



ITHACA

2009-2010 ANNUAL REPORT

Charles Schnetzler, Superintendent

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Superintendent's Greeting/Message

Ithaca Public Schools, one of the leading school systems in mid-Michigan, is very proud of our students, alumni and community. Some of our many attributes include:

- Ithaca Public Schools high academic standards are reflected in our North Central Accreditation in grades K-12.
- Numerous awards and accomplishments including: MASB Michigan's Best Education Excellence Award, Governor's Cup, Spartan Award, Yearbook Award of Excellence, along with many academic and athletic league championships.
- An elementary program committed to small class sizes and providing an exemplary curriculum. Our elementary students also receive instruction in art, music, physical education and media/technology.
- A full range of academic programs that are designed to meet the needs of our diverse student population.
- The availability of athletics, fine arts and leadership opportunities for all students.
- An enhanced academic program through a variety of offerings such as Advanced Placement courses, dual enrollment, interactive television, Web-based courses and vocational education classes.
- Continual school improvement activities that are fully supported by the Board of Education. A curriculum review process ensures constant evaluation, revision and improvement. This is reflected in our above average MEAP and MME scores.
- The Responsible Thinking Process in all buildings. This process trains educators to teach students to take responsibility for themselves by learning to think on their own, to respect the rights of others, to make effective plans, and to build self confidence.
- The belief that community and parent involvement is essential for strong, successful schools

Vision and Mission Statement

Ithaca Public Schools is committed to excellence in learning for every student by providing a supportive, educational community where each individual strives to reach

School Board Members

President	Scott Showers
Vice-President	Mike Reeves
Secretary	Steve Lehman
Treasurer	Rick Wilson
Trustee	Dan Carley
Trustee	Don Macha
Trustee	Cathy Rayburn

Demographics

The city of Ithaca is the county seat of Gratiot County. This rural community is ideally located on U.S. 127, one of the major links of the interstate highway system. The freeway provides fast and convenient transportation to all major metropolitan areas in Michigan. Ithaca is a short drive from Lansing, Grand Rapids, Midland and Mt. Pleasant.

Ithaca was founded in 1855 by John Jeffery of Niagara County, New York. He acquired the land in 1853, but did not assume possession of it until 1855, when the site was unbroken wilderness in every direction. He named the site Ithaca in honor of his hometown in New York. During 1855, other settlers began to appear in the area and in the fall of that year, Jeffery cleared the land that was to become the main business district of Ithaca. In 1856, he planned the village of Ithaca and laid out lots, blocks, streets and alleys. In March of 1856, the county board of supervisors met in a special session and selected Ithaca as the site of the Gratiot County Seat.

Ithaca is surrounded by Michigan's richest farm land. Agriculture is a major economic factor in Gratiot County. One of Michigan's largest vegetable farms is situated less than a mile from Ithaca. The United States Department of Agriculture maintains offices in Ithaca. The Gratiot County office for the Michigan State University Cooperative Extension Service is also in the city.

The topography of the Ithaca area is flat land surrounded by fertile farmland.

The area enjoys a moderate climate. January is the coldest month, with an average winter temperature of 31 degrees, and the warmest summer month is July with an average temperature of 75 degrees. The average precipitation is 30.78 inches.

District Profile

The Ithaca School District includes the City of Ithaca (population 3,018), portions of eleven townships in Gratiot County (Arcada, Elba, Emerson, Fulton, Hamilton, Lafayette, Newark, New Haven, North Star, Sumner and Washington) and a portion of Crystal Township in Montcalm County. The entire school district encompasses 167 square miles. Approximately seventy percent (70%) of our students are eligible to be transported to and from school each day by one of the district's twenty (20) buses.

The student population of 1,500 is representative of the socio-economic, racial and cultural diversity in this area. Educational programs exist for pre-kindergarten students through adult education housed in three (3) buildings (Junior/Senior High School, North Upper Elementary School, South Lower Elementary School). Ithaca participates in the Gratiot-Isabella RESD Schools of Choice Program which allows students to attend any public school in Gratiot and Isabella counties

Core Beliefs

Vision Statement

Ithaca Public Schools strives to become a professional learning community encompassing our families, schools, and community.

In our vision of a Professional Learning Community . . .

I. Students

- demonstrate a desire to learn
 - accept responsibility for their learning
 - strive to reach their highest potential
 - conduct themselves in a way that contributes to a safe, orderly, positive school atmosphere
 - become actively involved in school activities
 - become lifelong learners and productive members of society
- II. **Staff**
- have high expectations for student achievement and accept responsibility for helping students meet those expectations
 - are guided by shared goals and a common purpose
 - are committed to working in high-performing collaborative teams
 - build caring relationships with students, family and community
 - model the importance of lifelong learning by their commitment to professional growth
- III. **Family and Community**
- provide the basic needs to ensure children are ready to learn
 - play an active role in the education of their children
 - model a commitment to lifelong learning
 - provide the resources that enable the district to offer exemplary programs
 - have ready access to the district's resources and facilities
- IV. **Leaders**
- promote and protect the district's vision
 - are developed at all levels
 - are committed to continuous improvement
 - are decisive and fair in dealings with staff, students, and parents
 - empower their staff and pursue excellence
 - are of high integrity
 - model problem solving and continuous learning
- V. **The Learning Environment**
- is safe and supportive
 - provides a challenging curriculum
 - is based on research and best practice to drive instruction
 - promotes instructional strategies that recognize individual learning styles
 - closely monitors the academic progress of each student
 - promotes respect for all
 - promotes open communication among all

Values Statement

The Board and Administrative leadership of Ithaca Public Schools is committed to the education and well-being of each student. We have identified the following values in order to guide the policies, procedures, programs, priorities, and day-to-day decisions of the District. We will honor, advance, and protect these values.

