

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. Joseph A. Militello
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Archie R. Cole Junior High School
(As it should appear in the official records)

School Mailing Address 100 Cedar Avenue
(If address is P.O. Box, also include street address)

East Greenwich Rhode Island 02818-3125
City State
Zip Code+4 (9 digits total)

Tel. (401) 886-3260 Fax (401) 886-3283

Website/URL www.ri.net/schools/East_Greenwich/Cole/ E-mail ride0271@ride.ri.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal’s Signature) Date _____

Name of Superintendent* Dr. Michael W. Jolin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Greenwich Tel. (401) 885-3300

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent’s Signature) Date _____

Name of School Board
President/Chairperson Mrs. Sue Duff
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President’s/Chairperson’s Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: ___ 4 ___ Elementary schools
 ___ 0 ___ Middle schools
 ___ 1 ___ Junior high schools
 ___ 1 ___ High schools
 ___ 0 ___ Other (Briefly explain)
 ___ 6 ___ TOTAL
2. District Per Pupil Expenditure: ___ 9,480 ___
 Average State Per Pupil Expenditure: ___ 10,072 ___

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 24 ___ Number of years the principal has been in her/his position at this school.
 ___ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7	125	111	236
1				8	129	98	227
2				9			
3				10			
4				11			
5				12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							463

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 96.1 | % White |
| 1.1 | % Black or African American |
| .7 | % Hispanic or Latino |
| 1.9 | % Asian/Pacific Islander |
| .2 | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 3%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1	414
(5)	Subtotal in row (3) divided by total in row (4)	.029
(6)	Amount in row (5) multiplied by 100	2.9

(Data in table above from 2002-2003 school year)

8. Limited English Proficient students in the school: .2%
2

Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 5.6%

26 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9.9%

___46___ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

___7___ Autism	___1___ Orthopedic Impairment
___0___ Deafness	___10___ Other Health Impaired
___0___ Deaf-Blindness	___24___ Specific Learning Disability
___0___ Hearing Impairment	___10___ Speech or Language Impairment
___1___ Mental Retardation	___0___ Traumatic Brain Injury
___1___ Multiple Disabilities	___1___ Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	___2___	___0___
Classroom teachers	___26___	___5___
Special resource teachers/specialists	___11___	___7___
Paraprofessionals	___8___	___1___
Support staff	___2___	___0___
Total number	___49___	___13___

12. Average school student-“classroom teacher” ratio: ___18___

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.53	95.87	95.58	95.97	95.37
Daily teacher attendance	95	96	96	97	96
Teacher turnover rate	19.0	27.9	20	26.19	14.29
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

Explanation: Teacher turnover data was determined by using the same formula that was used for student dropout rates. Several teachers have retired in recent years and we have added several teachers due to increased enrollment and new programs. Here is a chart which shows this data for the past 5 years.

	2002-03	2001-02	2000-01	1999-2000	1998-1999
Left due to retirement	1	3	2	4	1
Left due to internal transfer to HS	1	1		1	
Left due to resignation		1	2	1	1
Added to replace retiree	1	3	2	4	1
Added to replace internal transfer				1	
Added to replace resignation	1	1	2	1	
Added due to increased enrollment/programs	3		3	1	

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school’s mission or vision in the statement.

A visit to ARCHIE R. COLE JUNIOR HIGH provides a glimpse into a world where learning is taken very seriously. Staff members are dedicated, helpful and committed to academic excellence while students are respectful and confident learners. Teachers openly share ideas about teaching and learning with each other, standards being addressed are shared with students as they learn, and teachers are widely available for extra help. Students can be observed discussing ideas, creating award-winning art pieces, researching science fair projects and confidently utilizing technology to enhance learning. Special blocks of time are spent in silent reading each week. After school, students can be found involved in numerous clubs and activities, studying in the library, or seeking extra academic help.

ARCHIE R. COLE JUNIOR HIGH is fully committed to working together as a community to ensure that students are happy and successful learners who excel in academics while also growing socially and emotionally. A program of staunch academic rigor is provided with a strong support system in place to assist students. This includes an active guidance program, remediation help in reading, special education programs which offer many levels of assistance, mentoring programs, a homework helper club, and frequent communication with parents including the formal reporting of mid-quarter grades, ample opportunity for parent conferences, posting of assignments and class goals online and the offering of an electronic listserv to keep parents informed.

