

The Single Plan for Student Achievement  
and  
Local Educational Agency Plan

LUCERNE ELEMENTARY SCHOOL

17 64048 6010656  
CDS Code

Date of this revision: February 2016

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

The *Local Educational Agency Plan* (LEAP) is a district level plan required by NCLB, which covers all of the same topics addressed in the SPSA and describes how the district will support its schools. Since Lucerne is a single school district, it makes sense to consolidate these two documents into one document.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position: Superintendent/Principal  
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The SSC/DAC approved this revision  
On February 4, 2016

The District Governing Board  
approved this revision  
On February 10, 2016

### Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet State standardized testing growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL:</b> To continue to increase the percentage of students performing Proficient or Above on state standards-based tests so that this percentage, in English Language Arts and Mathematics, rises over the next year in each subject area.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Lucerne Elementary serves a population that tends to be rather homogenously white and socio-economically disadvantaged; therefore, all our goals are for the whole school. No other subgroups comprise a number of students sufficient to report on as a group.</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p>Growth in percent Exceeding/Met over one year in English Language Arts and Math as measured by State standardized testing.</p> <p>All groups will meet State standardized testing growth targets.</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <p>Consistent use of curriculum embedded assessments on a schedule determined by pacing calendars.</p> <p>Twice monthly staff meetings to discuss details of student performance on curriculum-embedded assessments aimed at: 1) planning for maximally effective lesson design, 2) planning for interventions to support students based on individual diagnosis.</p> <p>Yearly staff and SSC meetings to review overall progress and determine best use of resources to meet goals. (LCAP). five collaboration days</p>	<p><b>Group data to be collected to measure academic gains:</b></p> <ol style="list-style-type: none"> <li>1. District summative and cluster assessments.</li> <li>2. Curriculum embedded assessments from:             <ol style="list-style-type: none"> <li>a. English Language Arts interventions programs currently used for at risk students: (Read Naturally, Accelerated Reader)</li> <li>b. Houghton Mifflin embedded assessments in English Language Arts for grades K-5 and McDougal Littell for grades 6-8</li> <li>c. Macmillan/McGraw-Hill math, K-8</li> <li>d. State standardized testing benchmarks</li> </ol> </li> </ol>

As required by NCLB, the Action Plan below addresses the fundamental teaching and learning needs of the school and the specific academic problems of low-achieving students. The actions include several major research-based strategies, including:

- A reading intervention teacher provides individual and group instruction designed to meet individual needs and motivate students. Work with staff to review and analyze student achievement data. Model, co-teach, and coach for implementation of exemplary instruction practices. Foster continuous reading improvement.
- Regular planning based on curriculum-embedded and student based benchmark assessments.

These actions were chosen because we believe they have the greatest likelihood of improving student achievement in meeting state standards.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>1. Implement a comprehensive staff development plan that is directed at implementing the Common Core Standards</p> <p>a. Provide refresher training on Character Counts. (school climate)</p> <p>b. Common Core Standards</p> <p>c. Provide ongoing training and support to CELDT Coordinator and key staff in order to assess and target the needs of ELL students.</p> <p>d. Provide and prioritize all possible interventions for ELL students including the learning center.</p> <p>e. Provide coaching to support instruction that is specifically targeted to goals identified by student needs. Current coaching needs include:</p> <ul style="list-style-type: none"> <li>• examination of delivery of ELA and Math instruction in light of Common Core Standards</li> <li>• coherence in the delivery of the writing initiative</li> <li>• support for new teachers</li> <li>• support for uniform delivery of coherent discipline</li> </ul>	<p>Fall 2013 (ongoing as needed)</p> <p>Ongoing as needed</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>LCOE</p> <p>Extra duty pay</p> <p>Professional Development</p> <p>Laura Barnes - Stipend Professional Development</p> <p>Mike Brown, Laura Barnes</p> <p>Release time Cost for substitutes Coaching Peer</p>	<p></p> <p>\$1,000.00</p> <p>\$5500.00</p> <p>\$500.00 \$1,000.00</p> <p></p> <p>\$1,200.00</p>	<p></p> <p>Targeted supp./conc.</p> <p>Title I; Title II, LCFF</p> <p>LCFF Title II/LCFF</p> <p></p> <p>LCFF Targeted;</p>

