

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 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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 6011

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: 4
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	38	42	80
K	0	0	0		7	67	48	115
1	0	0	0		8	46	55	101
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	46	53	99		12	0	0	0
Total in Applying School:								395

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
36 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
61 % White
3 % 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: 15%

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, 2009 until the end of the school year.	29
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	60
(4)	Total number of students in the school as of October 1, 2009	392
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

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: 68%
 Total number of students who qualify: 270

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: 6%
 Total number of students served: 22

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>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>21</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>30</u>	<u>1</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: 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%	97%	96%	95%
Daily teacher attendance	97%	96%	96%	95%	96%
Teacher turnover rate	13%	19%	30%	12%	10%
High school graduation rate	0%	0%	0%	0%	0%

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

Our school district does not collect this data, so I have provided reasonable estimates for daily teacher attendance, ranging from 95-97% of the time that our teachers are at work.

Given that the size of Homedale Middle School is small, 1 teacher is 5%.

In 07-08, some teacher's transferred to positions out of state, or to neighboring districts, and one teacher went on a mission.

08-09, we restructured our counseling services, had a resignation for personal reasons, and one teacher pursued a post-secondary opportunity.

09-10, one staff member left when her husband took a position overseas. We share staff, and there was a change at one school that affected the middle school.

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:	<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	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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Homedale Middle School opens doors every day with a shared mission, vision, and a commitment to nurture the growth of the whole student. Our purpose, “This We Believe” is stated above each hall that our students walk in.

We understand the challenges and commitment it takes to teach adolescents and continue to work toward implementing the 16 characteristics of successful middle schools.

Throughout the last 5 years, we have remained a leader in academic achievement for middle schools in the state. Founded on a belief in the ability of all people to learn, we have sought ways to increase academic achievement and success for all students through a strong combination of people, pedagogy, and programs.

We have high expectations for every student, and an adult advocate guiding their academic and personal development. Our teachers are committed to and knowledgeable about the adolescents we serve every day and value them as people. Our counseling and support services provide safe avenues for students to share concerns and learn coping strategies.

Our exploratory classes for 8th graders are second to none, with a 9-week rotation of Pre-engineering, GPS/GIS, Intro to Ag, and Career Explorations classes, which are the hallmarks of advanced learning opportunities.

Our advanced math students can experience Pre-Algebra as 6th graders, Algebra 1 as 7th graders, and Algebra 2 as 8th graders, and earn high school elective credit before stepping into the high school. The 5th-8th alignment of writing curriculum and adding Honor English 7th and Honors English 8th grade has helped our teachers and students.

We offer Robotics for 7th and 8th graders and we have competed in the Future City Engineers competition the last 3 years, and won the Regional competition this year, culminating in a trip to Washington, D.C on February 18th-22nd.

The grade configuration of 5th–8th grades is unlike most middle schools. A self-contained model with limited movement for our 5th-6th graders, is dramatically different than our 7 period day for our 7th and 8th grade. Utilizing flexible organizational structures enables us to serve our students in a variety of ways. Bells and busses don't dictate our schedules, the needs of students do. We don't hesitate to modify schedules to better meet the needs to all students. 1-1, small groups, our after school program, or Saturday school are just a few ways that we serve students.

Our varied learning and teaching approaches are in alignment with our Sheltered Instructional Observation Protocol (SIOP), and helps us differentiate and deliver lessons that are scaffolded for the diversity of needs for our students. The implementation of our instructional model, and writing SIOP formatted lesson plans; has made our planning and lesson delivery more explicit and purposeful.

Much of our teacher's planning time is spent discussing student concerns, instructional ideas, and how best to meet classroom and school-wide goals. All students are viewed as growing contributors to the school's success; it is vital that we continue to provide them with support. Students find academic support with teacher and paraprofessional help sessions throughout the day, in addition, to 2nd Chance Café, Lunch Academy, our after school and Saturday school programs.

Our school extends beyond the parking lot, and reaches out to families and our community. Our partnership with Jackson's Food Store enabled us to buy playground equipment for our school for the first time. In addition, our student council plans school wide activities throughout the year.

HMS students promote "kindness in the community" by placing white 11x14 posters in the windows of businesses with words from the Character Counts model, and improved an area near the tennis courts, tearing out overgrown bushes, installing a sprinkler system and planting grass. Students at each grade level participate in Trojan Bonus Day, a school wide rewards system for academic performance

One cannot walk into our building without noticing the student painted ceiling tiles. Student work is posted throughout the building, science projects fill our display cases, and student murals cannot go unnoticed. Walking into the middle school, one gets the sense that it is a daily celebration of the exemplary talent and effort of our students.

Having made AYP 3 years in a row is quite remarkable. We celebrate through awards ceremonies, pictures, and newspaper articles. Last year, we arranged a flyover, with students spelling HMS We Rock, paid for by our school business partnership with Jackson's.

