U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☑ Choice

Name of Principal: Mr. Russ Adams

Official School Name: MOC-Floyd Valley High School

School Mailing Address: 615 8th Street SE
Orange City, IA 51041-1901

County: 84 State School Code Number: 8441490109

Telephone: (712) 737-4871 E-mail: radams@moc-fv.k12.ia.us

Fax: (712) 737-3933 Web URL: moc-fv.k12.ia.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*: Mr. Gary Richardson Superintendent e-mail: grichardson@moc-fv.k12.ia.us

District Name: MOC-Floyd Valley Community School District District Phone: (712) 737-4871

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. Deb De Haan

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

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 2010-2011 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 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

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

1. Number of schools in the district: 2 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools
   4 Total schools in district
2. District per-pupil expenditure: 7816

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

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

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	45	65	110
3	0	0	0		10	49	55	104
4	0	0	0		11	53	51	104
5	0	0	0		12	45	55	100
							Total in Applying School:	418

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
1 %	Asian
1 %	Black or African American
8 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
89 %	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 2009-2010 school year: 6%

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

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	11
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2009	418
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent limited English proficient students in the school: 4%

Total number of limited English proficient students in the school: 17

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 20%

   Total number of students who qualify: 81

   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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

    Total number of students served: 39

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

3	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	33	Specific Learning Disability
0	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
2	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	23	3
Special resource teachers/specialists	8	0
Paraprofessionals	8	0
Support staff	0	9
Total number	41	12

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: 18:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	95%
Daily teacher attendance	97%	96%	96%	95%	96%
Teacher turnover rate	3%	5%	5%	8%	7%
High school graduation rate	96%	97%	97%	96%	96%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	104
Enrolled in a 4-year college or university	57%
Enrolled in a community college	36%
Enrolled in vocational training	0%
Found employment	5%
Military service	0%
Other	2%
Total	**100**%

PART III - SUMMARY

The MOC-Floyd Valley Community School District is located in the northwest corner of Iowa, serves a population of just under 10,000 people in five different communities. The district covers 251 square miles, and the k-12 enrollment is just over 1400 students. The high school is located in Orange City which is also the county seat for Sioux County.

The largest employers in the district are our school system, the Orange City Area Health System, Northwestern College-a small private college, two manufacturing businesses and a meat-processing plant. We are fortunate in that community members place a high value on education and, along with parents, partner with the school district in pursuing our mission of "fostering learning, excellence and civic responsibility."

The mission statement of the MOC-Floyd Valley Community School District is, "Fostering learning, excellence, and civic responsibility." We try to provide our students with a rigorous, well-rounded education so that when they leave us they have as many options available to them as possible. On average, over 90 percent of our students pursue post-secondary education each year. In addition to our strong focus on academics, we focus a great deal on character and service.

This focus is best illustrated by the District belief statements (below) that guide the actions of everyone who makes up the MOC-Floyd Valley Community School District. These belief statements, along with the above-stated mission statement were developed during our most recent strategic planning sessions. Students, parents, community members, and school personnel worked together during this process.

CARING

We will show a genuine interest in and sensitivity towards others.

COOPERATION

We will work together in partnership--school, families, and communities.

EFFORT

We will demonstrate diligence and perseverance to achieve our personal best.

RESPONSIBILITY

We will be accountable for our actions and choices both individually and collectively.

RESPECT

We will recognize and honor the intrinsic worth of others as well as ourselves while valuing property and belongings.

EXCELLENCE

We will expect, strive for and encourage the highest level of achievement.

INTEGRITY

We will consistently reflect honesty and high moral character.

CREATIVITY

We will foster a safe learning environment where creative thinking and positive risk-taking are valued and nurtured.

Fulfilling our mission requires not only a strong academic program, but equally strong and diverse co-curricular and extra-curricular programs as well. Over 90 percent of our students participate in at least one activity outside of the classroom. Our athletic teams routinely compete for conference and district championships as well as periodically competing for a state championship. We have an equally strong music program with 54 students in our strings program, 159 students in our vocal program, and 168 students involved in our band program. Our marching band is one of the strongest in the Mid-West and has been selected to march in events such as the Rose Bowl Parade. We also have an extremely active and successful speech program with over 160 students participating each year. Vocationally, we have had students participate in FFA and Skills USA on both the state and national level.

