



## **PART I - ELIGIBILITY CERTIFICATION**

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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. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

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

1. Number of schools in the district:       4   Elementary schools  
   1   Middle schools  
    Junior high schools  
   1   High schools  
  
   6   TOTAL

2. District Per Pupil Expenditure:       \$9,105.00

Average State Per Pupil Expenditure: \$10,072.00

### 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.

     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>  | 119        | 120          | 239         |
| <b>1</b>                                     |            |              |             | <b>8</b>  | 154        | 125          | 279         |
| <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>                                     | 155        | 135          | 290         | Other     |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b> |            |              |             |           |            |              | <b>808</b>  |

6. Racial/ethnic composition of the students in the school:
- 96 % White
  - .87 % Black or African American
  - .37 % Hispanic or Latino
  - 2.64 % Asian/Pacific Islander
  - .12 % American Indian/Alaskan Native

**100% Total**

7. Student turnover, or mobility rate, during the past year: 3.05 %

(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.   | 13    |
| <b>(2)</b> | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 10    |
| <b>(3)</b> | Subtotal of all transferred students [sum of rows (1) and (2)]                                       | 23    |
| <b>(4)</b> | Total number of students in the school as of October 1   | 755   |
| <b>(5)</b> | Subtotal in row (3) divided by total in row (4)  | 0.030 |
| <b>(6)</b> | Amount in row (5) multiplied by 100  | 3.046 |

8. Limited English Proficient students in the school: < 1 %  
2 Total Number Limited English Proficient

Number of languages represented: N/A  
Specify languages:

9. Students eligible for free/reduced-priced meals: 3.8 %

31 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: 14.28 %  
115 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>2</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>1</u> Deafness              | <u>20</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>70</u> Specific Learning Disability         |
| <u>1</u> Hearing Impairment    | <u>16</u> Speech or Language Impairment        |
| <u>3</u> Mental Retardation    | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Multiple Disabilities | <u>0</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>2</u>         | _____            |
| Classroom teachers                    | <u>47</u>        | <u>6</u>         |
| Special resource teachers/specialists | <u>9</u>         | _____            |
| Paraprofessionals                     | <u>7</u>         | _____            |
| Support staff                         | <u>8</u>         | <u>2</u>         |
| Total number                          | <u>73</u>        | <u>8</u>         |

12. Student-“classroom teacher” ratio: 24.48

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 | <u>96.02%</u> | <u>95.97%</u> | <u>95.74%</u> | <u>95.45%</u> | <u>95.25%</u> |
| Daily teacher attendance | <u>95.9%</u>  |               |               |               |               |
| Teacher turnover rate    | <u>5.7%</u>   |               |               |               |               |
| Student dropout rate     | NA            | NA            | NA            | NA            | NA            |
| Student drop-off rate    | 1.32%         |               |               |               |               |

## PART III - SUMMARY

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Barrington Middle School is located in the suburban community of Barrington, Rhode Island. Primarily residential in nature, most industry is limited to small shops, boutiques, and restaurants. The racial and ethnic mix of the middle school mirrors the population of the town as a whole: 96% White, 1% Black, .5% Hispanic, and 2.5% Asian/Pacific Islander. Despite the lack of racial and ethnic diversity, the religious and socio-economic diversity represents a much broader range.

The student population is extremely stable. Over 90% of the students spend their entire middle school career at our school, and over 94% of students are in school on a daily basis.

The climate within Barrington Middle School is one of respect, trust and support. Aside from the physical facilities that provide a pleasant and secure welcome, you are immediately impressed with the decorum of the school, the academic climate that is prevalent, and the interaction that takes place between and among students and teachers. The immediate message is that learning is the top priority. To support that priority, Barrington Middle School offers a solid curriculum that is implemented by an outstanding faculty.

The curriculum offers students of all levels of ability classroom experiences that challenge and expand their capabilities within a variety of disciplines. Learning is centered on a core curriculum within English, mathematics, science, social studies, world languages, unified arts, and technology that is supported by a broad range of co-curricular activities that includes athletics, academic/performing groups, and clubs. Students with learning disabilities have a comprehensive program of special services and a case management system that allows for a carefully coordinated system of implementation.

Our school emphasizes that the environment must be a healthy and secure place so that effective teaching and learning may take place. Few major disciplinary infractions occur within the school. The communication and cooperation between the school and home is a major factor. Every member of the school community recognizes that respect and trust are key elements of our school's culture. We strive to take a proactive approach to all situations. We have also made a significant effort to create a climate that emphasizes personal responsibility, supports honesty, and encourages the value of each individual.

Barrington Middle School has been recognized as one of the three "Spotlight" schools in New England by the New England League of Middle Schools (NELMS), and serves as a visitation site for educators learning about exemplary practices at the middle level. Representatives from more than four hundred schools have visited BMS in the past three years.

The most significant initiative that has had a school-wide impact has been our involvement with Dr. Lauren Resnick's, *Institute for Learning*, which is affiliated with the University of Pittsburgh. This initiative has created a climate that encourages teachers to provide rigorous learning opportunities, align their instruction and course content with standards, and implement assessments that measure learning against rubrics and standards.

To facilitate improved teaching and learning, Barrington Middle School, along with the rest of the district, has made a commitment to a process of continuous improvement. All new teachers are involved in a comprehensive collegial support (mentor) program in their first year. A newly established multi-year professional development program provides opportunities for all teachers to engage in meaningful activities directly tied to improved teaching and learning. Currently, those activities include staff development in active learning strategies, differentiated instruction, integration of technology into the classroom, and alternative assessment strategies. Likewise, a new multi-year curriculum renewal and alignment process has been implemented that places every curriculum area in any of four phases of development. Together, these developments have insured that we constantly look at our programs, our instruction, and ourselves in an effort to coordinate and renew all resources so that teaching and learning occur at the very highest levels.

Barrington Middle School has a long and rich tradition of academic excellence. We pride ourselves on the accomplishments of our students and the quality of our staff. Our students are able to compete with students from all over the country. Despite our success, we realize that excellence is an unreachable goal and one that requires constant self-analysis and a commitment to continuous improvement. We believe that the tradition will continue and that Barrington will remain a district to which parents relocate because of the quality of the schools.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### PART IV - 1

#### **Barrington Middle School Assessment Summary**

Each year the Rhode Island Department of Education provides for the ongoing assessment of all students in grades seven and eight. The seventh grade assessment program focuses on English Language Arts and uses the *Rhode Island Writing Assessment*. The eighth grade program utilizes the *New Standards Reference Exam* in both English Language Arts and Mathematics and is given in grades four, eight and ten to allow for evaluation of programs over time. The assessment programs are designed for all students with up to two percent of the student population in any given school eligible for exclusion. Students may be excluded due to severe physical limitations or learning issues that would prohibit meaningful assessment results. For Barrington Middle School this means that up to five students could be excluded from testing in each grade. Last year one eighth grader and two seventh graders received an alternative assessment.

