many other innovative and traditional methods have set the standard for curriculum development that has led to student high achievement and success on state mandated target assessments.

This school has exceeded state targets each of the five years listed in our data. The state target for years 2005 and 2006 was 790 math, 768 reading, % tested 95%, and attendance 664 (91.2%); and the state target for 2007, 2008, and 2009 was 932 math, 914 reading, % tested 95%, and attendance 664 (91.2%). In 2005 CRTs were given in grades 3,4,5, and 8 in math and reading. Starting in 2006 CRTs were given in grades 3,4,5,6,7, and 8. The district API in every category is well above the state target and the Total API shows continued annual improvement from 1373 in 2005 to 1491 in 2009. The district looks closer into the disaggregate categories of data to determine the school's strengths and challenges. In the area of math there is growth with the exception of a drop between 2007 and 2008, but marked improvement is shown in year 2009 which validates that there was instructional improvement from reviewing data breakdown of student testing data showing weakness in whole class, individual student and/or sub student groups skill and knowledge. As a comparison between the math

“regular” and “all” categories the same pattern of growth with the exception of the same year appears. It is noted that in years 2005 to 2008 the “all” group is lower than the “regular” group which indicated that sub groups, such as economically disadvantaged and/or students with individual educational plan (IEP), were behind in their compared achievement. Again, data shows instructional improvement because in 2009 the “all” exceeded the “regular”. In the reading category of “regular”, the API is far above the state target. It does fluctuate up and down somewhat, but at that high level does not present much concern. The concern is noted in the “all” of years 2005 and 2006 as those indexes are much lower than the “regular” index. Improvement is being shown by year 2007, and with the improvement and the closing of the gap, sub student group gains have been significant each year. The break down of data information has been reviewed in order to design instruction to meet the needs of the identified students. The teachers and instructional leaders of the district have been very successful working with parents and giving incentives that have allowed 100% student testing with the exception of one student over the past five years. The student attendance for the school is well above the state target, due to the continued promotion of the value of school attendance with both parents and students. Instilled into the fabric of the school and community is a strong work ethic that sets a high standard for student achievement and school pride that that is based in the values of western Oklahoma rural philosophy.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Oklahoma State academic standard is based on Priority Academic Student Skills (P.A.S.S.) and is assessed through annual Criterion Reference Tests (CRTs) in selected grade levels (3<sup>rd</sup>-8<sup>th</sup> grades) in designated subjects including reading, math, writing, science, arts, and social studies. For the school's accountability defined by this program reading and math disaggregated assessments, attendance, and % of students tested determine the identified Academic Performance Index (API) areas. The demographics of the school determine the disaggregated categories. For this district the categories are regular education, all, male, female, white, IEP, and economically disadvantaged. If state performance targets are met in all disaggregated sections and areas the school will be determined to reach Adequate Yearly Progress (AYP) and if not will be designated for School Improvement. This can be reviewed further on the Oklahoma State Department of Education Website [sde.state.ok.us](http://sde.state.ok.us) at link [accountability/assessment](#) in the area [academic performance index/adequate yearly progress](#).

This district has exceeded state targets each of the five years listed in our data. The state target for years 2005 and 2006 was 790 math, 768 reading, % tested 95%, and attendance 664 (91.2%); and the state target for 2007, 2008, and 2009 was 932 math, 914 reading, % tested 95%, and attendance 664 (91.2%). In 2005 CRTs were given in grades 3,4,5, and 8 in math and reading. Starting in 2006 CRTs were given in grades 3,4,5,6,7, and 8. The state targets will increase until by year 2015 the target will be 1500 for all schools and all disaggregated categories. The data received following testing is valuable in many ways: over all school success and challenges, grade level success and challenges, skills and knowledge taught well or not taught well, and individual/sub groups success and challenges. This district not only looks at the data of grade level comparisons, but tracks growth of classes and individuals/sub groups year to year. This allows administration the ability to identify systemic problems and it allows instructors the ability to identify student, subgroups, and classroom challenges.