Foundational to all that we do at MOC-Floyd Valley high school are the relationships. We have a very caring, professional staff that truly does, “Whatever it takes” to stretch our students and help them grow as students and as people.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

MOC-Floyd Valley High School is proud of the success of our students and the progress we are making in preparing our students for the challenges they will face beyond our walls.

ACT College Readiness Testing

Over the past five years, an average of 71% of our seniors has voluntarily taken the ACT test. In each area, our students consistently score higher than the state average—English (School = 25.1/State = 21.8), Math (School = 22.4/State = 21.8), Reading (School = 25.9/State = 22.6), Science (School = 25.0/State = 22.3) and Composite (School = 24.7/State = 22.2).

Iowa Tests of Educational Development

Our students all take the Iowa Tests of Educational Development as 9th, 10th, and 11th graders. The Iowa Department of Education defines proficiency levels at the 41st national percentile on the ITED's. In reviewing our proficiency levels for 11th graders over the past five years, an average of 83.9% of our juniors have scored in the proficient range in reading and 85.3% of our juniors have scored in the proficient range in math. Just over 93% being proficient in both during the 2009-10 school year. Our test results for the last four years can be found at https://www.edinfo.state.ia.us/data/aprchart.asp?f1=1&f2=7&s=41490000&ch=2.

Overall, we consistently score above the national, state, and area averages in all areas. We do examine the sub-group scores and are pressing to narrow the gap in performance between our low SES students and our IEP students in relation to all students.

2. Using Assessment Results:

We use assessment results to evaluate the progress of our students, the scope and sequence of our curriculum and the effectiveness of classroom instruction. We keep a running record of test scores for each of our students comparing their performance from year to year. We utilize this to determine class placement and potential interventions.

Each year staff members review test scores from two perspectives. Curriculum-area teams do an item analysis to determine whether or not our curriculum aligns with the test, if there are any trends in student errors that might indicate gaps, and if so, what corrective steps should take place. Grade-level teams look at specific student performance—reviewing ranked lists, proficiency levels and sub-group performance. Both teams then share their findings with the whole staff and we develop action steps to improve student achievement in the future.

We periodically conduct "data carousels" where staff members review assessment results, attendance data, discipline data, Iowa Youth Survey responses, post-secondary plans for graduates, course selection, and other information. We review this data and identify commonalities, trends, concerns, highlights. Again, from this, we develop action plans and/or building goals.

3. Communicating Assessment Results:

Students are given their results within their TEAMS (advisory) groups. Students discuss their results (current and previous years) with their advisors. This information is also shared with parents along with an explanation of the scores. This is given along with report cards at the end of the third quarter.

At the community level, we share scores and assessment data through reporting our Annual Progress Report, through the district newsletter, and on the district website.

4. Sharing Lessons Learned:

We at MOC-Floyd Valley understand the importance of networking and collaboration. This is true for our students and staff in the classroom as well as for professional staff within and outside of the district. Some examples of this spirit of collaboration are:

- Students work in learning teams on a regular basis within our mathematics courses.
- Peer editing and self- and peer-assessment are important aspects of our writing curriculum.
- Teachers are all members of professional learning community teams that meet on a monthly basis
- We were recipients of the first Iowa High School Reform Grants and took a team to the International Center for Leadership in Education's Model Schools Conference.
- We have had teacher teams working in the summer on curriculum and professional development.
- We partner with our local community college and private university to provide opportunities for our students as well as share in professional development activities.
- We have two teams of 4 teachers involved in the Authentic Intellectual Work grant.
- We had several staff members (teaching and administrative) attend the 90-90-90 conference in Denver, Co; and the Professional Learning Communities Conference in Minneapolis to advance our collaborative efforts.
- We also have staff members attend various academic and professional conferences and return to share with the rest of the staff
- We have had teams of staff members present to other districts regarding our professional development programs and our high school reform efforts.
- Our high school reform team presented at a recent state summit.

Should MOC-Floyd Valley receive the honor of being selected as a Blue Ribbon School, we would embrace the opportunity to meet with and exchange ideas with representatives from other national recipients, just as we do currently with our colleagues in Iowa.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

MOC-Floyd Valley High School offers a diverse curriculum that is rigorous and comprehensive. Over the past five years we have worked hard to clarify essential learnings for all of our courses. In doing so, we considered the essential skills from the International Center for Leadership in Education, the SCANS Report, and recommendations form the American College Testing Program, McCrel, and the State of Iowa's Common Core Curriculum. Performance Level Descriptors have been developed for all of our essential learnings and formative and summative assessments have been developed to support our PLD's and EL's.

