

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

Name of Principal Dr. Mary Ann Sedran (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Williams Middle School (As it should appear in the official records)

School Mailing Address 410 Williams Street (If address is P.O. Box, also include street address)

Longmeadow MA 01106-1925 City State Zip Code+4 (9 digits total)

Tel. (413) 565-4260 Fax (413) 565-4254

Website/URL www.longmeadow.k12.ma.us Email msedran@longmeadow.k12.ma.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. Thomas P. McGarry (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Longmeadow Public Schools Tel. (413) 565-4200

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. Carol Daigle (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: 3 Elementary schools
 2 Middle schools
 0 Junior high schools
 1 High schools

 6 TOTAL

2. District Per Pupil Expenditure: \$7098
 Average State Per Pupil Expenditure: \$7874

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. 12 Number of years the principal has been in her/his position at this school.

na 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	61	65	125
1				8	51	57	108
2				9			
3				10			
4				11			
5	54	62	116	12			
6	63	55	118	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							467

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|----------------------------------|
| <u>94.86</u> | % White |
| <u>0.85</u> | % Black or African American |
| <u>0.21</u> | % Hispanic or Latino |
| <u>4.06</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 1.28 %

(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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	466
(5)	Subtotal in row (3) divided by total in row (4)	.0128
(6)	Amount in row (5) multiplied by 100	1.28

8. Limited English Proficient students in the school: .6 %
3 Total Number Limited English Proficient

Number of languages represented: 3

Specify languages French
 Korean
 Chinese

9. Students eligible for free/reduced-priced meals: 2.35 %

11 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: 6 %
28 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>1</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>2</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>17</u> Specific Learning Disability |
| <u>1</u> Hearing Impairment | <u>6</u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u>1</u> 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)	<u>1</u>	<u>1</u>
Classroom teachers	<u>25</u>	<u>1</u>
Special resource teachers/specialists	<u>12</u>	<u>5</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>7</u>	<u>4</u>
Total number	<u>48</u>	<u>11</u>

12. Student-“classroom teacher” ratio: 18.68

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	96.02%	96.05%	96.84%	97.13%	95.67%
Daily teacher attendance	94.7%	94.3%	92.1%	95.8%	94.7%
Teacher turnover rate	14.2%	11.9%	4.8%	4.8%	7.1%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	1.11%	1.57%	0.90%	0.47%	0.21%

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.

Williams Middle School, Longmeadow, MA, is a grade 5 to 8 public middle school located in a suburb of Springfield. We are committed to a successful transition from childhood to early adolescence. We will:

- Create an environment for learning that develops a spirit of inquiry, encourages personal excellence, and fosters self-esteem.
- Support and encourage each individual to reach his/her potential.
- Provide a highly motivated and supportive staff, and a strong, diverse curriculum that recognizes and accommodates individual learning styles.
- Foster a climate of understanding, compassion, and respect.

Our efforts have resulted in being named a Commonwealth of Massachusetts Compass School for exemplary improvement efforts. In 2001, the MassInsight Education, an independent non-profit organization focused on improving student achievement in Massachusetts public schools designated Williams as a Vanguard School. We have a strong and diverse curriculum. Our students learn the traditional academic subjects of language arts, reading, mathematics, science, and social studies along with an exploratory program, which includes art, music, technology engineering, health and physical education. All classes are mixed-ability grouped with the exception of grade 7 and 8 mathematics. A full year of high school foreign language is taught in grades 7 and 8 while grade 6 students have an introductory program in French and Spanish. Our outstanding performing arts program includes men's and women's choruses, mixed choruses for grades 5 and 6, orchestra, band, and jazz band. Academic, exploratory and performing arts classes take place during a seven-block school day over a six-day cycle.

As a middle school with an emphasis on transition, the elementary grades 5 and 6 tend to have a greater focus on skills learning while the grade 7 and 8 classes concentrate more on content. All students are placed in a Home Based Advisory (HBA) group by grade level. The HBA groups meet mornings for attendance, and every Wednesday for a 25-minute block to discuss issues of importance to the grade level or school. These HBA sessions provide regular opportunities to reinforce a climate of understanding, compassion, and respect. Team level decision-making takes place at the grade level teacher meetings during the school day.

Students are given multiple opportunities to reach their potential. Extracurricular activities include the Student Council, yearbook, newspaper, intramurals, and Variety Show for all grade level students. Grade 8 students are also members of the very successful Mock Trial team that often competes with high school teams.

Parents meet monthly in the Parent Activity Committee (PAC). Parent involvement is at a very high level as measured by attendance at volunteer efforts, Back-to-School nights, Parent Conferences, and student concerts and performances. Administrators' grade level parent workshops support parents' understanding of pre- and young adolescent learners.

The ten-member School Improvement Council (SIC), which includes representation from students, parents, teachers, and the community, serves as an advisory group to the principal and meets monthly. Using needs assessment data, including statewide and local test results, the SIC creates the School Improvement Plan, aligned with the district goals. The plan includes specific yearly objectives linked to student performance data, school climate surveys, parent satisfaction surveys, and building improvements.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system.

The Massachusetts Comprehensive Assessment System (MCAS) is a testing program designed to meet the requirements of the Massachusetts Reform Laws of 1993. The law specified that the testing program must test all public school students in Massachusetts including students with disabilities and students with limited English proficiency. The program must measure performance based on the Massachusetts Curriculum Frameworks, and provide a measure of accountability for schools and districts. Beginning with the class of 2003, students must pass the grade 10 tests in English Language Arts and Mathematics as one condition of eligibility for a high school diploma (in addition to fulfilling local requirements).

Scaled scores are reported to individual students, schools, and districts. The scaled scores range include four performance levels from 200 to 280. State performance level definitions are:

Performance Level	Description
Advanced	260-280 Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
Proficient	240-259 Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
Needs Improvement	220-239 Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
Warning	200-219 Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

Scores in the attached table are given for grade 8 mathematics, grade 7 English Language Arts, grade 7 English Language Arts, and grade 6 mathematics. Scaled scores for Williams in grade 8 mathematics range from a low of 241 to a high of 251 while state scaled scores ranged from 227 to 232. Scaled scores for the other tests reflect a similar pattern. Williams Middle School students have a participation rate of 98% or better on all the tests given at the middle school level and consistently score in the top 10% of the state.

Since the state does not report scores for groups less than 10 students, we do not have official average scores for subgroups such as the students with disabilities or students with limited English proficiency. NOTE: The Williams faculty shared answers to the following narrative questions at the Friday, March 21, 2003 Staff Development program.

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

Faculty and staff have all had Baldrige training for continuous improvement. Teachers use the PDSA (Plan, Do, Study, Act) cycle as a process for decision making. Every fall, each teaching team administers a writing prompt which serves as a baseline for that grade's writing emphasis. Students are given a post-test in the spring which evaluates their growth in writing during the school year. Results of those prompts are made available to students, parents, and the receiving English teacher.

Teachers meet by grade level and subject area to review an item analysis done by the state of each question for every subject tested on the MCAS. This allows teachers to identify overlaps and/or gaps in the curriculum and revise lesson plans accordingly. For example, using statewide item analysis we found that we taught the measures of central tendency in grades 5, 6, 7, and 8 and failed to teach any unit on weather. Curriculum adjustments were made to correct these issues. Faculty also perform item analysis

on their own tests to determine the reliability and validity of the questions. Teachers use rubrics and checklists as an evaluation tool that involves students in their own self-assessment.

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

Communication has been an area of significant improvement for our school. In our newsletters, “Around the Courtyard”, the faculty highlights student achievement in both academic and extra-curricular venues. An Open House is held during the first month of school, allowing parents to meet classroom teachers and get an overview of the year. Parent-teacher conferences are formally scheduled twice a year, but teachers are available for conferences at any time. In order to ensure positive lines of communication teachers are required to make four parent calls per month, to discuss student performance, social issues, or to give an update on student growth. A home-based advisory program also promotes teacher-student relationships with that teacher often acting as a conduit between school and home. Teachers may use e-mail as an additional means of parent communication.

Report cards are issued quarterly. In addition mid-terms reports are issued at the grade 7 & 8 level. Administrators hold grade level parent meetings throughout the school year to address a variety of parent concerns.

MCAS results and academic awards are published in our local newspapers. Special events such as the Career Day, Cultural Festivals, and the Variety Show are also featured in the local papers. Students are constantly apprised of their own performance through tests, portfolios, projects, and self-assessment using Baldrige quality tools. Students are also able to evaluate their own performance utilizing (Quia.com; BeyondBooks.com) Internet sites.

NOTE: The Williams faculty shared answers to the following narrative questions at the Friday, March 21, 2003 Staff Development program.

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

Williams has been designated both as a Compass School by the state and a Vanguard School by MassInsight Education, an independent non-profit organization focused on improving student achievement in Massachusetts public schools. As a recipient of these awards, Williams has made a commitment to host schools interested in our approach to high performance and continuous improvement. During the 2001-2002 school year, we hosted teachers and administrators from many school districts. This school year, we hosted an additional school group. Our day-long program and subsequent contacts include an overview of our use of data to drive curriculum and instruction, a meeting with writing teachers to discuss their program, and meeting with several curriculum coordinators to discuss district wide curriculum mapping in all subject areas. Visitors tour the classrooms and attend team meetings. Our teacher-created Webquests are on the Longmeadow Public Schools site and are readily available at <http://www.longmeadow.k12.ma.us/wms/pages1/Webquest.html> for public viewing and use.

The principal and assistant principal presented at the Atlanta Conference of the National Association of Secondary Schools Principals sharing Williams’ best practices at a national level. They also presented at the “Pathways to Excellence” conference in the fall of 2001 sharing best practices as a recipient of the Massachusetts Compass School award. They are willing to continue to share their expertise.

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.**

At Williams Middle School all students in grades 5 through 8 take English language arts, mathematics, science, and social studies every day. Grade 7 & 8 students choose to take either French or Spanish for five blocks of the six day cycle. This allows students to complete the Level 1 curriculum in either language before entering high school. Grade 6 students are offered an introductory program of French and Spanish two times in each six day cycle. The schedule allows for one or two related arts classes per day. The related arts classes include general music, art, physical education, health and technology engineering. Students can choose electives within a performing arts program that includes grades 7 & 8 men’s or women’s chorus, band, orchestra, and a before-school school jazz band program.

With the help of the 1997 recipient of the Massachusetts Pathfinder Award winner in Technology, Ms. Sandy Budreau, all classes can be scheduled into the computer room. The class curriculum dictates how students use technology for learning and Ms. Budreau teams with the classroom teacher in presenting technology-aided lessons. All classrooms are connected to the Internet, which is networked throughout the school.

Williams Middle School’s curriculum is based on the Massachusetts Curriculum Frameworks in each content area and is designed to accomplish the expectation that all students will learn the content and skills to prepare them for the next level of schooling. At the district level, classroom teachers who are stipended as curriculum coordinators have led teacher efforts to map their individually taught curriculum, using the Heidi Hayes Jacobs model. These coordinators refined the maps and lead others to consensus maps in each curriculum area. Six Williams teachers are either curriculum coordinators or assistant curriculum coordinators. During the summers and professional development days, coordinators and teaching teams have worked to align individual teacher curriculum maps with the state frameworks by identifying gaps, weaknesses and/or redundancies across the grade levels. Readjustments in curriculum were made to cover all framework topics. For example, social studies teachers fully revised social studies curriculum in grades 7 & 8 to reflect framework changes. All district teachers met in subject and grade level teams to come to consensus about a taught curriculum that is aligned with the Frameworks. These district consensus maps are works-in-progress. Recent surveys of all k-12 teaching staff will assist with the next mapping improvement cycle.

Williams teachers have been trained in the Baldrige model of performance excellence. There is a constant focus on data-driven decisions that results in high student achievement. Typical classroom boards have postings of the class consensus rules, the daily schedule, and the nightly homework. Many teachers are posting lesson agendas as well as lesson objectives in student-readable language. At the beginning of the school year, each student is given a spiral agenda notebook that includes the school handbook as well as a daily planner for homework and activities. Students are encouraged to record their test and quiz scores in the agenda notebook.

NOTE: The Williams faculty shared answers to the following narrative questions at the Friday, March 21, 2003 Staff Development program.