In 2007-2008 we were awarded the Exceptional Yearly Growth Award by the State Department of Education for LEP (Limited English Proficient) Reading with 22.8% growth. In 2009-2010, we were one of 13 middle schools in the state of Idaho that was out of school improvement status in all categories.

Being nominated as a Blue Ribbon School is humbling and a tribute to the commitment of our students, staff, parents, and community.

1. Assessment Results:

Our assessment data shows continual improvement in student learning in reading which is a 20% increase from 05-06 to 09-10. This continuum is evidenced by each grade level's improvement over time. Each grade level consistently maintains or shows growth and scores above the state average in reading.

The data is evident of consistent growth of students who are economically disadvantaged, and/or Hispanic in the all students reading. The gap in achievement in reading is the all students and LEP students, a 41% gap.

In 5th grade reading, our LEP students went from 0% proficient in 2007 to 71% in 2010, and while the gap between all students and LEP students in 5th grade is 17%, it was 68% in Spring of 07. Our LEP subgroup has decreased in numbers over the last three years, yet, we know we have more work to do.

Our 6th grade LEP students in 08-09 were 44% proficient in reading, which indicates we have more work to do. In all students 7th grade, it's hard not to notice the 31% increase from 07 to spring 10, and the 38% growth during the same time for Hispanic students. The gap between LEP and all students is still too large, but we've shown consistency at every grade level with our Hispanic and free and reduced lunch students.

The most significant growth is in 8th grade reading with 34% growth from 06 to 10. The 98% proficiency is very significant in that no students at this grade level were below basic, and only 2 were basic. Our free and reduced lunch 8th graders and Hispanic 8th graders exceeded the state average.

We still have 31% difference in all students reading and LEP, and we know that we can better target our LEP students through our RTI process given that we are now universally screening in reading and math with R-CBM's and MAZE to determine our 10 and 25th percentile students. We then administer the CORE Phonics Survey, which will help us create a student profile and the right interventions for our LEP students.

In 08, HMS received an Exceptional Yearly Growth award for LEP reading for the State Board of Education. In 2009-2010 the reading benchmark was 85.6% proficient. Our data shows the following.

Whole School Reading 91% exceeds the state mark for spring 2010

Grade 5 – 88% exceeds the state mark, an increase of 19%

Grade 6 – 90% exceeds the state mark, an increase of 14%

Grade 7 – 89% exceeds the state mark, an increase of 12%

Grade 8 – 98% exceeds the state mark, an increase of 34%

Our math assessment data exceeds the state at each grade level and reflects growth at each grade level. All students math improved 15% from 2007 to 2010, and 7th grade saw 18% growth during the same time.

Whole School Math 85% exceeds the state average of 79%

Grade 5 – 83% exceeds the state mark, and increase of 3% from prior year

Grade 6 – 89% exceeds the state mark of 79%, and increase of 6% from prior year

Grade 7 – 82% exceeds the state mark of 79%, and increase of 8% from prior year

Grade 8 – 87% exceeds the state mark of 80%, an increase of 9% from prior year

All students LEP math students were 46% proficient, yet a gap of 39% still exists.

8th grade math students improved 30%, from 57% to 87% from spring of 06 to spring 10.

8th grade LEP math shows 18% proficient in 05-06, and 67% proficient in spring 10, a gain of 49%.

In 7th grade math we have shown some ‘pockets’ of growth in 7th grade LEP math, 0% proficient in 05-06, to 50% proficient in spring 10. Again, our discrepancy between all students and LEP students cannot be overlooked and we know this. While we have closed the gap to 20% in 2010 we still have more work to do. Our grade levels reflect gaps larger than 10%. With the implementation of the RTI model, and our universal screening with the MCAP and MCOMP we have identified our 10th and 25th percentile students. We are progress monitoring with AIMS Web and expect to learn a great deal about our students from that process. Our free and reduced lunch and Hispanic students continue to show growth at each grade level.

Our LEP students have made significant progress by grade level; yet continue to lag behind the general population by 41%. We will continue to better train our staff on ELD standards, more scaffolding and differentiation for LEP students in our building. Our LEP students receive 1-1 and small group interventions throughout the day and are involved in our after school and Saturday school programs. We will continue to look at our data from progress monitoring, grades, and PLATO, and make adjustments as needed. <http://www.sde.idaho.gov/reportcard/Index/2009/370/0260>

2. Using Assessment Results:

ISAT (Idaho Standards Achievement Testing) in the spring involves our fifth through eighth graders for reading, math, and language. Science is tested in grades 5th and 7th. We use a variety of assessments, ISAT, Direct Writing Assessment (DWA), weekly grade checks, report card data, teacher observation, formative and summative classroom assessments, STAR reading, and student reflections.

ISAT strand data in reading, math, and language allow us to target weak areas within individual student’s skills. For instance, a fifth grader might be strong in numbers and operations, but needs more interventions to understand measurement. We analyze student’s strengths and weaknesses using the DRC (Data Recognition) reports and assign paraprofessionals to work in classrooms with teachers, and utilize small group interventions. Assessment data is shared at student led parent teacher conferences with parents, along with phone calls, mailings, and personal notes.