The Oklahoma State Department of Education has assessment blueprints based on the P.A.S.S. that the CRTs are based. Teachers can access the blueprints to know the skills assessed at each grade level. This is a valuable tool for the instructors. Looking at the % data the trends for the most part indicate that progress is being achieved. There are some rises and falls in grade level school percentage, e.g. in 3<sup>rd</sup> grade math 2007-08 there is a drop from 100% to 84% and then back to 100% (category school-satisfactory/advanced) the next year. This indicates a challenge with that group of students. The 2008-09 4<sup>th</sup> grade math data in that category shows that the challenge was met showing the growth of that same grouping of students one year/one grade level higher later at 100%. The same group in reading went from 100% satisfactory/advanced in 2007-08 to 55% satisfactory/advanced in reading in 2008-09, so this particular grouping of student presents a continued challenge in keeping them focused. In 5<sup>th</sup> grade there is evidence of progress in math over the 5-year chart. It is also noted that the sub group economically disadvantaged is at about the same level as the all group and making the similar progress. In the year 2008-09 the fourth grade reading has taken a severe drop, which causes concern and teachers will be checking the skills/knowledge breakdowns to find areas of challenge. Also, it should be noted the OK-SDE increased the cut score levels which is a factor that should be considered. Instructors are aware that a higher score must be achieved in order to reach satisfactory and advanced levels. A similar pattern is noted the same year in 7<sup>th</sup> grade mathematics.

The principal and instructors realize that data analysis is not something done once, but is an on-going process that must be done not only with annual state mandated assessments, but with benchmarks set throughout the school year in each of the disciplines and assessed in numerous ways. Quality professional development has given the teachers and administration the ability to find trends and information that will lead to systemic change, as well as to find minute pieces that affect that one student at risk. Data-driven design of instruction that is flexible enough to meet the needs and challenges of a diverse student population is the goal that has allowed this district success in achieving excellence for both our students and our teachers.

## 2. Using Assessment Results:

Each year our teachers are so eager to acquire the results of their students that they are called the very minute we receive the results, providing them with their success rate. First they want to know if everyone passed, then how many scored satisfactory and advanced. We could not be experiencing the success that we have without this enthusiasm among the teachers in testing grades three through eight. We know that our success has definitely been boosted by the implementation of our Pre-Kindergarten program five years ago. Our lower elementary is just as enthusiastic about their data as the grades that take the Criterion Referenced Tests.

Professional development has been provided to our staff in test data interpretation. This has allowed the faculty to understand that the data is not owned by the grade teacher alone. We as a faculty collaborate with all grades to assure that we are striving unified as a school to use this information to assist in data-driven progress for not only a classroom but also individual students.

Upon arrival of the individual testing data immediate attention is given to overall achievement first, then each grade level results are high-lighted to identify areas where students didn't master objectives at 75%. Students' individual scores are also tracked, allowing us to move them into higher categories. In addition, it lets each teacher see if we as a faculty are setting the bar higher for our students. The last five years we have provided these results not only to the grade teacher, but this test data information is also provided to the next grade level teacher and the Title I Reading or Math teacher. Three teachers own this data every year. This allows the grade level teacher to change classroom instruction to assure that next year's class is achieving the state standards and tells next year's teacher where extra work may be needed in their classroom. The Title I teacher's responsibility is helping identify and work with individual students who have not mastered objectives with 75% accuracy.

