

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

Name of Principal Dr. Jeanne C. Jones
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

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

Solana Beach CA 92075-2038
City State Zip Code+4 (9 digits total)

Tel. (858) 755-1558 Fax (858) 755-0891

Website/URL http://www.sduhsd.net/ew/ E-mail Jeanne.Jones@sduhsd.net

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Peggy Lynch
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Dieguito Union High School District Tel. (760) 753-6491

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. Joyce Dalessandro
(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.

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

PART II - DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district:
- | | |
|--------------|---------------------------------------|
| <u> 0 </u> | Elementary schools |
| <u> 4 </u> | Middle schools |
| <u> 0 </u> | Junior high schools |
| <u> 5 </u> | High schools |
| <u> 1 </u> | Other (Briefly explain) - Alternative |
| <u> 10 </u> | TOTAL |
2. District Per Pupil Expenditure: \$6,767
Average State Per Pupil Expenditure: \$6,719

SCHOOL

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.
 4 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			0		7	169	132	301
1			0		8	177	168	345
2			0		9			
3			0		10			
4			0		11			
5			0		12			
6			0		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								646

6. Racial/ethnic composition of the students in the school:
- | | |
|---------------|----------------------------------|
| <u> 79 </u> | % White |
| <u> 1 </u> | % Black or African American |
| <u> 15 </u> | % Hispanic or Latino |
| <u> 5 </u> | % Asian/Pacific Islander |
| <u> 0 </u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 4.23 %

(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.	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	27
(4)	Total number of students in the school as of October 1	638
(5)	Subtotal in row (3) divided by total in row (4)	.0423
(6)	Amount in row (5) multiplied by 100	4.23

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

Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 12.8 %
83 Total Number Students Who Qualify

10. Students receiving special education services: 13.6 %
88 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>8</u> Autism	<u>4</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>50</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>9</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>9</u>
Special resource teachers/specialists	<u>3</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>11</u>
Support staff	<u>11</u>	<u>3</u>
Total number	<u>39</u>	<u>27</u>

12. Average school student-“classroom teacher” ratio: 27.62

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.51%	96.30%	96.18%	95.8%	95.6%
Daily teacher attendance	96%	95.7%	96%	95.9%	95.6%
Teacher turnover rate	9%	10.5%	28%	10%	11%
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

Student and teacher attendance at Earl Warren Middle School is consistently high. Teacher turnover rate is consistently low. One exception to this pattern was in the 2000-01 school year when a new middle school was opened in our district and some of our students and staff were transferred to the new school.

PART III - SUMMARY

Earl Warren Middle School (EWMS) is located in Solana Beach, California. The school successfully serves its 646 students and the community by maintaining the highest standards in curriculum, instruction, and accountability. Our API (Achievement Performance Index) has consistently reflected our standing as one of the top ten percent of the schools in the state, always scoring above the statewide target of 800. We are particularly proud of the caliber of our teaching staff with 99% of our staff fully certificated in the subjects they teach. Teachers regularly collaborate to enhance interdisciplinary instruction and implement a variety of instructional strategies. A long-standing tradition of academic excellence is matched with a school culture dedicated to *Equity and Excellence* for ALL students.

A rich diversity of cultures, interests, abilities, and resources helps to define our school community. EWMS was designated a Title 1 school for the first time in our 50 year history. Our Mission Statement challenges us to “provide a quality educational program in which students may maximize their individual potential as productive, ethical members of a global society”. The continuing development of the EWMS

vision is a community effort. Staff, students, parents, and community members work together to continually refine, develop, and assess our learning community. We carefully consider the unique needs of each student to create a positive atmosphere of respect and inclusion.

EWMS holds the highest expectations for ALL students. Focus is on academic standards, physical development, and social and emotional growth. Continuous inservice and collaboration ensure that All EWMS students receive a structured curriculum aligned to the California State Standards. Both academic and emotional support services are available to all students, and EWMS aggressively seeks to include our under-represented students in every aspect of school life. Teachers are active participants in the design and implementation of curriculum, instructional strategies, evaluation, and the provision of support services. Their warmth and professionalism provide the real strength of our school.