Assessments are vehicles, which provide feedback and constructive criticism of our teaching-learning process. They bring awareness of potential growth opportunities and guide development of support systems. We use data to assist in decision-making. All students receive Tier 1 instruction, yet students who were not proficient on the ISAT in reading, math, and language are placed in a Tier 2 class, a pre-teach, re-teach opportunity for both teacher and student. Students are strategically placed in classes and groups to provide interventions for skills not yet mastered, and can exit Tier 2 based on our criteria of improvement..

We are in the beginning stages of implementing the RTI (Response to Intervention) model, which targets students at risk for academic failure. Universal screening for reading and math will help improve our teaching practices as we learn more about our students and the interventions they need. As we develop more data measures, and we have begun that process with the MAZE for reading comprehension, the R-

CBM for fluency, and the MCAP and MCOMP for math, our ability to serve students will improve. The more we learn, the better it will be for students.

The Tier classes allow students to spend more time on concepts in a smaller setting. Differentiated lesson planning, student engagement activities that help students organize information, and lessons that build background are presented in a way that is appropriate for student's proficiency levels. Our student test scores are high because our expectations are. Our relentless pursuit of excellence has made the difference.

3. Communicating Assessment Results:

Ensuring that students, parents, and stakeholders are aware of assessment results is critical for success at Homedale Middle School. We communicate assessment results in English and Spanish in a variety of ways. The first line of communication comes in the form of student responsibility and the student agenda, a calendar that students use to write down assignments and information. Parents and teachers also write in the agendas to maintain communication between home and school. This dialogue is further supported by face-to-face conferences, email, and Lumen, a computer based tool that parents use to see their children's results.

Our district newsletter, published 3x a year and mailed to all patrons is very effective. The local newspaper, mailing notification to parents along with explanations of assessment information are communicated to parents. We host school wide Title 1/LEP (Limited English Proficient) parent nights, open houses, parent-teacher conferences, and contact parents by phone email, send reminders in Friday folders of opportunities to share our good news. Along with sharing results, we explain to parents how assessments are used.

Parents are encouraged to follow their child's academic progress on-line via Lumen. This data, updated by teachers, enables parents to view information from the convenience of their home or work, 24/7. Report cards are prepared 4 times a year, and conferences are held 4 times a year covering topics from attendance and citizenship to academic achievement and are tied directly to the state standards.

We use our web page, www.homedaleschools.org to communicate with parents about the tracking of their child's academic progress, and we've created a SIOP tab with many links, should parents need to know more about our teaching practices. A copy of ISAT and DWA results are available to parents in the office.

Parents of students involved in Special Education program have access to all of the information, including a meeting at least once a year to review/update the individual education plan which informs them of student progress and needs.

Sharing our academic accomplishments with parents and the community is a front burner issue, and one that we will continue to work hard to provide. Providing parents with information about their child's school in the appropriate language fosters the right kind of relationship that leads to academic success for students and a partnership embraced by the teacher and parent for the greater good.

4. Sharing Lessons Learned:

Frequently, middle schools in our state have turned to Homedale Middle School for advice, or have visited to observe our classrooms, meet with us, and gather innovative ideas. Boise State University students brought their College of Education graduate students to our school for observations. Idaho's Superintendent of Public Instruction, along with several of his aides have participated in PAL's (Principal's Academy of Leadership) Instructional Reviews, where teachers are observed by outsiders, data is collected, and shared with the school at a later date. Teachers from Eastern Idaho met with us this year to ask questions and learn more.

Homedale Middle School staff attended the Idaho Middle Level Association conference in Boise, Idaho in the Spring of 2010, and staff from our school presented our implementation of our instructional model at a break out session.

Our part-time SIOP coach has hosted workshops for district wide paraprofessionals on the SIOP model, as well as working with teachers on writing SIOP formatted lesson plans. Several staff members are participating in a Book Study taught by our SIOP coach. Peer observations take place each semester, within a grade level, and second semester within a content area.

The State Department of Education posted our Path to Promotion on their web page, as well as our Charlotte Danielson Teacher Evaluation document, which we aligned to the SIOP components and features.

Our Superintendent was honored in 2010 as the LEP Administrator of the Year, and our 8th Grade Physical Science teacher received a Qwest Grant for over \$10,000.00 in 2009, and won the GIANTS Award (Governor's Innovative Award for Teacher's of Science in 2010).

Our Future City Engineer Team of 8th graders has narrowly missed a trip to the National Future City Engineer contest in Washington, D.C., the last 2 years in a row, finishing second twice by less than 6 points, and this year, we won the Regional competition and will represent Idaho in Washington, D.C. in February.

