

The background of the page is a light, textured surface with several water droplets of various sizes scattered across it. The droplets are most prominent in the upper left and lower right areas. The text is centered on a dark grey horizontal band.

SHOSHONE HIGH SCHOOL HIGH DESERT HIGH SCHOOL

ACCREDITATION REVIEW 2018

NINE CHARACTERISTICS

- CLEAR AND SHARED FOCUS
- HIGH STANDARDS AND EXPECTATIONS
- EFFECTIVE SCHOOL LEADERSHIP
- HIGH LEVELS OF COLLABORATION AND COMMUNICATION
- CURRICULUM, ASSESSMENT AND INSTRUCTION ALIGNED TO STANDARDS
- FREQUENT MONITORING OF TEACHING AND LEARNING
- FOCUSED PROFESSIONAL DEVELOPMENT
- SUPPORTIVE LEARNING ENVIRONMENT
- HIGH LEVELS OF COMMUNITY AND PARENTAL INVOLVEMENT TO SUPPORT LEARNING

SHOSHONE HIGH SCHOOL

MISSION STATEMENT

"WE EDUCATE STUDENTS TO BE LIFELONG LEARNERS AND CONTRIBUTING CITIZENS."

VISION STATEMENT

TO EMPOWER ALL STUDENTS TO ACHIEVE THEIR POTENTIAL IN AN EVERY-CHANGING WORLD.

HIGH DESERT HIGH SCHOOL

MISSION STATEMENT

"TO PROVIDE STUDENTS A STRUCTURED AND DIVERSIFIED LEARNING ENVIRONMENT TO GROW AND BECOME RESPONSIBLE CONTRIBUTING ADULTS WITH USABLE SKILLS THAT CAN BE USED THROUGHOUT THEIR LIVES AND CAREERS."

BELIEF STATEMENTS

- WE BELIEVE THAT A SAFE, ORDERLY AND RESPECTFUL ENVIRONMENT IS ESSENTIAL TO A PRODUCTIVE SCHOOL.
- WE BELIEVE THAT MAINTENANCE OF CLASSROOM DISCIPLINE IS ESSENTIAL FOR A PRODUCTIVE LEARNING EXPERIENCE.
- WE BELIEVE THAT BASIC VALUES SUCH AS HONESTY, INTEGRITY AND RESPECT ARE ENCOURAGED AND REINFORCED FOR A HEALTHY LEARNING ENVIRONMENT.
- WE BELIEVE IN ORDER TO BE SUCCESSFUL, STUDENTS MUST HAVE COMPETENCY IN COMMUNICATION SKILLS THROUGH ORAL AND WRITTEN EXPRESSION.
- WE BELIEVE THAT A BASIC CURRICULUM SHOULD CONSIST OF THOSE SKILLS NEEDED TO FACILITATE LIFELONG LEARNING, CITIZENSHIP AND WORK ETHICS.
- WE BELIEVE THAT STUDENTS NEED TO DEMONSTRATE THEIR UNDERSTANDING OF ESSENTIAL KNOWLEDGE AND SKILLS, TO BE ACTIVELY INVOLVED IN SOLVING PROBLEMS AND PRODUCING QUALITY WORK, WHICH WILL PREPARE THEM FOR THE WORK FORCE.
- WE BELIEVE THAT STUDENTS NEED TO ACQUIRE CURRENT TECHNOLOGY SKILLS IN ORDER TO BE SUCCESSFUL IN TODAY'S SOCIETY.

WE BELIEVE THAT STUDENTS, TEACHERS, ADMINISTRATORS, PARENTS AND THE COMMUNITY SHARE IN THE RESPONSIBILITY FOR ADVANCING THE SCHOOL'S MISSION, WHICH IS PREPARING STUDENTS TO BE

LIFELONG LEARNERS AND CONTRIBUTING CITIZENS.