## 3. Communicating Assessment Results:

Mountain View-Gotebo has continual communication with parents. Our small community allows that we know every parent personally. Teachers use telephone communication with parents as needed and meet with parents as they pick up their child at the end of the day. Formal Progress Reports and Report Cards are sent home quarterly. We utilize parent-teacher conferences at the completion of five weeks the first and third quarters of school. This gives our teachers and parents a chance to discuss progress and have a chance for our students to put forth more effort toward progress before a final nine week grade is given. This has been beneficial in starting every semester off with success. We also present test scores to parents at our first conference. Teachers are trained in data interpretation so test results can successfully be conveyed to parents of our students. In grades three through eight progress report cards are sent home every Friday so students and parents are currently aware of performance every week. Teachers in the lower grades use a weekly folder which consists of graded daily assignments, tests, and announcements to keep parents informed of student progress. Parents receive a state report card annually informing them of our school's Oklahoma Core Curriculum Tests performance. In addition, to the report card but also our Academic Performance Index scores are published in the local newspaper.

First and foremost state testing data is very important to us but day to day classroom data is the most important to our students, teachers, parents and our community. A school can only achieve successful state testing results if they actively engage in data-driven instruction to individualize students' needs. Our school uses the *Literacy First* reading process which provides immediate individualized student acquisition of skills. Testing data provides students, parents, and teachers up-to-date information on success rates of skill acquisition. Immediate feedback in Saxon math in our primary grades and individualized Accelerated Math instruction in grades three through eight provide individualized instruction and immediate feedback. Students are not allowed to leave a skill until mastered. Title I teachers assist the classroom teacher in working with students individually or in small groups to assure mastery of objectives. Collaboration is a must for a school to achieve success for the students.

A report on state testing results is provided to the school board by grade level and percentages for the entire elementary. Individual results are then provided to parents and students at parent-teacher conferences. Each

teacher through professional development has been trained to provide meaningful results to the student and parent assisting them with understanding of their student's performance plus provide encouragement and congratulate students in overall results or specific category results.

#### 4. **Sharing Success:**

Mountain View-Gotebo faculty members love to share their knowledge with one another and other schools. Our teachers all share information with other teachers in our school when they attend professional development workshops. Our kindergarten teacher has not only shared with our faculty but with thirteen schools in our region. She has presented professional development workshops on "Keys To Learning" – brain-based learning and about Multi-Sensory Language Arts. She is trained in *Alphabetic Phonics* and shares her knowledge with our faculty throughout the year.

Our administration has presented a workshop at the National Tech Prep Conference in Orlando, Florida about interpreting math results for grades three through high school showing how to use data-driven instruction to produce higher math scores. Our principal has also presented for the State Regents of Oklahoma to a county group of schools that were struggling with test scores. She shared the information that we use on how to take testing data and utilize the results to drive instruction at their school plus how to use positive motivation to encourage students to have the desire to work to the best of their ability at taking tests. Importance of awareness of external factors that can deter testing results were discussed. No testing on Monday or Friday at our school and we are very aware of inclement weather's effect on our students. We try to remove as many extenuating factors that we can.

We utilize the *Literacy First* process for our reading program. This has provided guidance in the correct process to teach reading. Our school life changed when we started utilizing a two-hour reading block. We share with other schools our success utilizing this reading process by allowing them to observe classes in progress at our school. Administration also shared with other school administrators from Arizona at the National Title I Conference in Washington D. C. this year about the success that we have experienced through our connection with *Literacy First*.

Mountain View-Gotebo's principal has shared our success and practices with other principals at the Cooperative Council of School Administrators (CCOSA) summer conference. The doors are always open to parents, educators, and members of the community interested in learning instructional methods that result in greater student achievement. This created such excitement in our community that the school board asked to visit classrooms that demonstrated the new *Literacy First* process.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Our goal in Mountain View-Gotebo is to use data driven instruction to ensure the success of every student, Pre-K - Eighth grade. Delivery strategies range from very traditional to the latest technology-based innovation. Students are expected to be engaged and creative in the learning process. We value education and strive to produce literate productive citizens.

Mountain View-Gotebo curriculum is structured around the Oklahoma Priority Academic Student Skills which details specific skills for each grade level. The curriculum consists of reading/language arts, math, social studies, science, fine arts, other culture/languages, and technology.