We were awarded the Exceptional Yearly Growth Award for significant growth of 22.8% in LEP reading in 2008 by the State Board of Education. Should Homedale Middle School make AYP in the Spring of 2011 and be honored as a National Blue Ribbon School Award winner, we will proudly continue to share our successes with other schools by being an example to others of educational excellence.

1. Curriculum:

Homedale Middle School teachers use a variety of strategies to design instruction for all students aligned to the Idaho State Standards, and provides the roadmap teachers use as we provide a balanced program that emphasizes the importance of mastering basic skills, concepts, and strategies that provide a firm foundation for developing critical thinking, communication, and problem solving skills. Instruction is differentiated at the Tier 1 and Tier 2 levels to appropriately challenge our diverse learners in the classroom.

The core curriculum areas taught at Homedale Middle School are Reading, Math, English, Science, Social Studies, and U.S. History. Honors English in 7th and 8th grades is offered, along with, Pre-Algebra for 6th-8th graders, Algebra 1 for 7th and 8th grade, and Algebra 2 for 8th graders. The language arts curriculum integrates reading, writing, literature, and speaking, and students routinely experience collaborative groups, writing workshops, and literature circles. In addition our students have an AR (Accelerated Reader goal) that they are trying to meet.

The math curriculum, Everyday Math in 5th and 6th grades, and Glencoe in grades 6th-8th also includes standards that emphasize problem solving, reasoning, and representation, connections and communication. Instruction and assessment include the use of manipulative and appropriate technology.

The science curriculum features Life Science for 7th grade and Physical Science for 8th. We also offer GPS/GIS class for arc mapping, and Pre-engineering for our 8th graders. Seventh graders study life science, which includes the structure and functions of cells, tissues, and organ systems; and interdependence, traits, evolutionary survival, and diversity of organisms and environments. In physical science, eighth grades explore matter; the forms and transformations of energy; force, mass, and motion of objects; sound; electromagnetic radiation; gravity; electricity; and magnetism. Students will participate in our Family Science Night in May.

Our Art 1 and Advanced Art elective classes lure students in and keep them engaged. Art students are taught the elements and fundamental principles of art such as shape, line, color, texture, symmetry, point, value, pattern, form, space, balance, repetition, variety, and unity and encourage neatness, effort, creativity, and perception. The Advanced Art students culminating project is their art painted on a board to replace the ceiling tile. Physical Education is offered to every student in grades 5th-8th, promoting life long fitness.

Spanish is a required course for all 8th graders, before they enter HS where more advanced levels of Spanish are taught. The ultimate objective of the course is to equip students with the ability to communicate in meaningful and appropriate ways with users of the Spanish language so they can participate effectively in bilingual or Spanish speaking communities at home and around the world.

Homedale Middle School is organized as a traditional elementary model in 5th and 6th grades, with homeroom teachers, trade and specialty classes throughout the day. 5th and 6th grade teams have the opportunity to collaborate daily during the school day. Our 7th and 8th graders have a 7-period day; with teachers teaching 6 periods. We share staff with the high school and elementary school so coordinating all schedules is challenging.

Our Instructional model gives teachers the creativity and freedom to tailor the lesson to meet the needs of a diverse classroom. Student choice is an important aspect of instructional practices, and a combination of individual student work, student projects, teacher observations, formative and summative assessments, and standardized testing in the spring assess student achievement.

Teacher's use assessment data to identify each child's strengths and needs, and to provide information that can be shared with students and parents regarding each student's progress, and to plan and revise lessons and instruction. At Homedale Middle, we find ways to serve our student above and beyond the curriculum. We host Saturday school from 9-11, after school program 2-days a week, we offer band for grades 5th-8th grades, general music, for 5th-6th graders, and 7th-8th choir. Our music students have winter and spring concerts and district festival competitions.

Our 7th and 8th band students march in the high school marching band and play with the high school pep band. We have college mentors for at-risk students, an Ameri-Corp volunteer for intervention/remediation, and have access to Apangea, PLATO (differentiated computer standards based math and English program)

Our teachers collaborate daily, sharing interaction strategies for student engagement. This enables us to work together as a team, to provide opportunities for students to use strategies, such as scaffolding techniques, think alouds, variety of question types, including those that promote higher order thinking skills, jigsaw, small group, think, pair, share, tell a partner, group response with white slates are just some of the ways to engage and motivate our students. We believe that if students have a voice and choice in how and what they learn they will be more willing to go above and beyond expectations.

2. Reading/English:

The Homedale Middle School 5th-6th grade reading program is a continuation of the SRA Open Court reading curriculum that began at Homedale Elementary School. It is a spiraling curriculum with explicit instructions for lesson delivery. An important strength of this program is that students are taught not only the important “skills” of reading, but also many necessary “strategies” for successful reading comprehension.

When the district adopted Open Court for grades K-6, our teachers participated in Summer Institute at Seattle, Washington, gaining a deep understanding of and confidence in using the new program. Some returned to the institute the following year to get further knowledge regarding the intervention piece of the program. We have attended many in-district in-services in our quest to become excellent Open Court practitioners.

