

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

Name of Principal: Mrs. Janet A. Chun (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: William H. Crocker Middle School (As it should appear in the official records)

School Mailing Address: 2600 Ralston Avenue (If address is P.O. Box, also include street address)

Hillsborough CA 94010-6544 City State Zip Code+4 (9 digits total)

Tel. (650) 342-6331 Fax (650) 579-5943

Website/URL http://www.hcsd.k12.ca.us/Crocker E-mail: jchun@hcsd.k12.ca.us

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

Date: February 9, 2004 (Principal's Signature)

Name of Superintendent* Ms. Marilyn Loushin-Miller (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hillsborough City School District Tel. (650) 342-5193

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.

Date: February 9, 2004 (Superintendent's Signature)

Name of School Board President/Chairperson Ms. Angela Nomellini (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.

Date: February 9, 2004 (School Board President's/Chairperson's Signature)

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

All data are the most recent year available.

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

1. Number of schools in the district: 3 Elementary schools
 1 Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)
- 4 TOTAL
2. District Per Pupil Expenditure: \$10,159
 Average State Per Pupil Expenditure: \$ 7,055

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. 2.5 Number of years the principal has been in her/his position at this school.
6 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	89	72	161
1				8	80	75	155
2				9			
3				10			
4				11			
5				12			
6	79	64	143	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							459

6. Racial/ethnic composition of the students in the school:
- 73 % White
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 25 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 1.64%

(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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	485
(5)	Subtotal in row (3) divided by total in row (4)	.016
(6)	Amount in row (5) multiplied by 100	1.64

8. Limited English Proficient students in the school: .004%
2 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Mandarin

9. Students eligible for free/reduced-priced meals: 0 %
0 Total Number Students Who Qualify

If this method does not produce 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: 11 %
51 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>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>30</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>10</u> Speech or Language Impairment
<u>1</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>2</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>6</u>
Special resource teachers/specialists	<u>3</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>3</u>	<u>2</u>
Total number	<u>34</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio: 21:1

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	96.76	96.41	96.53	96.32	95.5
Daily teacher attendance	95.87	96.75	96.98	97.27	97.6
Teacher turnover rate	11.7	14.7	14.7	18.9	19.7
Student dropout rate	0	0	0	0	0
Student drop-off rate					

PART III - SUMMARY

“Good morning, Crocker Middle School, and welcome to another HTV morning news show!” As soon as students enter their classrooms and shrug off their backpacks, these are the words that they happily chant in unison with the morning television live broadcast. There is much to look forward to in a typical Crocker Middle School day. The school, located in the suburban community of Hillsborough on the San Francisco peninsula serves 459 students in sixth, seventh, and eighth grades.

Crocker follows a middle school organization plan that provides a standards based common core curriculum and a range of elective choices. Class sizes average 22, affording the opportunity for teachers and students to make personal connections with each other. Instruction is carefully sequenced to develop learning skills, independence, and responsibility. Projects and activities appeal to different learning modalities. Students are challenged to think critically and creatively while exploring topics from various points of view. Crocker’s mission is to ensure a safe, caring, nurturing school that celebrates diversity and educates the whole child. Crocker is committed to academic excellence by engaging all students in rigorous, powerful learning to attain essential Holistic Learning Outcomes in curriculum and instruction, assessment, technology, community service, and decision-making. These powerful learning experiences enable students to be problem solvers; critical, reflective, creative thinkers; collaborative contributors; effective communicators; ethical citizens; self-directed, enthusiastic, caring individuals; intelligent innovators; and dependable members of the work force.

In a continuing effort to achieve high standards, students are given the opportunity to pursue a challenging course of study. In 2002, the last year California administered the Golden State Exam, over 50% of the 7th and 8th graders took the test in algebra and geometry, with 60% of those students earning Recognition, Honors, or High Honors. Beginning in 6th grade, all students are given a choice of two foreign languages to study: French or Spanish, with the majority of students continuing their elementary school introduction to Spanish. To encourage students to explore and to discover a passion, Crocker offers a variety of electives. Some are technology based, such as graphic design or television production. Some fine arts choices include symphonic and jazz band, musical theatre, and an array of art classes. Other electives are designed to nurture leadership, confidence and study skills. Approximately 85% of the student body participates in recreational sports after school. Close to half the student body plays a musical instrument. Although not required, over 90% of the students pledge and fulfill their commitment to community service.