In order to advance our shared vision of an exemplary school district, we will:

- commit to student achievement and well-being as our top priority
- actively promote the District's mission, vision, values and goals

- demonstrate a commitment to high achievement and lifelong learning through the development of curricular and co-curricular programs and diverse educational experiences
- develop and implement policies, programs and procedures to monitor and support individual student success
- recognize and celebrate individual and collective efforts and achievements
- model, monitor and enforce student and adult behaviors which contribute to a safe and orderly environment while respecting the rights of others within our community
- develop positive relationships with school, staff and community
- base instructional decisions upon current research and best practices to improve achievement
- empower leadership at all levels
- commit to working in high-performing collaborative teams
- unite to achieve a high level of mutual support and trust among all members of the learning community
- commit to lifelong learning through ongoing professional development

Student Exit Outcomes

When students graduate from the Ithaca Public Schools they will be:

1. **SELF-DIRECTED LEARNERS** who use positive core values to create a positive vision for themselves and their future, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress and assume responsibility for their actions.
2. **COLLABORATIVE CONTRIBUTORS** who use effective leadership and group skills to foster, develop, and support relationships with and between others in culturally diverse work, community and family.
3. **COMPLEX THINKERS** who identify, access, integrate and use available resources and information to reason, make decisions and solve complex problems in a variety of contexts.
4. **COMMUNITY CONTRIBUTORS** who contribute their time, energies, and talents to improving the welfare of others by improving the physical and mental quality of life in their diverse communities.
5. **INNOVATIVE CONTRIBUTORS** who create intellectual, artistic, and practical contributions which reflect originality, high quality, and the use of advanced technologies.
6. **EFFECTIVE COMMUNICATORS** who are competent in applying verbal and written communication skills.

Accreditation Status

Accreditation is a process which enables schools to be measured against a set of quality education standards. At the start of the 1997-98 school year, Ithaca Public Schools made a commitment to pursue accreditation for each of the buildings in the district through the North Central Association of Colleges and Schools. The North Central Association is the largest regional accreditation agency in the nation and presently provides accreditation for 1,200 Michigan public and nonpublic schools. Accreditation through the North Central Association fulfills all of the requirements of PA 25 of 1990. North Central Association accreditation is based on an on-going process in which schools select goals focused on improving student learning, develop assessments and strategies to document improvement, and provide evidence of

improvement on each of the goals. Ithaca Junior/Senior High School and North Elementary hosted QAR visits this year (South Elementary will host a fall QAR visit). Under the North Central Association accreditation standards our school buildings were awarded the following status:

- Ithaca Junior/Senior High School-----Full Accreditation
- North Elementary School-----Full Accreditation
- South Elementary School-----Full Accreditation

Ed Yes! and Report Card

<u>School</u>	<u>Grades Tested</u>	<u>Ed Yes! Grade 2008-2009</u>	<u>Ed Yes! Grade 2009-2010</u>	<u>School AYP Status 08-09</u>	<u>School AYP Status 09-10</u>
Ithaca High School	7-11	A	A	Met AYP	Met AYP
North Elementary	3-7	A	A	Met AYP	Met AYP
South Elementary	3	A	A	Met AYP	Met AYP

School Improvement

The District Improvement Team is composed of several focus groups. The District Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction. Goals that are being addressed:

- Goal #1 Reading: Comprehension and Reading Fluency K-6
All students will improve their reading skills in all areas of the curriculum. All students will improve their ability to read and comprehend a variety of printed material. All students will improve their reading fluency across the curriculum.
- Goal #2 Writing Across the Curriculum
All students at Ithaca Public Schools will be proficient writers. To increase student proficiency for economically disadvantaged: especially 5th grade writing, 5th grade ELA, 6th grade writing, 11th grade ELA.
- Goal #3 Mathematics
All students at Ithaca Public Schools will be college-ready for math as measured by the MME and ACT. We will close the gap between economically disadvantaged, students with disabilities and general education student success in the area of math. To increase student proficiency for economically disadvantaged in the areas of math: especially 5th grade, 6th grade, 7th grade, 8th grade.

A major component of Public Act 25 and 339 is **SCHOOL IMPROVEMENT**. NCA School improvement teams exist for each building in the Ithaca School system as well as a district-wide team.

The purpose of school improvement is to provide an ongoing collaborative planning process for the district and individual buildings. Included in the process is a mission statement, student outcome based goals, curriculum based goals, measurement and site-based decision making. The District continues the process of North Central Accreditation in which schools are required to engage in continuous school improvement.

The Ithaca Public Schools is currently finishing the second cycle of NCA Accreditation. The 2006-2007 year was a baseline year for data collection toward the individual building goals.

Pupil Retention Rate

Ithaca Public Schools is committed to maximizing opportunities for student success and graduation. To help prevent students from dropping out of school, twenty-seven (27) teachers, support staff, and administrators have been trained in the Student Assistance Program. The purpose of this program is to better understand student problems as they relate to their personal, social, and school life. Support groups for students dealing with family change and abuse are also available at the school. The Junior High Advisor/Guidance Program is also aimed at the "at risk" student by providing one adult in the building with whom the student has daily contact and can act as an advocate for the child as he/she moves through the difficult teen years. Our counselors work with students on an individualized basis to assist their growth intellectually, socially and emotionally. Referrals are made to outside agencies, if necessary, by the counselors and/or parents.

Pupil Retention Rate			
Grade	Number of Students Enrolled		
	2007-2008	2008-2009	2009-2010
Kindergarten	101	108	112
One	110	83	104
Two	98	115	84
Three	112	90	115
Four	110	112	90
Five	104	110	106
Six	112	107	105
Seven	111	107	108
Eight	109	111	103
Nine	125	109	118
Ten	117	117	104
Eleven	105	111	115
Twelve	103 (20 Alt Ed)	99	95
District Total	1437	1378	1359

Reported here are the rates of Retention and Dropout as determined by the Michigan Department of Education. The district's dropout rate is consistently well below the state average.

Year	Graduation/Retention Rate
2007-2008	92%
2008-2009	94%
2009-2010	96.9%

Core Curriculum Status

English Language Arts

The K-8 English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. The English Language Arts curriculum was last approved by our local Board of Education in 2004-2005. We reviewed our ELA curriculum K-6 during the 2009-2010 school year. Changes will be implemented in 2010-2011. Staff at all grade levels have reviewed the state requirements and received professional development in the English Language Arts area.