This curriculum was chosen because it is research-based, and its positive results are proven and recommended by the National Reading Panel. Our school has high low income and Hispanic student populations. However, our reading program and adopted and implemented SIOP instructional model, has helped us generate continued reading improvement and success.

Through thematic units, our students experience a variety of literature genres. As they explore various themes, students acquire important skills, expand their vocabularies, develop an understanding of and appreciation for other cultures, by experiencing novel units, and build strong background knowledge and experience.

The majority of students in our classrooms have mastered most basic decoding skills and are relatively fluent readers. However, there is a considerable span in the students’ levels of comprehension. Initially, many of our students function successfully only at the very literal or knowledge level, while others have advanced to interpretive or even applied levels. By utilizing a variety of Open Court comprehension and SIOP strategies, we help our students “stretch” toward higher levels of understanding.

Universal screenings of MAZE for comprehension, and R-CBM for fluency, identify students in the 0-25th percentile, and a CORE phonics survey is given to identify deficiencies, and target specific interventions. All students determined below grade level are provided additional support and instruction to improve critical skills and strategies they may be lacking. These students meet daily with a reading specialist. By strategically placing students in Title 1 reading, we provide support for reading fluency and comprehension along with the PLATO program and Saturday school support. Our interventions in Tier 1 and Tier 2 provide reading support for struggling students in a variety of ways.

Secondary Schools: Grades 7th-8th

The 7th and 8th grade English Language Arts curriculum encompasses many different facets including both oral and written language. The curriculum includes reading in different genres and instruction in standard English conventions which are taught daily with mini lessons as well as during writing, and reading lessons. Students immerse themselves in oral language through presentations, role-playing, and readers’ theater.

Students demonstrate the Shurley Method of Grammar, which is the cornerstone of our Language Arts program, as they recite and label all parts of speech, develop sentence structure and improve on punctuation rules.

"The Year of the Pen" in 2009-10 prompted the alignment of the writing curriculum, K-12, based on the 6-Traits of writing, along with curriculum for Honors classes in 7th and 8th grades. Student friendly writing rubrics were created at each grade level for the variety of genres. Students write fictional or personal narratives, expository, and persuasive essays, and responses to literature.

Our DWA (Direct Writing Assessment) given 3 times a year helps us focus on the needs of student writing. Developing Action Plans based upon the lowest trait on the DWA helps us focus our instruction in areas that are not proficient. Developing the 6-traits model, is the focus area that we continue to teach in helping students become better writers.

Our Instructional model, SIOP, allows for differentiation of lessons within the same class, and promotes student participation. Students read an array of genres including realistic, historical, and science fictions, biography and autobiography, poetry, folk tales, and nonfiction. Our Honors 7th and 8th grade English classes students will develop and enhance their language arts strengths in critical and creative thinking through advanced writing, literature analysis, and advanced grammar comprehension.

Like with our 5th-6th graders, universal screening for comprehension (MAZE) and fluency (R-CBM) are administered 3 times a year to identify students at risk. Students in the 0-25th percentile are given the CORE phonics survey for fluency issues, and a student profile is created to determine interventions and progress monitoring. Students who are not proficient are in both Tier 1 and Tier 2 classes based upon their ISAT scores. The screening data drives our decisions for interventions and progress monitoring. We utilize PLATO Test Packs for diagnostic assessments, and the RTI team, meets and based on screening data we write I-plans (Intervention plans) for students in the 0-25th percentile and in need of academic interventions.

3. Mathematics:

Vertical alignment has been important for the success of our math programs. Everyday Math is taught in grades K-6.

Any 6th grader scoring advanced on the ISAT, can take Pre-Algebra, then Algebra 1 as 7th grader and Algebra 2, as eighth graders earning (4) elective math credits, before entering high school.

The 5th & 6th grade staff adopted the Everyday Math Curriculum in response to a desire to shift from a strong computational emphasis to more of a problem-solving emphasis in mathematics. Students are absolutely encouraged and applauded for approaching realistic number problems in a variety of ways. They're challenged to explore many possible solutions, check their results with neighbors, and share their findings with the group.

Collaboration is therefore an integral part of math class each day. Students and adults help others recognize faulty strategies, and revise their thinking through head-to-head discussions. Multiple solutions are encouraged and presented which creates a deeper understanding (background/ scaffold) of new fraction concepts.

Everyday Math has a problem-solving orientation, our teachers know that we must supplement the program to hone student computation skills. This is accomplished in a variety of ways depending on the teachers. Some examples are cumulative reviews, basic fact games, concept boards, and PLATO, a computerized learning program.