The students in grade seven are given a two-day writing assessment developed by the State Department of Education. The first day the students receive a situational writing prompt. The students are then expected to complete a web or an outline and write a rough draft. The second day the students revise the rough draft and complete a final product. The students work independently, without resources, with pencil and paper only and have 90 minutes per day to complete the task. The scores represent the number of students meeting or exceeding the standard for the assessment. Barrington Middle School students score at the top of the state and have surpassed the State's average by as many as 42 percentage points in 2000. (See Assessment Results for Grade 7)

The eighth grade assessments are published by Harcourt Brace and utilize *The New Standards Reference Exam*. These assessments are more comprehensive than the seventh grade assessments in that they are given over six days for a total of 6 hours of testing in each subject. In ELA students complete open response questions, respond to readings, write essays, and demonstrate their evidence of interpretation, textual understanding, writing effectiveness, and conventions. In mathematics students respond to a few multiple-choice questions, but the majority of the assessment focuses on student response to short, medium, and long problem-solving situations. While the assessment is still pencil and paper driven, the math portion allows the students to utilize any resources normally available to them. Although Barrington Middle School has repeatedly been at the top of the state, our math program has not remained stagnant.

Through intense professional development and willingness to better meet the needs of **all** students, our assessment results have been impressive. Increased student achievement as reflected in the Mathematics Problem Solving Assessment results is a prime example of dedicated professionals working together to make a change. In the past five years of data collection the Problem Solving score has improved from 47% of our students meeting or exceeding the standard in 1998 to 78% last year. This represents a 31 percent point gain while the state average only improved 1 percentage point over the same time period. (See Assessment Results for Grade 8)

Barrington Middle School has embraced the model of Assessment Driven Instruction. Test scores are analyzed, broken down and interpreted to maximize instructional effectiveness for both staff and students alike. Test scores drive professional development opportunities and influence educational practices. Some might conclude from the repeated excellence reflected in the test scores that Barrington Middle School is doing a great job. We would agree, however, we look at the assessments as a continuing opportunity to improve and expand the educational opportunities for the children in Barrington.

## **PART IV – 2      How Assessment Data Is Used To Improve Performance**

We expect that the teaching and curriculum within each classroom be based upon specific learning criteria and specific expectations for student learning. Classroom assessments, therefore, provide the most immediate feedback on the students' proficiency in understanding and applying what is taught. Teachers will modify their methods and identify areas that may need to be re-taught based upon those assessments. Teachers are encouraged to use assessments as an opportunity to reflect upon their teaching and how to improve. These assessments are discussed within teams and curriculum areas to make adjustments in curriculum and instructional strategies. Teachers work together to frequently discuss the curriculum and how to improve the content and how it is delivered. Discussion of student work is becoming a regular part of our school culture.

The results of state and national assessments are also used to improve the school. The results of the New Standards Reference Examination for English/Language Arts and Mathematics, the Rhode Island Writing Assessment, and Health Assessment are disseminated and discussed each year. Curriculum committees continuously modify curriculum based on our analysis of recent test results. Some modifications which have been made are: the district's decision to change its K-12 curriculum to the Six Traits Writing Program, and the Middle School has adopted the New Standards Math program.

## **PART IV – 3      Communication of Student Performance**

Data from classroom assessments is communicated to parents and students by weekly progress reports, and quarterly report cards. Additional reports are sometimes arranged through guidance counselors. Parent and teacher initiated conferences and phone conversations occur daily, along with special designated "parent call-in" times. Each year the administration conducts a School Report Night at which an analysis of State Assessment results are shared. The report includes an outline of how students performed, what the tests measured, and what adjustments in curriculum and instruction might be necessary. The principal also includes data about other school-related performance indicators on topics such as school climate, student demographics, and student behavior. The purpose of communicating this data is to keep the entire school community informed about the school's overall performance and to identify areas in need of improvement. This information is also provided in the parent newsletter and at new student orientation. Each year the Superintendent of Schools develops a district-wide testing report. Assessment data is also published in the local newspaper, the school's annual profile and on the school's web page. Copies of individual state assessment results, along with an explanation booklet, are sent to parents.

## **PART IV – 4      Sharing Successes With Other Schools**

The New England League of Middle Schools (NELMS) has recognized Barrington Middle School as one of three “Spotlight” schools in New England. This award was received because of the national recognition received for its outstanding test scores, creative interdisciplinary instruction, special education inclusion model, parent selection of programming, “hands-on” science, flexible scheduling, gifted education, “looping”, and alternative approaches to Middle Level education. As a “Spotlight” school Barrington Middle School has been host to representatives from more than four hundred middle schools from all over the world in the last three years. The principal has served as President/Board Chair of NELMS and, along with many classroom teachers, serves as a consultant to countless schools in the New England area and Canada. The faculty and staff have a strong commitment to share its promising practices with others. Barrington Middle School is also a host site for the New England Leadership Academy, which sends administrators to the school once per year to view promising practices in action.

NELMS has already arranged to schedule two visitation days per month during the 2003/2004 school year for educators from other communities the opportunity to learn about promising middle level practices in place at Barrington Middle School.

# PART V – CURRICULUM AND INSTRUCTION

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## PART V – 1

### Curriculum

Barrington Middle School offers a full range of academic and unified arts courses. Students receive instruction in: English/language arts, math, science, social studies, reading, world language (French or Spanish), materials laboratory, robotics, computer technology, art, music, consumer and family sciences, health, and physical education. In all subjects teachers offer a highly rigorous curriculum aligned to state/national standards. Our teachers have been working with the Institute for Learning, founded by Dr. Lauren Resnick, from the University of Pittsburg. Dr. Resnick's *Principals of Learning* have become the guiding force behind all classroom instruction to engage all students.

The Institute for Learning's philosophy rests on the belief that all students with appropriate forms of effort are capable of high achievement and high-level thinking, regardless of their background. This focus on the importance of effort challenges the traditional assumption that learning ability is predicated on innate aptitude. Effort-based education assumes that sustained and directed effort not only yields high achievement for all students, but also can actually create ability; people can become smart by working hard at the right kinds of learning tasks. Therefore, the Institute's focus is squarely on learning: what it takes for students to become enthusiastic, effective, and independent learners, and how educators can inspire, foster, and sustain high levels of learning in their students.

In all classrooms state and/or national standards are posted on the walls in student friendly terms. All instruction is driven by the standards and students guide their work with the use of rubrics, criterion charts, and clear expectation lists. Students are provided with the opportunity to improve their work by examining other student work that is posted on walls that meets and surpasses the standard and with the help of teacher and student feedback.

The Principals of Learning Barrington Middle School are in the process of implementing are:

1. Organize for Effort – We are changing assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students.
2. Clear Expectations – We expect all students to learn at high levels by defining what we expect students to learn in a clear and concise manner.
3. Recognition of Accomplishment – We provide clear recognition of authentic accomplishment, which is a hallmark of an effort-based school.
4. Fair and Credible Evaluations – We provide assessment practices that students find fair. Most importantly, tests, exams, and classroom assessments are being aligned to the standards and the curriculum being studied.
5. Academic Rigor in a Thinking Curriculum – Thinking and problem-solving are considered to be the “new basics” of the 21<sup>st</sup> century, but the common idea that we can teach thinking without a solid foundation of knowledge is being abandoned. We also realize that we cannot teach knowledge without engaging students in thinking. Knowledge and thinking must be intimately joined.
6. Accountable Talk – Talking with others about ideas and work is fundamental to learning.
7. Socializing Intelligence – Intelligent habits of mind are learned through the daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking and accountable talk, and by holding them responsible for doing so, educators can “teach” intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.
8. Learning as Apprenticeship –For many centuries, most people learned by working alongside an expert who modeled skilled practice and guided novices as they created authentic products of performances. Much of the power of apprenticeship learning can be brought into schooling through appropriate use of extended projects and presentations, and by organizing learning environments so that complex thinking and production are modeled and analyzed.

By using these principals of learning, our teachers have begun to believe that all students can learn if we maintain high expectations, provide the appropriate motivation and instruction, and present a highly rigorous curriculum.

## **PART V – 2            English/Language Arts Curriculum**

The goal of the English Language Arts curriculum at Barrington Middle School is to integrate rigorous reading, writing, listening, and speaking so that all students make a smooth transition from their present knowledge and skills to their future literacy achievements.

The foundation for the curriculum is the New Middle School Performance Standards for English Language Arts and NCTE/IRA Standards for the English Language Arts. The infusion of critical thinking skills in an atmosphere of active student engagement frames all components of the curriculum. Major components of the curriculum are genre-specific interpretive reading, effective process writing, and competent expressive techniques. These are specifically facilitated in four basic areas: composition, literature, conventions, and advanced comprehension strategies.

Barrington Middle School's efforts to improve the reading skills of students who read below grade level are multi-faceted. The initial effort focuses on identifying struggling readers. Students are identified through formal and informal test scores as well as parent and teacher input. The subsequent effort focuses on supporting those who have been identified as struggling readers. Students are given extra help in their reading and language arts class as well as in small pullout reading classes. Teachers, counselors, and parents work together to carefully monitor students' progress to help them reach their potential. The third effort is the placement of struggling readers in heterogeneous, collaborative language arts and reading classroom settings. A final fundamental effort focuses on professional development. Specifically, middle school language arts and reading teachers are trained in techniques for differentiating instruction and for teaching effective strategies for enhancing comprehension, i.e., making connections, asking questions, visualizing, inferring, determining importance, and synthesizing.

## **PART V – 3            Technology Curriculum**

The National Educational Technology Standards for Students (NETS-S), adopted by the Barrington Schools in June, 2001 are based on the belief that "to live, learn and work in an increasingly complex and information rich society, students and teachers must use technology effectively". At Barrington Middle School, an electronic technology literacy portfolio has been implemented to address the broad impact of preparing students to meet NETS-S. All eighth grade students complete the web-based portfolio during their eight-week technology quinta. Components of the portfolio include an area for individual expression, samples of best work demonstrating each of the standards and a keyboarding assessment. Best work samples are selected from the students' home directory on the network and include projects completed in grades six through eight. Classroom teachers, technology teachers and our media specialist are working in partnership to fully realize the goals of the NETS-S for students at Barrington Middle School.

Our technology program also includes a new Robotics component. The goal of this innovative program in Robotics is to introduce students to ideas in engineering science and problem solving, reinforcing skills developed in the core courses of Math, Science, Language Arts and Social Studies. This is implemented through the use of a program developed at the Massachusetts Institute of Technology, using the Programmable Brick allowing students to explore technological concepts and systems. As participants in small *Engineering Firms* students are actively involved in real world problem solving using robots to solve ecological, social and manufacturing problems.

Barrington Middle School has been a leader in the implementation of robotics in schools nationwide as part of *Rhode Island School of the Future*, tied to the MIT Media Laboratory. At the state's robotics competition, Barrington Middle School received the Director's Award, which is the highest award given at this competition.

## **PART V – 4**

### **Instructional Methods**

The Barrington Middle School, School Improvement Team, has spent a great deal of time analyzing the results of state and district assessments to develop its school improvement plans and to improve student learning which include:

- All students and teachers have had their brain dominance preference area assessed and instruction is provided to address all of these areas.
- A special after school program has been implemented to provide remedial assistance to students who have failed to meet the standard on the New Standards Reference Examination for English/Language Arts and Mathematics, and the Rhode Island Writing Assessment.
- All teachers have standards posted in their classrooms and teachers provide clear expectations for students, using rubrics, criteria charts, and models of student work.
- All teachers are encouraged to provide interdisciplinary, hands-on instruction, and to show students the connection the curriculum has to the real world.
- A new summer school program has been developed and implemented to provide remedial instruction for students not meeting the standard in math, English/language arts, and reading. Special study/organizational skills classes have also been developed for this summer school program.
- A Saturday morning “breakfast club” meets regularly to provide instructional support to students who require additional motivation and support to work towards meeting the standards.
- Differentiated instruction is being used to address the needs of all students.
- All teachers have been trained in the effective use of cooperative learning techniques.
- Special education students work in regular classrooms with the assistance of special education teachers and teacher assistants who work collaboratively with the regular classroom teacher to provide appropriate accommodations and support.
- Heterogeneous grouping in all subject areas except mathematics is in place to provide rigorous learning opportunities for all students.
- A special mathematics/language arts “skills” class has been developed for all 7<sup>th</sup> and 8<sup>th</sup> grade students, which meets daily, to provide additional support in our efforts to have all students reach the standard and to improve their academic performance.