The High School English Language Arts curriculum follows the High School Content Expectations as a part of the Michigan Merit Curriculum and the graduation requirements approved by Michigan’s State Board of Education. The English Language Arts curriculum was last approved by our local Board of Education in 2004-2005. We reviewed our ELA curriculum K-12 during the 2009-2010 school year. Changes will be implemented in 2010-2011. Staff in all content areas have reviewed the state requirements and received professional development in the English Language Arts area.

Mathematics

The K-8 Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. Building educators utilize the Every Day Math series. The Mathematics curriculum was last approved by our local Board of Education in 2003-2004 with an overview and updating materials in 2007-2008. Staff at all grade levels have reviewed the state requirements and received professional development as necessary in the Mathematics area. Math will be reviewed in 2010-2011.

The High School Mathematics curriculum follows the High School Content Expectations as a part of the Michigan Merit Curriculum and the graduation requirements approved by Michigan’s State Board of Education. Building educators utilize the Chicago Math series. The Mathematics curriculum was last approved by our local Board of Education in 2003-2004 K-12. The high school was reviewed and updated in 2007-2008 to meet new high school requirements. Staff in all content areas have reviewed the state requirements and received professional development as necessary in the Mathematics area. Math will be reviewed in 2010-2011.

Science

The K-8 Science curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. Building educators utilize the Battle Creek science kits and materials. The Science curriculum was last approved by our local Board of Education in 2008-2009 with completion of the implementation process to finish at North Elementary in 2009-2010. Staff at all grade levels have reviewed the state requirements and received professional development in the Science area.

The High School Science curriculum follows the High School Content Expectations as a part of the Michigan Merit Curriculum and the graduation requirements approved by Michigan’s State Board of Education. Science curriculum was last approved by our local Board of Education in 2005-2006. Staff have reviewed the state requirements and received professional development as necessary in the Science area.

Social Studies

The K-8 Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. The Social Studies curriculum was last approved by our local Board of Education in 2008-2009. Staff at all grade levels have reviewed the state requirements and received professional development in the Social Studies area.

The High School Social Studies curriculum follows the High School Content Expectations as a part of the Michigan Merit Curriculum and the graduation requirements approved by Michigan's State Board of Education. The Social Studies curriculum was last approved by our local Board of Education in 2007-2008. Staff have reviewed the state requirements and received professional development as necessary in Social Studies.

Academic Programs

Dual Enrollment

Qualifying high school students can “dual enroll” at the various local colleges, receiving both high school and college credits.

Advanced Placement Courses

AP Biology, AP Statistics, AP U.S. History, and AP English Literature

Career and Technical

The Alma and Mt. Pleasant Career Technical Center offers a wide variety of classes to IHS students. Students attend academic classes at IHS in the morning and attend career technical classes in the afternoon. IHS offers transportation to both Alma and Mt. Pleasant.

Additional Program(s)

- Spanish I and II is offered each year for our high school students.
- Students can take Advanced Placement (AP) courses and foreign language courses that are not currently offered at IHS on-line through Michigan Virtual High School.
- IHS offers a wide variety of extra-curricular activities, including Business Professionals of America, Model United Nations, Forensics, Quiz Bowl, Writing Team, Technology Team, Science Olympiad, and Visual Arts.
- IHS offers a full selection of art courses as well as Marching Band, Concert Band, Choir, and Jazz Band.
- Ithaca Junior-Senior High School also offers a wide variety of athletic opportunities for both boys and girls.
- Adult and Youth Recreation
- Title I
- General Educational Development Testing (G.E.D.)
- Interactive Television
- Ithaca Tuition Pre-School
- Motorcycle Safety
- Special Education
- Great Start Readiness Program (4 year old students)
- Resident hall walking

- Community use of school pool
- Senior Citizens activities passes awarded

Teacher Quality Data

2009-2010 Teacher Quality Data

	100%
Percentage of Certified Teachers	South Elementary: BA 10 58.8% MA 7 41.1%
	North Elementary: BA 12 46.2% MA 14 53.4%
	Middle/High School: BA 22 59.5% MA 15 40.5%
	Transient: BA 2 .33% MA 4 66.7%
	Totals: BA 46 53.5% MA 40 46.5%
Percentage of Teachers with Emergency Credentials	0%
Percentage of Core Academic Teachers Meeting NCLB Highly Qualified Requirement	100%
Percentage of Core Academic Classes NOT Taught by Highly Qualified Teachers	0%

Parent Involvement

Parent Involvement Policy

The Parent Involvement Policy is approved by the Ithaca School Board of Education and fulfills the requirements of No Child Left Behind. Included in the Board Policies are: Relations with Parents and Parent Participation in Title I Programs.

Parents Right to Know Statement

The Parents Right to Know Statement is approved by the Ithaca School Board of Education and fulfills the requirements of No Child Left Behind. Included in the Board Policies is the "Parents Right to Know Statement".

Parent Teacher Conference Attendance Data

Parent Teacher Conference Attendance Data

Subgroup	Percentage of Students Having a Parent in Attendance		
	2007-2008	2008-2009	2009-2010
All	75%	74%	73%
South Elementary	93%	91.9%	92.7%
North Elementary	99%	98%	98%
Junior High	65%	61%	55%
High School	42%	44%	46%

Local Assessment Data

We will know we have achieved our mission when all graduates of the Ithaca Public Schools can:

1. Demonstrate the knowledge and competence necessary for achievement and continuing fulfillment in life-role pursuits.
2. Develop a personal life plan that reflects the prerequisites needed for career entry and the anticipated up-grading required in a high-tech market place.
3. Demonstrate creativity and flexibility in dealing with complex issues.
4. Participate as concerned/active citizens who positively contribute their time, energies, and talents to improve the welfare of themselves and others within their diverse community.
5. Participate as innovative individuals who contribute original, creative work and make intellectual and practical contributions to their community.
6. Apply innovative communication, problem-solving, leadership, and conflict resolution skills in relating to people who have fundamentally different backgrounds, priorities, and beliefs from their own.
7. Exercise personal, social, and moral responsibility in dealing with health, wellness, and environmental issues.
8. Demonstrate satisfactory written and verbal communications skills.