A wide variety of clubs and activities is offered as well as many diverse opportunities for social growth and interaction. From intramurals to the school newspaper, from ski club to mock trial opportunities, from spirit week activities to a Close-Up Week in Washington, D.C., from a leadership club to an outdoor club, our goal is to provide a variety of interesting choices and to get all students involved in at least one activity, club or program.

Cole Junior High is on a course to become a middle school in configuration and ideology beginning in the fall of 2004. We feel that we can serve our young adolescent population even better by using the strategies and techniques imbedded in the middle school philosophy. This approach will enable us to focus with even greater energy on improving academic skills and providing opportunities for personal growth. It will enable teachers across curricular areas to work together, developing projects where students can make vital learning connections. It will move us away from our current practice of grouping students by ability level to working with a heterogeneous classroom mix, giving students of all ability

levels opportunities to be successful and engaged learners.

Our mission statement sums up our goals by stating our commitment to “providing an environment where faculty, staff and community work together to foster and develop the skills and knowledge essential for continued school success and life-long learning, to promote the development of each individual student's unique abilities and talents, and to provide opportunities that promote positive social and emotional growth.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

ARCHIE R. COLE JUNIOR HIGH SCHOOL scores consistently high in both English Language Arts and Math and has been designated a “High Performing School” for the past three years. To be designated a “High Performing School,” a school must have at least 50% of the student body performing at proficiency levels. Our test scores indicate far greater levels of proficiency in all areas. A look at the most recent state-wide standardized test scores from 2003 in English Language Arts shows that 70% of our students achieved the standard in Reading: Basic Understanding, 57% in Reading: Analysis and Interpretation, 83% in Writing: Effectiveness and 73% in Writing: Convention. In looking at Reading Achievement over three years, at least 64 % of all students have met the standard in all areas. In Writing, at least 75% of all students have achieved the overall standard in writing. No students at all showed little evidence of achievement in any of the reading tests and only 1% of all students showed little evidence of achievement in writing skills. The tests also target specific areas of strengths and weaknesses, providing schools with information on specific skills that need work. Based on the test results, some of the skills teachers are working to improve are paraphrasing, making connections in text, organizing essays for context, punctuation and spelling.

In mathematics, results are also consistently high with 79% of all students achieving the standard in overall Mathematical Skills and it is significant that 35% of all students achieved that standard with honors. 57% of all students achieved the standard in Mathematical Concepts and 64% in Problem Solving. Again, very few of our students were below the standard: 5% in Mathematical Skills and 15% in Mathematical Concepts and Problem Solving. Over a three year period, test scores reveal that at least 60% of all students have consistently met the standard in overall mathematics with the exception of students receiving special education services. Based on the test results, some of the skills teachers are working to improve in math are analyzing and creating graphs, selecting strategies and problem solving.

The state of Rhode Island provides us with data comparing the performances of all fifty-six middle/junior high schools in the state. In each area of testing, Cole has consistently placed either first or second in the state in the past three years.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

The School Improvement Team, which is composed of a cross-section of teachers, parents and

administrators, formulates several annual goals, some of which are closely tied to standardized test results. Specific objectives and strategies are designed to target academic areas that need strengthening and these goals are shared with the entire community via department meetings, faculty meetings, email, newsletters, and the school web site. For example, an objective for 2003 is “to increase the percentage of students meeting or exceeding standards by 3%, ...through the use of Best Practice teaching techniques,...and through the use of Standards-Based Curriculum and Assessment in all content areas.” A detailed Action Plan indicates how these objectives are to be met, who is responsible, the timeline, results expected and how results will be evaluated. Each academic department then meets to revise curriculum and define concrete strategies that address in greater detail how each department will help to reach the goals of the School Improvement Committee.

Test results indicate that improvement in overall scores for our school is dependent upon raising the test scores of a small percentage of students while maintaining the high test scores of all other students. Specific skills that have been identified as weaknesses are then targeted by departments as key skills to focus on in all classes.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

The principal hosts an annual School Report Night just before Open House each fall. This presentation is attended by about 85% of the parents. At this time, a detailed analysis of the overall test results in math and English language arts is presented with a focus on strengths and weaknesses in each area. A comprehensive analysis of individual test results for each student is sent home to parents.

The Rhode Island State Department of Education posts results of all standardized tests for each community in Rhode Island on its web site and a link to that information is given to parents and is listed on both the school and the district web sites.