Our district utilizes many different instructional strategies in reading that stem from scientifically based research. Our goal is to increase the length and quality of student learning time by providing varied activities that engage all students on all levels. Different hands-on activities and manipulatives play a large role in our classrooms. They assist students in acquiring understanding of difficult concepts, and engage the students for a longer period of learning time. For reading and writing, our focus is not only on vocabulary, spelling, reading comprehension, fluency, phonics, and phonemic awareness, but also on visualizing and higher order thinking skills. We utilize vertical curriculum alignment to ensure that students are revisiting and building on skills previously learned.

Multiple levels of mathematics are offered at our school. Various teaching methods are used to encourage students to discover and master math concepts that are specified by the state of Oklahoma. Our school uses *Saxon* math which reinforces a multitude of skills in each daily lesson. Our students also utilize *Accelerated Math* which allows for an individual and a self-driven pace of learning with immediate feedback. This insures that all students master the necessary skills that can be used for higher-order thinking and continued success.

Our social studies curriculum is aligned to the standards established by the Oklahoma State Department of Education. We utilize traditional textbooks, along with graphic organizers, time lines, maps and subject related assemblies. Students participate in Veteran's Day, Native American Day, and Constitution Day, which provide cultural understanding and appreciation. In addition to these instructional methods, we utilize hands-on learning activities such as history pocket folders and readers' theater.

Science is an integrated core subject that reinforces vocabulary, comprehension, and language arts skills. The curriculum takes an inquiry-based approach, which allows students to use the scientific method to develop skills during various classroom experiments. In the elementary, students attend the STARBASE Program sponsored by NASA that focuses on the excitement of aerospace to motivate students. Traditional textbooks, SRAs, Weekly Readers and field trips are used to reinforce students understanding by providing hands-on experiences that connect content to their everyday lives.

The fine arts program for Mountain View-Gotebo includes visual arts, vocal, and band for PreK – 8<sup>th</sup> grade. All fine arts courses are aligned with PASS objectives. Music classes utilize Kodaly and Orff methods plus the *Little Einstein* series. Students learn fundamental music concepts and apply this knowledge in many activities- listening, performing and creating. Art classes learn skills and concepts in a variety of art media including drawing, painting, 2D designs, and fiber art. Resources provide enrichment for art lessons that emphasize the elements of design. Students are constantly engaged in activities that foster their awareness in these areas.

Spanish is required for all students in grades seven and eight. The Spanish language/culture and the Native American language/culture (Kiowa and Comanche) are the programs that were selected by our district. Direct

instruction of Native and Spanish language, museum experience, Native dancers/composers/singers, recognition of holiday/foods, and learning from ones who have captured the Native languages in print are part of the embedded and direct instruction in the elementary. This readies the students for the formal Spanish I and Spanish II, which almost all district students take as it fulfills a curriculum requirement for college bound programs. The foreign language classes are delivered via interactive distance learning. Administration and instructors attend professional development to stay abreast of the current data concerning best practices in attaining improved student achievement.

Technology based programs, such as *E-instruction*, *Study Island*, and *Renaissance Accelerated Math*, individualize instruction, engage students, and give students immediate feed-back. Classrooms are connected to the Internet and have 52" interactive screen monitors or SMART Boards to bring information from across the globe into the classroom. The kindergarten through eighth grade has access to a full service library, a counselor, a music teacher, an art teacher, and a health/PE instructor on a daily basis. The Title I math teacher, Title I reading teacher, and an after-school tutor ensure that students are given the extra help needed to succeed.

### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Mountain View-Gotebo Elementary uses various instructional strategies to ensure the highest possible student achievement. Our reading curriculum is a research-based, systematic, and comprehensive process that accelerates reading achievement of all students in grades Pre-K through 8th. We address each individual learning style and pace to ensure that each student will have success in reading.

*Harcourt* reading series provides whole group, guided instruction. The series focuses on skills such as vocabulary, summarizing, inferencing, cause/effect, compare and contrast, and main idea. It also provides components for grammar and writing.