District Assessments:

Ithaca Public Schools uses Study Island, a computer based monthly assessment of Reading and Math grades 3 through 8. This assessment measures student proficiency of end of the year Grade Level Expectations. It allows teachers to view each student’s progress toward mastery of Reading and Math outcomes. Teachers are able to differentiate instruction and provide intervention when necessary based upon the monthly data. North Elementary and the Middle School utilize the STAR reading assessments. South and North Elementary utilize DIBEL assessments. South Elementary utilizes MLPP assessments.

The Michigan Education Assessment Program (MEAP) assesses 3rd through 9th grade students in the fall of the school year.

Grades 3 and 4 are tested in English, Language Arts (ELA) and Math.

Grade 5 is tested in ELA, Math and Science.

Grade 6 is tested in ELA, Math and Social Studies

Grade 7 tests ELA and Math

Grade 8 tests ELA, Math and Science

Grade 9 tests only Social Studies

Accountability Data (AYP)

Third Grade AYP* Demographic Report

AYP Student Subgroup	English Language Arts (Reading)				Mathematics				Additional Academic Indicators	
	Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Attendance Rate Goal: 85%	
	School	State	School	State	School	State	School	State	School	State
All Students	100%		96%	90%	100%		99%	95%	96.2	94.3
American Indian/ Native Alaskan	-									
Asian/ Pacific Islander	-									
Black, Not of Hispanic Origin	-									
Hispanic	-									
White, Not of Hispanic Origin	96		96%	88%	96		99%	89%		
Students with Disabilities	<10									
Limited English Proficient	-									
Economically Disadvantaged	50		96%	%	50		98%	75%		

*This data references all students tested. The AYP accreditation status is based on full academic year students only.

Fourth Grade AYP* Demographic Report

AYP Student Subgroup	English Language Arts (Reading)				Mathematics				Additional Academic Indicators	
	Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Attendance Rate Goal: 85%	
	School	State	School	State	School	State	School	State	School	State
All Students	100%		86%	84%	100%		98%	92%	96.2	94.3
American Indian/ Native Alaskan	-									
Asian/ Pacific Islander	-									
Black, Not of Hispanic Origin	-									
Hispanic	-									
White, Not of Hispanic Origin	79		86%	85%	79		99%	89%		
Students with Disabilities	<10									
Limited English Proficient	-									

Economically Disadvantaged	38		76%	68%	38		97%	76%		
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*This data references all students tested. The AYP accreditation status is based on full academic year students only.

Fifth Grade AYP* Demographic Report										
AYP Student Subgroup	English Language Arts (Reading)				Mathematics				Additional Academic Indicators	
	Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Attendance Rate Goal: 85%	
	School	State	School	State	School	State	School	State	School	State
All Students	100%		92%	85%	100%		85%	79%	96.2	94.3
American Indian/ Native Alaskan	-									
Asian/ Pacific Islander	-									
Black, Not of Hispanic Origin	-									
Hispanic	-									
White, Not of Hispanic Origin	102		91%	85%	101		84%	89%		
Students with Disabilities	<10									
Limited English Proficient	-									
Economically Disadvantaged	45		84%	68%	44		84%	75%		

*This data references all students tested. The AYP accreditation status is based on full academic year students only.

Sixth Grade AYP* Demographic Report										
AYP Student Subgroup	English Language Arts (Reading)				Mathematics				Additional Academic Indicators	
	Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Attendance Rate Goal: 85%	
	School	State	School	State	School	State	School	State	School	State
All Students	100%		94%	88%	100%		87%	82%	96.2	94.3
American Indian/ Native Alaskan	-									
Asian/ Pacific Islander	-									
Black, Not of Hispanic Origin	-									
Hispanic	-									
White, Not of Hispanic Origin	90		96%	85%	91		88%	89%		
Students with Disabilities	11		64%	45%	11		55%	60%		
Limited English Proficient	-									

Economically Disadvantaged	34		91%		34		79%	75%		
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Seventh Grade AYP* Demographic Report										
AYP Student Subgroup	English Language Arts (Reading)				Mathematics				Additional Academic Indicators	
	Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Attendance Rate Goal: 85%	
	School	State	School	State	School	State	School	State	School	State
All Students	100%		80%	82%	100%		83%	82%	96.6%	94.3%
American Indian/ Native Alaskan										
Asian/ Pacific Islander										
Black, Not of Hispanic Origin										
Hispanic										
White, Not of Hispanic Origin	94		83%		94		84%			
Students with Disabilities	15		27%		15		27%			
Limited English Proficient										
Economically Disadvantaged	51		67%		51		78%			

*This data references all students tested. The AYP accreditation status is based on full academic year students only.

Eighth Grade AYP* Demographic Report										
AYP Student Subgroup	English Language Arts (Reading)				Mathematics				Additional Academic Indicators	
	Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Attendance Rate Goal: 85%	
	School	State	School	State	School	State	School	State	School	State
All Students	100%		89%	83%	100%		91%	70%	96.6%	94.3%
American Indian/ Native Alaskan										
Asian/ Pacific Islander										
Black, Not of Hispanic Origin										
Hispanic										
White, Not of Hispanic Origin	89		88%		89		90%			
Students with Disabilities	<10									
Limited English Proficient										

Economically Disadvantaged	43		84%		43		84%			
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*This data references all students tested. The AYP accreditation status is based on full academic year students only.

Eleventh Grade AYP* Demographic Report

AYP Student Subgroup	English Language Arts (Reading and Writing)				Mathematics				Additional Academic Indicators	
	Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Percent Tested Goal: 95%		Percent Proficient and Advanced (Level 1 & 2) Goal:		Graduation Rate Goal: 80%	
	School	State	School	State	School	State	School	State	School	State
All Students	99		60%		99		54%		96.6	94.3
American Indian/ Native Alaskan										
Asian/ Pacific Islander										
Black, Not of Hispanic Origin										
Hispanic										
White, Not of Hispanic Origin										
Students with Disabilities										
Limited English Proficient										
Economically Disadvantaged										

*This data references all students tested. The AYP accreditation status is based on full academic year students only.