All segments of the community collaborate to create and monitor the academic vision for the school. Every committee and organization on campus is committed to inclusion of all stakeholder groups. Site Council includes parents, students representing our diverse population, and staff. Also, students advise the PTSA, the school technology plan, and help establish school culture through groups such as the *PTSA Student Alliance*, *Human Relations Council* and *Roundtable*. They meet on a regular basis to review, advise, assess, and update the Earl Warren vision.

EWMS believes strongly in interactive communication and accountability to parents and community members through the internet *E-Option*, the parent newsletter, Principal's Forums, daily bulletin, Spanish Hotline, and the School Accountability Report Card. Resources exist to make all information available in both English and Spanish, including bilingual support staff to translate material, facilitate appointments, answer questions, and make parents feel welcome.

Examination of assessment data is an on-going process. It is used to assess need, develop new instructional practices, and redirect resources. All data is disaggregated by language acquisition, parent education level, students with special needs (disabilities or strengths), ethnicity, gender, and participation in programs such as *Breakfast Club*, *Having a Voice*, *Counseling Support Group*, and Title 1. Information is shared with teachers, program designers, and educational experts in order to maximize the benefits for all students. EWMS is dedicated to meeting the needs of our entire school community with the shared goal of maximizing the potential within our students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment results in Language Arts and Mathematics

EWMS is consistently high-achieving when compared to state and national norms. We do not rest on our laurels, however, instead seeking constant improvement through evaluation and analysis of data to develop processes that drive our continuous improvement plan.

In examining the results of the California Standards Test in English Language Arts of 2003, 72% of our students met the Language Arts standards achieving Advanced and Proficient levels, and 18% earned Basic Proficiency. Almost 80% of our students scored above the national 50th percentile in Reading. However, we recognized that about 10% of our students scored Below or Far Below Basic. Further evaluation showed us that females outperformed males in Language Arts.

Our most important finding was that our more affluent students far outperformed the economically disadvantaged students in Language Arts. While the number of these students is within relatively low

ranges (less than 100 or 13.3% of the total school population, we are determined to bridge this achievement gap. The data from 2002 to 2003 shows the percent of economically disadvantaged students meeting standards increased from 19% to 30% in grade 7, and 18% to 30% in grade 8. Our improvement plan calls for a continued effort to bring ALL students to proficiency.

Review of the California Standards Tests in Mathematics showed that 2/3 of our 7th graders met standards, with greater variability noted in the scores of our 8th graders. In Math, 78% of our 7th graders and 86% of our 8th graders scored above the 50th percentile. While higher-level Algebra and Geometry students performed within superior ranges, 41% of General Math students met standards. It is significant to note, however, that this is an increase from 21% the previous year.

As in Language Arts, we noted that more affluent students outperformed economically disadvantaged students in Math (21% of low socio-economic students scored Advanced and Proficient compared to 68% of non economically-disadvantaged students). While the number of students in this sub-group is significantly smaller, we are dedicated to bridging that gap with tutoring/mentoring programs such as *Breakfast Club*, *UCSD 5th Dimension*, *Algebra Institute*, *Algebra Topics*, and *Math Review*.

In addition to the above data, the California Department of Education also evaluates Adequate Yearly Progress in the Achievement Performance Index (API) Report. This report examines schools in a variety of ways, including the disaggregation of data for ethnic sub-groups. EWMS was found to have met all 2003 Adequate Yearly Progress criteria. This included students in our Latino sub-group in both English Language Arts and Mathematics. Since the vast majority of our economically disadvantaged students are Latino, we are pleased to see positive results for our efforts.

On the California Achievement Test (CAT6) in 2003, the typical Earl Warren student scored well above the state average. While the national norm is 50, the Earl Warren student averaged the 76th percentile. Even with this relatively high ranking, we are committed to ongoing improvement for ALL students and will continue to disaggregate data and develop action plans based on student need.