*Literacy First* is also a valuable tool that helps enhance our reading program. It incorporates 120 minutes of direct and engaging instruction on a daily basis. Instruction during this time is whole group, as well as small groups with different learning centers. It focuses on phonemic awareness, phonics, vocabulary, fluency, and comprehension. The data-driven assessments help guide our classroom instruction. They also identify deficit areas where remedial instruction is needed.

*Accelerated Reader* is an important component of our reading success. It is adaptable to each student's individual needs, making reading goals attainable for all students. Starting in the lower grades, students are encouraged and rewarded for reading books and passing tests on the computer. Various levels of rewards have been designed to excite the students about reading. Upper grade students may earn extra reading incentives in the form of educational trips.

Our school also utilizes a computer-based program that is aligned with Oklahoma's PASS Skills. Study Island allows students to practice and reinforce skills in reading, as well as, other core subjects in preparation for the yearly criterion reference tests.

### **3. Additional Curriculum Area:**

Our goal is to provide all students with access to high-quality, challenging, and relevant mathematics problems every day. Manipulatives, cooperative learning with others through play, and learning centers are used to ensure math readiness. Continuous math review is a huge factor of our program.

Our math reviews multiple concepts in every lesson for the entire year in a "spiral" approach. Because of this incremental approach and constant review, there is less "forgetting" of concepts learned at the beginning of the year. Various manipulatives, such as clocks, rulers, calendars, shapes, and scales bring excitement to all lessons. Students are engaged directly to the concept being taught, allowing for a higher level of mastery.

We utilize *Accelerated Math*, which differentiates math instruction addressing each student's individual needs. This program brings success in academic contests by allowing students to proceed beyond their grade level. Also, mastery is required for every concept before proceeding to the next objective. Our students say they enjoy AC Math because of the variety of problems every day, the multiple-choice format, and the immediate feedback they get by scanning the card. Our teachers enjoy AC math because of the ability for the student to correct mistakes immediately following the lesson, in-depth exercises that are printed for a student having difficulty with a specific objective, the capability to individualize goals for the number of objectives mastered, and that each student has a different set of problems.

For enrichment and reinforcement of math concepts, each class incorporates a variety of charts, games, manipulatives, and competitions. We excite students about specific math concepts by using "Math to Pass" and "Math Wars". *Frog Math System* and *Saxon* math learning centers also provide for additional practice of skills.

#### 4. **Instructional Methods:**

Mountain View-Gotebo teachers realize that all students learn in different ways and at different rates. The training teachers have received through the *Literacy First* process and differentiated instruction has assisted in simplifying organization and planning by taking the guesswork out of teaching. We are able to identify specific deficit or strength areas that a student may have. This data-driven process develops stronger teachers that spend time collaborating for an education plan in response to individual student ability. As a result, there has been growth in academic achievement for all students. This process is Mountain View-Gotebo's implementation plan for accelerating student growth.

Reading achievement directly affects learning in all curricular areas. Students in our classrooms are more engaged and focused because of the continuous rotation of differentiated centers and activities. These centers are used to reinforce PASS skills and allow for different learning capabilities. We firmly believe manipulatives are a key component in acquisition of knowledge. Students working in small groups and learning from one another is one of the valuable teaching aspects in our school.

We utilize a Title I reading and a Title I math instructor to support teachers by collaborating on data as well as working with students in small groups to help them master needed concepts. We also utilize an after school tutoring program. In addition classroom teachers are available to work with students before and after school.

Technology is used at all grade levels to reinforce objectives. Computers and mobile laptops are used in the classrooms to assist students in meeting academic goals. *E-Instruction, Accelerated Math and Reading, STAR Math and Reading, Study Dog, Star Fall, and Study Island* are some of the programs used to assess student progress and measure year-long growth patterns.

Teachers post lesson objectives in all academic areas and state the objectives prior to beginning each lesson. Using questioning methods as well as higher order thinking skills, students are given opportunities to ensure acquisition of these skills. As the material is presented, teachers monitor student progress to assess that the objectives are mastered.