In addition to regular report cards sent home four times a year, Cole feels that it is in the best academic interest of each child to also provide mid-quarter reports. These reports, sent out four times a year, include grades for each subject with specific comments from each teacher. They provide a vehicle to share information with students and parents while there is still time to address problems. If further intervention is necessary, guidance counselors recommend students to receive a weekly progress in subjects that need monitoring. Teachers then keep parents apprised of the student's performance on a weekly basis. This practice continues as long as parents and the guidance counselor feel it is necessary for students to be successful.

Teachers also maintain regular communication with parents via telephone, email, websites and scheduled parent conferences.

4. Describe in one-half page how the school will share its successes with other schools.

Cole teachers are and will continue to be frequent presenters at local and regional conferences where they share model curriculum initiatives and strategies that work with other educators throughout the state and region. Cole teachers regularly present at conferences sponsored by the National League of Middle Schools, the National Geography Alliance, the Rhode Island Educational Media Association and others. At weekly administrative council meetings, the principal and vice-principal have a forum

in place to openly share information, strategies and ideas with other schools in the district. As we make the transition from a traditional junior high to a middle school, we are working to become a Spotlight School for the Rhode Island League of Middle Schools. This means that we will be hosting visitations from other middle or junior high schools who wish to view a fledgling middle school in action. In addition, all teachers at Cole are being extensively trained in differentiated instruction techniques and a core of teacher-leaders have been identified in this area. They have been charged with the mission of sharing information both locally and in the Southern Rhode Island Collaborative on the benefits of differentiated instruction. They have opened their classrooms for others to observe techniques in action and have conducted a number of training programs.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum.

Cole’s Program of Studies reflects a rigorous academic curriculum designed to challenge and inspire students while also providing a firm foundation for academic success. Major revisions over the past three years have incorporated numerous best practices, multiple forms of assessment, and performance-based tasks, all linked to state or national standards. These provide a strong academic foundation with numerous opportunities for exploratory learning.

The English Language Arts curriculum is based on standards with specific benchmarks which address Reading, Writing, Speaking, Listening, Viewing, Conventions, Grammar, Usage of the English Language and Literature. Assessments include quizzes, oral presentations, group work, projects, and various writing assignments with exemplar rubrics provided.

The mathematics curriculum reflects content and performance standards developed by the National Council of Teachers of Mathematics. The first four standards address basic math concepts: number and operations; geometry and measurement; functions and algebra, statistics and probability. The remaining standards delineate conceptual understanding of math. Opportunities are provided for all students to reason mathematically, to communicate about math and to apply mathematical concepts. For each grade level, rubrics and exemplars are available.

The science curriculum for seventh grade includes the study of astronomy, geology, space exploration and the human body. Eighth graders study the physical and chemical properties of matter as well as living organisms. All levels use an inquiry-based, hands-on approach to explore these topics which includes laboratory investigation and independent research, all linked to state science standards. There are numerous correlations to the English Language Arts curriculum as scientific literacy is developed through the use of journals, supplementary readings and report writing. ALL students must complete an independent science project and every year, Cole students win top places in the State Science Fair.

The social studies curriculum in the seventh grade is based on National Geography Standards and involves the Five Themes of Geography: Location, Place, Human-Environmental Interaction, Movement and Region—all applied to selected regions. Introduction to the Social Sciences in eighth grade aligns with standards from the National Council for the Social Sciences. A wide variety of instructional and assessment tools are utilized with emphasis on application rather than memorization. A culminating performance task for all eighth graders is the creation of a web site which involves analysis of a county based the social sciences studied.

Foreign Languages studied are French, Spanish and Latin with the addition of a new FLEX (Foreign

Language Exploratory) course which provides an introduction to the study of languages. National Foreign Language Standards based on Communication, Cultures, Connections, Comparisons, and Communities are an integral part of the curriculum. Cole students are strongly encouraged to participate in national language exams and each year, we have a large number of state and even national winners.

The art curriculum includes both art electives and a trimester of art exploration for both grades. Students experiment with drawing, painting, printmaking and pottery based on the National Standards for Arts Education. An important component is the connection of art to other disciplines.