Assessment Data

Third Grade Reading Demographic Report

Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2009-10	96%	96%	90%	100%	48%	49%	4%	0%
	2008-09	86%	86%	87%	86	48%	38%	14%	0%
Male	2009-10	98%	98%		62	47%	52%	2%	0%
	2008-09	84%	84%		50	46%	38%	16%	0%
Female	2009-10	94%	94%		47	49%	45%	6%	0%
	2008-09	89%	89%		36	50%	39%	11%	0%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	96%	96%		96	47%	49%	4%	0%
	2008-09	86%	86%		78	46%	40%	14%	0%

Students with Disabilities	2009-10	-							
	2008-09	-							
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	96%	96%		50	46%	50%	4%	0%
	2008-09	-							

Third Grade Writing Demographic Report – Not Tested 2009-10									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2009-10	%	%	%		%	%	%	%
	2008-09	63%	63%	61%	86	0%	63%	37%	0%
Male	2009-10	%	%			%	%	%	%
	2008-09	54%	54%		50	0%	54%	46%	0%
Female	2009-10	%	%			%	%	%	%
	2008-09	75%	75%		50	0%	75%	25%	0%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	%	%			%	%	%	%
	2008-09	62%	62%		78	0%	62%	39%	0%
Students with Disabilities	2009-10	-							
	2008-09	-							
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	%	%			%	%	%	%
	2008-09	-							

Third Grade Mathematics Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2009-10	99%	99%	95%	100%	58%	41%	1%	0%
	2008-09	93%	93%	91%	87	66%	28%	7%	0%
Male	2009-10	100%	100%		62	65%	35%	0%	0%
	2008-09	92%	92%		51	71%	22%	8%	0%

Female	2009-10	98%	98%		47	49%	49%	2%	0%
	2008-09	94%	94%		36	58%	36%	6%	0%
Amer. Indian/ Native Alaskan	2007-08	-							
	2008-09	-							
Black, Not of Hispanic Origin	2007-08	-							
	2008-09	-							
Hispanic	2007-08	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	99%	99%		96	59%	40%	1%	0%
	2008-09	97%	97%		79	66%	28%	6%	0%
Students with Disabilities	2009-10	-							
	2008-09	-							
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	98%	98%		50	54%	44%	2%	0%
	2008-09	-							

Fourth Grade Reading Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2009-10	86%	86%	84%	100%	37%	49%	11%	2%
	2008-09	93%	93%	83%	107	34%	59%	7%	1%
Male	2009-10	81%	81%		52	38%	42%	17%	2%
	2008-09	94%	94%		52	33%	63%	6%	0%
Female	2009-10	94%	94%		35	34%	60%	3%	3%
	2008-09	91%	91%		55	35%	56%	7%	2%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	86%	86%		79	37%	49%	13%	1%
	2008-09	93%	93%		104	33%	60%	6%	1%
Students with Disabilities	2007-08	-							
	2008-09	-							
Limited English Proficient	2007-08	-							
	2008-09	-							
Economically Disadvantaged	2009-10	76%	76%		38	24%	53%	18%	5%
	2008-09	-							

Fourth Grade Writing Demographic Report-Not Tested 2009-10

Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2009-10	%	%	%		%	%	%	%
	2008-09	43%	43%	44%	106	0%	43%	58%	0%
Male	2009-10	%	%			%	%	%	%
	2008-09	39%	39%		51	0%	39%	61%	0%
Female	2009-10	%	%			%	%	%	%
	2008-09	46%	46%		55	0%	46%	55%	0%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	%	%			%	%	%	%
	2008-09	43%	43%		103	0%	43%	56%	0%
Students with Disabilities	2009-10	-							
	2008-09	-							
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	%	%			%	%	%	%
	2008-09	-							

Fourth Grade Mathematics Demographic Report

Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2009-10	98%	98%	92%	100%	47%	51%	2%	0%
	2008-09	96%	96%	88%	108	65%	32%	3%	1%
Male	2009-10	96%	96%		52	56%	40%	4%	0%
	2008-09	98%	98%		52	71%	27%	0%	2%
Female	2009-10	100%	100%		35	34%	66%	0%	0%
	2008-09	95%	95%		56	59%	36%	5%	0%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							

Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	99%	99%		79	48%	51%	1%	0%
	2008-09	96%	96%		105	65%	31%	3%	1%
Students with Disabilities	2009-10	<10							
	2008-09	-							
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	97%	97%		38	42%	55%	3%	0%
	2008-09	-							

Fifth Grade Reading Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2009-10	92%	92%	85%	100%	45%	47%	7%	1%
	2008-09	90%	90%	81%	101	37%	54%	8%	2%
Male	2009-10	96%	96%		54	46%	50%	4%	0%
	2008-09	89%	89%		54	32%	57%	9%	2%
Female	2009-10	87%	87%		55	44%	44%	11%	2%
	2008-09	92%	92%		47	43%	49%	6%	2%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	91%	91%		102	47%	44%	8%	1%
	2008-09	90%	90%		94	37%	53%	7%	2%
Students with Disabilities	2009-10	<10							
	2008-09	46%	46%	49%	11	0%	46%	46%	9%
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	84%	84%		45	22%	62%	13%	2%
	2008-09	-							

Fifth Grade Writing Demographic Report-Not Tested 2009-10									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)

All Students	2009-10	%	%	%		%	%	%	%
	2008-09	68%	68%	63%	101	0%	68%	30%	2%
Male	2009-10	%	%			%	%	%	%
	2008-09	63%	63%		54	0%	63%	33%	4%
Female	2009-10	%	%			%	%	%	%
	2008-09	75%	75%		47	0%	75%	26%	0%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	%	%			%	%	%	%
	2008-09	69%	69%		94	0%	69%	29%	2%
Students with Disabilities	2009-10	%	%			%	%	%	%
	2008-09	9%	9%		11	0%	9%	82%	9%
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	%	%			%	%	%	%
	2008-09	-							

Fifth Grade Mathematics Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2009-10	85%	85%	79%	100%	53%	32%	11%	4%
	2008-09	84%	84%	77%	101	55%	30%	15%	1%
Male	2009-10	87%	87%		54	50%	37%	11%	2%
	2008-09	83%	83%		54	59%	24%	15%	2%
Female	2009-10	83%	83%		54	56%	28%	11%	6%
	2008-09	85%	85%		47	49%	36%	15%	0%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	84%	84%		101	54%	30%	12%	4%
	2008-09	84%	84%		94	57%	27%	15%	1%
Students with Disabilities	2009-10	<10							
	2008-09	27%	27%	47%	11	9%	18%	64%	0%
Limited English	2009-10	-							