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
approach (see below)  f. Hire classroom teacher(s) to reduce class size in grades 6-8.  g. Special need students access to curriculum  2. Adopt new McGraw-Hill/Glencoe CCS aligned math curriculum (k-8)  3. Train instructional aides to effectively implement Read Naturally, Study Island, and any newly identified intervention strategies and to collect valid results from assessments.  4. Aides will be updated on Character Counts.  5. Each year new programs will be reviewed to see if their use makes a difference.  6. Use expectations for student writing to increase overall English Language Arts competence. a. Increase the usefulness of the current district writing assessments by recalibrating scoring and revising scoring rubrics as deemed necessary. b. Provide time for staff to score writing samples and discuss those results. c. Provide staff development to make it possible for the entire staff to systematically provide instruction that uses resources from the 4 Square Writing Program, AVID writing strategies and other appropriate writing to supplement core materials in writing.	August 2012 ongoing  Fall 2016  Summer 2015  Ongoing  September (annually) Regularly  Ongoing as needed  Regularly  Regularly	Classroom teacher-salary  Cost of curriculum  Yearly cost of program (Study Island) Release Time  On site trainer – Jen Wangberg No subs needed  No cost  On site trainer No cost  No cost  Professional Development	\$67,000.00  \$2,000.00  \$52,000.00  \$2,900.00 \$270.00  No Cost  No cost  No cost  \$1,200.00	Title I  IDEA Basic  LCFF  RLIS Title II  No Cost  No cost  No cost  Title II; LCFF Targeted

<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
d. Systematically employ writing as a means of note-taking, summarizing, and demonstrating competence in lessons aimed at language arts, science, social studies, and mathematics standards. Include discussion of this work in regular 6-8 week data meetings.	Ongoing	No cost		
6. Increase effectiveness of instruction by increasing time-on-task and reducing interruptions due to discipline events. (school climate)	Regularly	Peer to Peer		
a. Objectively record time-on-task in classrooms and use this data as part of the coaching/lesson design work.	Regularly	Substitute for Jen Wangberg	\$220.00	LCFF Targeted
b. Review procedures and intent of Character Counts. Systematically reinforce the messages in it, by training all staff (certificated as well as classified) to deliver a consistent message throughout the student's entire day.	Regularly			
c. Discuss appropriate means of evaluating the success of this effort, collect and examine evidence as agreed. Adjust, monitor and coach this effort.	Regularly			
d. Develop and implement Incentive Program for students.	Regularly Ongoing	Stipend CC Coordinator/ Leadership, Incentives Videos/Curriculum	\$1,000.00	LCFF
e. Develop program to teach tolerance, diversity and respect for all. (Second Step, Friendship Groups, Life Skills)	Regularly	Josh Lunn	\$480.00	LCFF
f. Provide full time counselor to service mental health needs of at risk students.	Ongoing	Josh Lunn	\$36,000.00	LCFF Targeted
7. Analyze performance in ELA and Math across the strands in State standardized testing data to determine which areas should be the focus for improvement each year.	August, yearly	See Page 3		
8. Analyze currently available interventions designed to support students who are not proficient in terms of	August, yearly			