Graduates of MOC-Floyd Valley are required to earn a minimum of 44 credits. These include eight credits in English, six credits each in Social Studies, Science, and Math. In addition, graduates must earn at least one credit in economics and personal finance, one credit in fine arts, and 3 total credits in at least two different vocational areas. Finally students must earn two health credits and 4 physical education credits.

Our vocational programs are a tremendous benefit to our students. The industrial technology program allows our students to take Project-Lead-The-Way engineering courses as well as more traditional courses. We have a comprehensive vocational agriculture program that includes an active FFA chapter. We also have a family and consumer science program and a business and marketing program. Each of these programs is articulated with a community college enabling a smooth transition to post-secondary training with many options. Students in our industrial technology and vocational agriculture programs can earn several college credits through dual-enrollment while in high school.

The MOC-Floyd Valley fine arts program is a true strength of our district. Over half of our students are involved in at least one of our music courses or activities and many students are involved in multiple music courses and/or activities. Students have the option of being involved in choir, show choir, marching band, concert band, symphonic band, jazz band, orchestra, and strings orchestra. In addition, we offer two college-credit music courses (fundamentals of music and music appreciation). If a student wishes to participate in the visual arts, we offer courses in drawing, painting, ceramics or a comprehensive art exploration course. Finally, students have the opportunity to participate in both dramatic and musical productions on a yearly basis.

Three years ago, our school district partnered with the city of Orange City to build and equip a fitness center. Through a joint agreement, we share this facility and both students and community members benefit from the partnership. Since opening the fitness center, we have expanded our physical education program so that we offer two strands. Students take physical education each semester while in high school. They can take our Life-long wellness physical education course which centers on group activities and games, or they can take a Personal-fitness physical education course where they develop a personal fitness plan with the guidance and support of the instructor. We utilize the fitness center for this strand of the PE program. All students take a health course in 9^{th} grade and again in 11^{th} grade.

With the increasing diversity the United States, and even in Northwest Iowa, the ability to speak and understand other languages is extremely valuable. We currently offer four years of Spanish, and—for the past four years—have offered two years of concurrent-enrollment, college-level Spanish for our students. It is not uncommon for our students to graduate from high school with up to 12 credit hours of Spanish earned before they leave our campus. Both of our Spanish instructors have advanced hours in their area and utilize the TPRS (Total Physical Response with Storytelling) method which increases the level of student engagement and addresses multiple learning styles.

At MOC-Floyd Valley High School, we recognize the importance of technology in the learning process and hope to capitalize on the technology we have for the future. We are actually in the process of developing a pilot program to enhance what we do with and for our students in regards to technology. Briefly, we plan to 1) appoint a qualified "instructional coach" in the area of technology. This person's responsibility will be to research and share potential technology tools resources with our staff. 2) We also plan to infuse technology utilization as one more element of our AIW collaborative review process so that our teachers are constantly considering the technologies might enhance learning, as well as sharing ideas and expertise. 3) Our Board has committed to initiating a "one-to-one" initiative beginning with our seniors. We have 4 specific teachers who will be piloting this with a specific focus for their curriculum area.

2. Reading/English:

Our English/Language Arts curriculum is taught in four, one-year long courses covering writing, grammar, vocabulary, literature, and communication skills. Students begin their language arts journey with English I during their 9th grade year. In addition to the regular English course, students who are two or more grade-levels below in reading comprehension are enrolled in a reading course team-taught by a regular education and special education teacher who have both been trained in "second-chance reading." Our intent with this double block of English is to provide our students with the skills that will hopefully make them more successful in all academic areas by arming them with reading strategies and skills. Students then move on to Composition/American Literature during their sophomore year, Composition/Oral Communication as juniors, and finally Composition/British Literature as seniors. In all of our courses, students utilize the "Six-Trait (+ one) writing rubrics so a common language and process is followed. Other elective courses offered in the English/Language Arts area are: Creative Writing, Shakespeare, Cultural Analysis through Literature and Film, and Yearbook.