Proficient	2008-09	-							
Economically Disadvantaged	2009-10	84%	84%		44	41%	43%	7%	9%
	2008-09	-							

Fifth Grade Science Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2009-10	94%	94%	81%	100%	52%	42%	6%	0%
	2008-09	90%	90%	83%	101	48%	43%	8%	2%
Male	2009-10	94%	94%		54	57%	37%	6%	0%
	2008-09	93%	93%		54	50%	43%	4%	4%
Female	2009-10	93%	93%		54	46%	46%	7%	0%
	2008-09	87%	87%		47	45%	43%	13%	0%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	93%	93%		101	55%	38%	7%	0%
	2008-09	90%	90%		94	51%	39%	7%	2%
Students with Disabilities	2009-10	<10							
	2008-09	64%	64%	64%	11	27%	36%	27%	9%
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	91%	91%		44	34%	57%	9%	0%
	2008-09	-							

Sixth Grade Reading Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2009-10	94%	94%	88%	100	23%	71%	4%	2%
	2008-09	87%	87%	80%	100	48%	39%	10%	3%
Male	2009-10	92%	92%		52	21%	71%	6%	2%
	2008-09	82%	82%		49	43%	39%	14%	4%
Female	2009-10	96%	96%		48	25%	71%	2%	2%

Female	2008-09	92%	92%		51	53%	39%	6%	2%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	96%	96%		90	24%	71%	3%	1%
	2008-09	87%	87%		94	48%	39%	11%	2%
Students with Disabilities	2009-10	64%	64%	60%	11	0%	64%	27%	9%
	2008-09	33%	33%	45%	12	8%	25%	58%	8%
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	91%	91%		34	6%	85%	9%	0%
	2008-09	-							

Sixth Grade Writing Demographic Report-Not Tested 2009-10									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2009-10	%	%	%		%	%	%	%
	2008-09	83%	83%	77%	100	0%	83%	16%	1%
Male	2009-10	%	%			%	%	%	%
	2008-09	74%	74%		49	0%	74%	25%	2%
Female	2009-10	%	%			%	%	%	%
	2008-09	92%	92%		51	0%	92%	8%	0%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	%	%			%	%	%	%
	2008-09	83%	83%		94	0%	83%	16%	1%
Students with Disabilities	2009-10	-							
	2008-09	17%	17%		12	0%	17%	75%	8%
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	%	%			%	%	%	%
	2008-09	-							

Sixth Grade Mathematics Demographic Report

Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2009-10	87%	87%	82%	100%	50%	37%	12%	1%
	2008-09	87%	87%	80%	101	74%	13%	10%	3%
Male	2009-10	87%	87%		52	50%	37%	12%	2%
	2008-09	80%	80%		49	66%	14%	16%	4%
Female	2009-10	88%	88%		49	51%	37%	12%	0%
	2008-09	94%	94%		52	83%	12%	4%	2%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	88%	88%		91	52%	36%	11%	1%
	2008-09	87%	87%		95	75%	13%	10%	3%
Students with Disabilities	2009-10	64%	64%	52%	11	0%	64%	27%	9%
	2008-09	33%	33%	45%	12	8%	25%	50%	17%
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	79%	79%		34	41%	38%	18%	3%
	2008-09	-							

Sixth Grade Social Studies Demographic Report

Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Basic (Level 3)	Below Basic (Level 4)
All Students	2009-10	80%	80%	73%	100%	46%	35%	15%	5%
	2008-09	85%	85%	74%	100	54%	31%	7%	8%
Male	2009-10	81%	81%		52	42%	38%	15%	4%
	2008-09	82%	82%		49	47%	35%	5%	14%
Female	2009-10	80%	80%		49	49%	31%	14%	6%
	2008-09	88%	88%		51	61%	28%	10%	2%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							

Hispanic	2008-09	-							
White, Not of Hispanic Origin	2009-10	81%	81%		91	47%	34%	15%	3%
	2008-09	86%	86%		94	54%	32%	6%	7%
Students with Disabilities	2009-10	73%	73%	43%	11	18%	55%	37%	0%
	2008-09	50%	50%	40%	12	8%	42%	17%	33%
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	74%	74%		34	35%	38%	18%	9%
	2008-09	-							

Seventh Grade Reading Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2009-10	80%	80%	82%	100%	36%	44%	9%	12%
	2008-09	84%	84%	80%	109	32%	52%	10%	6%
Male	2009-10	67%	67%		52	23%	44%	13%	19%
	2008-09	94%	94%		50	38%	56%	4%	2%
Female	2009-10	92%	92%		51	49%	43%	4%	4%
	2008-09	87%	87%		54	44%	43%	11%	2%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	83%	83%		94	37%	46%	7%	10%
	2008-09	91%	91%		98	42%	49%	7%	2%
Students with Disabilities	2009-10	27%	27%	48%	15	7%	20%	13%	60%
	2008-09	<10		43%	<10				
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	67%	67%		51	27%	39%	16%	18%
	2008-09	88%	88%		40	38%	50%	10%	3%

Seventh Grade Writing Demographic Report-Not Tested 2009-10									
Student Group	School Year	School Percent of	District Percent of	State Percent of	Percent	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)

Student Group	School Year	Students Proficient and Advanced	Students Proficient and Advanced	Students Proficient and Advanced	Percent Tested in School	Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2009-10	%	%	%		%	%	%	%
	2008-09	87%	87%	78%	104	0%	87%	12%	2%
Male	2009-10	%	%			%	%	%	%
	2008-09	90%	90%		49	0%	90%	8%	2%
Female	2009-10	%	%			%	%	%	%
	2008-09	84%	84%		55	0%	84%	15%	2%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10								
	2008-09	%	%			%	%	%	%
Students with Disabilities	2009-10	46%	46%	35%	13	0%	46%	46%	8%
	2008-09	<10		38%	<10				
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	%	%			%	%	%	%
	2008-09	83%	83%		41	0%	83%	12%	5%