<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>the current processes for service delivery and also in terms of the gains in student achievement shown by students served in each program. Continue to fund successful programs. Investigate how to best use new categorical and LCFF targeted funding available each year to increase intervention structures in a coherent manner. Currently, the district funds the following interventions:</p> <ul style="list-style-type: none"> <li>Classified staff in classrooms (Title I)</li> <li>Classified staff in Special Education</li> <li>After School Tutoring (SES services)</li> <li>PRO Reading</li> <li>Read Naturally – targeting 3<sup>rd</sup>-8<sup>th</sup> grade below ASES afterschool program for kindergarten Accelerated Reader</li> <li>Reading intervention teacher</li> <li>Intervention aide</li> <li>Summer School</li> <li>Math intervention teacher</li> <li>Homework Room</li> </ul> <p>9. New students will be introduced to the school in a systematic way. Students will be taken on a school tour and introduced to the Character Counts program. Testing using the San Diego Quick Test and Accelerated Reader will be conducted to give the classroom teacher information about student achievement. Kids will be assigned buddies who will help welcome new students.</p> <p>10. Each year, collect a list of supplies and materials needed to provide teachers the resources to implement interventions. Purchase these.</p> <p>11. Implement RTI in grades K-2 to target students needing early intervention.</p>	<p>2013-ongoing</p> <p>2013-ongoing</p> <p>2014-ongoing</p> <p>2015-ongoing</p> <p>As needed, throughout the year</p> <p>Every June</p> <p>As needed</p>	<p>Salary and benefits</p> <p>Salary and benefits</p> <p>Salary and benefits/Stipend</p> <p>Program costs</p> <p>Books and Materials</p> <p>Salary and benefits</p> <p>Salary and benefits</p> <p>Salary</p> <p>Salary and Supplies</p> <p>Salary and Supplies</p> <p>No cost</p> <p>Kindergarten Teacher</p> <p>Estimate cost for each year's list</p> <p>Assessment grading and reporting</p>	<p>\$65,000.00</p> <p>\$10,000.00</p> <p>\$22,000.00</p> <p>\$1000.00</p> <p>\$2500.00</p> <p>\$1,000.00</p> <p>\$95,000.00</p> <p>\$13,000.00</p> <p>\$19,000.00</p> <p>\$65,176.00</p> <p>\$5,000.00</p> <p></p> <p>\$9,000.00</p> <p>\$80.00</p>	<p>Title I</p> <p>Sp.Ed, IDEA</p> <p>Title I</p> <p>REAP/LCFF</p> <p>LCFF</p> <p>LCFF Targeted</p> <p>LCFF</p> <p>Title I</p> <p>Title I</p> <p>LCFF Targeted</p> <p>LCFF Targeted</p> <p></p> <p>LCFF</p> <p>LCFF Targeted</p>

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
12. Increase Parent Involvement <ul style="list-style-type: none"> <li>• Family Literacy Nights</li> <li>• Effective Communication (SST, Parent Conferences, Newsletters, Progress Notes)</li> <li>• School Site Council</li> <li>• Open House/Back-To-School Night</li> <li>• School Plays</li> <li>• Title I Parent Meetings</li> <li>• Web Site</li> <li>• Booster Club</li> <li>• AVID parent nights</li> </ul>	Ongoing	Principal Supplies and Materials	\$2,000.00	LCFF/Title I Targeted
13. Parent Coordinator	Spring 2014	Stipend	\$1,200.00	LCFF Targeted
14. Develop and Implement Strategic Intervention Instruction/SII in grades K-3 to address targeted ELA strategies and math (K-8)	Ongoing			

**Form B: Centralized Support for Planned Improvements in Student Performance**

Lucerne Elementary is a single school district. Therefore, there is no essential difference between site support and centralized support.



**Form C: Programs Included in this Plan**

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

<b>State Programs</b>	<b>Allocation</b>
LCFF Supplemental and Concentration Grant/Targeted Funding <u>Purpose:</u> To increase or improve support and services to students who are eligible for funds. Because the district's unduplicated count is greater than 55%, (93%) all students in the district are eligible and will benefit from targeted funds on a district basis.	\$ 467,249.00
Total amount of state categorical funds allocated to this school	\$467,249.00
<b>Federal Programs under No Child Left Behind (NCLB)</b>	<b>Allocation</b>
Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$160,101.00
Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 19,725.00
Title VI, Part B: Rural and Low Income School Program	\$ 5,234.00
Total amount of federal categorical funds allocated to this school	\$185,060.00
Total amount of state and federal categorical funds allocated to this school	\$652,309.00

**Form D: School Site Council Membership**

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Mike Brown	X			
Jessica Byrd				X
Chrissy Pittman				X
Lynda Simmons				X
Tiffany Shoop				X
Brian Shoop				X
Rosa Pulido			X	
Ron Hale		X		
Suzanne Freeman		X		
Venus Kuintzle		X		
Numbers of members of each category	1	3	1	5

**Form E: Recommendations and Assurances**

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

- School Advisory Committee for State Compensatory Education Programs
- English Learner Advisory Committee
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other

Lucerne Elementary serves a population of about 270 students. This population has remained, over time, fairly homogeneous in this respect: it rarely contains as many as 10 students (the threshold that triggers group reporting on the state website) in any subgroup other than white and socio-economically disadvantaged. Thus, the only group convened to plan for Lucerne Elementary is the School Site Council.