Spirit and collegiality are hallmark traits of this school community. An active student government creates and promotes monthly spirit activities that encourage inclusiveness, competition, and fun. Staff and students collaborate in everything from canned food drives to “wacky hair day.” Positive behavior, academic excellence, and strength of character are recognized everyday. Attendance is high and the halls are filled with enthusiastic conversation and laughter.

Crocker enjoys the full support of the town of Hillsborough. Public officials, school board members, and public service employees such as the Hillsborough Police Department are visible and welcome. Parents volunteer well over 4,500 hours each year, helping the school directly or assisting in fundraising. School functions such as concerts and Open House are festive and are attended by all members of the school community. It is a joy to be a part of this vibrant learning community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results in Reading (language arts or English) and Mathematics

During the 2002-2003 academic year, the State of California designated the replacement of the SAT/9 with the CAT/6 as a national norm referenced test. No direct comparisons can be made between the 2002 SAT/9 and the 2003 CAT/6. However, the California Standards Tests (CST) has not changed and can be compared to previous years. For that reason, the assessment results that are most useful for informing instruction are the California Standards Tests in English Language Arts and Mathematics.

The California Standards Test in English Language Arts reports on five clusters: Word Analysis and Vocabulary Development, Reading Comprehension, Literary Response and Analysis, Written Conventions, and Writing Strategies. The State's goal is for all students to score proficient and advanced; however, statewide averages for proficient and advanced for grades 6-8 were 34%. Crocker's 6th, 7th, and 8th students far exceeded the state averages, with eighty-eight percent of the 6th grade scoring proficient or advanced. Based on the cluster reports, this group of students, now in 7th grade is receiving additional attention in reading comprehension, a relative weakness noted within the test results. In particular, teachers are addressing the structural features of informational materials and clarifying an understanding of texts by creating outlines, notes, summaries, and reports. In the 7th grade, 82% scored proficient or advanced. In a longitudinal study, this group of students had scored in the 77th percentile the previous year. While they made gains in targeted areas in reading, their overall scores in writing application, in particular in written responses to literature, showed a concerted need for improvement. Because the State administers the writing assessment only in the 4th and 7th grades, additional data were analyzed from Crocker's fall writing assessment. Before doing so, scoring rubrics and prompts were rewritten to be in alignment with the State's. By consensus, the Crocker staff agreed that writing across the curriculum would be a school-wide focus. Resources, including staff development, collaboration time, and materials, were allocated to support this focus. In the 8th grade, 82% of the students scored proficient or advanced. Although those students are no longer enrolled at Crocker, an analysis of reporting clusters over a three-year period suggested a relative program weakness in the area of Word Analysis and Vocabulary Development. To address this, 8th grade language arts teachers have revised their vocabulary and spelling curriculum. Additionally, to improve vocabulary school-wide, as part of the morning news broadcast, a word of the day is featured and later published in the parent newsletter.

As in language arts, Crocker's performance in mathematics far exceeded the State average of 32% for proficient and advanced. Of the 161 6th grade students who took the California Standards Test, 83% scored proficient or advanced. An analysis of data from the previous year indicated that more attention needed to be directed towards algebra and functions in the 6th grade curriculum. One hundred sixty 7th graders took the Standards Test with 79% scoring proficient or advanced. A cluster highlighted for strengthening was in the area of Measurement and Geometry. One hundred sixty-one 8th graders tested in course specific areas. Fifty-seven students took the geometry standards test with 89% scoring proficient or advanced. Seventy-five students took the algebra standards test with 49% scoring proficient and advanced. A detailed analysis of this data prompted a change in the way that students are identified for placement in algebra and geometry. Additionally, the data showed a need to strengthen Graphing and Systems of Linear Equations; teachers are currently supplementing the curriculum to address this need. Twenty-nine students took the general mathematics test for 8th graders; 59% scored proficient or advanced. There was a significant increase in student performance in the area of multi-step problems, a targeted area based on the previous year's data.