2. Using assessment data to understand and improve student and school performance

EWMS uses school and statewide assessment data to improve student and school performance. Although our school consistently demonstrates the highest standards of academic excellence, we are committed to bridging the achievement gap for all of our students. Members of the entire school community contribute regularly to the student assessment process.

Teachers use data to refine curriculum and prepare students for the California High School Exit Exam. The district provides inservices for department collaboration, and teachers meet frequently with elementary, high school and university teachers to plan instruction based on our diverse needs. These interventions are built on concrete assessment results. The University of California, San Diego provided monthly consultation for mathematic teachers and shared effective instructional strategies. Administrators and teachers meet with elementary feeder schools to articulate issues such as Gifted and Talented Education (GATE), Advancement Via Individual Determination (AVID), Special Education and bilingual needs.

To emphasize proficiency and to articulate curriculum goals, EWMS teachers develop rubrics to assist students and parents in understanding expectations and assessing work. Departments meet monthly to review student progress, share student work on the standards, and develop teaching strategies.

EWMS holds the highest expectations for ALL students, and through the use of assessment results, we have created several support programs. *Peer Mentoring*, *Counseling Support Groups*, *Breakfast Club*,

UCSD 5th Dimension, and *Having a Voice* provide tutoring, build communication skills and enhance self-esteem. Our under-represented populations are very active participants in these programs. All students meet with their counselors and homeroom advisors to analyze their progress, identify personal strengths and areas for growth, and set personal goals.

3. Communicating student performance and assessment data

Families receive frequent progress reports and report cards to assess student's progress toward meeting the state standards. Many teachers publish grades online for immediate parent feedback. Principal forums, counselor workshops, and personal meetings help parents understand grade-level performance standards and access available resources. California State Standards are published in student, parent, and teacher agendas.

Counselors and administrators offer group and individual sessions to assess student performance on a regular basis. Counselor workshops, entitled *The Road to Success*, explain data and evaluate assessment tools. Individualized Education Plans (IEPs) and 504 plans brings a team of professionals together with individual families to assess and design an educational program for students with learning differences.

Bilingual support services provide outreach to our Latino community. These services include a monthly parent meeting in Spanish, a Spanish Hotline, the *Parenting Institute*, and electronic real-time translation for all meetings. These programs provide our Spanish-speaking parents with access to all information. Our school also hosts a rare opportunity for parents to receive their high school diploma through the Mexican government, thus supporting our Mexican parents in expanding their own education and setting a valuable example for their own children.

4. Sharing our successes with other schools

EWMS believes in sharing its successes with other schools and in continuing to learn from our colleagues. Collaboration is fundamental to our success. Administrators and teacher-leaders are active members of a wide educational community that work toward student improvement. These efforts include presentations to the community and the Board of Trustees, monthly district-wide Leadership Team meetings, weekly middle school principal meetings, and regular meetings with elementary feeder schools and high schools. In addition, administrators participate in the Association for California School Administrators (ACSA) regional workshops, and in Middle School regional conferences.

EWMS instructional leaders also take an active role in a wide variety of professional conferences and workshops. They share their successes at such events as the AVID (Advancement via Individual Determination) Institute, the California Council for Social Science, the California Association of Bilingual Education Conference, *Seasand: The California Science Project*, Casa de Amistad, and the California League of Middle Schools. Our teachers, counselors, and administrators have presented on such topics as "Improving Reading Comprehension", "Student Assistance Services", "Curriculum Development in Social Science", "English as a Second Language (ESL)", and "Project Write, (our ESL writing program)". We believe strongly that sharing successful programs is an essential part of our professional responsibility, and will continue to seek opportunities to share with our colleagues.

One key example of our efforts to share successes is our *Breakfast Club* program. Designed to support our low socio-economic students, it provides a nutritious breakfast, tutoring, mentoring, computer access, and free school supplies. It has been widely publicized in a variety of newspapers and newsletters. Numerous school districts and community organizations visit the program with the intent to replicate it elsewhere.