Seventh Grade Mathematics Demographic Report

Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2009-10	83%	83%	82%	100%	53%	30%	15%	2%
	2008-09	90%	90%	83%	104	70%	20%	10%	0%
Male	2009-10	75%	75%		52	48%	27%	21%	4%
	2008-09	94%	94%		49	76%	18%	6%	0%
Female	2009-10	92%	92%		51	59%	33%	8%	0%
	2008-09	87%	87%		55	65%	22%	13%	0%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	84%	84%		94	55%	29%	14%	2%
	2008-09	90%	90%		98	69%	20%	10%	0%

Students with Disabilities	2009-10	27%	27%	51%	15	0%	27%	67%	7%
	2008-09	<10		48%	<10				
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	78%	78%		51	39%	39%	20%	2%
	2008-09	88%	88%		41	68%	20%	12%	0%

Eighth Grade Reading Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2009-10	89%	89%	83%	100%	33%	56%	8%	3%
	2008-09	85%	85%	76%	108	44%	42%	14%	7%
Male	2009-10	90%	90%		50	32%	58%	8%	2%
	2008-09	89%	89%		57	46%	44%	9%	2%
Female	2009-10	87%	87%		47	34%	53%	9%	4%
	2008-09	80%	80%		51	41%	39%	20%	0%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	88%	88%		89	33%	55%	9%	3%
	2008-09	86%	86%		97	47%	38%	13%	1%
Students with Disabilities	2009-10	<10							
	2008-09	<10							
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	84%	84%		43	23%	60%	12%	5%
	2008-09	80%	80%		40	25%	55%	18%	3%

Eighth Grade Writing Demographic Report-Not Tested 2009-10									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2009-10	%	%	%		%	%	%	%
	2008-09	81%	81%	74%	108	1%	81%	14%	5%
Male	2009-10	%	%			%	%	%	%

Female	2008-09	81%	81%		57	0%	81%	12%	7%
	2009-10	%	%			%	%	%	%
	2008-09	82%	82%		51	2%	80%	16%	2%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	%	%			%	%	%	%
	2008-09	82%	82%		97	1%	81%	12%	5%
Students with Disabilities	2009-10	%	%	%		%	%	%	%
	2008-09	35%	35%	31%	17	0%	35%	41%	24%
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	%	%			%	%	%	%
	2008-09	75%	75%		40	0%	75%	20%	5%

Eighth Grade Mathematics Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2009-10	91%	91%	70%	100%	72%	19%	7%	2%
	2008-09	87%	87%	75%	108	67%	20%	10%	3%
Male	2009-10	92%	92%		50	70%	22%	8%	0%
	2008-09	91%	91%		57	75%	16%	7%	2%
Female	2009-10	89%	89%		47	74%	15%	6%	4%
	2008-09	82%	82%		51	57%	25%	14%	4%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	90%	90%		89	74%	16%	8%	2%
	2008-09	90%	90%		97	69%	21%	7%	3%
Students with Disabilities	2009-10	<10							
	2008-09	35%	35%	30%	17	6%	29%	47%	18%
Limited English Proficient	2009-10	-							
	2008-09	-							

Economically Disadvantaged	2009-10	84%	84%		43	56%	28%	12%	5%
	2008-09	80%	80%		40	63%	18%	20%	0%

Eighth Grade Science Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2009-20	91%	91%	76%	100%	44%	46%	7%	2%
	2008-09	91%	91%	76%	108	52%	39%	8%	1%
Male	2009-10	94%	94%		50	46%	48%	6%	0%
	2008-09	93%	93%		57	61%	32%	7%	0%
Female	2009-10	87%	87%		47	43%	45%	9%	4%
	2008-09	88%	88%		51	41%	47%	10%	2%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	92%	92%		89	45%	47%	7%	1%
	2008-09	92%	92%		97	55%	37%	7%	1%
Students with Disabilities	2009-10	<10							
	2008-09	71%	71%	42%	17	6%	65%	24%	6%
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	86%	86%		43	33%	53%	12%	2%
	2008-09	88%	88%		40	35%	53%	10%	3%

Ninth Grade Social Studies Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2009-10	73%	73%	71%	100%	38%	35%	19%	8%
	2008-09	79%	79%	72%	104	42%	37%	19%	2%
Male	2009-10	81%	81%		58	45%	36%	12%	7%
	2008-09	75%	75%		55	49%	25%	24%	2%
Female	2009-10	65%	65%		54	31%	33%	26%	9%

Female	2008-09	84%	84%		49	35%	49%	14%	2%
Amer. Indian/ Native Alaskan	2009-10	-							
	2008-09	-							
Black, Not of Hispanic Origin	2009-10	-							
	2008-09	-							
Hispanic	2009-10	-							
	2008-09	-							
White, Not of Hispanic Origin	2009-10	75%	75%		102	39%	35%	18%	8%
	2008-09	81%	81%		97	43%	38%	16%	2%
Students with Disabilities	2009-10	35%	35%	36%	26	4%	31%	42%	23%
	2008-09	39%	39%	37%	18	11%	28%	50%	11%
Limited English Proficient	2009-10	-							
	2008-09	-							
Economically Disadvantaged	2009-10	59%	59%		51	22%	37%	27%	14%
	2008-09	82%	82%		34	24%	59%	15%	3%

Eleventh Grade Reading Demographic Report

Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2007-08	61%	61%	60%	93	1%	60%	32%	6%
	2008-09	70%	70%	62%	101	0%	70%	19%	11%
Male	2007-08	59%	59%		41	0%	59%	34%	7%
	2008-09	62%	62%		45	0%	62%	22%	16%
Female	2007-08	63%	63%		52	2%	62%	31%	6%
	2008-09	77%	77%		56	0%	77%	16%	7%
Amer. Indian/ Native Alaskan	2007-08	-							
	2008-09	-							
Black, Not of Hispanic Origin	2007-08	-							
	2008-09	-							
Hispanic	2007-08	-							
	2008-09	-							
White, Not of Hispanic Origin	2007-08	62%	62%		90	1%	61%	31%	7%
	2008-09	68%	68%		95	0%	68%	20%	12%
Students with Disabilities	2007-08	<10			<10				
	2008-09	31%	31%		13	0%	31%	31%	38%
Limited English Proficient	2007-08	-							
	2008-09	-							
Economically Disadvantaged	2007-08	41%	41%	19%	17	0%	41%	53%	6%
	2008-09	58%	58%	19%	38	0%	58%	26%	16%