GOALS

- STUDENTS AT ADVANCED OR PROFICIENT LEVEL
- STUDENTS AT BASIC LEVEL:
- STUDENTS AT BELOW BASIC LEVEL:
- STATE TESTING RESULTS, THE PERCENTAGE OF STUDENTS ADVANCED OR PROFICIENT IN COMPARISON TO STATE AVERAGES
- HIGH SCHOOL COMPLETERS
- THE PERCENTAGE OF STUDENTS THAT COMPLETE THE READINESS MEASURE ADMINISTERED BY THE COUNSELOR THAT ALSO COMPLETES A COLLEGE CREDIT COURSE DURING THE SCHOOL YEAR.
- THE PERCENTAGE OF STUDENTS INVOLVED IN AT LEAST ONE EXTRA-CURRICULAR ACTIVITY. (NATIONAL AVERAGE IS 57%)
- STUDENTS NEEDING HELP WILL BE IDENTIFIED AND HAVE RTI INTERVENTION PLANS DEVELOPED

WHO ARE WE?

SHS

- 135 STUDENTS
 - 23% LEP
 - 47% HISPANIC
 - 70% ECONOMICALLY DISADVANTAGED

HDHS

- 19 STUDENTS
 - 15% LEP
 - 74% HISPANIC
 - 100% ECONOMICALLY DISADVANTAGED
 - TITLE I

HOW ARE WE MATCHING UP?

ISAT

English Language Art

Grade Level	State Scale Score Spring	State % Spring 15	District Scale Score Spring	District % Spring 15	State Scale Score Spring	State % Spring 16	District Scale Score 16	District % Spring 16	Difference between State and District	State Scale Score Spring	State % Spring 17	District Scale Score 17	District % Spring 17	Difference between State and District
3rd	2425	48	2404	39	2428	49	2406	42	-7%	2422	47	2388	28	-19
4th	2461	46	2438	35	2468	50	2450	37	-13%	2463	48	2412	21	-27
5th	2502	52	2484	43	2505	54	2490	46	-8%	2505	54	2505	50	-4
6th	2524	49	2470	32	2528	51	2523	47	-4%	2527	51	2509	39	-12
7th	2547	51	2502	29	2551	53	2507	42	-11%	2552	54	2543	48	-6
8th	2566	52	2556	53	2570	54	2558	41	-13%	2567	52	2554	50	-2
9th	2570	52	2545	32	2573	54	2581	53	-1%	2546	55	2587	50	-5
10th	2597	60	2557	40	2599	62	2591	56	-6%	2592	59	2593	65	6
9th HDHS			2477	0			2515	14		2546	55	2502	0	-55
10th HDHS			2436	0			2491	0		2592	59	2443	0	-59

Note: This is a comparison of grade level scores

HOW ARE WE MATCHING UP?

ISAT

Math

Grade Level	State Scale Score Spring	State % Spring 15	District Scale Score Spring	District % Spring 15	State Scale Score Spring	State % Spring 16	District Scale Score 16	District % Spring 16	Difference between State and District	State Scale Score Spring	State % Spring 17	District Scale Score 17	District % Spring 17	Difference between State and District
3rd	2431	50	2420	41	2435	52	2406	38	-14%	2423	50	2411	45	-5
4th	2471	43	2462	35	2477	47	2469	37	-10%	2476	47	2433	28	-19
5th	2499	38	2502	32	2502	40	2488	24	-16%	2504	41	2501	37	-4
6th	2516	36	2477	12	2521	39	2509	42	3%	2522	40	2520	24	-16
7th	2532	38	2500	31	2541	42	2509	30	-12%	2541	42	2535	38	-4
8th	2546	37	2512	19	2551	38	2512	16	-22%	2551	38	2518	29	-9
9th	2534	28	2532	22	2536	29	2530	18	11%	2538	30	2537	26	-4
10th	2555	30	2509	11	2557	31	2502	14	17%	2559	32	2541	11	-21
9th HDHS	2534	28	2369	0	2536	29	2432	0		2538		2480		0
10th HDHS	2555	30	2350	0	2557	31	2459	0		2559		2430		0

Individualized Data

Spring 2016

	Total Student	Proficient/Adv sp	Proficient/adv	Maintained	# of moved	% of moved
9-Math	41	8	6	75%	3	7%
10-math	34	7	4	57%	3	9%
High Math						
District math	177	42	29	69%	22	12%
9-ELA	40	23	19	83%	10	25%
10-ELA	34	11	10	91%	16	47%
HS Math						
District ELA	175	70	61	87%	56	32%
Total Combined	352	112	90	80%	97	28%