HMS teachers recognize that Everyday Math, Pre-Algebra, and Algebra "fit" well together with our instructional model. Teachers provide a variety of interventions for students who are performing below grade level. Along with Tier 1, our Tier II intervention programs, concepts and critical math vocabulary terms are pre-taught for that day's lesson and are frequently reviewed. These classes are small, non-graded, and highly interactive. Misunderstandings are corrected and new knowledge constructed. Tutoring is also provided in an after school program and Saturday school.

Students in 7th and 8th grades use math notebooks to compile written vocabulary and definitions, models for concepts, and examples of the problems for each concept taught. Assessments are a key to success for students. Teachers identify the strengths and weaknesses of each student, and inform instruction. Re-teaching of concepts is an important practice.

Students are identified early for placement in Tier 2 classes based upon their Spring ISAT score in math. We also screen all students using the MCAP three times a year, and the M-COMP, to further identify students at risk for failure.

4. Additional Curriculum Area:

Students today will inherit a world that looks much different than that of their parents' generation. Our world is becoming increasingly digital, and students, upon completion of their education, will be expected to use technology that has not been invented yet. They will face new, global-scale problems and will be challenged to find solutions that meet the demands of both local and global societies.

The ability of this next generation to find these solutions relies on the expectation that students leaving our schools will have a good foundation in all disciplines, but especially those of science, math, technology, and engineering. For this reason, our science offerings are second to none for a middle school of our size. Homedale Middle School believe that it is essential that students begin acquiring skills in these fields starting in the 5th, 6th, 7th, and 8th grades.

Our STEM (Science Technology Engineering and Math) Program centers on offering students opportunities to explore and innovate. We have spent time with alignment of our science curriculum, and we offer an introduction to Science in 5th and 6th grades, Life Science in 7th grade, and Physical Science in 8th grade.

In 8th grade, all students take an exploratory introduction to Electrical Engineering as well as GIS and GPS Technology via 9-week courses. Homedale Middle School also offers a project-based Advanced Science class as an 8th grade elective. This class promotes the acquisition of STEM skills as students design, research, model, and present their ideas as they compete in the Future City Engineering Competition.

7th and 8th grade students also have the opportunity to test their problem-solving skills an Introduction to Robotics course. This course asks students to use the scientific method and to apply math concepts while learning computer programming to make their robot perform specific tasks. These students have the option of competing in a Regional Robotics competition following their participation in the class, which we won this year, and will represent the State of Idaho at the National Future City Competition in Washington, D.C.

Our eighth grade science classes have partnered with Idaho Power participate in an Energy Efficiency Program, where they will collect, record, and writing findings for the energy usage in the middle school. They will then present their finding and proposal to the Board of Trustees.

5. Instructional Methods:

The challenges faced by today's increasingly diverse student population necessitate comprehensive and creative approaches in the classroom. Given diverse backgrounds, learning styles, cultures, and families, teachers are more flexible when approaching learning and achievement.

At Homedale Middle School, effective instruction, every period, every day is the goal that our school strives to achieve. Our classrooms should be places where teachers use best practices and sound methods to differentiate each student's quest for success. Time and dialogue make that kind of classroom possible. Collaboration allows teachers time discussing students and sharing pedagogical ways to reach them. Team discussion delves into content area and vertical team meetings, and check that instructional methods are aligned to promote success for all students.

Our school has fully implemented the SIOP model as a framework for designing instruction. This model allows for all ELL's to stay mainstreamed into the regular classroom. Instruction centers on the SIOP model posting, reciting, and writing language and content objectives for all. Each lesson has teachers purposely teaching to and evaluating the achievement of content as well as language objectives as great preparation goes into the preplanning stages of instruction. Teachers make sure content is age appropriate and is aligned with the state standards. Next, teachers identify academic as well as procedural vocabulary words. Then, they explicitly teach the words using a variety of techniques for emphasizing the vocabulary. They incorporate word walls, graphic organizers, models and other related visuals. We use

flexible grouping configurations for optimum student engagement, and provide ample opportunities for students to clarify key concepts.

During the lesson, teachers tap into what students should already know about the subject or what students may have experienced during another setting. Many times teachers create experiences for students so they have knowledge to build new concepts upon. Often, the lesson unfolds with teachers demonstrating or modeling a new concept. Students then participate by completing investigations, building models, doing writings; reading plays, using guided readings or any other activity that stimulates the use of academic language. During this whole process the teacher constantly monitors student engagement and comprehension adjusting as needed. A successful lesson is a scaffold that emphasizes all students using academic language in meaningful ways that include listening, speaking, reading and writing.

6. Professional Development:

Professional Development is a commitment shared and informed by all members of the teaching community. Teacher preparation is viewed as a lifelong process that fosters the development of a “community of leaders in which teaching and learning are reciprocal.

The staff has embraced new and current research methods based on their knowledge of how students learn and develop. This allows them to provide challenging, developmentally appropriate curricula that engage students intellectual, social, and personal interests. Most aspects of professional development ensures that we utilize current teaching skills, enabling students to meet or exceed their learning potential. HMS promotes an exceptional environment where educators feel comfortable and confident working collaboratively with each other.