PART V – CURRICULUM AND INSTRUCTION

1. The EWMS curriculum

All EWMS students receive a structured standards-aligned curriculum. Teachers collaborate regularly to align instruction to the standards. Along with the required core classes, students have the option of selecting from a variety of elective courses. The San Dieguito Union High School District regularly secures teams of teachers to design standards-aligned thematic units that go beyond the standards to encourage critical thinking skills. In order to ensure challenging and exciting content, EWMS teachers are active participants in these teams.

The math curriculum is aligned to the California State Standards, along with the additionally rigorous district standards for Pre-Algebra, Algebra, and Geometry. Enrichment materials carry the honors courses beyond the standards. Students are engaged through class activities, individual exploration, and cooperative group learning. Acquisition of the standards is demonstrated through PowerPoint presentations, individual practice, and a variety of assessment modalities. Numerous support programs, including *Algebra Topics*, *Math Review*, *Algebra Institute*, *GAP (Girls Achieving Powerfully)*, *Breakfast Club*, *University of California, San Diego 5th Dimension*, and special education help ensure success for each student participating in these programs.

The English curriculum is aligned to the California State Standards and integrates reading, writing, listening and speaking skills. Higher level thinking skills are enriched through analysis of novels, short stories, expository text, poetry and technical documents, presentation of new vocabulary to develop comprehension, study of language conventions, and the development of writing and communication skills. Writing workshops provide opportunities for enrichment and include ongoing editing, peer review, and teacher feedback. Oral presentations, PowerPoints, and reports develop speaking and listening skills.

The world language curriculum (Spanish and American Sign Language) promotes student exploration of culture and written and spoken language. Teaching is done in the target language, with active student participation in speaking, writing, and reading. Students integrate structure, grammar, vocabulary, and colloquialisms with verbal and listening skills. Oral group presentations, dramatic scenarios, and written reports provide students with the opportunity to grow in the language. Students achieve a deeper connection to the language through the study of how culture affects the language. Students explore history, correspond with students in other countries, read legends, and participate in cultural celebrations.

The physical education curriculum is also aligned to state standards and helps students develop a life-long appreciation for healthy physical activity. A strong personal health curriculum is at the core of the program.

All EWMS students study science: seventh graders learn Life Science and eighth graders study Physical Science through the basic concepts of physics, chemistry, and life science. The scientific method drives the search for wisdom. Experiential labs for each unit provide the vehicle for students to use higher-level thinking skills and foster student access to scientific knowledge articulated in state and district standards.

Our Social Science curriculum examines World History and US History through multiple voices and perspectives. The Social Science curriculum uses a thematic analysis approach that develops deep historical understanding and helps students identify historical patterns across time and place. For every era, students examine historical facts and identify themes and concepts within the historical content. This approach provides a rich, deep curricular experience for students of all ability levels through overt and

deliberate practice, promoting better understand of any place, and any era, including their contemporary world.

The Arts curriculum includes the study of music, drama, and visual arts. The curriculum includes an experiential approach to the core elements of each discipline and reflects an historical perspective. Students study the basic theory of their discipline and develop their own individual skills as artists, musicians, or actors. Students are engaged through selections that reflect the state standards and are varied and challenging. Students learn the importance of art as a way of expressing their humanity.

2. The English language curriculum

The English Language Arts curriculum incorporates the development of reading, writing, listening and speaking skills as delineated by the California English Language Arts Standards. Curriculum is an integration of grade level novels, and the Holt Rinehart Winston Literature Language Arts textbook. Reading standards are implemented through study and analysis of significant novels, short stories, expository text, poetry, and technical documents. Students also study new vocabulary on an ongoing basis to enrich reading comprehension. Quarterly district-wide diagnostic and summative assessments are administered to assess students' reading comprehension, and language conventions. A district-wide pre and post-test is administered to all students to assess writing skills. Students of all reading levels are given opportunities to improve through differentiated instruction. Honors classes provide opportunities for additional depth and enrichment for identified students. A special effort has been made to include under-represented students in this group. Remediation is provided individually through reading strategy lessons, lower-level practice reads, and scaffolding. All students are required to read literature outside of the classroom in order to meet the minimum standard of one million words per year. A 25-minute period of Sustained Silent Reading is built into the daily school schedule.