Spring 2017

	Total Student	Proficient /Adv sp	Proficient/adv	Maintained proficiency	# of Basic/BB	# of moved	% of moved
	45	7	5	71%	27	8	30%
	43	7	3	43%	26	3	12%
	14	8	57%	53	11	21%	
District math	280	69	53	77%	154	30	19%
9-ELA	45	17	15	88%	17	5	29%
10-ELA	43	21	19	90%	12	5	42%
HS Math	38	34	89%	29	10	34%	
District ELA	280	105	85	81%	117	70	60%
Total Combined	560	174	138	79%	271	100	37%

Student Achievement Goals

9-ELA				
Spring 2016 to	Start	Moved	Dropped	Stayed
Level 3	17	NA	2	15
Level 2	13	3	0	10
Level 1	4	2	NA	2

10-ELA				
Spring 2016 to 2017	Start	Move	Drop	Stay
Level 3/4	21	NA	2	19
Level 2	7	3	2	2
Level 1	5	2	na	3

GRADUATION RATE

HIGH DESERT HIGH SCHOOL

2015	
2016	n/a
2017	37.5%

SHOSHONE HIGH SCHOOL

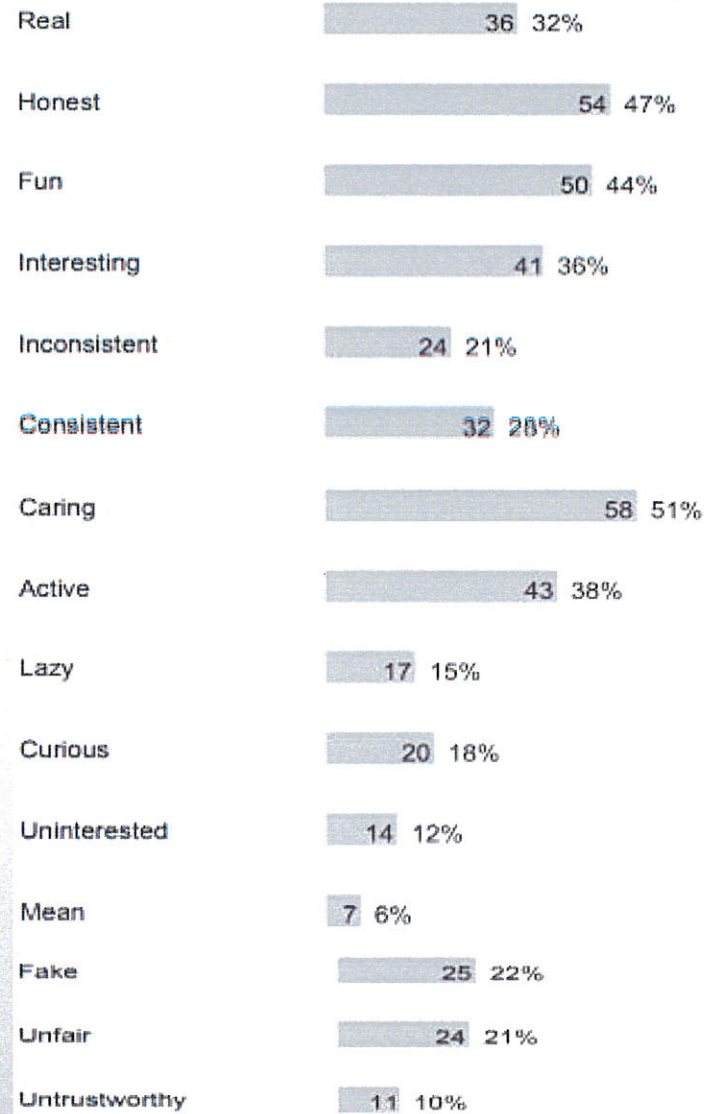
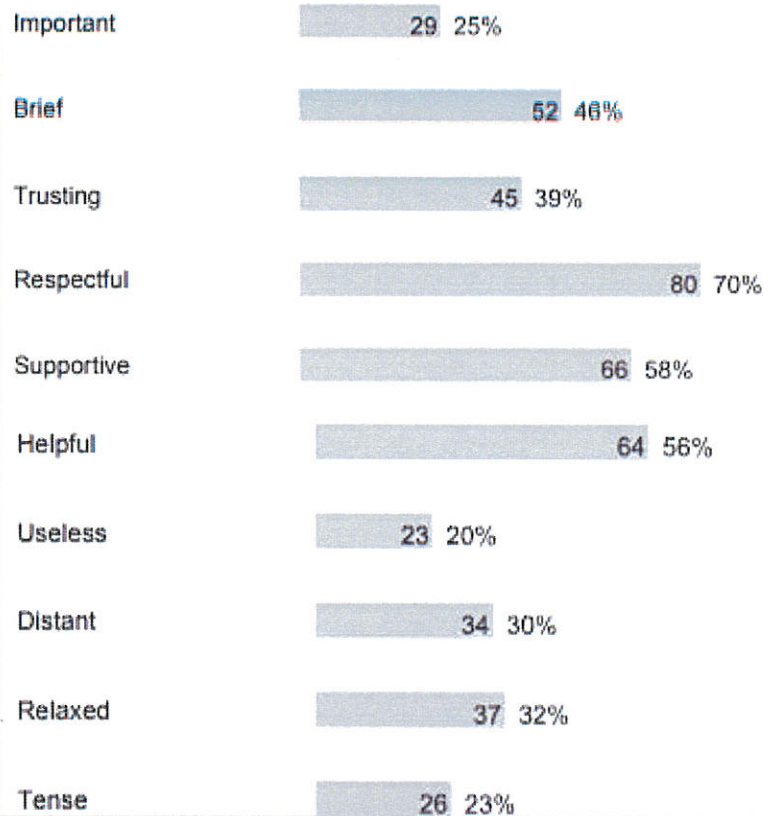
2015	96.4%
2016	74.3%
2017	87.1%