Cognitive coaching training for our teacher leaders was very important and a concept that will improve teachers and people in general. Anytime we are reflective about what we do, and allow ourselves to be challenged, we can't help but improve. This training has made a difference. Being open to new learning allows teachers to provide more learning opportunities for students.

To better understand the environment of our families from low socio-economic status, we have staff trainings on the SIOP model, which was first created for (ELL's) English Language Learners. Some staff members have attended Eric Jensen's Poverty Workshop.

The implementation of the RTI framework, and training with AIMS Web progress monitoring are a few of our newest undertakings and it is challenging. In order for Homedale Middle School to continue moving forward we must continue to embrace new and current research methods based on their knowledge of how students learn and develop. This allows our teacher's to provide challenging, developmentally appropriate strategies that engage student in their intellectual, social, and personal development. In order to support and learn from each other, teacher leaders were trained in Cognitive Coaching, and we facilitate SIOP peer observations.

Our parents are not left out of the learning. We offer Rosetta Stone Adult English classes at the middle school. Our entire staff attended the Idaho Middle Level Conference in Boise, Idaho last spring where staff members shared the implementation of SIOP at a break out session.

Currently, the Language arts teachers through data driven decision-making are working through a Spelling in-service with a consultant from Boise State University. The goal is that our time and money will be used wisely on strategic and collaborative planning.

7. School Leadership:

To lead is to serve. Effective school leadership starts with a clear vision that is shared by all stakeholders faculty, staff, student, and parents. For schools to advance in delivering effective services to the children they serve, leadership must be distributed.

Success at Homedale Middle School is in part attributed to the flexible organizational structures, and students' diversity, their need for identification with a group, and to break the rigidity of the typical uniform schedule. Ms. Asumendi-Mereness has put in place structures that empower others in the organization to exercise their own leadership potential, e.g., parents and faculty members serving on a school leadership governance committee. At HMS, an adult advocates for every student's right to learn and provides challenging and relevant learning opportunities.

The foundation for all decision-making at the school is built upon the value of putting kids' interest first. One of the primary roles of the building principal is to make sure that when options are being considered they are weighted against the "kids-first" guiding principle. Master schedules, prep periods, and the resulting assignment of staff is not done based on adult interests, e.g., seniority, but on student interests, e.g., which teacher has the skill set necessary to work effectively with struggling students. HMS is student-centered and a safe place; that addresses the social, emotional, physical and intellectual needs of adolescents and supports high achievement and personal development. Along with putting kids first, her commitment to student achievement is evidenced every day and on Saturday's when she and other staff opens the school and welcome students who need additional time and support.

The vision is clearly understood by all stakeholders—faculty, staff, students and parents. This shared vision is for an effective school serving adolescent children. When she took over as principal at Homedale Middle School in 2007, she knew having a vision was not enough and worked with stakeholders embracing the vision as well. Homedale Middle School offers a curriculum that is challenging, integrative, and exploratory and grounded in rigorous, academic standards utilizing SIOP (Sheltered Instructional Observation Protocol) instructional strategies and approaches to close the achievement gap among students.

Consequently, faculty, staff, students, and parents have a clear understanding of the direction Homedale Middle School is going and make contributions toward it. Stakeholders must also embrace the vision and contribute to its attainment. This Ms. Asumendi-Mereness has been able to accomplish.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Idaho State Achievement Test

Edition/Publication Year: Idaho State Achievement Test/2003

Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	83	84	79	72	88
Advanced	41	55	32	33	35
Number of students tested	80	122	95	102	94
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	81	69	65	86
Advanced	38	47	27	28	28
Number of students tested	65	85	59	72	71
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	79	76	68	58	93
Advanced	38	45	20	26	17
Number of students tested	24	49	44	43	41
4. Special Education Students					
Proficient	0	60	0	0	0
Advanced	0	27	0	0	0
Number of students tested	0	15	0	0	0
5. English Language Learner Students					
Proficient	0	50	37	0	76
Advanced	0	8	0	0	6
Number of students tested	0	12	19	0	17
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Idaho State Achievement
5 Test

Edition/Publication Year: Idaho State Department of
Education/2003

Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	88	88	81	68	69
Advanced	36	39	32	24	33
Number of students tested	80	122	95	102	94
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	85	82	75	63	62
Advanced	34	35	29	15	28
Number of students tested	65	85	59	72	71
2. African American Students					
Proficient	0	0	100	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	0
3. Hispanic or Latino Students					
Proficient	79	82	66	58	56
Advanced	21	33	14	9	20
Number of students tested	24	49	44	43	41
4. Special Education Students					
Proficient	0	60	0	0	0
Advanced	0	20	0	0	0
Number of students tested	0	15	0	0	0
5. English Language Learner Students					
Proficient	0	58	32	0	29
Advanced	0	8	0	0	0
Number of students tested	0	12	19	0	17
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Idaho State Achievement