Mountain View-Gotebo teachers are excited about what they teach and are committed in keeping the instructional methods interesting and relevant. This is imperative for motivating students and keeping them engaged in the learning process. This allows continued acquisition of everyday life skills. Student incentive programs are incorporated into all classrooms and used to facilitate participation in academic areas and to encourage friendly competition not only for themselves, but with others.

#### 5. **Professional Development:**

Professional development is ongoing during the school year and summer for teachers at Mountain View-Gotebo. We have learned that this continual participation is the catalyst for continuing enthusiasm for academic

prowess at our school. Our elementary is Pre-K through eighth grade and our high school is ninth through twelfth grade. We do not consider that we are two schools but one school working collaboratively to educate our students in our small community. We share many teachers since our buildings are only three blocks apart. We work together and have many of our professional development activities for the entire school. Our faculty has been trained in Dr. Ruby Payne's "A Framework for Understanding Poverty". Most teachers come from middle-class backgrounds. In an educational setting, economic class differences create conflict and challenges for both teachers and students alike. Dr. Payne's strategies have a direct impact of economic class differences on communication, interactions, and expectations. Her tips, tools, and intervention strategies have proven an important tool to increase our effectiveness in the classroom.

*Literacy First* professional development has made a major impact on the educational plan at Mountain View-Gotebo. One hundred percent of teachers grades Pre-K through sixth grade have been trained and this year our core curriculum teachers in seventh and eighth grade have begun a three year training program. Each year we attend meetings to increase and maintain our enthusiasm throughout the year. We are aware that continual contact with professionals and others using this process have helped us keep our momentum going for six years in this program.

We have elementary teachers that were able to attend the High Schools That Work Conference in Nashville, Tennessee and have found that workshops for elementary and high school go hand-in-hand and was extremely beneficial in creating a unified atmosphere among the faculty members of both schools.

Other professional development trainings attended by various or all faculty members are: Technology trainings, math, test data interpretation, special education law and procedures, parental outreach, children and disasters, social studies workshops, CPR, and various others at local, district, state and national professional development workshops.

## **6. School Leadership:**

Leadership at Mountain View-Gotebo is a collaborative effort. It starts with the board of education, superintendent, principal, teachers, and all support staff members. Open discussions about the shared visions and values for our school are ongoing. The leadership structure is one where the principal leads through shared values and vision with the faculty. Our principal is the instructional leader and the cheerleader that keeps motivation at a high level in our professional community. We believe enthusiasm is a key at our school. Celebrations occur daily in our classrooms. Teachers and students share with the principal successes no matter how small. We consciously try to encourage students with the can-do attitude. We utilize key communicators to share information and we have ongoing conversations about students' needs daily. Student achievement is foremost at our school and communication with students, parents, and teachers are most important. All stakeholders are involved in a collaborative process and share in decision making. These decisions are always made with the student achievement and welfare at the forefront. The school's budget is structured so that supplies, professional development, and Title resources are used to improve teaching and learning.

We do believe that it is important for a school to master new professional development strategies without being involved in too many at one time. It is our faculty's desire to become professionals at implementation without worrying that the next one is just around the corner. We feel this is one aspect that has made our school successful. We believe less diversification is better. We are always studying data and are not above trying a new researched-based program that we think will be beneficial for our students. Educating students utilizing *Saxon* math and the *Literacy First* reading process are both a challenge and time consuming for teachers in the classroom. We back off from no challenge that serves to be important to our students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2004-2009 Publisher: Riverside/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Satisfactory plus % Advanced	0	90	100	93	69
% Advanced	0	40	18	29	31
Number of students tested	0	10	11	14	16
Percent of total students tested	0	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	10	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Satisfactory plus % Advanced				91	69
% Advanced				27	23
Number of students tested				11	13
<b>2. African American Students</b>					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2009-2004