2. **(Secondary Schools)** Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The English Language Arts curriculum is part of a K-12 standards-based curriculum that is committed to helping all students become proficient readers, writers, listeners and communicators. Based on the Rhode Island State Frameworks and *New Standards*, the curriculum defines high standards for ALL students and gives a balanced view of what students should know and a variety of ways that they can demonstrate what they know. Students are expected to read both literature and informational texts, are required to demonstrate proficiency in various kinds of writing, to become proficient speakers and presenters, and to develop both media and information literacy skills. In addition, they are expected to apply conventions, grammar and usage of the English language and also to read and appreciate a variety of literature. To that end, each and every student is required to read 25 books or book equivalents each year.

Much emphasis is placed on helping all students to read at or above grade level. To ensure that this happens, every student is given the Stanford Diagnostic Reading Test. All students reading below grade level have a Personal Literacy Plan developed which pinpoints areas where extra work is needed. All subject teachers then work together to ensure that the Personal Literacy Plans are addressed throughout the curriculum. Students reading two or more grades below grade level are recommended for immediate remedial reading services. In addition, work in the classroom is directed to specifically target weaknesses identified by standardized tests. For example, it was determined that 79% of our students would benefit by more work in "paraphrasing and summarizing information from texts" so this is an area of concentration for all teachers.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

As part of our district's systemic curriculum revision, science instruction was reorganized in order to better meet student needs. The science curriculum was written around three major strands that explore life science, earth and space science, and physical science. Exploring the interconnectivity of these strands allows students to be exposed to a wide variety of science concepts. Understanding concepts such as cells, motion, forces, earth in the context of space, properties of matter, and the systems of the human body better equips them for future science classes and also supports our school mission to help create life-long learners.

Science instruction relies greatly upon the development of process skills. Skills such as estimation, observation, analysis, and measurement are supported in many ways through activities,

demonstrations, and lab experience. To provide a consistent exposure science labs, we have incorporated 4 STC/MS Middle School Modules into the curriculum. The STC/MS modules provide an inquiry-based, open-ended delivery of the investigation. In the 7th grade, the Earth in Space and Human Body Systems modules are used. In the 8th grade, the Properties of Matter and Macro to Micro modules are featured. The use of these modules insures that ALL students receive a consistent, inquiry-based series of investigations. They also provide more opportunities for teachers to collaborate, share ideas and work together.

In sum, science teaching and learning at Cole Junior High School is a marriage of the teaching of knowledge and process skills. The intent is to take advantage of students' natural curiosity while recognizing the socio-emotional needs of this age group.

- 4 Describe in one-half page the different instructional methods the school uses to improve student learning.

We do not believe in the "one size fits all" approach to education and have expended much time, effort and many resources to implement differentiated instruction across the curriculum. In order to reach and fully engage learners of all ability levels, it is crucial to provide a variety of learning experiences in response to varied student need and ability. Using differentiated instruction techniques enables us to reach all learners and all learning styles. Teachers use differentiation in many different ways by varying activities and materials and by allowing students some choice in how they will learn and even in how they will demonstrate what they have learned. The goal is to meet each student, both high and low learners, where they are in the learning process, so they will be personally challenged.

In addition, all English, reading and special education teachers have received intensive training in Balanced Literacy practices. These practices help teachers promote a variety of literacy skills. They help to motivate students to read independently, help develop directed reading skills such as making inferences, sequencing, getting the main idea, and comparing and contrasting. Students are surrounded with interesting developmental reading choices that they may read independently or with a partner or in a literature circle. They then participate in activities that fine tune their reading comprehension strategies.

Other techniques used widely are methods to develop multiple intelligences in the classroom, project-based learning, and authentic assessments such as student-created web sites, portfolios, student exhibitions, and journals.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Cole teachers participate in an amazing variety of professional development opportunities. All teachers attend school-wide professional development meetings held monthly throughout the school year. Since we believe that teachers can learn much from each other, these meetings are often led by Cole's Professional Development subcommittee made up of six Cole teachers. These sessions are devoted to learning about various instructional approaches and sharing best practices. Since we committed to raising test scores for our lower level learners, there is high interest in reaching these learners through differentiated instruction techniques. Teachers who received extensive training in this have modeled strategies and shared techniques during these sessions.

Other sessions have been used to demonstrate Balanced Literacy techniques, approaches that involve ALL teachers in enhancing students' abilities in reading, writing and communicating. Time has also been spent using a formal strategy called Tuning Protocol to critique individual teacher's lesson plans and units to ensure their effectiveness.

Our district encourages and fully funds attendance at conferences and workshops. More than twenty teachers regularly attend the New England League of Middle Schools conference, gathering ideas to assist our progression to a middle school. All science teachers have attended conferences on the use of GEMS Net Science kits, designed to increase students' knowledge of science and scientific processes through direct engagement. The East Greenwich School Department hosted an intensive Summer Institute in June, 2003 on Differentiated Instruction which was attended by numerous Cole teachers. This institute empowered teachers with ideas, strategies, and activities that can be immediately implemented in the classroom. In addition, the Southern Rhode Island Collaborative, (SORICO) provides numerous professional development opportunities for teachers from the region.

PART VII - ASSESSMENT RESULTS

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state.

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Explanation:

Rhode Island Testing is based on how many students achieve the standard and at what level:

Basic would apply to students who "Achieved the Standard"

(No rating available for proficient.)

Advanced would apply to students who "Achieved the Standard with Honors."

English Language Arts

Grade 8 Publisher: Harcourt Assessment, Inc. New Standards Reference Examination
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	2002-2003	2001-2002	2000-2001
Number of students enrolled	195	203	214
Number of students tested	195	203	212
Percent of Students tested	100.0%	100.0%	99.1%
Number of students with no score	0	0	0
Percent of students with no score	0.0%	0.0%	0.0%
Number of students exempted	0	0	2
Percent of students exempted	0.00%	0.00%	0.93%

Mathematics

Grade 8 Publisher: Harcourt Assessment, Inc. New Standards Reference Examination
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	2002-2003	2001-2002	2000-2001
Number of students enrolled	195	204	214
Number of students tested	194	203	211
Percent of Students tested	99.5%	99.5%	98.6%
Number of students with no score	1	0	1
Percent of students with no score	0.5%	0.0%	0.5%
Number of students exempted	0	1	2
Percent of students exempted	0.00%	0.49%	0.93%

New assessment exams in ELA and Math are generated each school year. Publication date coincides with the school year.

School Summary 2000-2003

Each cell identifies the school's and state's percentages of students meeting the standard.

School Percentage(State Percentage)

English Language Arts

1. Basic Understanding

	2002-2003	2001-2002	2000-2001
% Achieved the standard with Honors	3.0%(1.0%)	1.0%(1.0%)	3.0%(1.0%)
% that met/exceeded the standard*	70.0%(44.0%)	80.0%(50.0%)	75.0%(50.0%)
% Nearly achieved the standard	25.0%(34.0%)	14.0%(28.0%)	18.0%(27.0%)
% Below the standard	5.0%(17.0%)	5.0%(17.0%)	7.0%(15.0%)
% Little Evidence of achievement	0.0%(1.0%)	0.0%(0.0%)	0.0%(0.0%)

2. Analysis and Interpretation

	2002-2003	2001-2002	2000-2001
% Achieved the standard with Honors	14.0%(4.0%)	4.0%(2.0%)	7.0%(2.0%)
% that met/exceeded the standard*	57.0%(23.0%)	58.0%(26.0%)	53.0%(25.0%)
% Nearly achieved the standard	33.0%(44.0%)	35.0%(40.0%)	38.0%(39.0%)
% Below the standard	10.0%(28.0%)	7.0%(29.0%)	8.0%(27.0%)
% Little Evidence of achievement	0.0%(1.0%)	0.0%(1.0%)	0.0%(1.0%)

3. Effectiveness

	2002-2003	2001-2002	2000-2001
% Achieved the standard with Honors	11.0%(3.0%)	7.0%(2.0%)	7.0%(2.0%)
% that met/exceeded the standard*	83.0%(55.0%)	83.0%(55.0%)	83.0%(50.0%)
% Nearly achieved the standard	16.0%(33.0%)	15.0%(34.0%)	16.0%(35.0%)
% Below the standard	1.0%(5.0%)	2.0%(5.0%)	1.0%(6.0%)
% Little Evidence of achievement	1.0%(3.0%)	0.0%(1.0%)	0.0%(1.0%)

4. Conventions

	2002-2003	2001-2002	2000-2001
% Achieved the standard with Honors	14.0%(3.0%)	4.0%(1.0%)	8.0%(2.0%)
% that met/exceeded the standard*	73.0%(43.0%)	71.0%(43.0%)	79.0%(45.0%)
% Nearly achieved the standard	23.0%(36.0%)	25.0%(39.0%)	20.0%(37.0%)
% Below the standard	4.0%(12.0%)	4.0%(10.0%)	2.0%(9.0%)
% Little Evidence of achievement	1.0%(4.0%)	0.0%(2.0%)	0.0%(1.0%)

Mathematics

1. Mathematical Skills

	2002-2003	2001-2002	2000-2001
% Achieved the standard with Honors	35.0%(16.0%)	59.0%(24.0%)	36.0%(17.0%)
% that met/exceeded the standard*	79.0%(50.0%)	82.0%(51.0%)	63.0%(42.0%)

% Nearly achieved the standard	14.0%(21.0%)	13.0%(24.0%)	25.0%(27.0%)
% Below the standard	5.0%(21.0%)	4.0%(17.0%)	11.0%(20.0%)
% Little Evidence of achievement	1.0%(4.0%)	0.0%(3.0%)	0.0%(3.0%)

2. Mathematical Concepts

	2002-2003	2001-2002	2000-2001
% Achieved the standard with Honors	23.0%(7.0%)	22.0%(7.0%)	18.0%(5.0%)
% that met/exceeded the standard*	57.0%(22.0%)	55.0%(23.0%)	44.0%(19.0%)
% Nearly achieved the standard	16.0%(18.0%)	16.0%(15.0%)	19.0%(14.0%)
% Below the standard	15.0%(29.0%)	21.0%(29.0%)	22.0%(29.0%)
% Little Evidence of achievement	11.0%(28.0%)	8.0%(27.0%)	14.0%(31.0%)

3. Problem Solving

	2002-2003	2001-2002	2000-2001
% Achieved the standard with Honors	16.0%(5.0%)	20.0%(5.0%)	12.0%(4.0%)
% that met/exceeded the standard*	64.0%(30.0%)	64.0%(27.0%)	53.0%(25.0%)
% Nearly achieved the standard	12.0%(11.0%)	9.0%(8.0%)	8.0%(8.0%)
% Below the standard	15.0%(28.0%)	21.0%(33.0%)	27.0%(33.0%)
% Little Evidence of achievement	8.0%(27.0%)	6.0%(26.0%)	11.0%(27.0%)

Note: * this category also contains students that met the standard with honors.

English Language Arts

Each cell identifies the school's and state's percentages of students meeting the standard.

School Percentage(State Percentage)

English Language Arts

	2002-2003	2001-2002	2000-2001
Testing Month: March			

SCHOOL SCORES

% of students with no score	0%(3.9%)	0%(3.9%)	
% of students with little evidence of achievement	0.3%(2.2%)	0%(1.0%)	This school years
% below the standard	4.7%(15.6%)	4.5%(15.6%)	data is NOT
% who nearly achieved the standard	24.3%(36.7%)	22.2%(35.4%)	broken down into
% who achieved the standard	60.2%(38.7%)	69%(42%)	subgroups.
% who achieved the standard with honors	10.2%(2.6%)	4%(1.8%)	
% of students who met/exceeded the standard	70.4%(41.4%)	73%(43.9%)	

Number of students tested	195	203	212
Percent of Students tested	100%(98%)	100%(98.5%)	100%
Number of students with no score	0	0	2
Percent of students with no score	0.0%	0.0%	0.0%

SUBGROUP SCORES

1. White			
% of students with no score	0%(1.9%)	0%(1.7%)	
% of students with little evidence of achievement	0.4%(1.2%)	0%(0.6%)	This school years
% below the standard	4.8%(11%)	4.2%(11.1%)	data is NOT
% who nearly achieved the standard	23.8%(36.9%)	22.7%(34.8%)	broken down into
% who achieved the standard	60.3%(45.3%)	69.2%(49.2%)	subgroups.
% who achieved the standard with honors	10.4%(3.3%)	3.7%(2.2%)	
% of students who met/exceeded the standard	70.7%(48.7%)	72.9%(51.5%)	

2. Asian			
% of students with no score	0%(3.2%)	0%(4.5%)	
% of students with little evidence of achievement	0%(1.1%)	0%(1.8%)	This school years
% below the standard	2.5%(17%)	4.1%(17.8%)	data is NOT
% who nearly achieved the standard	17.5%(37.9%)	16.6%(34.9%)	broken down into
% who achieved the standard	62.5%(37.6%)	72.9%(38.6%)	subgroups.
% who achieved the standard with honors	17.5%(3.3%)	6.2%(2.2%)	
% of students who met/exceeded the standard	80%(40.6%)	79.1%(40.8%)	

3. Students with Disabilities			
% of students with no score	0%(10.5%)	0%(9.4%)	
% of students with little evidence of achievement	3.4%(7.0%)	0%(3.8%)	This school years
% below the standard	26.1%(32.7%)	29.1%(33.4%)	data is NOT
% who nearly achieved the standard	44.3%(35.2%)	40.2%(37.7%)	broken down into
% who achieved the standard	25%(13.7%)	30.5%(15.1%)	subgroups.
% who achieved the standard with honors	1.1%(0.7%)	0%(0.2%)	
% of students who met/exceeded the standard	26.1%(14.4%)	30.5%(15.4%)	

STATE SCORES

Mean Score-A total score of 150 is equal to Achieved the Overall Standard in Reading	151	151	151
% Achieving the Overall Standard	64.0%	66.0%	58.0%
Mean Score-A total score of 150 is equal to Achieved the Overall Standard in Writing	155	154	154
% Achieving the Overall Standard	75.0%	79.0%	78.0%

Mathematics

Each cell identifies the school's and state's percentages of students meeting the standard.

School Percentage(State Percentage)

Mathematics

	2002-2003	2001-2002	2000-2001
Testing Month: March			

SCHOOL SCORES

% of students with no score	0.5%(3.9%)	0%(3.9%)	
% of students with little evidence of achievement	6.4%(2.2%)	4.7%(1.0%)	This school years
% below the standard	11.9%(15.6%)	15.5%(15.6%)	data is NOT
% who nearly achieved the standard	13.8%(36.7%)	12.6%(35.4%)	broken down into
% who achieved the standard	42.2%(38.7%)	33.4%(42.0%)	subgroups.
% who achieved the standard with honors	24.9%(2.6%)	33.4%(1.8%)	
% of students that met/exceeded the standard	67.1%(41.4%)	66.8%(43.9%)	

Number of students tested	194	204	211
Percent of Students tested	99.5%(98%)	99.5%(98%)	99.5%
Number of students with no score	1	1	1
Percent of students with no score	0.5%(2%)	0.5%(2%)	0.5%

SUBGROUP SCORES

1. White			
% of students with no score	0%(1.9%)	0.5%(1.7%)	
% of students with little evidence of achievement	7%(1.2%)	4.9%(0.6%)	This school years
% below the standard	10.3%(11%)	15.5%(11.1%)	data is NOT
% who nearly achieved the standard	13.5%(36.9%)	12.9%(34.8%)	broken down into
% who achieved the standard	43.5%(45.3%)	32.9%(49.2%)	subgroups.
% who achieved the standard with honors	25.5%(3.3%)	32.9%(2.2%)	
% of students that met/exceeded the standard	69%(48.7%)	65.8%(51.5%)	

2. Asian			
% of students with no score	0%(2.2%)	0%(4.8%)	
% of students with little evidence of achievement	6.6%(21.6%)	2.7%(21.6%)	This school years
% below the standard	13.3%(27.6%)	8.3%(25.3%)	data is NOT
% who nearly achieved the standard	16.6%(16.4%)	2.7%(15.3%)	broken down into
% who achieved the standard	33.3%(21.1%)	41.6%(20.2%)	subgroups.
% who achieved the standard with honors	30%(10.7%)	44.4%(12.5%)	
% of students that met/exceeded the standard	63.3%(31.9%)	86%(32.7%)	

3. Students with Disabilities			
% of students with no score	0%(6.6%)	0%(10.6%)	
% of students with little evidence of achievement	32%(40.1%)	30.3%(37.4%)	This school years
% below the standard	26.9%(29.3%)	30.3%(28.4%)	data is NOT
% who nearly achieved the standard	20.5%(12.4%)	19.6%(13.9%)	broken down into
% who achieved the standard	17.9%(9.5%)	15.1%(7.4%)	subgroups.
% who achieved the standard with honors	2.5%(1.8%)	4.5%(2%)	
% of students that met/exceeded the standard	20.4%(11.3%)	19.6%(9.4%)	

STATE SCORES

Mean Score-A total score of 150 is equal to	152	153	148
Achieved the Overall Standard in Mathematics			
% Achieving the Overall Standard	65.0%	63.0%	50.0%