Edition/Publication Year: Idaho State Achievement/2003 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	89	83	78	80	83
Advanced	45	29	34	31	26
Number of students tested	122	96	95	94	92
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	87	78	72	72	78
Advanced	41	25	25	25	17
Number of students tested	87	65	67	64	63
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	84	72	74	72	68
Advanced	41	17	18	18	13
Number of students tested	49	47	38	39	38
4. Special Education Students					
Proficient	67	0	0	0	50
Advanced	25	0	0	0	
Number of students tested	12	0	0	0	10
5. English Language Learner Students					
Proficient	0	39	0	43	0
Advanced	0	0	0	7	0
Number of students tested	0	18	0	14	0
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11ID1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Idaho State Achievement
6 Test

Edition/Publication Year: Idaho State Achievement
Test/2003

Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	90	80	84	73	76
Advanced	39	28	32	27	26
Number of students tested	122	96	95	94	92
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	87	72	82	66	71
Advanced	32	23	21	20	17
Number of students tested	87	65	67	64	63
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	88	66	79	56	61
Advanced	22	15	26	13	11
Number of students tested	49	47	38	39	38
4. Special Education Students					
Proficient	50	0	0	0	30
Advanced	17	0	0	0	0
Number of students tested	12	0	0	0	10
5. English Language Learner Students					
Proficient	0	44	0	36	0
Advanced	0	0	0	0	0
Number of students tested	0	18	0	14	0
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Idaho State Achievement
7 Test

Edition/Publication Year: Idaho State Achievement
Test/2003

Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	82	74	80	64	69
Advanced	28	21	29	13	21
Number of students tested	98	97	95	88	96
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	75	68	73	53	63
Advanced	23	15	22	7	12
Number of students tested	61	66	59	58	60
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	74	60	75	35	51
Advanced	19	11	19	3	9
Number of students tested	42	35	36	34	43
4. Special Education Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient	50	0	50	0	0
Advanced	0	0	0	0	0
Number of students tested	12	0	10	0	0
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Idaho State Achievement
7 Test

Edition/Publication Year: Idaho State Achievement
Test/2001

Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	89	84	91	58	77
Advanced	43	28	40	20	32
Number of students tested	98	97	95	88	96
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	85	82	85	50	73
Advanced	34	23	29	14	18
Number of students tested	61	66	59	58	60
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	79	80	83	41	70
Advanced	24	9	22	3	12
Number of students tested	42	35	36	34	43
4. Special Education Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient	42	0	70	0	0
Advanced	0	0	0	0	0
Number of students tested	12	0	10	0	0
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Idaho State Achievement
8 Test

Edition/Publication Year: Idaho State Achievement
Test/2003

Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	87	78	78	64	57
Advanced	24	29	23	20	6
Number of students tested	91	98	97	105	99
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	85	73	72	52	46
Advanced	20	21	10	6	3
Number of students tested	60	70	60	65	61
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	78	67	64	50	37
Advanced	19	15	5	4	2
Number of students tested	32	39	39	48	43
4. Special Education Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient	0	42	0	18	18
Advanced	0	0	0	0	0
Number of students tested	0	12	0	11	11
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Idaho State Achievement
8 Test

Edition/Publication Year: Idaho State Achievement
Test/2003

Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	98	92	90	76	64
Advanced	47	47	25	23	26
Number of students tested	91	98	97	105	99
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	98	90	85	68	49
Advanced	42	44	10	11	18
Number of students tested	60	70	60	65	61
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	94	87	79	73	37
Advanced	31	28	5	8	9
Number of students tested	32	39	39	48	43
4. Special Education Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient	0	83	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	12	0	0	11
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11ID1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	85	80	79	70	74
Advanced	35	35	29	24	22
Number of students tested	391	413	382	389	381
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	82	76	71	61	69
Advanced	32	28	21	17	16
Number of students tested	273	286	245	259	255
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	79	69	70	54	62
Advanced	29	24	16	13	10
Number of students tested	147	170	157	164	165
4. Special Education Students					
Proficient	56	43	29	32	35
Advanced	20	14	10	11	8
Number of students tested	25	28	21	19	26
5. English Language Learner Students					
Proficient	46	41	38	26	44
Advanced	0	2	0	2	2
Number of students tested	26	46	42	42	43
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11D1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	91	86	86	69	71
Advanced	41	36	32	23	29
Number of students tested	391	413	382	389	381
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	89	82	82	62	64
Advanced	35	32	22	15	21
Number of students tested	273	286	245	259	255
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	85	78	76	59	56
Advanced	24	22	17	9	13
Number of students tested	147	170	157	164	165
4. Special Education Students					
Proficient	60	43	38	21	23
Advanced	20	11	10	0	0
Number of students tested	25	28	21	19	26
5. English Language Learner Students					
Proficient	50	59	45	21	19
Advanced	4	2	0	0	0
Number of students tested	26	46	42	39	43
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11ID1