Assessment results play a vital role in shaping curriculum and responding to the needs of students. Students who performed basic or below have been identified for additional support at all grade levels, with teachers designing activities and/or assignments appropriate to meet individual student needs.

2. Use of Assessment Data to Understand and Improve Student and School Performance

Assessment data comes in many forms: standardized test results, district fall and spring writing samples, math computation and algebra readiness tests, and various forms of performance based assessments. Assessment occurs regularly and incrementally so that student progress is monitored and appropriate teaching strategies are applied. Whether at site, department, or classroom level, data are disaggregated for trends, patterns, or profiles, with teachers setting goals, identifying what will be needed in order to achieve those goals, and setting measurements to assess progress. Data are used to shape curriculum and staff development. Based on the results of the 7th grade state writing assessment, the English Department analyzed Crocker's rubrics and prompts before administering the district's fall writing assessment. The goal was to be in alignment with state standards and to use the rubrics regularly. Then, through examination of the district's writing sample, each student's performance and growth are analyzed and used by language arts teachers to shape the writing curriculum for the upcoming year. Additionally, teachers set a writing goal for each student, based on the student's performance on the fall writing sample, and use the spring writing sample to evaluate progress made. In math in the spring, 6th and 7th graders are given the Orleans Hanna algebra readiness test to assist in planning their math placement for next year. Further, incoming 6th graders are tested in different areas of math computations. Based on this assessment and their progress, students are placed in flexible groups to practice and master various computational skills. Faculty and late start meetings provide collaborative opportunities for staff to discuss student work and teaching strategies to improve student achievement.

3. Communication of Student Performance to Parents, Students, and the Community

Communicating student performance is a high priority at Crocker and is integral in ensuring that students are making progress, meeting standards, and maturing socially and emotionally. Throughout the school year, the principal addresses the parent group and School Site Council on school-wide areas of academic focus based on assessment data. The Director of Curriculum and Instruction provides a detailed analysis of standardized test results to the faculty, to parent groups, and at school board meetings. Teachers address parents initially at the annual What-To-Expect Night. Ongoing communication continues through scheduled conferences, two formal progress reports and a report card each trimester, telephone conversations, and email. Equally important is the belief that students possess a sense of personal responsibility for their education. To that end, many opportunities for self-reflection and evaluation are built into assignments. The use of rubrics, writing conferences, and portfolios allow for students to reflect on and take ownership for their educational process, products, and growth. To enhance and support the overall well being of children, discussions on healthy physical, social, emotional, and intellectual development occur through assemblies, panel discussions, speakers, and monthly grade level parent network meetings. Three times a year, residents in the Town of Hillsborough receive the newsletter, *Chalk Talk*, which reports information on the district and each school site.

4. Sharing Success with Other Schools

It has been and will continue to be the practice at Crocker Middle School to share successes with other schools. As a member of the Bay Area Schools Reform Collaborative (BASRC), Crocker works in partnership with twelve elementary and middle schools with a focus on literacy and closing the achievement gap. Lead teachers from the collaborative are sent to conferences and present workshops at local panel meetings. Each year, Crocker sends representatives as part of a district team to the Harvard Institute on School Leadership. The team then presents key ideas and findings to the BASRC executive board and at school board meetings. Crocker teachers and administrators regularly attend articulation meetings with the elementary schools in the district and annually articulate with the local public high schools. Crocker encourages staff members to present at conferences, including California League of

Middle Schools, the California Science Teachers Association, and the San Mateo County Counselors Network. The principal regularly attends a monthly county-wide Middle Grades Study Group to share successes and to exchange ideas. Crocker also works closely with the teacher education departments at Notre Dame de Namur University and San Francisco State University to provide mentors for student teachers. The principal and some staff members also serve as presenters at Canada College's "Why Teach?" conference, a conference for aspiring teachers and teachers new to the profession.