- 2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

All students are exposed to a rigorous course of study in English Language Arts. Grade level curricula are based on state standards and are used in conjunction with district wide curriculum maps to ensure a careful progression of skills.

A challenging vocabulary building effort is made through the literature students read and the use of workbooks addressing Greek and Latin roots.

Students read from anthologies, trade books, and self-selected trade books. Grammar is incorporated into the writing program and includes the use of interactive textbooks which are available to them online, e.g. BeyondBooks.com.

Students are evaluated periodically on reading comprehension. Those in need of remediation are offered a place in our learning labs, where small group instruction is provided. Before-school MCAS preparation classes are offered for students who have failed or need improvement on past MCAS tests.

Open-ended questions are posed regularly on homework, tests, and quizzes, to assess the depth and breadth of reading comprehension.

Our writing program includes a progression of skills, using focus correction and rubrics. The program concentrates on developing clarity, detail, organization, voice and grammar conventions. Our English Language Arts department addresses various types of writing; the main focus in grade 7 is the descriptive essay while in grade 8, it is the persuasive essay.

A careful analysis of our state MCAS scores allowed us to identify strengths and weaknesses in our writing program. As a result of this analysis, our teachers and district curriculum coordinators developed a series of standards-aligned writing manuals to support teachers in all subjects in writing. This has allowed all teachers to incorporate writing assignments into their subject area. The practice of writing across the curriculum has provided students with multiple opportunities to strengthen their writing skills.

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.

Our science program offers a strong, diverse curriculum that accommodates individual learning styles. Students develop critical thinking skills in a learning environment that emphasizes inquiry and discovery through the use of hands-on investigative labs. Technology engineering offers a reinforcement of science concepts as students produce models such as weather balloons, CO₂ cars and rockets. Williams students are able to demonstrate an understanding of the natural and physical world around them using computers, (utilizing BeyondBooks.com), interpreting charts and graphs, and using technical writing skills to produce written labs. The science program provides a rich learning-teaching experience. Assessments include activities that include having students identify unknown substances as part of their laboratory investigation.

Our science chairperson, Mr. Michael Paulin, was selected to investigate the interaction of girls in the science classroom, under the auspices of the Smithsonian Astrophysics Laboratory, and sponsored by the Annenberg Foundation. Students were videotaped in the classroom setting. Analysis of the gender study enabled teachers to identify ways to best serve and encourage girls in the science classroom.

NOTE: The Williams faculty shared answers to the following narrative questions at the Friday, March 21, 2003 Staff Development program.

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

Williams Middle School is committed to providing successful transitions from the elementary school to the middle school environment and from grade 8 to the high school. Fostering continuous improvement for each child is an important goal. This goal is achieved by intensive reading and writing across the curriculum. Cooperative learning, for example, is employed in many forms with rubrics and checklists allowing students to self-assess. A variety of resources such as interactive labs, multi-media, and manipulatives help address the varied learning styles of our students. Teachers are well versed in differentiated learning styles. Alternative assessments are offered which allow students to choose the form of "proof of learning." Computers are used extensively by all teachers, to provide instruction and sources for research, as well as practice and support for homework.(Homeworkknow.com; BeyondBooks; Quia) A homework room and the computer lab are available on a daily basis before school. During grade level team time, teachers create interdisciplinary units and collaborate to plan strategies to improve

individual student learning. Three Before-School Homework Rooms are provided for grade 6, 7, and 8 students. Teachers supervise these students, answer questions about assignments, and provide instructional support to them.

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

Williams teachers are well represented in professional growth offerings in the district. On the school level, the teachers and staff have been trained in the Baldrige Criteria for continuous improvement. Teachers continuously evaluate and revise curricula and their instructional process. One of our teachers is a Baldrige trainer and is now offering professional development courses on the use Baldrige tools for the classroom. Six of our teachers have been trained by the state in evaluating student writing for the MCAS, and have conducted workshops in our school, training other teachers in writing assessment. Fostering teacher leadership is an important component of the school. Our principal has conducted workshops training teachers in the use of data analysis. The data is used to plan curriculum, implement ideas, evaluate the impact of the innovation, use the evaluation results to revise and refine our instructional programs and then repeat the PDSA cycle.(Plan Do Study Act) Our teachers have had extensive computer training. A group of our teachers has been trained in creating Webquests, to enhance student learning. The Webquests allow students to access school work from home via the internet. These Webquests have also been used by teachers in other districts.