EWMS employs many resources to help all students achieve proficiency of the state standards in English language. An active core team of counselors, resource specialists, teachers, school psychologist, and administrator meet weekly to develop interventions to meet the needs of students experiencing academic difficulty. Using ongoing assessment of data, the team recommends specific support programs designed to meet the needs of that student. Core English and High School Exit Exam Preparation are available for students qualifying for Special Education. Other support programs include *Breakfast Club*, a before school program of tutoring, mentoring, and breakfast, and *Power in Pairs*, offering one-on-one peer tutoring. EWMS has also entered into partnership with the University of California, San Diego-entitled *5th Dimension*, a program providing tutoring and motivation for middle schoolers by university students.

3. Essential skills and knowledge in the Social Science curriculum

Mission Statement: The mission of EWMS is to provide a quality educational program for all students to maximize their individual potential and be productive, ethical members of a global society, providing them with a challenging education in a positive atmosphere of high expectations and personal growth.

In accordance with our school's mission, EWMS's Social Science curriculum examines World History and US History through multiple voices and perspectives as an integral part of the historical narrative. For example, *VISTAS: Perspectives on Latino Culture*, a grant sponsored by the National Endowment for the Humanities, supports our efforts to include a Latin American Studies strand within all humanities courses offered at EWMS. The Social Science curriculum uses a thematic analysis approach that employs current, well-researched instructional strategies designed to develop good habits for all students for deep historical understanding and for identifying historical patterns across time and place.

For every era, students examine historical facts and issues using three overt and deliberate practices of historiography. First, the facts are categorized by *theme*: Political Organization, Economic Development, and Social/Cultural Development. Second, students analyze the information at hand to determine what *historical concept* that information illustrates. For example, if World History students are studying the gold and salt trade in medieval African empires, they use that information to develop their understanding of the economic concept of prosperity and how it affects a civilization. The third practice of historiography involves making connections to previous learnings in order to examine *common patterns of history*. US History students use conceptual connections from era to era to tell a story – for example, they connect the more active political voice of the common man during Jacksonian times to the women’s suffrage efforts of the mid-1800’s.

This thematic analysis approach employs the notion that there are powerful big ideas in history that are true over many times and places. This approach provides a rich, deep curricular experience for students of all ability levels. The overt and deliberate focus on historical concepts through the three skills detailed above provides the low-performing student with multiple opportunities for exposure and practice, as well as deeper meaning and connection, which is shown to be necessary for motivation. For the high-achieving student, this approach provides the foundation for endless inquiry and discovery. All students discover big ideas and patterns of history in order to better understand any place, any era, including their contemporary world.

4. Instructional methods to improve student learning

EWMS staff uses a variety of instructional methods to meet the unique needs of each of its students. Instruction incorporates independent and collaborative work, and is student-centered. EWMS teachers are keenly aware of varied learning styles, and the use of differentiated instruction to meet these needs is part of every classroom. *VISTAS*, an inter-departmental collaboration program, provides thematic experiences across disciplines that incorporate Latino culture into the curriculum and offers perspectives on Latino culture. Teachers tap into techniques that utilize the auditory, visual, or kinesthetic strengths of each student.

Students with learning differences have an Individualized Education Plan designed to meet their specific learning needs. All special education students receive individually tailored schedules, on-going monitoring by their case carrier, and close parent communication. Our special education program utilizes team-teaching, and all students in special day classes have access to alternative materials and pacing while still learning the standards.

Students who seek additional challenge are encouraged through a variety of academic opportunities including Honors Algebra and Geometry, U.S. History, and Honors English. Honors courses are available for students that meet district-established criteria, and extensive focus is put on opening honors opportunities to under-represented students. District and site GATE committees seek out students in the under-represented groups to join the honors program. Participation of Earl Warren under-represented students in the honors program has increased by 8 % this past year. A summer Bridge program linking identified 5th graders with our teachers and middle school students to mentor and motivate them is planned for this summer.