PART V – CURRICULUM AND INSTRUCTION

1. Core Curriculum Descriptions

Crocker offers an enriched, developmentally appropriate, sequentially rigorous educational program that provides each student with the necessary foundations and skills for learning. Curriculum teams design standards-based units of instruction that are rich in varied educational experiences and appeal to the diverse learning styles of the student population. Students follow a modified block schedule, attending classes in language arts, mathematics, and social studies daily with language arts attributed a larger block of time. Students attend science and physical education every other day for an extended period, allowing more hands on and interactive lessons. Seventh and eighth graders attend foreign language daily, while 6th graders attend every other day. All students have electives in their schedules or a combination of electives and Resource Support.

The standards in language arts reflect the belief that all students should be able to communicate effectively, appropriately, and articulately through reading, writing, speaking, and listening. In order to do this, the specific skills taught and the depth and complexity of the subject matter dealt with increase with each grade level, and are developmentally appropriate. Students must read a broad variety of quality texts (both fiction and non-fiction) to develop proficiency in, and pleasure from the act of reading. Students write often across all disciplines, but receive instruction in 6-Traits Writing and the writing process predominantly in their English classes. Reading, writing, listening, and speaking are not disembodied skills. Each exists in context and in relation to one another. These skills are developed in the context of a rich, substantive curriculum, and assessed in a variety of ways.

The math curriculum follows the California state standards; 6th graders take either general mathematics or pre-algebra, while 7th and 8th graders take pre-algebra, algebra (either full year or over two years) or geometry. Incoming 6th graders are diagnostically tested for basic skills. Support and practice in basic skills are individualized and assessed for progress throughout the year. All students are individually evaluated at the end of each year with placement testing at all levels. Collaborative planning ensures that all students leave Crocker's math program with a set of common essential experiences, including mathematical and technical. Writing beginning with less formal POWs (problems of the week) in the 6th grade and progresses in 7th and 8th grade to open-ended solutions. All students are experienced in the use and creation of spreadsheets and algebra students are instructed in the use of the graphing calculator.

The social studies curriculum is rich and challenging, emphasizing the critical analysis of the rise, decline, and interaction among cultures. Social studies teachers work collaboratively with the English department to teach research and research writing skills. Students in 6th grade expand their understanding of history by studying the people and events that ushered in the dawn of the major western and non-western ancient civilizations. Students in grade 7 study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500-1789 AD. Students in grade 8 study the ideas, issues and events from the framing of the Constitution up to World War I, with an emphasis on America's development as a nation. At the end of the 2002-2003 academic year, 8th graders were tested by the State on their cumulative knowledge of the middle school social studies curriculum. Eighty-one percent of Crocker's 8th graders scored in the Advanced and Proficient range.

There is a rich array of electives from which students may choose. Several choices are within the art department. The art curriculum is designed for students to gain an understanding of art styles, media and materials through lectures, demonstrations, practice, and critique. In 6th grade, students are introduced to a variety of art media and techniques. They expand their use of art vocabulary in written and oral critiques. In 7th and 8th grades, students delve deeper into the specific content areas of drawing, painting and sculpture. Eighth graders also design a mural to be left as a gift to the school upon graduation. Recently, art and technology have collaborated to form a course in graphic design. The art department frequently consults with general education teachers to incorporate art into other subject areas.

Foreign language instruction in the Hillsborough schools begins in kindergarten when all students are introduced to Spanish. Upon entering Crocker, students have the choice to continue their education in Spanish or to begin the study of French. To address the need for a more rigorous Spanish curriculum, standards have been written, new materials have been adopted, and the continuum of Spanish course offerings has been expanded to an advanced course equivalent to a high school level 5-6.

2. English Language Curriculum

Always with an eye on grade level standards, teachers in English language arts classrooms provide each student with the necessary foundations and skills for improving his/her ability to communicate effectively through speaking listening, reading, and writing. Through whole class and small group discussions, students demonstrate appropriate tone of voice and use suitable vocabulary, grammar and non-verbal techniques. Additionally, student activities demand a variety of speaking situations and provide opportunities for formal speeches and presentations. For example, as part of the eighth grade culminating project, students make presentations to demonstrate their understanding of a specific topic to an audience of community members, parents, administrators, teachers, and peers. Students write regularly through various writing domains, including narrative, expository, persuasive, literary response, and technical writing. Writing assignments include opportunities for self-reflection and evaluation. For instance, in the seventh grade portfolio project, students reflect on their writing successes, areas of growth, and struggles throughout the year. In reading, activities develop and strengthen the strategies one needs to make meaning from reading, to make connections with literature, and to read for different purposes. Students are expected through book reports, projects, and reading logs to read independently good literature and expository works that are reading-level appropriate. Various support systems are in place to assist students who read below grade level. For some students books-on-tape are made available, and for others guided reading or reciprocal reading strategies may be employed. A further example is a sixth grade classroom where the teacher, through a series of reading assessments, identifies each student's strengths and needs. During workshop time, each student works on reading activities tailored to remediate his/her weaknesses and challenge his/her strengths.

