

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mr. Michael P. Churilla (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Henry James Memorial School (As it should appear in the official records)

School Mailing Address 155 Firetown Road (If address is P.O. Box, also include street address)

Simsbury Connecticut 06070 City State Zip Code+4 (9 digits total)

Tel. (860) 651-3341 Fax (860) 658-3629

Website/URL www.simsbury.k12.ct.us Email mchruilla@simsbury.k12.ct.us

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

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Joseph Townsley (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Simsbury Board of Education Tel. (860) 651-3361

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. Mary Margaret Girgenti (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 II - DEMOGRAPHIC DATA**

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

1. Number of schools in the district:    \_\_5\_\_ Elementary schools  
   \_\_1\_\_ Middle schools  
   \_\_\_\_ Junior high schools  
   \_\_1\_\_ High schools  
   \_\_7\_\_ TOTAL
  
2. District Per Pupil Expenditure:    \_\_8352\_\_  
     Average State Per Pupil Expenditure:    \_\_9228\_\_

**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. 14 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
<b>K</b>				<b>7</b>	212	178	390
<b>1</b>				<b>8</b>	214	223	437
<b>2</b>				<b>9</b>			
<b>3</b>				<b>10</b>			
<b>4</b>				<b>11</b>			
<b>5</b>				<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>827</b>

6. Racial/ethnic composition of the students in the school:
- |      |                                  |
|------|----------------------------------|
| 92.8 | % White                          |
| 2.7  | % Black or African American      |
| 1.6  | % Hispanic or Latino             |
| 2.8  | % Asian/Pacific Islander         |
| .1   | % American Indian/Alaskan Native |

**100% Total**

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

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	14
<b>(4)</b>	Total number of students in the school as of October 1	827
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.0169
<b>(6)</b>	Amount in row (5) multiplied by 100	1.69

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

Number of languages represented:   2    
Specify languages:

9. Students eligible for free/reduced-priced meals:  2.1 %  
 18  Total Number Students Who Qualify

If this method is not 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: 13.6%  
 112 Total Number of Students Served

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

<u>  4  </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u> 12 </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 47 </u> Specific Learning Disability
<u>  3 </u> Hearing Impairment	<u> 34 </u> Speech or Language Impairment
<u>  3 </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>  1 </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness
<u>  8 </u> Emotionally Disturbed	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  2  </u>	<u> 1.7 </u>
Classroom teachers	<u> 58 </u>	<u> .6 </u>
Special resource teachers/specialists	<u>  2 </u>	<u>    </u>
Paraprofessionals	<u> 14 </u>	<u> .7 </u>
Support staff	<u> 4.0 </u>	<u>    </u>
Total number	<u> 80 </u>	<u> 3.0 </u>

12. Student-“classroom teacher” ratio: 1:22.7

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97%	95%	96%	95%	97%
Daily teacher attendance	95%	95%	94%	96%	96%
Teacher turnover rate	4%	5%	1%	1%	3%
Student dropout rate	0	0	0	0	0
Student drop-off rate	.48%	.64%	.13%	.69%	.57%

## **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 and begin the first sentence with the school’s name, city, and state.**

The mission of Henry James Middle School of Simsbury, Connecticut is to prepare our students to be responsible and productive citizens by providing a rigorous academic curriculum with high standards. In order to allow each student to develop his/her potential, educational challenges must go beyond academics. Our diverse program includes exploratory curriculum in the practical and fine arts.

Recognizing that middle school students have unique and individual needs, Henry James seeks to promote the talents of all our students providing each student support and an opportunity to grow. Through ever - evolving programs, students are offered opportunities to acquire and apply knowledge and skills that broaden their horizons and help them to become reflective thinkers.

Our school community promotes the understanding and appreciation of different cultures, social diversity, and the acceptance of all people. We strive to establish a close connection with parents and the community and to work together to continually improve the educational process for our students.