Super Seniors, IEPs, Drop outs, GED

COLLEGE AND CAREER

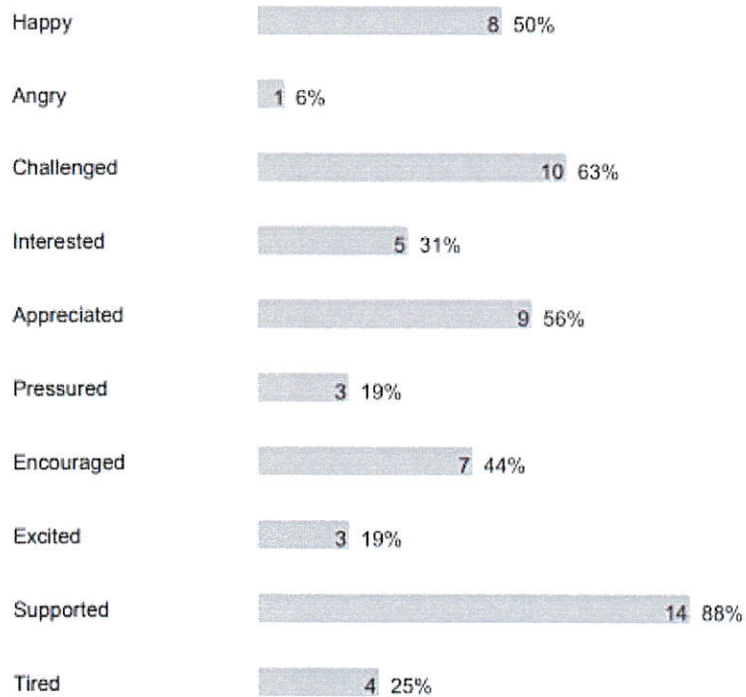
- COLLEGE 21 OF 34 (62%)
- MILITARY 3/34
- WORKING 10/34

STUDENT SURVEY

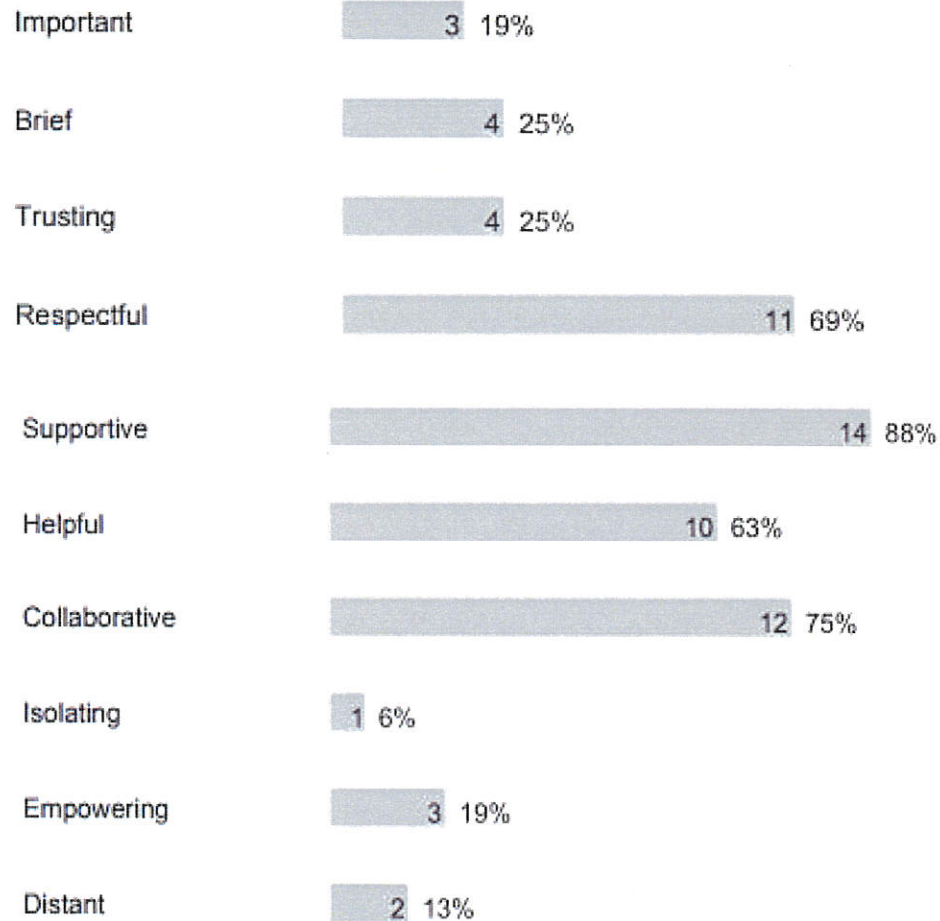


TEACHER SURVEY

FEEL ABOUT WORK



INTERACTIONS WITH COLLEAGUES





- **1 TO 1 CHROMEBOOKS**
- **GOOGLE CLASSROOM**
 - **APPLICATIONS**
- **SCHOOL EMAIL**

STUDENT CENTERED ACTIVITIES

• EXTRA CURRICULAR ACTIVITIES

- VOLLEYBALL
- FOOTBALL
- FFA
- BPA
- ACA DECA
- TRACK
- BASKETBALL
- PEP/MARCH BAND
- CHEERLEADING

• PARTNERSHIPS

- SOCCER
- BASEBALL
- WRESTLING
- ROBOTICS

• ENRICHMENTS

- ICE SKATING
- BB SHOOT OUT
- YELLOW STONE
- ART/ TALENT SHOWS

• STUDENT ORGANIZATIONS

- STUDENT COUNCIL
- NATIONAL HONOR SOCIETY
- HUNTING
- DANCE
- DRAMA
- MUSIC

• COLLEGE VISITS

- TEXAS
- ARIZONA
- IDAHO

RESOURCES

ADVANCED PLACEMENT COORDINATOR

- COLLEGE/CAREER SUPPORT
- MONDAYS-EVERY OTHER WEEK
- FAFSA
- INDIVIDUALIZED COUNSELING

SOCIAL WORKER

- AVAILABLE TWO HOURS A DAY
- RESOURCE FOR TEACHERS AND STUDENTS
- HIGH DESERT 2 HOURS A DAY

RESOURCE OFFICER

- PARTNERSHIP
- 2 DAYS A WEEK
- INDIVIDUAL AND GROUP PRESENTATIONS

ADVANCED OPPORTUNITIES

•ELECTIVES

- 16 STUDENTS
- EXPLORATION

•DUAL CREDIT

- 3 TEACHERS
- 55 STUDENTS
- OVER 1/3 OF POPULATION



HIGH DESERT HIGH SCHOOL

- PROJECT BASED

- INDIVIDUALIZED