5. The professional development program and its impact on improving student achievement

Professional development at EWMS focuses on preparing teachers to help ALL students consistently achieve beyond the California State Standards. The district’s Strategic Plan calls for staff development that addresses academic excellence and student well-being. To support students’ academic growth, a comprehensive training plan to address the social and emotional needs of all students is firmly in place in

partnership with the SD County Office of Education. *Beyond Diversity*, *Student Connectedness Training*, *Facilitator Training*, and *Insight Training* are a few of the development opportunities that are heavily emphasized in our district for all teachers, staff, and interested community members. They develop awareness of the emotional issues that interfere with learning, develop empathy and communication skills, share resources, and encourage support of programs that tackle the issues that impede academic success.

EWMS teachers collaborate on a regular basis. Departments meet monthly, and Site Council sponsors full-day collaboration opportunities for departments to reflect on teaching practices of the standards. In addition *VISTAS: Perspectives on Latino Culture* brings teachers together across the curriculum to collaborate and develop lesson strands that infuse Latino studies into the curriculum. Teachers of our under-represented students also collaborate to meet the unique needs of their students.

Regular collaboration and vertical teaming are an integral part of our professional development plan. Articulation between EWMS and its feeder schools, along with vertical alignment to the high schools, is an integral part of the school's plan. To accommodate a smooth transition to high school, staff members participate in district-sponsored inservice to examine vertical-teaming needs.

New teachers are supported by an outstanding Beginning Teacher Support (BTSA) program throughout their first two years. On-going training and support is offered by site administrators, department chairs, peer mentors, and fellow teachers.

PART VII - ASSESSMENT RESULTS

Please refer to Attachments I through VIII that show State Criterion-Referenced Testing results in mathematics and English Language Arts in both 7th and 8th grades, as well as National Norm-Referenced Testing results in mathematics for all students and economically disadvantaged in both the 7th and 8th grades.

Attachment I

**STATE CRITERION-REFERENCED TESTING
California Standards Test Scores**

**7th Grade
Mathematics**

	2002	2003
All Students		
Total – Percent of Students...		
Basic	91%	87%
Proficient	73%	65%
Advanced	28%	33%
Number of Students Tested	295	332
Total enrollment	306	332
Percent of Total Students Tested	96%	100%
Economically Disadvantaged		
Total – Percent of Students...		
Basic	68%	*N/A
Proficient	32%	31%
Advanced	0%	*N/A
* Data not provided by State		

What groups were excluded from testing? Why, and how were they assessed? Absent during testing window, parent waivers and IEP requirements for alternate testing prevented “absent or excluded” students from being assessed.

Test Publisher: California Department of Education
Edition/publication year: 2002 and 2003

Attachment II

**STATE CRITERION-REFERENCED TESTING
California Standards Test Scores**

**7th Grade
English Language Arts**

	2001	2002	2003
All Students			
Total – Percent of Students...			
Basic	94%	90%	91%
Proficient	67%	69%	72%
Advanced	26%	30%	36%
Number of Students Tested	309	290	332
Total enrollment	336	306	332
Percent of Total Students Tested	92%	95%	100%
Number absent or excluded	27	16	0
Economically Disadvantaged			
Total – Percent of Students...			
Basic	71%	62%	*N/A
Proficient	24%	19%	29%
Advanced	6%	0%	*N/A
Number of Students Tested	34	21	48
* Data not provided by State			

What groups were excluded from testing? Why, and how were they assessed? Absent during testing window, parent waivers and IEP requirements for alternate testing prevented “absent or excluded” students from being assessed.

Test Publisher: California Department of Education

Edition/publication year: 2001, 2002 and 2003

Attachment III

**STATE CRITERION-REFERENCED TESTING
California Standards Test Scores**

**8th Grade
2002 Mathematics**

	Gen. Math	Algebra	Geometry
All Students			
Total – Percent of Students...			
Basic	75%	92%	100%
Proficient	21%	59%	100%
Advanced	1%	12%	93%
Number of Students Tested	82	217	14
Total Number of Students Tested	313		
Total Enrollment	324		
Percent of Total Students Tested	97%		
Number Absent or Excluded	11		
Economically Disadvantaged			
Total – Percent of Students...			
Basic	51%	*N/A	0%
Proficient	13%	*N/A	0%
Advanced	0%	*N/A	0%
Number of Students Tested	24	>10	0
* Data not reported for less than 10 students tested			

What groups were excluded from testing? Why, and how were they assessed? Absent during testing window, parent waivers and IEP requirements for alternate testing prevented “absent or excluded” students from being assessed.