Our teachers have created online courses that are available to their own colleagues as well as to teachers outside the district. Williams teachers have been trained in the use of curriculum mapping, which allows the entire district to align to the state learning standards.

Money has been available for teachers to work in the summer developing multi-disciplinary units and creating Home Based Advisory lessons. This summer work allows teachers to meet by subject area, by grade level, or by cross curricular groups.

STATE CRITERION-REFERENCED TESTS
MCAS – MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM

WILLIAMS MIDDLE SCHOOL

GRADE 8 MATHEMATICS

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
AVERAGE SCALED SCORE	250	250	251	243	241
At or Above Basic	97%	99%	95%	91%	86%
At or Above Proficient	75%	93%	75%	63%	58%
At Advanced	37%	35%	42%	18%	14%
Number of students tested	100	118	102	112	138
Percent of total students tested	100%	98%	99%	>99%	100%
Number of students excluded	0	3	1	1	0
Percent of students excluded	0	2%	1%	<1%	0
SUBGROUP SCORES					
	na	na	na	na	na
STATE SCORES					
AVERAGE SCALED SCORE	232	233	228	226	227
At or Above Basic	67%	69%	60%	60%	58%
State Mean Score	na	na	na	na	na
At or Above Proficient	34%	34%	34%	28%	31%
State Mean Score	na	na	na	na	na
At Advanced	11%	11%	12%	6%	8%
State Mean Score	na	na	na	na	na

GRADE 8 ENGLISH LANGUAGE ARTS

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	na	April & May	April & May	April & May	April & May
SCHOOL SCORES					
AVERAGE SCALED SCORE	na	256	252	250	246
At or Above Basic		99%	99%	100%	99%
At or Above Proficient		93%	88%	90%	85%
At Advanced		35%	24%	10%	4%
Number of students tested		118	103	112	138
Percent of total students tested		98%	99%	99%	100%
Number of students excluded		3	1	1	0
Percent of students excluded		2%	1%	1%	0%
SUBGROUP SCORES					
	na	na	na	na	na
STATE SCORES					
AVERAGE SCALED SCORE	na	242	240	238	237
At or Above Basic		92%	89%	87%	86%
State Mean Score	na	na	na	na	na
At or Above Proficient		67%	62%	56%	55%
State Mean Score	na	na	na	na	na
At Advanced		8%	5%	3%	3%
State Mean Score	na	na	na	na	na

STATE CRITERION-REFERENCED TESTS
MCAS – MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM

WILLIAMS MIDDLE SCHOOL

GRADE 7 ENGLISH LANGUAGE ARTS

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April & May	April & May	na	na	na
SCHOOL SCORES			na	na	na
AVERAGE SCALED SCORE	252	247			
At or Above Basic	99%	98%			
At or Above Proficient	89%	77%			
At Advanced	28%	11%			
Number of students tested	109	100			
Percent of total students tested	99%	99%			
Number of students excluded	1	1			
Percent of students excluded	1%	1%			
SUBGROUP SCORES	na	na	na	na	na
STATE SCORES					
AVERAGE SCALED SCORE	242	239			
At or Above Basic	91%	88%			
State Mean Score	na	na	na	na	na
At or Above Proficient	64%	55%			
State Mean Score	na	na	na	na	na
At Advanced	9%	6%			
State Mean Score	na	na	na	na	na

GRADE 6 MATHEMATICS

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
AVERAGE SCALED SCORE	248	246			
At or Above Basic	94%	93%			
At or Above Proficient	73%	72%			
At Advanced	29%	30%			
Number of students tested	121	106			
Percent of total students tested	99%	100%			
Number of students excluded	1	0			
Percent of students excluded	1%	0%			
SUBGROUP SCORES	na	na	na	na	na
STATE SCORES					
AVERAGE SCALED SCORE	235	233			
At or Above Basic	70%	66%			
State Mean Score	na	na	na	na	na
At or Above Proficient	41%	36%			
State Mean Score	na	na	na	na	na
At Advanced	13%	13%			
State Mean Score	na	na	na	na	na