Grade: 3 Test: Oklahoma Core Curriculum  
Publisher: Harcourt/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Satisfactory plus % Advanced	0	100	100	100	94
% Advanced	0	20	0	0	6
Number of students tested	0	10	11	14	16
Percent of total students tested	0	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	10	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Satisfactory plus % Advanced				100	93
% Advanced				0	8
Number of students tested				11	13
<b>2. African American Students</b>					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2004-2009

Publisher: Harcourt/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Satisfactory plus % Advanced	100	100	100	88	87
% Advanced	45	55	50	13	33
Number of students tested	11	11	18	16	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Satisfactory plus % Advanced	100		100	86	90
% Advanced	45		38	7	45
Number of students tested	11		13	14	11
<b>2. African American Students</b>					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2004-2009

Publisher: Harcourt/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Satisfactory plus % Advanced	55	100	100	94	100
% Advanced	0	9	11	6	13
Number of students tested	11	11	18	16	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Satisfactory plus % Advanced	55		100	93	100
% Advanced	0		8	0	18
Number of students tested	11		13	14	11
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2004-2009

Publisher: Harcourt/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Satisfactory plus % Advanced	100	100	94	87	85
% Advanced	50	43	12	27	5
Number of students tested	12	14	17	15	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	6	7	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Satisfactory plus % Advanced			92	90	82
% Advanced			0	40	6
Number of students tested			12	10	17
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:



Subject: Mathematics

Grade: 6 Test: Oklahoma Core Curriculum

Edition/Publication Year: 2004-2009

Publisher: Harcourt/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Satisfactory plus % Advanced	100	100	94	88	0
% Advanced	75	36	19	41	0
Number of students tested	16	14	16	17	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	1	2	0	0
Percent of students alternatively assessed	0	7	13	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Satisfactory plus % Advanced			100	92	
% Advanced			30	38	
Number of students tested			10	13	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 6 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2004-2009

Publisher: Harcourt/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Satisfactory plus %Advanced	94	86	94	88	0
% Advanced	38	7	0	6	0
Number of students tested	16	14	16	17	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	1	2	0	0
Percent of students alternatively assessed	0	7	13	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Satisfactory plus %Advanced			100	85	
% Advanced			0	8	
Number of students tested			10	13	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 7 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2004 -2009

Publisher: Harcourt/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Satisfactory plus %Advanced	60	93	93	68	0
% Advanced	20	14	31	5	0
Number of students tested	10	14	19	22	0
Percent of total students tested	100	100	95	100	0
Number of students alternatively assessed	1	1	2	0	0
Percent of students alternatively assessed	10	7	10	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Satisfactory plus %Advanced			93	67	
% Advanced			31	0	
Number of students tested			13	12	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 7 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2004-2009

Publisher: Harcourt/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Satisfactory plus % Advanced	80	100	70	68	0
% Advanced	10	29	0	5	0
Number of students tested	10	14	20	22	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	1	1	2	0	0
Percent of students alternatively assessed	10	7	10	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Satisfactory plus % Advanced			77	63	
% Advanced			0	8	
Number of students tested			13	12	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 8 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2004 - 2009

Publisher: Harcourt/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Satisfactory plus % Advanced	86	67	83	88	90
% Advanced	43	11	22	12	33
Number of students tested	14	18	18	25	21
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed	1	3	0	0	0
Percent of students alternatively assessed	7	17	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Satisfactory plus % Advanced		62		82	83
% Advanced		15		18	25
Number of students tested		13		11	12
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 8 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2004-2009

Publisher: Harcourt/Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Satisfactory plus % Advanced	100	94	94	80	71
% Advanced	36	6	11	0	10
Number of students tested	14	18	18	25	21
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed	1	3	0	0	0
Percent of students alternatively assessed	7	17	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Satisfactory plus % Advanced	100	92	100	64	64
% Advanced	43	8	14	0	8
Number of students tested	7	13	7	11	12
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: