

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

Name of Principal Mrs. Nancy DaPonte-Easter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Norwood Avenue School
(As it should appear in the official records)

School Mailing Address 205 Norwood Avenue
(If address is P.O. Box, also include street address)

Cranston Rhode Island 02905-3994
City State Zip Code+4 (9 digits total)

Tel. (401) 270-8108, (401) 270 - 8109 Fax (401) 270-8707

Website/URL www.cpsed.net/norwood Email ndaponte-easter@cpsed.net

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

(Principal's Signature) Date March 26, 2003

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

Name of Superintendent Mrs. Catherine Ciarlo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cranston Tel. (401) 785-8170

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. Jacqueline White
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. Number of schools in the district: 18 Elementary schools
 3 Middle schools
 0 Junior high schools
 3 High schools

 24 TOTAL
2. District Per Pupil Expenditure: \$9,052

 Average State Per Pupil Expenditure: \$9,602

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. 2 Number of years the principal has been in her/his position at this school.
 7 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	7	14		7			
1	10	6	16		8			
2	11	6	17		9			
3	10	12	22		10			
4	16	11	27		11			
5	20	19	39		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								135

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>61</u> | % White |
| <u>18</u> | % Black or African American |
| <u>18</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 24 %

(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.	23
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	36
(4)	Total number of students in the school as of October 1	150
(5)	Subtotal in row (3) divided by total in row (4)	$\frac{36}{150} = .24$
(6)	Amount in row (5) multiplied by 100	24%

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

Number of languages represented: 3
Specify languages: Portuguese, Cambodian, and Spanish

9. Students eligible for free/reduced-priced meals: 35%
47 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: $\frac{22}{30}$ %
 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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>15</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>13</u>
Paraprofessionals	<u>0</u>	<u>4</u>
Support staff	<u>1</u>	<u>4</u>
Total number	<u>10</u>	<u>22</u>

12. Student-“classroom teacher” ratio: 1 - 17

13. Show the attendance patterns of teachers and students

	2001-2002	2000-2001	1999-2000
Daily student attendance	94.9%	93.7%	94.9%
Daily teacher attendance	93.2%	96.3%	96.0%
Teacher turnover rate	50.0%	12.5%	40.0%

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.

Norwood Avenue Elementary School in Cranston, RI is a small, high performing, suburban neighborhood school with a population of 135 children from kindergarten through grade five. The school is defined by both its socio-economic and cultural diversity. 18% of the students are from African American descent, while another 18% are Hispanic. 31% of the students receive free lunch and another 4% receive reduced lunch.

Norwood's vision states the following: *“Norwood Avenue School is a learning community that provides a nurturing environment for all students to become responsible learners and citizens. The staff and curriculum challenge and prepare all students to be critical and creative thinkers, problem solvers, decision makers, and effective communicators. We celebrate the individual talents, diversity, and abilities unique to each child and adult. Norwood Avenue School is a place where school, home, and community come together to accomplish our mission and goals.”*

Norwood Avenue School implements a curriculum designed by the Cranston Public School that is research based. The New Standards (National Center on Education and the Economy and the University of Pittsburgh) and The Principles of Learning (University of Pittsburgh) are integrated into the instructional program.

To accommodate the ethnic and cultural diversity of our students, our school provides a wide range of programs. Some of the programs offered include, English as a Second Language, Primary Enrichment Program, an intermediate gifted and talented program (housed at Norwood Avenue), Title I, Resource and guidance. Norwood Avenue School has an active School Improvement Team consisting of teachers and parents.. As a result, various action teams have been formed. The teams are responsible for collaborating with the staff to ensure that the goals of the School Improvement Plan are attained. To strengthen relationships between home, school, and community, many initiatives are ongoing. Included among them are, continued partnerships with the Head Start Program and Johnson and Wales University, interaction with a nearby senior center and neighborhood schools, the Parent-Teacher Organization, and community events such as, the Pawtuxet River tree planting, Save the Bay boat trip, International Night, and Math Night. To keep lines of communication open between the home and the school, the “Beavertale” newsletter is published on a monthly basis. Norwood's relationship with its parents is also enhanced by both the Child Opportunity Zone program (COZ) and monthly parent breakfasts with the principal. Compacts between the parents, teachers and principal are also used to enhance home-school linkages, so that all individuals connected to the child are working towards shared educational goals. Frequently, Title I parents are invited to attend Title I workshops. What makes Norwood unique is the fact that two Head Start classes are physically housed and integrated within our school. The Head Start program fosters a great deal of early interventions and positive home-school connections. Having Head Start within our school helps both students and parents easily transition to the elementary school setting, routine, and expectations.

Technology is also an ongoing focal point at Norwood Avenue. A mini-computer laboratory has been set up in the library. The school's aim is to develop technological proficiency in both students and teachers through authentic learning experiences using the Internet, scanner, digital camera, and various software programs. Examples of these include, introducing basic drawing programs connecting literature with artistic expression and Power Point presentations. The Norwood Avenue School web site (www.cpsed.net/norwood) is updated monthly and features links to collaborative Internet projects that the school has participated in, links to curriculum web sites, and photographs of recent cultural arts events.

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. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them.

The Rhode Island Assessment Program is designed to measure student performance in meeting high standards. The results of the assessments are used to improve instructional programs. Also, through a School Report Night, the test results are shared with the school community.

At the elementary level, fourth graders take the New Standards English Language Arts Examination and the New Standards Mathematics Reference Examination. Both tests are based on the New Standards (National Center on Education and the Economy & the University of Pittsburgh).

The purpose of the English Language Arts Examination is to assess students' ability to understand, draw conclusions, and make interpretation of text as a whole through reading. In addition, the exam assesses students' ability to demonstrate effectiveness in writing and use of conventions. This assessment is administrated during three sessions, for a minimum of 85 minutes testing time each day. During the first day, the focus is on writing and students provide a response to a given writing prompt. On day two, students read an extended literature passage and provide responses in three open ended answers and a fourth extended, open ended response. Therefore, both reading and writing are integrated on this section of the assessment. The final session focuses on reading comprehension and editing. Students respond to text, in a multiple-choice format, for understanding, inference and analysis, and recognition of English language conventions.

The purpose of the New Standards Mathematics Reference Examination is to assess mathematical skills, concepts, problem solving and reasoning, as well as, communication. In addition, the exam assesses students' ability to use concepts and skills to formulate problems, implement solutions, justify conclusions, and make generalizations. Students are expected to use the language of mathematics to describe concepts and to explain reasoning and results. During three sessions, students are expected to answer 20 multiple choice questions and respond to other mathematical tasks by explaining their thinking in writing.

At Norwood Avenue School, all of our fourth graders have taken the exam. No one is excluded.

The analysis of the English Language Arts data, based on an average of scores from the past three years, indicates:

- 92.0% of our students achieved the standard or scored higher in Basic Understanding in reading.
- 82.1% of our students achieved the standard or scored higher in Analysis and Interpretation in reading.
- 67.0% of our students achieved the standard or scored higher in Writing Conventions.
- 67.0% of our students achieved the standard or scored higher in Writing Effectiveness.

The analysis of the Mathematical data from the past three years, based on an average of scores from the past three years, indicates:

- 74.3% of our students achieved the standard or scored higher in Mathematical Skills.
- 44.6% of our students achieved the standard or scored higher in Math Concepts.
- 36.9 % of our students achieved the standard or scored higher on Problem Solving. This is an area of intense instructional focus.
- Overall, our school scores have been higher than the state scores. The Rhode Island Department of Education has recognized Norwood Avenue School as a high performing school for the past two years.

For Public and Private Schools

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

Norwood Avenue School continually uses assessment data to understand and improve student and school performance. Planning for instruction is based on the results of informal and formal assessments. Before instruction begins in September, together, the faculty analyzes assessment data obtained from New Standards Reference Examinations given the previous year. Using that data, the faculty is able to discern the strengths and weaknesses of the population that they serve daily. Next, a school action plan is updated to address areas of concern.. For each objective, a series of action steps are devised to be implemented school-wide. For example, when it was discovered through assessments and student work, that there existed a weakness in the area of writing effectiveness, the following objective was developed in the school-wide plan:

To improve student performance in writing effectiveness on the English/Language Arts Reference Examination and the Third Grade Writing Assessment by 5%. Action steps instituted to help students meet this objective were: 1) To provide staff development on strategies to improve student writing, 2) To require students to write daily in journals, 3) To provide sample writing prompts that reflect the expectations of the State Writing Assessment, 4) To establish a writing portfolio for students, and 5) To submit work to be published in the monthly newsletter.

Both formal and informal assessments are ongoing throughout the year and are used continuously to drive instructional planning. This strengthens teaching and learning. The primary teachers (K –1) administer the PALS assessment (Phonological Awareness Literacy Screening developed by the University of Virginia). PALS data is used for planning instruction for guided reading groups and individualized programs. The PALS test provides information that identifies students who are at risk and would benefit from “I Read,” an early intervention program, that is research based and under the leadership of Reed Lyon. Quarterly reading tests, math tests, running records and writing assessments are also used to plan instruction.

One of Norwood’s goals is to continue to incorporate other forms of assessment data that are more authentic and performance based. Examples include, writing portfolios, exhibitions and performance based projects (“Dramatic Biographical Presentations”).

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

Norwood Avenue School communicates student performance to parents in several ways. The latest standardized/formal assessment data are explained to parents and the school community at both the annual Open House and School Report Night. At these meetings, coffee and refreshments are served to parents in a relaxed and welcoming atmosphere. Many times, parent meetings arranged by grade level, to discuss this information are also held. Individual parents may discuss their child's performance with the principal, whenever requested. Finally, and most frequently, teachers make themselves available to discuss daily work done by students, as well as, formal assessments with parents during individual conferences.

Levels of performance are communicated to students on a daily basis. Holistic and analytical rubrics are used to assess many academic tasks and to present a clear picture of expectations and academic performance to the student. "Clear Expectations", one of the Principles of Learning (University of Pittsburgh) is evident at Norwood Avenue School. Students fully comprehend what they are learning, why they are learning it, whether or not their work is good and how they will know it meets the standard. Also, student/teacher conferences are ongoing throughout the year. For example, teachers seek to strengthen writing effectiveness by conferencing with students to assess their individual needs.

Other ways we communicate assessment results include, monthly newsletters, daily and weekly progress reports, midterm progress reports and teacher/parent bulletins. Some innovative communication tools that are also being employed by staff members include, peer assessment and student self-assessment.

The community is consistently apprised of how Norwood Avenue students are faring. This is accomplished via the media, newsletters and various events involving the community.

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

Norwood Avenue School shares its successes with other schools in numerous ways. schools are Often, other schools are included in Norwood's projects and innovative endeavors. Teachers share successful strategies at grade level "SWAP" meetings. The Reading Consultant, Resource teacher, and Title I teacher exchange successful practices at monthly literacy department meetings. During Joint Principals' Meetings, principals share successful practices. Also, administrators attend voluntary meetings throughout the summer to discuss instructional programs and their future implementation. In addition, the Norwood web site provides an opportunity for its successes to be shared with the community at large.

Some of the projects that Norwood has shared with other schools include theater arts projects, after school programs, cultural arts programs, and the Edgewood Environmental Project. Norwood also utilizes the community and involves them in its educational plans. A great deal of collaboration occurs among Norwood and the local library, area universities, a nearby senior center, and non-profit organizations. Plays, presentations, fairs, International Night and cultural arts events are routinely shared with other schools. On a yearly basis, Norwood participates in the "Edgewood Environmental" project whereby all of the schools in the Edgewood neighborhood plant trees and engage in activities designed to promote literacy and knowledge of the Narragansett Bay which is located in the heart of Edgewood. Norwood also spearheaded an innovative health food store called "Healthy Options". Developed and operated by Norwood students, this health food store provides students opportunities in hands-on math, problem solving, effective communication, health and nutrition, and how to run a viable business. This concept was shared with other schools throughout the state.

In essence, Norwood Avenue School makes every effort to involve and engage other schools in its creative, learning activities. Other schools, community members, and other relevant stakeholders are always urged to attend Norwood functions and are regularly kept informed of Norwood happenings. The local media, cable television, flyers, newsletters, PowerPoint presentations, and school committee meetings are routinely utilized to as a vehicle for disseminating information about Norwood's successes.

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.

Norwood Avenue School boasts a challenging curriculum that is truly child-centered and developmentally appropriate. It provides a stimulating environment where students want to learn and teachers want to teach. In the area of language arts, teachers work collaboratively with the reading specialists. At the primary level, the “I Read” program addresses the needs of students deemed “at risk.” This intervention program offers students a phonological awareness approach to beginning reading.

Norwood also strives to accommodate the needs of all students. With a very academically, culturally, and socio-economically diverse clientele, a variety of methods and tools are woven into the language arts program so that all of the students' needs are met. Guided reading and the use of leveled trade books are one means of addressing the wide span of reading ability in any given classroom. Literature Circles, Literature Studies, and the four-block reading model that encompasses read-alouds, and shared reading are also utilized. Typically, the reading specialist works alongside the classroom teacher within the regular classroom setting. Depending on grade level, writing programs such as, Kid Writing, 4-Squares, and Six Traits constitute the essence of Norwood's writing program. Norwood also offers a free after school class where local high school students volunteer their time and teach Italian, hopefully igniting student excitement and passion for foreign language learning.

Like the language arts program, Norwood's math program is carefully aligned to Cranston's standards-based math curriculum. Many hands-on activities are incorporated into the daily math program as are numerous problem-solving activities. It is commonplace to see students working in cooperative groups using tangrams, cuisenaire rods, calculators, and other math manipulatives. School-wide activities designed to promote math and problem solving are ongoing at Norwood. These activities include Math Fairs, Problem of the Day, Problem of the Month, and so forth. A problem-solving bulletin board displays Norwood's best problem-solvers. Once a year, students from Park View Middle School organize and create special hands-on math activities for Norwood students and their parents. Science and social studies are among the other core subject areas at Norwood Avenue School. These subjects include a repertoire of authentic learning activities such as experiments, oral presentations, skits, and exhibitions. Math, reading, and writing are integrated within these two disciplines. Students are required to maintain writing logs of experiments and read trade books that relate to the theme being discussed in science and social studies. Technology is also a pivotal part of the curriculum. Students create PowerPoint presentations and other multi-media work based on what they are studying in class.

A standards-based approach to teaching and learning are evident throughout Norwood Avenue School. Students are fully cognizant of the standards, what they are learning and why they are learning it. Students are able to articulate how what they are learning relates to the real world in which they live. Using rubrics and criteria charts, students comprehend whether or not their work is good and how they can improve. A great deal of self-assessment and peer assessment based on clear and concise student expectations are used in the classroom.

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.

Norwood Avenue’s reading curriculum strives to instill in our students a lifelong love of reading and writing. It provides a strong literacy foundation that actively involves students in their own learning.

In addition to reading, the curriculum also focuses on writing, speaking, listening and critical thinking skills. Reading and writing are integrated throughout the various disciplines.

Teachers achieve the goals of the curriculum by implementing a variety of strategies. Among these are guided reading, literature circles, writer's workshop, sustained silent reading and the 6 Traits of Writing (Vicki Spandel, 2001). Students' individual needs are accommodated through the use of differentiated instruction and flexible grouping. Multi-level trade books and a theme based reading series are two of the many tools that help foster student learning. In order to make writing more meaningful, students are afforded the opportunity to apply their knowledge and skills to real world settings by being a part of a pen pal program, writing a school newspaper and publishing their own writing. Student performance is monitored through the use of portfolios, response journals and running records.

"I Read", an ER&D Early Intervention Project, acknowledges that whole language methodologies alone fail to reach those students who require more directed instruction. A code-emphasis program, "I Read" is a part of Cranston's comprehensive and balanced reading program that encompasses both whole language and phonics-based approaches.

Norwood Avenue's Title I program serves students in grades kindergarten through fifth. Students qualify based on a combination of test scores and teacher recommendations. Working in collaboration, the Title I teacher and reading consultant provide an in-class model to address the individual needs of students. The Resource teacher also instructs students who qualify for that service.

A summer literacy program is also offered to primary students at no cost. Entrance into the program is based on performance on the PALS Assessments. The program's goal is to strengthen their literacy skills and to prevent loss of these skills over the summer. RIBIT, Reading Is Better If Together, is an after-school reading and writing program for Title I students. Teachers of this program provide direct instruction to students. FROGS, Frequent Readers Of Good Stories, is a summer reading and writing program that fosters a love for reading and encourages parent involvement.

This multi-faceted approach to reading allows us to meet the needs of all students.

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.

At Norwood Avenue School a significant emphasis has been placed on math problem solving, higher level thinking, and effective communication skills. This well communicated vision, in conjunction with its mission, stating that Norwood provide a stimulating, creative, and nurturing environment for its diverse student population, is evident both within the classroom and school setting.

Teachers foster effective problem solving skills through real-life applications and opportunities for hands-on experiences. Carefully drafted rubrics that focus on problem solving strategy selection, accurate computation, and ability to communicate their thinking in writing, provide clear expectations for students as they attempt to work through problem solving activities. As in real life, students work independently and or in cooperate groups to solve problems.

In addition, an array of events and activities pertaining to effective problem solving are provided for the students, from hosting a standards-based "Math Night" to fourth graders managing the school store (The Beaver Hut) and the Student Council operating Healthy Options Snack Shop. Students responsible for operating The Beaver Hut and Healthy Options are accountable for making change for customers and counting and recording the daily income. They are also allowed to suggest ideas for new school supplies and snacks to be ordered and prices to charge for purchased items. As supplies are ordered and the cost of these items is deducted from the balance in the store's record book, students are given an authentic opportunity to observe the daily operations of a small business. The children eventually recognize the differences between income, expenses and profit. These activities allow youngsters to actively participate in real life situations whereby they perform as decision makers, effective problem solvers and communicators.

Furthermore, each year a special day is dedicated to math problem solving. Parent volunteers and community members, who develop age-appropriate math activities for the students, host this event. Estimation, measurement, probability, and geometry are among the numerous concepts that are highlighted at this event.

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

At the core of Norwood Avenue School's philosophy is the belief that every child can learn. Inherent in this philosophy is also the position that each child is an individual with different learning modalities. Therefore, the teachers at Norwood use a multitude of instructional methods in order to meet the individual needs of all students.

Upon introducing concepts to children, a great deal of teacher modeling occurs before students participate in guided practice, and then continue to independent work. In science and mathematics, especially, students participate in the discovery method through the use of manipulatives and hands-on experimentation. During these lessons, with the teacher acting as facilitator, students are often seen working in cooperative groups and sharing data, discoveries and conclusions. Independent research is yet another method employed by the staff at Norwood. Students frequently use technology such as computer programs and the Internet, to both gather information and to present it in creative ways, such as in time lines and slide shows.

The faculty also makes use of outside resources such as guest speakers. An example of this would be the Animal Studies Program, which is brought to the third grade every year. Junior Achievement is another example of an outside resource brought to the school.

Peer tutoring is also practiced at Norwood Avenue School. Children cross grades to help younger students in math, reading and spelling. Older children have "reading buddies" in younger classes.

The pull-out enrichment program employs a great deal of creative problem solving and metacognition. A thematic approach is often used and all significant endeavors involve the use of analytical or wholistic rubrics to guide the process as well as to assess the resulting product.

Norwood teachers are able to identify and use best practices for teaching in order to improve student learning. This is accomplished by implementing the Principals of Learning.

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

The professional development at Norwood Avenue School has one goal, to improve student achievement. For this reason the professional development is closely tied to the objectives in the School Improvement Plan. Writing (conventions and writing effectiveness) and math (concepts and problem solving) were two areas identified in the School Improvement Plan as needing to be strengthened. Because of this, the faculty participated in many workshops designed to improve student writing. Some of these workshops integrated technology into the writing process to further motivate the students. To improve math performance, many teachers attended workshops on using manipulatives to teach math concepts, while others focused their time on becoming more adept at teaching problem solving strategies. As reading is the core of any elementary curriculum, emphasis was also placed on engaging in professional development activities to increase student performance.

Many Norwood Avenue teachers exceeded the eight hours of professional development required by the school department. These teachers chose to further improve their teaching effectiveness in areas of

their own choice. Some became more proficient in using hands-on science kits in their classroom, while others became more effective in integrating technology into the curriculum.

RHODE ISLAND STATE ASSESSMENT PROGRAM
NEW STANDARDS REFERENCE EXAMINATIONS
English Language Arts

The Data Display Tables are illustrated on the following pages.

Grade 4 Test English Language Arts Reference Examination

Edition/publication year 2000, 2001, 2002 Publisher A Harcourt Assessment Company

What groups were excluded from testing? none Why, and how were they assessed?

Number excluded 0 Percent excluded 0%

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.

The New Standards Reference Examinations assess how well students have learned what the Performance Standards say they should have learned. New Standards (National Center on Education and the Economy and the University of Pittsburgh) has been and continues to be a pioneer in developing Performance Standards and assessments designed to measure student achievement of these standards.

The level of the student’s performance is determined according to the following scale:

- Achieved the Standard with Honors
 - A student who “Achieved the Standard with Honors” performed at a higher level than the standard on a consistent basis.
- Achieved the Standard
 - A student who “Achieved the Standard” performed at a level of the standard on a consistent basis.
- Nearly Achieved the Standard
 - A student who “Nearly Achieved the Standard” showed some evidence of performing at the level of the standard, but overall the performance did not consistently meet the standard.
- Below the Standard
 - A student who obtained “Below the Standard” showed some attempt to respond but the number of successful responses was minimal, and all too often the responses were incomplete.
- Little Evidence of Achievement
 - A student who showed “Little Evidence of Achievement” showed almost no attempt to respond, as evidenced by numerous blank answers, entirely unsuccessful answers, and incomplete answers.

The data in this application includes the top three levels of performance.

Data Display Table

**RHODE ISLAND STATE ASSESSMENT PROGRAM
ENGLISH LANGUAGE ARTS REFERENCE EXAMINATION
READING – BASIC UNDERSTANDING
GRADE 4**

	2001-2002	2000-2001	1999-2000
Testing Month	May	March	March
SCHOOL SCORES			
TOTAL	92.5%	93.7%	90%
Achieved the Standard	67.5%	65.6%	77%
Achieved the Standard with Honors	25.0%	28.1%	13%
Nearly Achieved the Standard	7.5%	6.3%	10%
Number of students tested	40	32	31
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Eligible for Free & Reduced Meals			
Achieved the Standard	81.8%	78.6%	70.6%
Achieved the Standard with Honors	0.0%	14.3%	11.8%
Nearly Achieved the Standard	18.2%	7.1%	17.6%
2. Special Education			
Achieved the Standard	75.0%	88.9%	62.5%
Achieved the Standard with Honors	12.5%	11.1%	0.0%
Nearly Achieved the Standard	12.5%	0.0%	37.5%
3. Ethnicity: Non-white			
Achieved the Standard	73.3%	88.2%	50.0%
Achieved the Standard with Honors	13.3%	5.9%	25.0%
Nearly Achieved the Standard	13.3%	5.9%	25.0%
STATE SCORES			
TOTAL	74%	71%	83%
Achieved the Standard	57%	56%	72%
Achieved the Standard with Honors	17%	15%	11%
Nearly Achieved the Standard	14%	14%	9%

Data Display Table

**RHODE ISLAND STATE ASSESSMENT PROGRAM
ENGLISH LANGUAGE ARTS REFERENCE EXAMINATION
READING – ANALYSIS AND INTERPRETATION
GRADE 4**

	2001- 2002	2000- 2001	1999- 2000
Testing month	May	March	March
SCHOOL SCORES			
TOTAL	87.5%	71.9%	87%
Achieved the Standard	80.0%	59.4%	87%
Achieved the Standard with Honors	7.5%	12.5%	0%
Nearly Achieved the Standard	12.5%	25.0%	13%
Number of students tested	40	32	31
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Eligible for Free & Reduced Meals			
Achieved the Standard	63.6%	66.7%	76.5%
Achieved the Standard with Honors	0.0%	22.2%	0.0%
Nearly Achieved the Standard	36.4%	11.1%	23.5%
2. Special Education			
Achieved the Standard	75.0%	55.6%	62.5%
Achieved the Standard with Honors	0.0%	11.1%	0.0%
Nearly Achieved the Standard	25.0%	33.3%	37.5%
3. Ethnicity: Non-white			
Achieved the Standard	86.7%	52.9%	75.0%
Achieved the Standard with Honors	0.0%	0.0%	0.0%
Nearly Achieved the Standard	13.3%	41.2%	25.0%
STATE SCORES			
TOTAL	60%	58%	68%
Achieved the Standard	54%	54%	67%
Achieved the Standard with Honors	6%	4%	1%
Nearly Achieved the Standard	24%	25%	26%

Data Display Table

**RHODE ISLAND STATE ASSESSMENT PROGRAM
ENGLISH LANGUAGE ARTS REFERENCE EXAMINATION
WRITING CONVENTIONS
GRADE 4**

	2001-2002	2000-2001	1999-2000
Testing month	May	March	March
SCHOOL SCORES			
TOTAL	71%	75.0%	55%
Achieved the Standard	58%	53.1%	42%
Achieved the Standard with Honors	13%	21.9%	13%
Nearly Achieved the Standard	25%	18.8%	42%
Number of students tested	40	32	31
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Eligible for Free & Reduced Meals			
Achieved the Standard	27.3%	35.7%	35.3%
Achieved the Standard with Honors	9.1%	14.3%	5.9%
Nearly Achieved the Standard	54.5%	35.7%	52.9%
2. Special Education			
Achieved the Standard	37.5%	33.3%	12.5%
Achieved the Standard with Honors	0.0%	22.3%	0.0%
Nearly Achieved the Standard	62.5%	33.3%	75.0%
3. Ethnicity: Non-white			
Achieved the Standard	40.0%	52.9%	37.5%
Achieved the Standard with Honors	13.3%	17.6%	0.0%
Nearly Achieved the Standard	40.0%	23.5%	62.5%
STATE SCORES			
TOTAL	58%	54%	34%
Achieved the Standard	53%	50%	33%
Achieved the Standard with Honors	5%	4%	1%
Nearly Achieved the Standard	21%	21%	50%

Data Display Table

**RHODE ISLAND STATE ASSESSMENT PROGRAM
ENGLISH LANGUAGE ARTS REFERENCE EXAMINATION
WRITING EFFECTIVENESS
GRADE 4**

	2001- 2002	2000- 2001	1999- 2000
Testing month	May	March	March
SCHOOL SCORES			
TOTAL	60.0%	53.1%	87%
Achieved the Standard	52.5%	53.1%	77%
Achieved the Standard with Honors	7.5%	0.0%	10%
Nearly Achieved the Standard	27.5%	37.5%	13%
Number of students tested	40	32	31
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Eligible for Free & Reduced Meals			
Achieved the Standard	63.7%	50.0%	82.3%
Achieved the Standard with Honors	0.0%	0.0%	5.9%
Nearly Achieved the Standard	27.3%	35.7%	11.8%
2. Special Education			
Achieved the Standard	87.5%	33.3%	75.0%
Achieved the Standard with Honors	0.0%	0.0%	0.0%
Nearly Achieved the Standard	12.5%	55.6%	25.0%
3. Ethnicity: Non-white			
Achieved the Standard	46.7%	41.2%	87.5%
Achieved the Standard with Honors	0.0%	0.0%	0.0%
Nearly Achieved the Standard	26.7%	52.9%	12.5%
STATE SCORES			
TOTAL	59%	61%	56%
Achieved the Standard	49%	54%	54%
Achieved the Standard with Honors	10%	7%	2%
Nearly Achieved the Standard	18%	18%	26%

RHODE ISLAND STATE ASSESSMENT PROGRAM
NEW STANDARDS REFERENCE EXAMINATIONS

Mathematics

The Data Display Tables are illustrated on the following pages.

Grade 4

Test Mathematics Reference Examination

Edition/publication year 2000, 2001, 2002

Publisher A Harcourt Assessment Company

What groups were excluded from testing? none

Why, and how were they assessed?

Number excluded 0

Percent excluded 0%

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.

The New Standards Reference Examination in Mathematics measures how well the student is doing against standards of performance. In each area assessed, mathematical skills, mathematical concepts, and problem solving, students receive one of five possible scores:

- **Achieved the Standard with Honors** – performed at a higher level than the standard on a consistent basis.
- **Achieved the Standard** – performed at a level of the standard at a consistent level.
- **Nearly Achieved the Standard** – showed some evidence of performing at the level of the standard, but overall the performances did not consistently meet the standard.
- **Below the Standard** – showed some attempt to respond but the number of successful responses were minimal, and all too often the responses were incomplete.
- **Little Evidence of Achievement** – showed almost no attempt to respond, as evidenced by numerous blank answers, entirely unsuccessful answers, and incomplete answers.

The data includes the top three levels of performance.

Data Display Table

**RHODE ISLAND STATE ASSESSMENT PROGRAM
MATHEMATICS REFERENCE EXAMINATION
MATHEMATICAL SKILLS
GRADE 4**

	2001- 2002	2000- 2001	1999- 2000
Testing month	May	March	March
SCHOOL SCORES			
TOTAL	83%	68.8%	71%
Achieved the Standard	63%	50.0%	42%
Achieved the Standard with Honors	20%	18.8%	29%
Nearly Achieved the Standard	15%	21.9%	26%
Number of students tested	40	32	31
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Eligible for Free & Reduced Meals			
Achieved the Standard	63.6%	57.1%	58.8%
Achieved the Standard with Honors	18.2%	7.1%	0.0%
Nearly Achieved the Standard	18.2%	21.4%	35.3%
2. Special Education			
Achieved the Standard	62.5%	33.3%	50.0%
Achieved the Standard with Honors	0.0%	11.1%	0.0%
Nearly Achieved the Standard	37.5%	33.3%	37.5%
3. Ethnicity: Non-white			
Achieved the Standard	66.7%	47.1%	62.5%
Achieved the Standard with Honors	6.7%	11.8%	25.0%
Nearly Achieved the Standard	20.0%	29.4%	12.5%
STATE SCORES			
TOTAL	66%	60%	62%
Achieved the Standard	43%	41%	40%
Achieved the Standard with Honors	23%	19%	22%
Nearly Achieved the Standard	21%	23%	23%

Data Display Table

**RHODE ISLAND STATE ASSESSMENT PROGRAM
MATHEMATICS REFERENCE EXAMINATION
MATHEMATICAL CONCEPTS
GRADE 4**

	2001- 2002	2000- 2001	1999- 2000
Testing month	May	March	March
SCHOOL SCORES			
TOTAL	57.5%	31.3%	45%
Achieved the Standard	47.5%	25.0%	39%
Achieved the Standard with Honors	10.0%	6.3%	6%
Nearly Achieved the Standard	25.0%	31.3%	35%
Number of students tested	40	32	31
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Eligible for Free & Reduced Meals			
Achieved the Standard	27.3%	7.1%	17.6%
Achieved the Standard with Honors	0.0%	0.0%	0.0%
Nearly Achieved the Standard	36.4%	42.9%	52.9%
2. Special Education			
Achieved the Standard	50.0%	11.1%	0.0%
Achieved the Standard with Honors	12.5%	0.0%	0.0%
Nearly Achieved the Standard	12.5%	22.2%	37.5%
3. Ethnicity: Non-white			
Achieved the Standard	26.7%	17.6%	12.5%
Achieved the Standard with Honors	6.7%	0.0%	0.0%
Nearly Achieved the Standard	33.3%	29.4%	75.0%
STATE SCORES			
TOTAL	40%	33%	28%
Achieved the Standard	34%	29%	27%
Achieved the Standard with Honors	6%	4%	1%
Nearly Achieved the Standard	33%	34%	41%

Data Display Table

**RHODE ISLAND STATE ASSESSMENT PROGRAM
MATHEMATICS REFERENCE EXAMINATION
PROBLEM SOLVING
GRADE 4**

	2001-2002	2000-2001	1999-2000
Testing month	May	March	March
SCHOOL SCORES			
TOTAL	50%	21.9%	39%
Achieved the Standard	30.0%	15.6%	29%
Achieved the Standard with Honors	20.0%	6.3%	10%
Nearly Achieved the Standard	15.0%	15.6%	13%
Number of students tested	40	32	31
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Eligible for Free & Reduced Meals			
Achieved the Standard	18.2%	7.1%	5.9%
Achieved the Standard with Honors	0.0%	0.0%	5.9%
Nearly Achieved the Standard	18.2%	0.0%	17.6%
2. Special Education			
Achieved the Standard	37.5%	11.1%	0.0%
Achieved the Standard with Honors	12.5%	0.0%	0.0%
Nearly Achieved the Standard	0.0%	11.1%	12.5%
3. Ethnicity: Non-white			
Achieved the Standard	20.0%	5.9%	12.5%
Achieved the Standard with Honors	13.3%	5.9%	0.0%
Nearly Achieved the Standard	13.3%	5.9%	12.5%
STATE SCORES			
TOTAL	28%	22%	21%
Achieved the Standard	19%	16%	16%
Achieved the Standard with Honors	9%	6%	5%
Nearly Achieved the Standard	18%	16%	13%