Eleventh Grade Writing Demographic Report

Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2007-08	46%	46%	40%	91	1%	45%	51%	3%
	2008-09	49%	49%	41%	97	0%	49%	40%	10%
Male	2007-08	44%	44%		39	3%	41%	56%	0%
	2008-09	48%	48%		42	0%	48%	38%	14%
Female	2007-08	48%	48%		52	0%	48%	46%	6%
	2008-09	51%	51%		55	0%	51%	42%	7%
Amer. Indian/ Native Alaskan	2007-08	-							
	2008-09	-							
Black, Not of Hispanic Origin	2007-08	-							
	2008-09	-							
Hispanic	2007-08	-							
	2008-09	-							
White, Not of Hispanic Origin	2007-08	47%	47%		88	1%	45%	50%	3%
	2008-09	48%	48%		92	0%	48%	41%	11%
Students with Disabilities	2007-08	<10			<10				
	2008-09	-							
Limited English Proficient	2007-08	-							
	2008-09	-							
Economically Disadvantaged	2007-08	24%	24%	6%	17	0%	24%	65%	12%
	2008-09	53%	53%	7%	34	0%	53%	32%	15%

Eleventh Grade English Language Arts Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2007-08	56%	56%	51%	91	1%	55%	41%	3%
	2008-09	61%	61%	52%	97	0%	61%	30%	9%
Male	2007-08	54%	54%		39	3%	51%	44%	3%
	2008-09	60%	60%		42	0%	60%	26%	14%
Female	2007-08	59%	59%		52	0%	58%	38%	4%
	2008-09	62%	62%		55	0%	62%	33%	5%
Amer. Indian/ Native Alaskan	2007-08	-							
	2008-09	-							
Black, Not of Hispanic Origin	2007-08	-							
	2008-09	-							
Hispanic	2007-08	-							
	2008-09	-							
White, Not of	2007-08	57%	57%		88	1%	56%	40%	3%

Hispanic Origin	2008-09	59%	59%		92	0%	59%	32%	10%
Students with Disabilities	2007-08	<10			<10				
	2008-09	0%	0%		12	0%	0%	33%	67%
Limited English Proficient	2007-08	-							
	2008-09	-							
Economically Disadvantaged	2007-08	29%	29%	11%	17	0%	29%	65%	6%
	2008-09	56%	56%	11%	34	0%	56%	32%	12%

Eleventh Grade Mathematics Demographic Report

Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2007-08	65%	65%	46%	93	8%	57%	11%	25%
	2008-09	55%	55%	46%	97	4%	51%	22%	24%
Male	2007-08	66%	66%		41	15%	51%	5%	29%
	2008-09	64%	64%		42	7%	57%	12%	24%
Female	2007-08	63%	63%		52	2%	62%	15%	21%
	2008-09	47%	47%		55	2%	45%	29%	24%
Amer. Indian/ Native Alaskan	2007-08	-							
	2008-09	-							
Black, Not of Hispanic Origin	2007-08	-							
	2008-09	-							
Hispanic	2007-08	-							
	2008-09	-							
White, Not of Hispanic Origin	2007-08	66%	66%		90	7%	59%	11%	23%
	2008-09	53%	53%		92	4%	49%	23%	24%
Students with Disabilities	2007-08	<10			<10				
	2008-09	8%	8%		12	0%	8%	8%	83%
Limited English Proficient	2007-08	-							
	2008-09	-							
Economically Disadvantaged	2007-08	47%	47%	9%	17	0%	47%	6%	47%
	2008-09	56%	56%	9%	34	6%	50%	15%	29%

Eleventh Grade Social Studies Demographic Report

Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2007-08	84%	84%	83%	93	46%	38%	12%	4%
	2008-09	89%	89%	80%	100	49%	40%	7%	4%
Male	2007-08	80%	80%		41	51%	29%	17%	2%

	2008-09	87%	87%		45	67%	20%	7%	7%
Female	2007-08	87%	87%		52	42%	44%	8%	6%
	2008-09	91%	91%		55	35%	56%	7%	2%
Amer. Indian/ Native Alaskan	2007-08	-							
	2008-09	-							
Black, Not of Hispanic Origin	2007-08	-							
	2008-09	-							
Hispanic	2007-08	-							
	2008-09	-							
White, Not of Hispanic Origin	2007-08	83%	83%		90	47%	37%	12%	4%
	2008-09	88%	88%		96	48%	40%	7%	4%
Students with Disabilities	2007-08	<10			<10				
	2008-09	50%	50%		12	8%	42%	17%	33%
Limited English Proficient	2007-08	-							
	2008-09	-							
Economically Disadvantaged	2007-08	71%	71%	43%	17	41%	29%	18%	12%
	2008-09	81%	81%	41%	36	42%	39%	11%	8%

Eleventh Grade Science Demographic Report									
Student Group	School Year	School Percent of Students Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent Tested in School	Percent of Students in the School at Each Achievement Level			
						Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)
All Students	2007-08	60%	60%	56%	93	6%	54%	14%	26%
	2008-09	64%	64%	57%	97	3%	61%	19%	18%
Male	2007-08	63%	63%		41	10%	54%	12%	24%
	2008-09	76%	76%		42	7%	69%	7%	17%
Female	2007-08	58%	58%		52	4%	54%	15%	27%
	2008-09	55%	55%		55	0%	55%	27%	18%
Amer. Indian/ Native Alaskan	2007-08	-							
	2008-09	-							
Black, Not of Hispanic Origin	2007-08	-							
	2008-09	-							
Hispanic	2007-08	-							
	2008-09	-							
White, Not of Hispanic Origin	2007-08	61%	61%		90	7%	54%	14%	24%
	2008-09	63%	63%		92	3%	60%	18%	18%
Students with Disabilities	2007-08	<10			<10				
	2008-09	17%	17%		12	0%	17%	0%	83%

Limited English Proficient	2007-08	-							
	2008-09	-							
Economically Disadvantaged	2007-08	35%	35%	15%	17	0%	35%	12%	53%
	2008-09	62%	62%	17%	34	3%	59%	18%	21%