Test Publisher: California Department of Education

Edition/publication year: 2002

Attachment IV

STATE CRITERION-REFERENCED TESTING
California Standards Test Scores

8th Grade
2003 Mathematics

	Gen. Math	Algebra	Geometry
All Students			
Total – Percent of Students...			
Basic	67%	95%	100%
Proficient	41%	72%	82%
Advanced	0%	30%	18%
Number of Students Tested	66	224	11
Total Number of Students Tested	301		
Total Enrollment	303		
Percent of Total Students Tested	99%		
Number Absent or Excluded	2		
Economically Disadvantaged			
Total – Percent of Students...			
Basic	*N/A	*N/A	0%
Proficient	29%	33%	0%
Advanced	*N/A	*N/A	0%
Number of Students Tested	17	12	0
* Data not provided by State.			

What groups were excluded from testing? Why, and how were they assessed? Absent during testing window, parent waivers and IEP requirements for alternate testing prevented “absent or excluded” students from being assessed.

Test Publisher: California Department of Education

Edition/publication year: 2003

Attachment V

**STATE CRITERION-REFERENCED TESTING
California Standards Test Scores**

**8th Grade
English Language Arts**

	2001	2002	2003
All Students			
Total – Percent of Students...			
Basic	92%	93%	89%
Proficient	78%	67%	72%
Advanced	32%	29%	34%
Number of Students Tested	255	314	303
Total Enrollment	284	324	303
Percent of Total Students Tested	90%	97%	100%
Number Absent or Excluded	29	10	0
Economically Disadvantaged			
Total – Percent of Students...			
Basic	42%	65%	*N/A
Proficient	16%	18%	33%
Advanced	5%	3%	*N/A
Number of Students Tested	19	34	30
* Data not provided by State.			

What groups were excluded from testing? Why, and how were they assessed? Absent during testing window, parent waivers and IEP requirements for alternate testing prevented “absent or excluded” students from being assessed.

Test Publisher: California Department of Education

Edition/publication year: 2001, 2002 and 2003

Attachment VI

NATIONAL NORM-REFERENCED TESTING California Standards Test Scores

Stanford Achievement Test

Mathematics – All Students

	1999	2000	2001
7th Grade			
NPR for “Average” for student score	89	85	87
Percent scoring at or above 50 th NPR	89	86	89
Number of students tested	559	241	289
Total enrollment	581	256	336
Percent of Total Students Tested	96%	94%	86%
Total absent or excluded	22	15	47
8th Grade			
NPR for “Average” for student score	90	84	87
Percent scoring at or above 50 th NPR	91	87	95
Number of students tested	483	217	227
Total enrollment	524	249	284
Total absent or excluded	41	32	57

What groups were excluded from testing? Why, and how were they assessed? Absent during testing window, parent waivers and IEP requirements for alternate testing prevented “absent or excluded” students from being assessed.

Test Publisher: Harcourt Brace

Edition/publication year: 9th Edition

Attachment VII

NATIONAL NORM-REFERENCED TESTING
California Standards Test Scores

Stanford Achievement Test

Mathematics – Economically Disadvantaged

	1999	2000	2001
7th Grade			
NPR for “Average” for student score	53	45	49
Percent scoring at or above 50 th NPR	50	39	57
Number of students tested	28	18	30
8th Grade			
NPR for “Average” for student score	75	44	N/A
Percent scoring at or above 50 th NPR	76	42	N/A
Number of students tested	21	12	>10

What groups were excluded from testing? Why, and how were they assessed? Absent during testing window, parent waivers and IEP requirements for alternate testing prevented “absent or excluded” students from being assessed.

Test Publisher: Harcourt Brace

Edition/publication year: 9th Edition