The focus of the administration and faculty is on maintaining a climate that is supportive and caring. Our guidance staff and academic teams provide programs that address specific adolescent issues and concerns and encourage students to develop productive behavior patterns, healthy personal habits, and gain a self-image of competence. Implementation of the teaming concept has created small communities for learning in which students feel a sense of belonging and allegiance. Teams allow for the integration of subject matter that increases the relevance of learning for our students. They also promote the development of close, mutually respectful relationships between students and adults.

In an effort to provide a healthy social environment, we continue to strive to expand our after school activities program. Currently, we offer a large variety of activities that meet the different interests of our students. Sports intramural programs attract a large percentage of students to field hockey, basketball, golf, volley ball, and tennis, to name a few. Dramatic and musical talents are nurtured in our after school activities program as well. This year, we are celebrating the 17th year of our Performing Arts Theater. Additionally, students have an opportunity to participate in jazz band and a variety of other musical ensemble groups. Computer club, art workshops and woodworking club are popular with our students, as are the hiking club, dance drill team, newspaper, computer club, student council, and yearbook activities. A daily activity bus provides transportation home all year long.

Students at Henry James have been recognized for their varied talents. Our students do exceedingly well in both state and national competitions. We complete yearly in Math Counts, the Global Challenge, the annual Geography Bee, the National Council of Teachers of English Promising Young Writers Program, the World Language poetry contest, Scholastic Art Awards, and many others. Twenty-four of our eighth grade students were recipients of the Presidential Academic Fitness Award. Over one hundred twenty students, approximately one third of our grade 7 class, qualify annually to take the SAT exam for the Center for Talented Youth talented student search offered by Johns Hopkins University, scoring at least 97 percentile or above nationally in verbal and mathematical reasoning.

Our school is also very proud of our inclusion efforts with special needs children in regular classrooms. We participate in regional unified sports teams in the fall and spring.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **Public Schools**

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

The school's philosophy and goals are reflected in the student's performance. The school's departments have an on-going evaluation of the educational progress of each student. Results of these assessments are used in curriculum development and evaluation, counseling and placement, and review of instructional methods.

Group testing programs are designed to provide information concerning the proficiency of students in the school on standardized tests of academic achievement and aptitude. Grade 7 students are given the Metropolitan Achievement (Eighth Test) and the Otis-Lennon School Ability Test. Students in seventh grade also take the DRP (degrees of reading power) test. Grade eight students are given the Connecticut Mastery Test.

The results of the tests provide a continuing record of each student's progress in comparison to both national and local norms, and state standards. These tests are also used as an aid to the student's teachers, counselors and parents in determining individual strengths and weakness. In addition to standardized tests, quarterly, semester and final grades are given for each student. These grades are based on a variety of teacher-generated assessment tools. The results help teachers determine areas that might have to be emphasized more and to develop alternative methods of presentation in order to obtain maximum learning.

Results of both the standardized tests and student's in-class performance are the primary criteria used to determine student placement in academic classes as well as tutoring programs.

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

The results of the standardized tests are mailed home to the parents and students. A cover letter is attached informing the parents of individual results. In this letter, parents are given an open invitation to discuss and review records with the guidance counselors and classroom teachers. Counselors will often review the results of the testing with the students on an individual basis.

A quarterly, computer-generated grade performance sheet is given to each student at the mid point of every marking period. This is a very detailed sheet on the individual student's progress and his/her performance compared to that of his classmates. Parents are to see and sign this interim grade sheet and return it to school. Teachers are available to discuss the student's performance by telephone, email, or personal conference.

School-wide performance is submitted to local newspapers for publication of results of all Connecticut Mastery Testing. A school and district profile is created and made available to the general public on a yearly basis. Our school-wide, bi-monthly newsletter, which is mailed to each student's home, includes reports on student achievement and honors.

Every student is assigned to a team of core academic teachers. Student performance is discussed at team meetings, where teachers devise strategic plans for aiding individual students. In addition, teachers can generate a child study team meeting with the parents and guidance personnel to deal with academic

problems that aren't resolved after documented intervention by the teachers. Performance data and scores are reported and discussed with the parents at these meetings to better understand how to help the students achieve more success.

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

Public notification of our school's success has already generated visitors from other schools. These visitors are welcomed and time is set aside to provide them with all information that we have which can help them with their own projects and problems. We also share in-house materials we have developed that have been successful for us. If we are the recipients of this award, we will continue in our efforts to share with other schools.

We are prepared to share through the use of technology. Because we have a school web page and email programs, our staff can post lessons, programs, and activities on the internet web page and will be available to respond to email questions for further information/clarification of our programs.

We will continue to partner with other schools on many diversity projects, giving both our staff and students time to interact and share experiences with other district schools.

Our staff will continue to participate in local, state, and national conferences where ideas are exchanged among professional educators. Many ideas are exchanged at these types of forums. Staff members will be willing to present workshops at conferences to share programs developed to improve instruction in the content areas as well as materials that address writing and thinking skills for middle school students.

## **PART V – CURRICULUM AND INSTRUCTION**

- 1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

Homogeneous ability grouping is provided for students in the areas of English, mathematics, and reading. Students are selected for homogeneous ability groups on the basis of standardized scores, achievement and teacher recommendation. Classes in science, social studies, and world language are heterogeneously grouped.

The world language courses offered in grade 7 are Spanish 1 and French 1. All students have the opportunity to select one language. The student’s selection of a world language will continue through the completion of grade 8. The curriculum is designed to be a two-year program and students will complete the equivalent of a Level 1 course over this period of time. The majority of students will continue the world language sequence begun in grade seven. Two additional languages are offered in grade 8, Latin and Japanese, and students may elect one of these languages in place of the language studied in grade 7.

The mathematics courses for grades seven and eight are student-centered and aligned to the National Council of Teachers of Mathematics Standards for Curriculum and Development, and the Connecticut Mastery Test. They incorporate cooperative learning and enrichment activities in order to meet the needs of our students. The objectives are to encourage critical thinking, develop problem-solving skills, learn to reason, and practice communicating mathematics. The seventh and eighth grade Level II math program is challenging and designed to prepare students for Algebra I at the high school. The grade seven Level I math program is an accelerated pre-algebra course. The Level I eighth grade program is a classic Algebra I program. The eighth grade Level III math program is the same challenging curriculum as described above for Level II. The primary difference is that this course is designed to be taught at a reduced pace of instruction for students who need more time to master skill.

The grade seven science courses use a systematic approach in the study of the five kingdoms of living things. Organisms are studied through discussions, lectures, projects, labs, and "hands-on" activities, all allowing students to practice real science. In addition, students become familiar with the scientific method of inquiry, eventually designing, developing, and carrying out their own experiments. Students work with live and preserved specimens, enabling them to experience “structure vs. function” firsthand. Grade eight science courses continue to study the diversity of life by investigating the progression of primates through geological history, as well as the study of genetics. This is followed by a study of earth science, geology, meteorology, and astronomy. In each area, a variety of methods are employed including discussions, lectures, projects, labs, and “hands-on” activities. Course content stresses the continued application of the scientific method. Students also use computer programs, microscopes, telescopes, and a variety of other scientific equipment.

The grade seven social studies course is designed to introduce the student to the various social studies disciplines. Students become acquainted with the areas of anthropology and sociology, economics, geography, history, and political science. Emphasis is on cultural studies of selected regions and countries in the world. Grade 8 social studies consists of two half-year courses. One half of the year introduces students to our American system of government. Through an exploratory process, students examine our local, state, and national political system with a special emphasis on their rights and responsibilities as participants in our society. The second half of the year introduces students to the ancient world. The subject matter concentrates on the rise and development of ancient river valley civilizations in the Fertile Crescent, Egypt, India, China, and Greece. This course is planned as a transition to ninth grade world history, which begins with the study of Rome. Throughout the year, students utilize various research tools as they delve more deeply into a variety of curriculum-generated topics.



**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 program for grades seven and eight is a structured, sequential curriculum which includes writing and language skills, literature instruction and response, and vocabulary development. Students are placed based on standardized scores, achievement, and teacher recommendations. In grade 7 there are two levels of English: Level I and Level II. The seventh grade English Level II program emphasizes composition, with a focus on persuasive writing. The curriculum includes the study of and responses to a variety of literary genres, the application of literary terms, formal vocabulary development, and reinforcement and instruction in English grammar and usage. Each student maintains a writing folder, which aids him or her in evaluating and reflecting on themselves as writers. It provides students with an on-going assessment which they can use to improve their own writing.

In grade 8 there are three levels of English: Level I, Level II, and Level III. The eighth grade English Level II program emphasizes composition and literature. Writing instruction further develops the skills of persuasive writing and formal composition structure. Writing folders are also maintained, as they were in grade seven. Students continue the study of and responses to literature, with an emphasis on the novel. Formal vocabulary development and the sequential study of grammar and usage are part of the curriculum.

Level I (Grade 7 & 8) is designed for our highest achieving students. Approximately twenty-five percent of our student body qualifies for this course. The program is designed for students who consistently demonstrate superior ability in written expression, who are highly motivated and consistently responsible, and who have a sincere interest in reading. In this level students are expected to be independent learners, apply their knowledge and also manifest the ability to work in collaborative groups. Students must demonstrate evidence of abstract reasoning and higher order thinking skills, including interpretive, evaluative, and analytical skills.

Level III (Grade 8) Level III is designed for students who will benefit from a slower pace and reinforcement of basic writing and grammar skills. Approximately twelve percent of our students are placed at this level. Instruction reinforces skills needed for reading and understanding literature. The basic curriculum goals of Level II will be met as students complete appropriate activities reviewing and reinforcing skills. Because of the small class size of the Level III classes, students receive more direct instruction and individual guidance from the teacher.

Students identified as reading below grade level are scheduled in our Level III reading program or given tutoring in the area of reading. The Level III reading class is small, with approximately eight students in the class. Tutoring sessions average about two students per session. Tutors create goals for each specific child. The reading 7 and 8 (Level III) course goal is the mastery and application of reading strategies that are essential for academic success. Reading skills are developed through the use of a variety of fiction and nonfiction materials. Teaching students to be strategic readers is the main focus of the course. Other components include CMT preparation, literacy awareness, critical listening, and responding to literature. Reading for pleasure is a valued feature of the program. The program is conducted at a slower pace to allow for greater skill reinforcement.

Reading is emphasized for all students in our school. In addition to the reading programs just described, all students and teachers participate in a daily reading opportunity called Sustained Silent Reading(SSR). At the beginning of period five, everyone in the school reads a book of their choice for ten minutes. Students enthusiastically participate in this program.

**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.**

The unified arts program for seventh and eighth grade students includes the areas of art, health education, family and consumer science, and technology education. These courses afford students of various abilities areas in which they can shine as they begin the process of understanding that they are life-long learners.

Family and consumer science education empowers students to effectively manage life issues. Our goal is to assist students in becoming productive and contributing members of society. Teaching students the skills necessary to manage their own life as an individual, family member and/or member in the work force are emphasized. All family and consumer science skills prepare students for their future. Classroom activities emphasize the process, not the end product. .

The art curriculum includes units of study in two and three-dimensional art, focusing on applying the elements and principles of design to create drawings, paintings, pottery, prints, graphic art, and sculpture. Students create and discuss art in a supportive environment, which emphasizes creative thinking skills, experimentation, reflection, skill development, collaboration and care for materials.

Technology education develops technological literacy. Instructional content and activities involve students in discovering, creating, constructing, and problem solving. Fundamental concepts and principles are taught through hands on activities, which require students to develop and use new skills, utilize skills from other disciplines, and learn sound safety practices. Students gain experience in many areas including photography, videotaping, woodwork, metal work, printing, and computer skills.

Health education class activities center around the adolescent experience. The major objectives of this course are to increase the students' self-understanding and to assist them in the development of rewarding relationships and responsible behavior. Meeting these objectives requires that students 1) increase knowledge of their own physical growth and development as it relates to the attitudes, experiences, and values of themselves and their families, and 2) acknowledge that social and emotional growth and change are part of a life-long process.

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

Our faculty employs a variety of instructional methods to facilitate student learning. Recognizing the correlation between orderly classrooms and students learning, our teachers establish high behavioral expectations and ensure that they are followed. Our staff maximizes the classroom time by instituting effective routines and transitions. The teachers work to ensure student engagement and participation in all activities and lessons. We have set high expectations for achievement, and promote a shared responsibility for learning with both students and the parents. Lessons employ questions and activities that demand both lower and higher level thinking skills including critical and creative thinking, problem solving, and decision-making skills. Our classroom teachers provide a range of activities that complement the wide variety of student learning styles. Activities include approaches like hands -on experience, project work, shared learning, peer tutoring, cooperative learning groups, labs, and literature circles.

We enhance classroom instruction through the use of computers and software programs such as Inspiration and Timeliner. We provide instruction for our teachers so that they are conversant with new software and can utilize it to its best advantage for student learning.

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

The Henry James Professional Development Program is an extension of the greater district - wide program for professional development. "The mission of the professional development program in the Simsbury Public Schools is to provide educators with the knowledge and support necessary to help all students achieve high standards of learning and development." The district's mission, as quoted here, closely aligns evaluation, professional development and high standards of learning. Teachers individually or as a team are expected to conduct action research that will ultimately result in improved student learning. As part of this process teachers are expected to link student assessment data to goal setting and then to professional growth opportunities.

Annually or semiannually each staff member at Henry James is asked to develop a professional growth plan. Each plan must clearly articulate a student learning need. The action plan that is developed by the teacher must identify professional development experiences necessary to implement the action plan. The teacher is further asked to identify how the evaluator can support and monitor the professional growth plan. For multi-year goals, teachers are expected to give an interim report at the end of the first year. At the end of the professional growth plan teachers are expected to reflect upon the results and to summarize the impact of the action plan on student learning. As an individual or as a member of a group, the teacher must clearly identify the impact this plan has had on classroom instruction. Future goals may be identified that arise as a result of the plan.

Additional professional growth experiences have been identified by the staff through the use of a professional development committee survey that was conducted in January of 2002. This survey asked the staff to identify and rank the most significant student learning needs that should be addressed through professional development. The results of the survey were tallied and these results were provided to the district-wide professional development committee. The committee used these results as a basis for identifying workshops that were incorporated into our all-day professional development program held during fall of 2003.

## STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following pages.

Grade   8  

Test: Connecticut Mastery Test

Publisher   CT State Department of Education   –

Harcourt Brace Jovanovich

What groups were excluded from testing? Special Education students. They were tested with off level tests.

### DATA DISPLAY TABLE FOR READING – CONNECTICUT MASTERY TEST

	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
Testing month	Sept	Sept	Sept	Sept
Edition	3rdGeneration	3rd Generation	3rd Generation	2nd Generation
<b>SCHOOL SCORES</b>				
TOTAL	389	435	353	377
At or Above Basic	98%	94%	96%	N/A
At or Above Proficient	96%	97%	93%	N/A
At or Above Goal	91%	85%	90%	88%
At Advanced	41%	35%		
Number of students tested	380	428	350	376
Percent of total students tested	98%	98%	99%	99.70%
Number of students excluded	9	14	3	3
Percent of students excluded	2%	3%	8%	
<b>SUBGROUP SCORES</b>				
1. Special Education (specify subgroup)				
At or Above Basic	93%	71%	77%	
At or Above Proficient	79%	59%	64%	
At or Above Goal	65%	46%	48%	
At advanced	11%	6%	37%	
<b>STATE SCORES</b>				
TOTAL				
At or Above Goal	68%	66.30%	66.40%	76.30%

DATA DISPLAY TABLE FOR MATH – CONNECTICUT MASTERY TEST

	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
Testing month	Sept	Sept	Sept	Sept
Edition	3rd Generation	3rd Generation	3rd Generation	2nd Generation
<b>SCHOOL SCORES</b>				
TOTAL	389	435	353	377
At or Above Basic	98%	97%	99%	N/A
At or Above Proficient	95%	94%	97%	N/A
At or Above Goal	85%	85%	86%	85%
At Advanced	44%	63%		N/A
Number of students tested	380	429	351	376
Percent of total students tested	98%	99%	99%	99.70%
Number of students excluded	9	6	2	1
Percent of students excluded	2%	1.30%	5%	3%
<b>SUBGROUP SCORES</b>				
1. Special Education (specify subgroup)				
At or Above Basic	99%	92%	94%	
At or Above Proficient	98%	73%	76%	
At or Above Goal	89%	50%	54%	
At advanced	47%	8%	16%	
<b>STATE SCORES</b>				
TOTAL				
At or Above Basic				
At or Above Goal	56%	55.40%	54.80%	

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. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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

## GRADE 8 – UNDERSTANDING THE SCORES FOR READING – CMT THIRD GENERATION

### Scale Score

289 - 400 Advanced	Students who score at this level are performing above the statewide reading goal. They possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of a student at the grade level with minimal teacher assistance. Generally, they can comprehend textbooks and other materials typically used at grade 8 or above.
235 - 288 Goal	Students who score at this level are performing at the statewide reading goal. They possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of a student at the grade level with minimal teacher assistance. Generally, they can comprehend textbooks and other materials typically used at grade 8 or above.
218 - 234 Proficient	Students who score at this level are performing below the statewide reading goal. Generally, students who score at this level can comprehend (with some teacher assistance) textbooks and other materials typically used at grade 8 or above.
203 - 217 Basic	Students who score at this level are performing well below the statewide reading goal. Generally, students who score at this level can comprehend, with varying degrees of difficulty, materials written below a grade 8 level.
202 or below Below Basic	Generally, students who score at this level can comprehend, with varying degrees of difficulty, materials written well below a grade 8 level.

### GRADE 8 UNDERSTANDING THE SCALE SCORES FOR MATHEMATICS

**Advanced 290-400 scaled score :** Students who score at this level are performing above the statewide mathematics goal. Generally, student who score at this level possess the knowledge and skills to perform the tasks and assignments expected of 8<sup>th</sup> graders independently. These students demonstrate well-developed conceptual understanding, computational and problem –solving skills as well as an advanced ability with some complex and abstract mathematical problems.

**Goal 246-289 scaled score :** These scores are at the statewide mathematics goal. Students at this level possess the knowledge and skills necessary to perform the task and assignments expected of 8<sup>th</sup> graders with minimal teacher assistance. Generally these students demonstrate well-developed computational skills, conceptual understanding and problem-solving.

**Proficient 216-245 scaled score:** These scores are below the statewide mathematics goal. Generally, students who score at this level demonstrate only adequate computational skills and conceptual understanding, and somewhat limited problem-solving skills.

**Basic 191-215 scaled score:** These scores are well below the statewide mathematics goal. Generally, students who score at this level demonstrate limited computational skills and have very limited conceptual understanding and problem-solving skills.

**Below Basic 190 or below scaled score:** These scores are within the statewide mathematics below basic level. Generally, students who score at this level demonstrate very limited computational skills, conceptual understanding and problem-solving skills