Although not a specific part of our English/Language Arts program, we strive to expect and enhance reading and writing in all curricular areas. As a district, we have utilized the services of reading consultant Angela Meier to assist us in our expectations for "reading in the content area." And, as a follow up to our involvement in the 90-90-90 conference we are emphasizing non-fiction writing in all subject areas.

3. Mathematics:

In a world increasingly driven by technology and data, a solid understanding of mathematics is invaluable. With this in mind the MOC-Floyd Valley math department sought to adopt a mathematics curriculum that emphasized problem solving and understanding the world through mathematics. After much research, we adopted the Core Plus Mathematics series. This transition has been challenging, but worthwhile. Staff members have worked very hard to facilitate learning so that our students have enough confidence to stretch and grow, but still have to think and apply and solve problems. While we are not totally satisfied with our students' performance on standardized tests, we are very pleased with their ability to think and solve complex problems.

The sequence of our math courses is as follows:

Grade 9—(AFS) Algebra I, Functions & Statistics or (AFG) Algebra II, Functions & Geometry

Grade 10—(AFG) or (ATD) Algebra III, Trig. & Discrete Math

Grade 11—ATD or Pre-Calculus

Grade 12—Pre-Calculus or Calculus I & II

Students are also able to take Statistics as juniors or seniors.

Instead of lowering the expectation for our ninth grade students who might struggle with math, we have developed a Math Concepts & Support I course that is offered in conjunction with AFS. In this course, the teacher identifies specific math concepts that individual students might struggle with and addresses these with that student. In addition, the instructor identifies concepts and skills that will be necessary for success in AFS and pre-teaches these during the MCS class. Finally, the teacher works provides extra support on the regular AFS curriculum. We follow this same model for a Math Concepts & Support II course that coincides with AFG. Since implementing these courses, our students are meeting with more success mathematically and the number of students scoring in the proficient range in mathematics has increased.

On the other end of the spectrum, our Calculus I, Calculus II, and Statistics classes are all taught as concurrent enrollment courses where students who complete the courses earn both high school and college credit.

4. Additional Curriculum Area:

The local health system is one of our largest employers. Our local university has strong science, and nursing programs, and we have several bio-genetics businesses in the area. These all contribute to a high interest in advanced science courses such as chemistry, physics, advanced biology, and anatomy & physiology. Over eighty percent of our students take chemistry and over fifty percent continue on to take one or more of the other advanced science courses. It is very common for past graduates to come back and thank our science instructors for the preparation and experiences they provided!

One of our science department goals is to increase the inquiry-learning experiences for our students. With that in mind, we purchased several scientific probes over the summer to incorporate into our curriculum. The data analysis and interpretation has advanced to a much deeper level thanks to these materials. In addition, our advanced biology and anatomy and physiology students collaborate with students from Northwestern College. This partnership allows our students more resources and expertise than we could offer on our own.

Finally, our advanced biology teacher is currently working with other professionals to develop a project-based learning model that utilizes technology and community partnerships to an even greater extent than at present. This will be possible as we are planning to provide all of our seniors with their own individual laptop computer for the next year.

5. Instructional Methods:

At MOC-Floyd Valley high school, we strive to meet the needs of all learners. This begins with all teachers consistently applying research-based strategies. All staff has been trained in APL instructional strategies that include meaningful bell-ringers, stated objectives and agendas, cooperative learning strategies, formative assessments and closure activities. These are observed and feedback is given on a regular basis by the building principal. To as great an extent as possible, we have a full inclusion model for IEP students. We continue to increase the number of co-teaching opportunities so that we can collaborate to best meet the needs of our students. We also utilize paraprofessionals to provide additional support when necessary.

Finally, we have developed a pyramid of interventions to insure that we are providing students with the support they need. These interventions could include things like the reading or math concepts and support classes, tutoring session, guided notes, or other accommodations. We also utilize on-line curriculum that we can use for teaching and reinforcing skills, and even for credit recovery when necessary.

6. Professional Development:

Over the past eight years, this is the area of our school that has improved the most. It is our firm belief that a well-trained staff is the key to success for our students. At the high school building we have tried to insure what Marzano refers to as a "guaranteed and viable curriculum." We invited curriculum expert, Peter Holly, to assist us in developing our essential learnings. Then, we invited another curriculum and assessment expert, Lori Nebelsick-Gillett to work with a portion of our staff for two summers. She guided teacher teams in creating performance level descriptors for each essential learning and then developing formative assessments to guide teachers and students in the learning process. The teachers involved with Lori then guided the professional development programming for the rest of the staff throughout the year.