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 2/4/16

Attested:

Mike Brown  
School principal

  
Signature of school principal

2/4/16  
Date

Suzanne Freeman  
SSC chairperson

  
Signature of SSC chairperson

2/4/16  
Date

**LOCAL EDUCATIONAL PLAN  
ASSURANCE PAGE**

**LEA Plan Information:**

**Name of Local Educational Agency:**

**Lucerne Elementary School District**

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**County District Code:**

**17-64048**

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**Date of Local Governing Board Approval:**

**February 10, 2016**

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**District Superintendent:**

**Michael V. Brown**

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**Address:**

**3351 Country Club Drive; PO Box 1083**

**City:**

**Lucerne**

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**Zip Code:**

**95458**

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**Phone:**

**(707) 274-5578**

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**FAX:**

**(707) 274-9865**

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**E-mail:**

**mbrown@lucerne.k12.ca.us**

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**Signatures:**

**Participants included in the preparation of this Local Educational Agency Plan Addendum:**



Signature of Superintendent

**Mike Brown**

Printed Name of Superintendent

**2/10/16**

Date



Signature of Board President

**Bruce Higgins**

Printed Name of Board President

**2/10/16**

Date



**Group Summary**  
**Smarter Balanced Summative Assessment**

LEA: Lucerne Elementary  
 County/District Code: 1764048  
 Test Date: Spring 2015  
 Page 1 of 28

Grade				Number Enrolled	Number Tested	Number with Scores	Mean Scale Score	Achievement Levels			
								Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
								Percent	Percent	Percent	Percent
ALL	All Students	All Students	ELA	161	158	158	*	51%	26%	19%	4%
			Math	161	159	158	*	59%	29%	8%	3%
	Gender	Males	ELA		83	83	*	58%	22%	13%	7%
			Math		84	83	*	57%	30%	8%	4%
		Females	ELA		75	75	*	43%	31%	25%	1%
			Math		75	75	*	61%	28%	8%	3%
	Ethnicity	Black or African American	ELA		4	4	*	75%	25%	0%	0%
			Math		4	4	*	50%	50%	0%	0%
		American Indian or Alaska Native	ELA		7	7	*	57%	43%	0%	0%
			Math		7	7	*	71%	29%	0%	0%
		Asian	ELA		1	1	*	0%	0%	100%	0%
			Math		1	1	*	0%	0%	100%	0%
		Filipino	ELA		1	1	*	0%	100%	0%	0%
			Math		1	1	*	0%	100%	0%	0%
		Hispanic or Latino	ELA		45	45	*	60%	16%	22%	2%
			Math		45	45	*	60%	31%	9%	0%
		Native Hawaiian or Pacific Islander	ELA								
			Math								
		White	ELA		94	94	*	46%	29%	19%	6%
			Math		95	94	*	58%	27%	8%	5%
		Ethnicity – Two or More Races	ELA		6	6	*	50%	33%	17%	0%
			Math		6	6	*	83%	17%	0%	0%
	Disability Status	Students with No Reported Disability	ELA		133	133	*	44%	29%	22%	5%
			Math		134	133	*	54%	31%	10%	4%



**Group Summary**                      LEA: Lucerne Elementary  
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 Test Date: Spring 2015  
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								Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
								Percent	Percent	Percent	Percent
ALL	Disability Status	Students with Disability	ELA		25	25	*	84%	12%	4%	0%
			Math		25	25	*	84%	16%	0%	0%
	Economic Status	Economically Disadvantaged	ELA		151	151	*	51%	25%	19%	5%
			Math		152	151	*	60%	28%	9%	3%
		Not Economically Disadvantaged	ELA		7	7	*	43%	43%	14%	0%
			Math		7	7	*	43%	57%	0%	0%
	English-Language Fluency	Fluent-English Proficient and English Only	ELA		148	148	*	49%	26%	20%	5%
			Math		149	148	*	58%	30%	9%	3%
		Initially-Fluent English Proficient (I-FEP)	ELA								
			Math								
		Reclassified-Fluent English Proficient (R-FEP)	ELA		3	3	*	0%	0%	100%	0%
			Math		3	3	*	0%	0%	100%	0%
		English Learners Enrolled in School in the U.S. Less Than 12 Months	ELA		3	3	*	100%	0%	0%	0%
			Math		3	3	*	33%	67%	0%	0%
		English Learners Enrolled in School in the U.S. 12 Months or More	ELA		3	3	*	67%	0%	33%	0%
			Math		3	3	*	100%	0%	0%	0%
		English Learner	ELA		6	6	*	83%	0%	17%	0%
			Math		6	6	*	67%	33%	0%	0%
		English Only	ELA		145	145	*	50%	27%	18%	5%
			Math		146	145	*	59%	30%	7%	3%
	Ethnicity for Economically Disadvantaged	Black or African American	ELA		3	3	*	67%	33%	0%	0%
			Math		3	3	*	33%	67%	0%	0%
American Indian or Alaska Native		ELA		7	7	*	57%	43%	0%	0%	
		Math		7	7	*	71%	29%	0%	0%	