## **PART V – 5**

### **Professional Development**

During the 2001 – 2002 school year, a professional development survey was distributed to all teachers in the district. The purpose of the survey was to identify specific areas that the faculty felt was necessary to enhance their repertoire of instructional skills. As a result of the survey, a Professional Development Committee was established to address the needs identified on the survey. The committee was responsible for developing a Three-Year Professional Development Plan. The district's professional development plan, prioritized by survey results, affords all teachers personal choice in planning their professional growth. The overall district goals focus on improved learning for all students, improved teacher effectiveness, setting high standards for teachers, continuous staff learning, enhancing intellectual and leadership capacity, and developing a community of learners. Barrington has completed the second year of the professional development plan. Topics include: Teaching in a Standards-Based classroom, Differentiating Instruction to meet the needs of all learners, developing a balanced system of assessment, active learning strategies, technology integration, learning and teaching styles, and classroom modifications and accommodations for special education students. Teachers participate in one strand each year, which consists of 12 hours of instruction with a highly qualified instructor. In addition to the strands, a graduate course was offered during the summer of 2002 on Differentiating Instruction. Twelve middle school teachers received graduate credit for this 36-hour course offered by Simmons College in Boston, MA. In addition to the various offerings during Barrington's professional days, the district received a two-year grant from the *Intel Teach to the Future* program. 18 teachers from the Middle School have participated in this program, which focused on integration of curriculum and technology. The impact of Barrington's Professional Development Program has been tremendous. Each professional development activity has an evaluation component that is completed by teachers. Evidences of transfer of skills have been identified through the district's *Teacher Appraisal System*. Students' achievement has increased in the areas of English/Language Arts and Mathematics as noted on the state's 2002 New Standards Reference Exam.

# Barrington Middle School

## Assessment Results

**Grade:** 8

**Test:** *New Standards Reference Examination*

**Publisher:** *Harcourt Brace*

**Publication year:** Updated versions are used each year.

**What groups were excluded from testing?** The State of Rhode Island testing guidelines only allows for up to 2% of the student population to be considered for exclusion due to severe disabilities. Otherwise, students' scores are included.

**How are the scores reported?** Scores reported represents the percent of the student population meeting or exceeding the National Standards for the appropriate category.

**When does testing occur?** Testing in Rhode Island typically occurs in March but occasionally due to scheduling conflicts the assessments may be given in April.

**How many students were tested?** The student population varies slightly from year to year with the lowest population tested having 202 students in 1998 and the highest having 238 students in 2001.

### English Language Arts

Percentages of students meeting or exceeding the State Performance Standards

| Year | Basics (State) |       | Analysis (State) |       | Effectiveness (State) |       | Conventions (State) |       |
|------|----------------|-------|------------------|-------|-----------------------|-------|---------------------|-------|
| 1998 | 76%            | (50%) | 54%              | (23%) | 94%                   | (50%) | 84%                 | (47%) |
| 1999 | 80%            | (52%) | 53%              | (23%) | 68%                   | (44%) | 74%                 | (54%) |
| 2000 | 65%            | (57%) | 25%              | (38%) | 71%                   | (82%) | 65%                 | (76%) |
| 2001 | 75%            | (49%) | 53%              | (24%) | 79%                   | (49%) | 71%                 | (44%) |
| 2002 | 80%            | (50%) | 60%              | (26%) | 90%                   | (56%) | 70%                 | (44%) |

### Mathematics

Percentages of students meeting or exceeding the State Performance Standards

| Year | Skills (State) |       | Concepts (State) |       | Problem Solving (State) |       |
|------|----------------|-------|------------------|-------|-------------------------|-------|
| 1998 | 81%            | (56%) | 65%              | (19%) | 47%                     | (26%) |
| 1999 | 83%            | (62%) | 48%              | (21%) | 56%                     | (30%) |
| 2000 | 90%            | (51%) | 47%              | (26%) | 61%                     | (20%) |
| 2001 | 73%            | (41%) | 61%              | (18%) | 70%                     | (23%) |
| 2002 | 91%            | (51%) | 74%              | (23%) | 78%                     | (27%) |

# Barrington Middle School

## Assessment Results

**Grade:** 7

**Test:** *Rhode Island Writing Assessment*

**Publisher:** *Rhode Island Department of Education*    **Publication year:** Updated versions are used each year.

**What groups were excluded from testing?** The State of Rhode Island testing guidelines only allows for up to 2% of the student population to be considered for exclusion due to severe disabilities. Otherwise, students' scores are included.

**How are the scores reported?** Scores reported here represent the percent of the student population meeting or exceeding the Rhode Island State Standards for Writing.

**When does testing occur?** Testing on the Rhode Island Writing Assessment typically occurs in March.

**How many students were tested?** The student population varies slightly from year to year with an average class of 225 students.

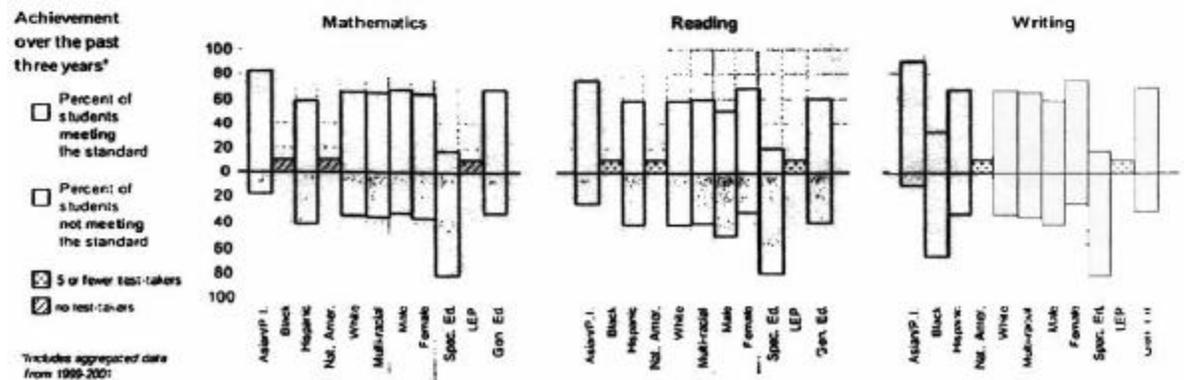
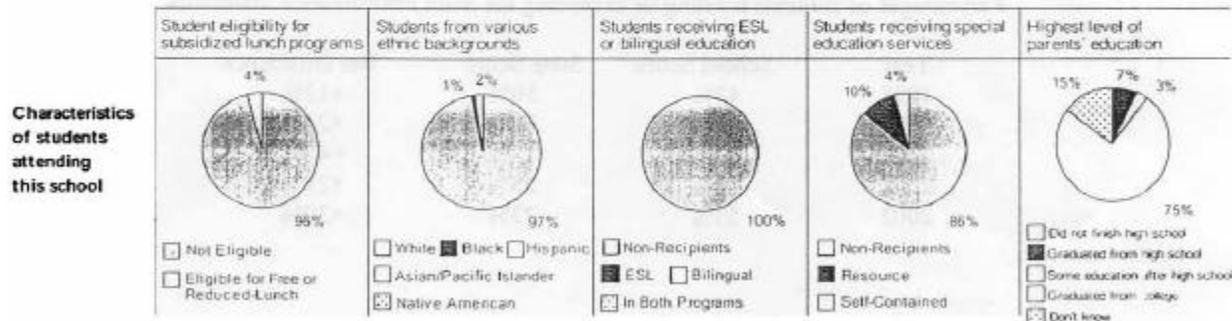
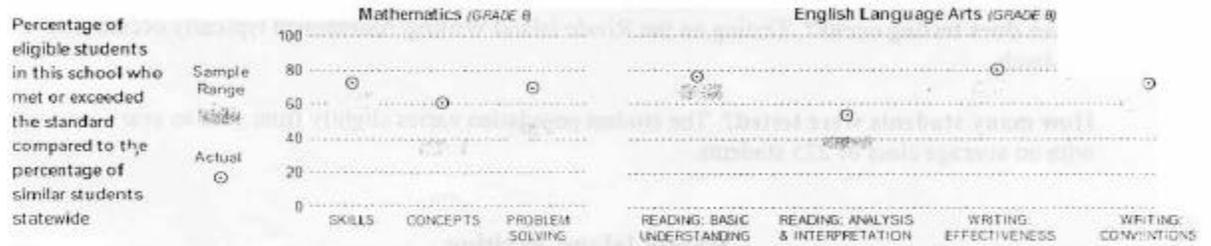
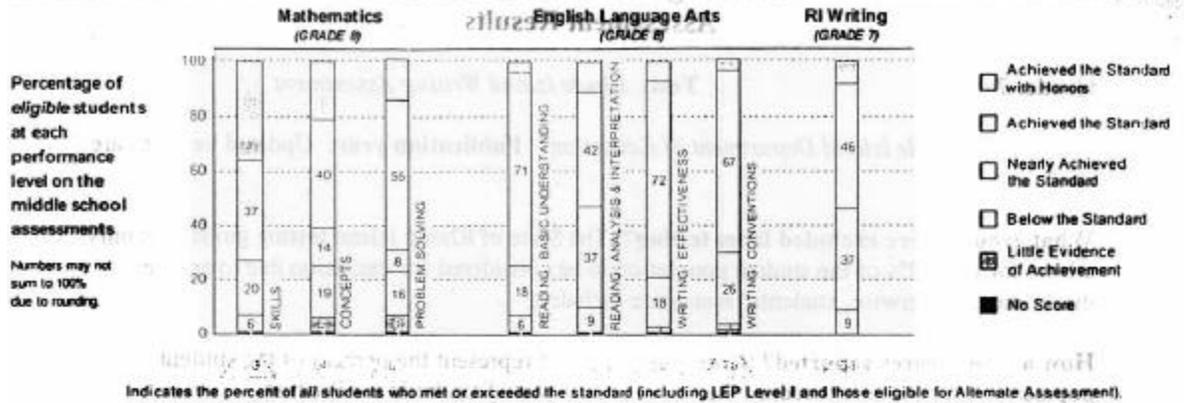
### Rhode Island Writing

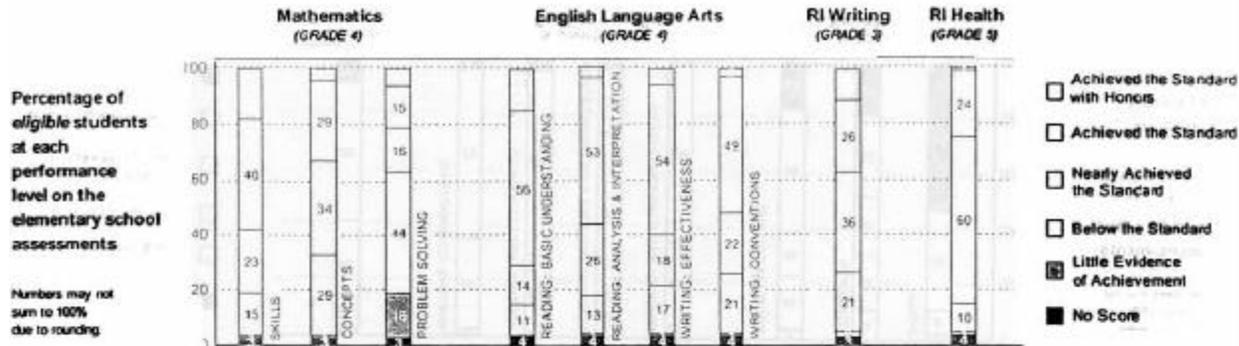
Percentages of students meeting or exceeding the State Performance Standards

| Year | School Score | State Score | Net Difference |
|------|--------------|-------------|----------------|
| 1998 | 42%          | 30%         | +12%           |
| 1999 | 57%          | 30%         | +27%           |
| 2000 | 60%          | 18%         | +42%           |
| 2001 | 54%          | 25%         | +29%           |
| 2002 | 53%          | 23%         | +30%           |

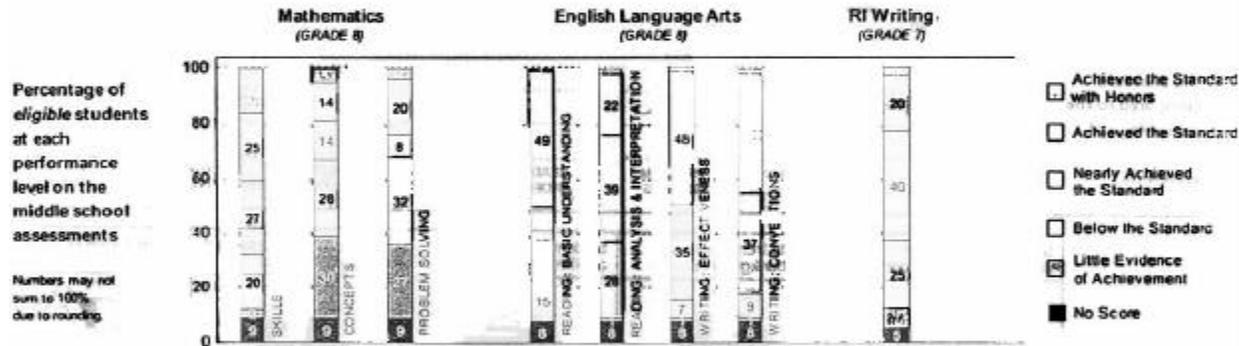
**Barrington Middle School**  
School Year 2000-2001

Barrington District  
Richard K. Wheeler, Jr., Principal  
Grades 06-08  
750 Students  
53 Teachers

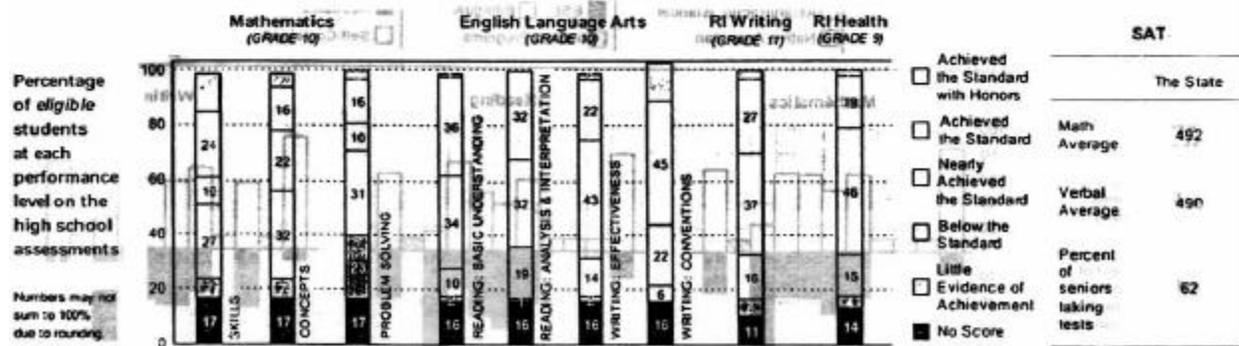




Indicates the percent of all students who met or exceeded the standard (including LEP Level I and those eligible for Alternate Assessment).



Indicates the percent of all students who met or exceeded the standard (including LEP Level I and those eligible for Alternate Assessment).



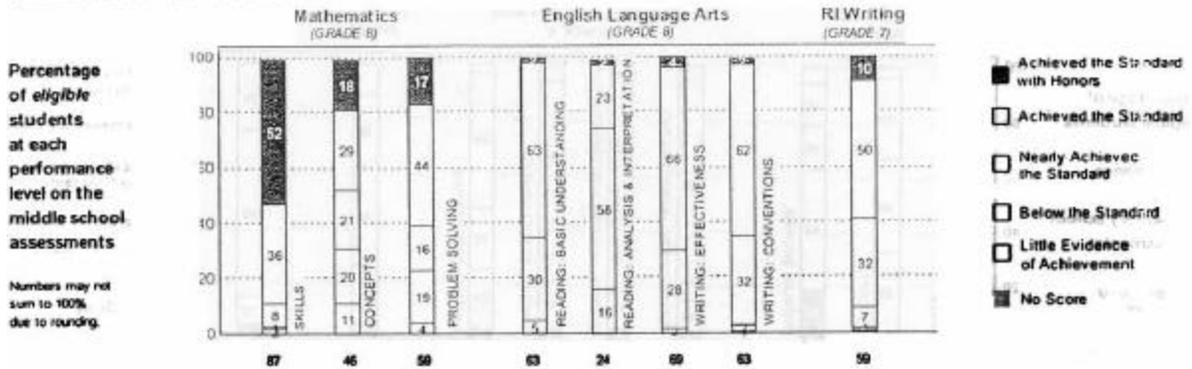
Indicates the percent of all students who met or exceeded the standard (including LEP Level I and those eligible for Alternate Assessment).

See the User's Guide for an explanation of each field and its features.

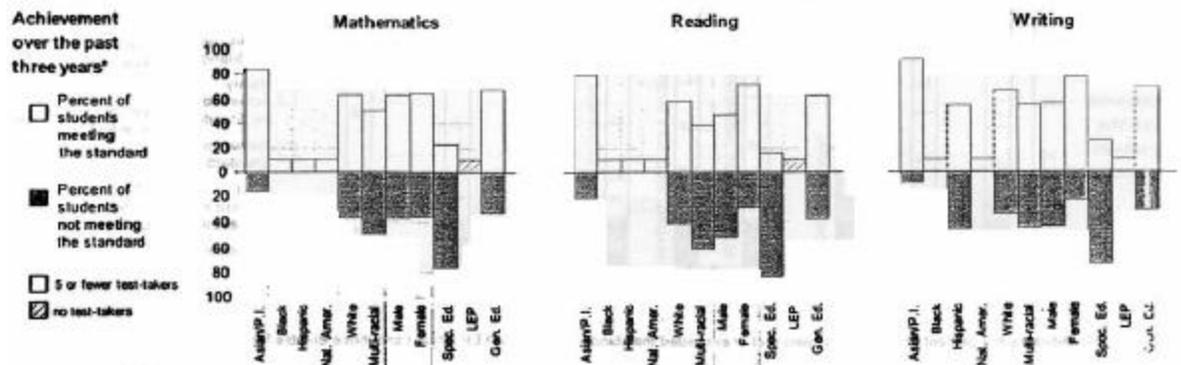
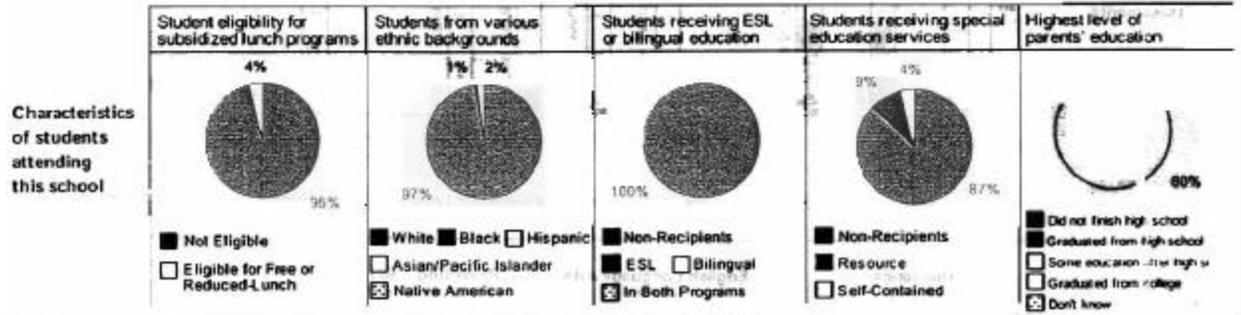
# Barrington Middle School

School Year 1999 - 2000

Barrington District  
 Richard K. Wheeler, Jr. Principal  
 Grades 06-08  
 739 Students  
 54 Teachers



Indicates the percent of all students who met or exceeded the standard (including LEP Level I and those eligible for Alternate Assessment). See next page.



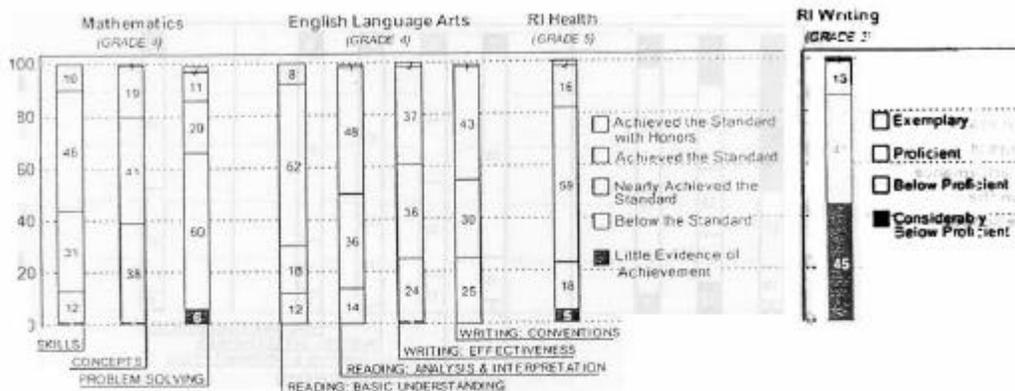
\*Includes aggregated data from 1999-2000.

1.02

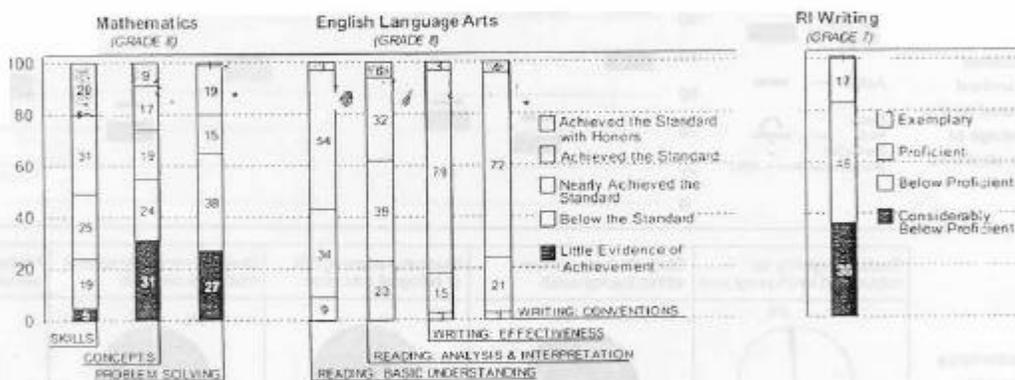
See the User's Guide for an explanation of each field and its features.

Rhode Island

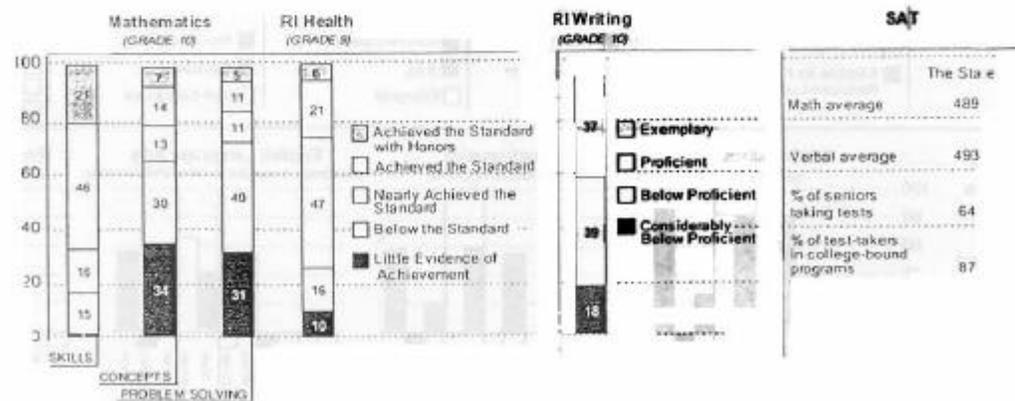
Percentage of students at each performance level on the elementary school assessments



Percentage of students at each performance level on the middle school assessments



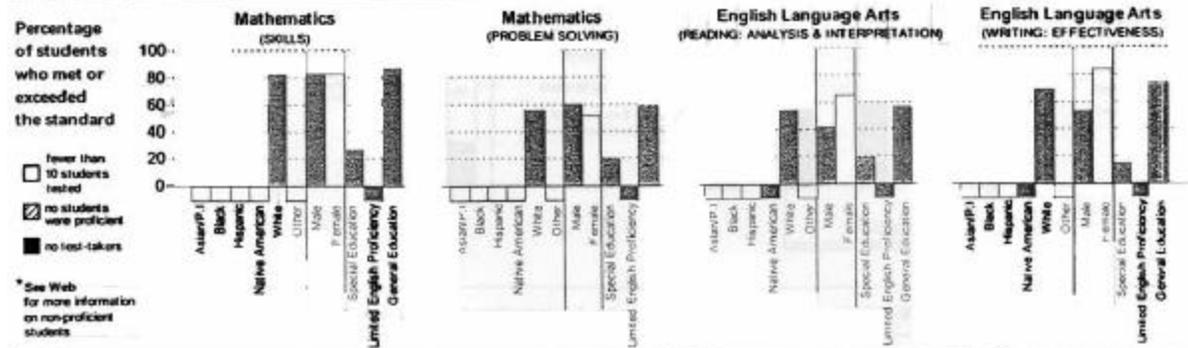
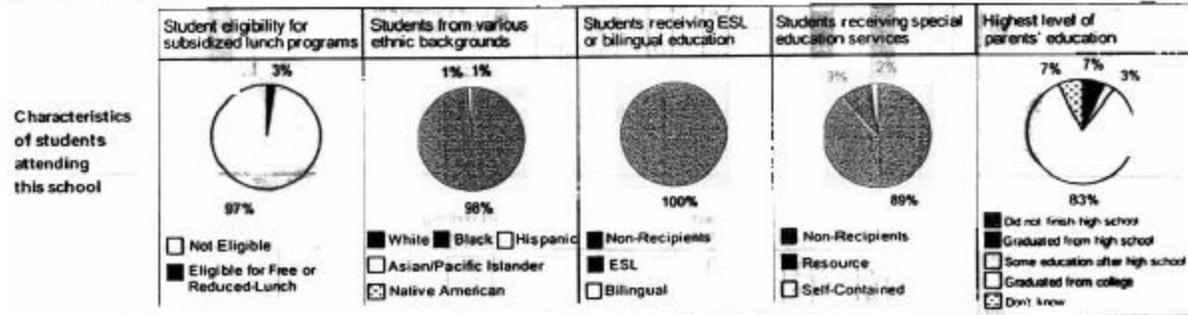
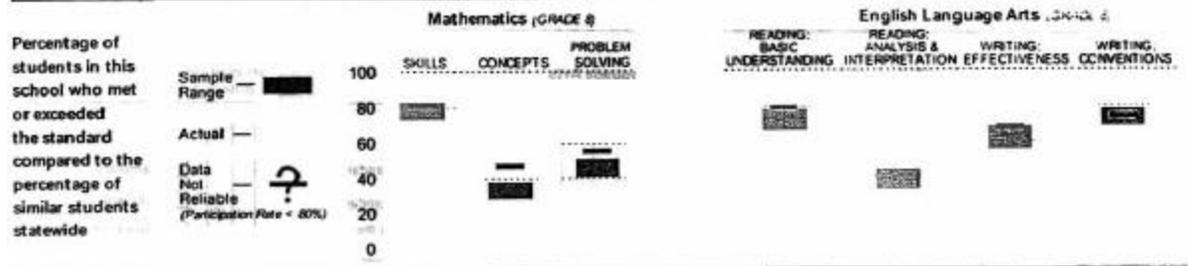
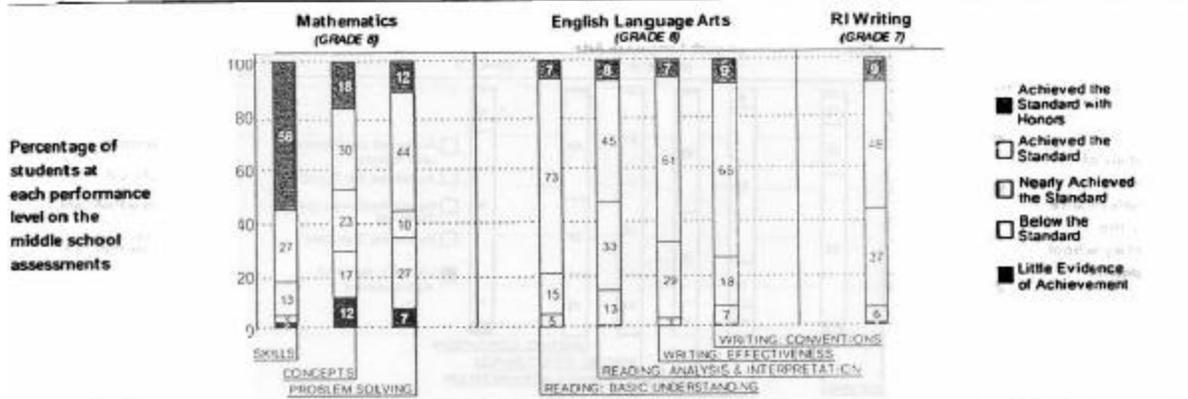
Percentage of students at each performance level on the high school assessments



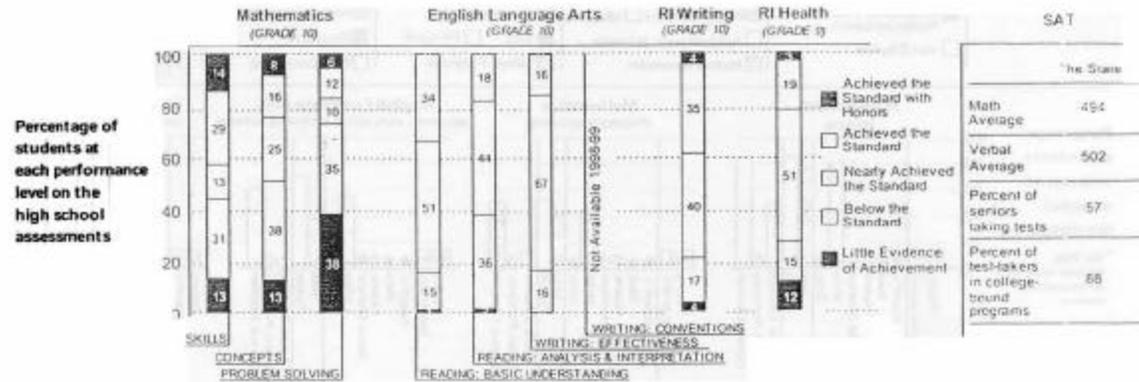
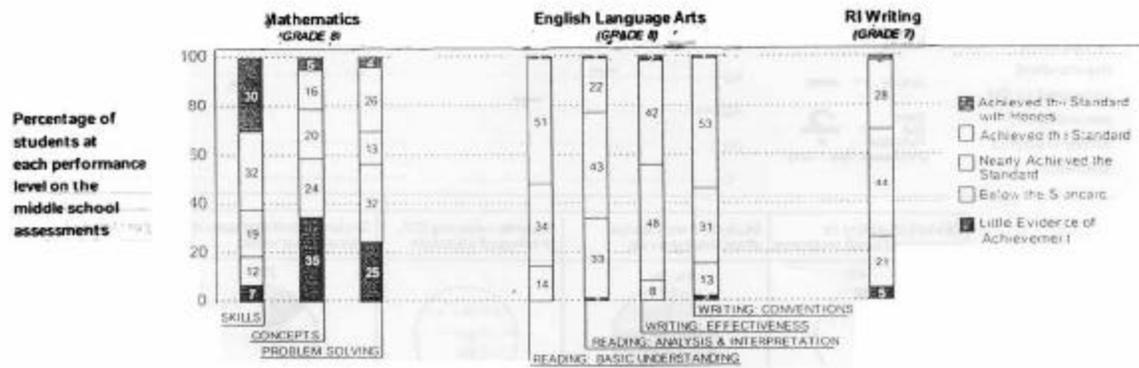
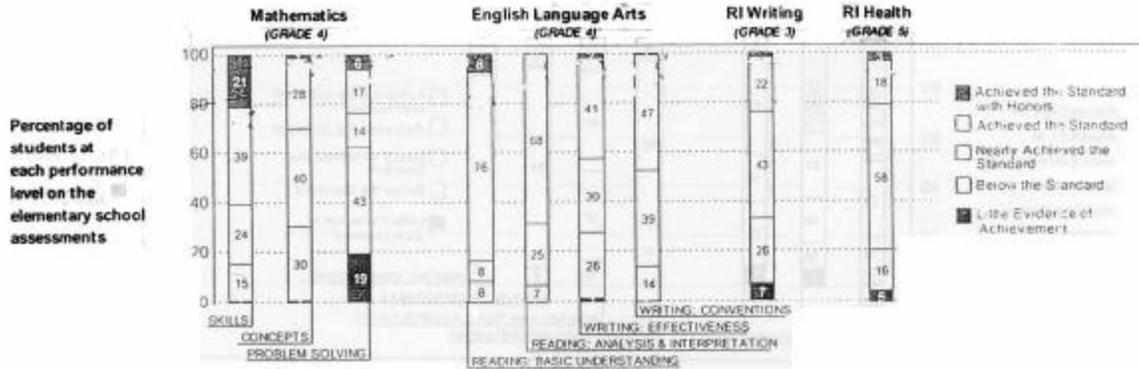
Please note: see front sections for an explanation of each field and its features.

# Barrington Middle School

Barrington District  
 Richard K. Wheeler, Jr., Principal  
 Grades 06-08  
 729 Students  
 56 Teachers



Please note: see front sections for an explanation of each field and its features.



Please note: see front sections for an explanation of each field and its features.