We continue to utilize this model, tying our professional learning community teams (PLC teams) to the professional development efforts of the different buildings and/or district. At the high school, we have utilized this teacher-leader model to advance our efforts with high school reform and now with our AIW (Authentic Intellectual Work) program. Our PLC teams meet once per month for 2 ½ hours. There is no doubt that by creating a collaborative environment with specific processes in place, we increase the chances of our students meeting with success. Finally, in addition to our PLC teams and our collective professional development efforts, we also allow for individuals to attend workshops or classes that will benefit them and their students.

7. School Leadership:

The school district is led by a five-member school board, with each member serving a four-year term. Leadership is further provided through the direction of our superintendent and administrative team. The administrative team is made up of the superintendent, four building principals and the assistant high school principal/athletic director. The superintendent also facilitates a district planning council with teachers from each building providing input on district-wide matters. A teacher-quality committee, composed of a representative group of K-12 teachers and administrators, also provides guidance and direction regarding professional development for the district.

We are a system that believes in continuous growth and improvement at all levels. Leadership is provided by everyone—beginning with leading one's self and then influencing and being influenced by others. This is evidenced by the development and implementation of our Professional Learning Community Teams. Teams of teachers (PLC Teams) determine SMART goals centered on student learning and effective instruction. These PLC teams then meet throughout the school year to monitor progress, adjust efforts and repeat the process as appropriate.

One of the most significant ways that the principal exerts his leadership is in empowering teachers to teach and work with students. He does this by allocating resources and time in a manner that maximizes what teachers are able to do. He is also actively involved in curriculum development and professional development. He is current on educational practices and shares information with staff members on a regular basis. Finally, he problem solves with teacher teams to determine how to best serve individual students who might be struggling academically or behaviorally. Finally, he communicates regularly with students, parents and staff members.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: Iowa Test of Educational Development

Edition/Publication Year: 2009-10 Publisher: University of Iowa

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient	93	84	80	81	84
High	36	35	34	30	31
Number of students tested	105	107	102	95	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	72	57	59	67	65
High	0	7	18	17	4
Number of students tested	18	13	17	13	19
2. African American Students					
Proficient					
High					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
High					
Number of students tested					
4. Special Education Students					
Proficient		17	14		36
High		0	7		0
Number of students tested		12	14		10
5. English Language Learner Students					
Proficient					
High					
Number of students tested					
6.					
Proficient					
High					
Number of students tested					
NOTES:					

11IA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 11 Test: Iowa Test of Educational Development

Edition/Publication Year: 2009-10 Publisher: University of Iowa

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient	93	83	84	76	85
High	29	32	25	28	32
Number of students tested	105	107	102	95	122
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	78	50	82	46	57
High	6	7	12	15	9
Number of students tested	18	13	17	13	23
2. African American Students					
Proficient					
High					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
High					
Number of students tested					
4. Special Education Students					
Proficient		17	50		27
High		0	0	0	0
Number of students tested		12	14		11
5. English Language Learner Students					
Proficient					
High					
Number of students tested					
6.					
Proficient					
High					
Number of students tested					
NOTES:					

11IA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient	93	84	80	81	84
High	36	35	34	30	31
Number of students tested	105	107	102	95	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	72	57	59	67	65
High	0	7	18	17	4
Number of students tested	18	13	17	13	19
2. African American Students					
Proficient					
High					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
High					
Number of students tested					
4. Special Education Students					
Proficient		17	14		36
High		0	7		0
Number of students tested		12	14		10
5. English Language Learner Students					
Proficient					
High					
Number of students tested					
6.					
Proficient					
High					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient	93	83	84	76	85
High	29	32	25	28	32
Number of students tested	105	107	102	95	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	78	50	82	46	57
High	6	7	12	15	9
Number of students tested	18	13	17	13	23
2. African American Students					
Proficient					
High					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
High					
Number of students tested					
4. Special Education Students					
Proficient		17	50		27
High					
Number of students tested		12	14		11
5. English Language Learner Students					
Proficient					
High					
Number of students tested					
6.					
Proficient					
High					
Number of students tested					
NOTES:					

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