**Group Summary**  
**Smarter Balanced Summative Assessment**

LEA: Lucerne Elementary  
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Test Date: Spring 2015

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Grade				Number Enrolled	Number Tested	Number with Scores	Mean Scale Score	Achievement Levels			
								Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
								Percent	Percent	Percent	Percent
ALL	Ethnicity for Economically Disadvantaged	Asian	ELA		1	1	*	0%	0%	100%	0%
			Math		1	1	*	0%	0%	100%	0%
		Filipino	ELA		1	1	*	0%	100%	0%	0%
			Math		1	1	*	0%	100%	0%	0%
		Hispanic or Latino	ELA		45	45	*	60%	18%	22%	2%
			Math		45	45	*	60%	31%	9%	0%
		Native Hawaiian or Pacific Islander	ELA								
			Math								
		White	ELA		88	88	*	47%	27%	19%	7%
			Math		89	88	*	60%	25%	9%	6%
		Ethnicity -- Two or More Races	ELA		6	6	*	50%	33%	17%	0%
			Math		6	6	*	83%	17%	0%	0%
	Ethnicity for Not Economically Disadvantaged	Black or African American	ELA		1	1	*	100%	0%	0%	0%
			Math		1	1	*	100%	0%	0%	0%
		American Indian or Alaska Native	ELA		0	0	*	0%	0%	0%	0%
			Math		0	0	*	0%	0%	0%	0%
		Asian	ELA								
			Math								
		Filipino	ELA								
			Math								
		Hispanic or Latino	ELA								
			Math								
		Native Hawaiian or Pacific Islander	ELA								
			Math								



**Group Summary**  
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LEA: Lucerne Elementary  
 County/District Code: 1764048

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Grade				Number Enrolled	Number Tested	Number with Scores	Mean Scale Score	Achievement Levels			
								Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
								Percent	Percent	Percent	Percent
ALL	Ethnicity for Not Economically Disadvantaged	White	ELA		6	6	*	33%	50%	17%	0%
			Math		6	6	*	33%	67%	0%	0%
	Ethnicity – Two or More Races	ELA									
		Math									
	Migrant	Migrant Education	ELA		1	1	*	0%	0%	100%	0%
			Math		1	1	*	100%	0%	0%	0%
	Parent Education	Not a High School Graduate	ELA		41	41	*	68%	12%	20%	2%
			Math		41	41	*	58%	39%	2%	2%
		High School Graduate	ELA		55	55	*	51%	33%	11%	5%
			Math		56	55	*	61%	27%	9%	2%
		Some College (Includes AA Degree)	ELA		45	45	*	44%	29%	22%	4%
			Math		45	45	*	64%	22%	9%	4%
		College Graduate	ELA		6	6	*	17%	33%	33%	17%
			Math		6	6	*	33%	17%	33%	17%
		Graduate School/Post Graduate	ELA		3	3	*	0%	33%	67%	0%
			Math		3	3	*	33%	33%	33%	0%
	Parent Education – Declined to State	ELA		8	8	*	50%	25%	25%	0%	
		Math		8	8	*	63%	38%	0%	0%	



*Adequate Yearly Progress (AYP)*

Conclusions indicated by the data:

District made AYP based on State indicators. There were no AYP results derived from test scores for the 2014/2015 school year.