3. Science Curriculum

The science program addresses the state standards as well as prepares students for success in higher education through the three year "Team Science" approach. The science curriculum is designed to meet the intellectual, developmental and emotional needs of young adolescents; with heightened interest in peer groups and a definite desire for independence, small teams of students work together. All experiments and activities are accomplished with teams of four students, but tests must be taken individually. Within teams, students learn to effectively communicate ideas, solve problems, and collaborate. Lab work is student driven and self-paced with experiments organized and "frontloaded" so teams of students can perform experiments and do write-ups independently; teachers are consultants, not project managers. The design of the team approach models positive team cooperation, and because science teachers stay with the students for all three years, a trusting, consistent relationship is maintained. Throughout the year, additional units of study as well as guest

speakers are interspersed into the team program to enhance student learning and ensure standards are being addressed. For example, a dietician offers advice to students studying nutrition; a representative from the bio-tech industry illuminates the field of genetics for 8th grade students; and students have the opportunity to extend their aeronautics study by attending Space Academy. The science program effectively instills a strong foundation and love of exploration as well as strengthens interpersonal and communication skills.

4. Instructional Methods to Improve Student Learning

Teachers employ a variety of instructional methods in addressing the diverse learning styles of students. Standards are explored through lecture, discussion, student-based research, discovery, and experimentation. During an 8th grade unit on tolerance, for example, students partner-read books about conflicts often brought on by intolerance. In teams they present book talks, but individually demonstrate understanding through written reflections and a test. Technology is consistently integrated into lessons and projects, from multimedia presentations to interactive mathematics exercises like Geometer's Sketchpad. Differentiated instruction is employed to meet the varied needs of all students by challenging their strengths and working to remediate their weaknesses. Activities that afford choice are often offered, and students do an excellent job self-selecting and taking responsibility for their own learning. For instance, in a 7th grade math class after introductory lessons solving and graphing inequalities, students assessed their understanding of the concept and then, based on their own understanding, selected a group in which to work on follow-up activities. Those who felt confused or unclear worked with the teacher, those who felt fairly comfortable practiced their understanding independently or in pairs, and those who "got it" were challenged to work beyond the concept. Working closely with special education teachers, general education teachers meet the needs of Resource students by adapting class assignments and/or supporting students through individualized programs and contracts. Tests may be modified, extra time may be allowed for test taking, notes may be taken by others, and/or regular assignments may be shortened so that the same work is experienced but in more time manageable units.

5. Professional Development and Its Impact on Improving Student Achievement

Each spring, the Crocker faculty meets to reflect on the year and to review goals that were established the previous spring. Discussion is centered on student performance, test results, a review of the Single School Study Plan, cycles of inquiry, district directions for the next year, and evaluation of current programs. From this meeting, new goals are established and the means by which those goals will be met are identified. All of this data and thoughtful evaluation lead to ideas and decisions about site based staff development. This year, staff development was centered on writing and learning to analyze student work to better inform instruction. This was a direct result of a concern about declining writing scores on the state's writing assessment. Each curriculum area embraced the goal of addressing this achievement gap but acknowledged a need for training in writing instruction and evaluation. The leadership team, comprised of a Curriculum and Instruction Advisor, a Data Advisor, and a Reform Advisor, has provided regular training and cross-curricular integration techniques on 6-Traits Writing at faculty meetings. Another goal for professional development was to increase opportunities for articulation and collaboration across grade levels by department. By doing this, staff members share expertise with one another and ensure continuity and common experiences within the department.

PART VII – ASSESSMENT RESULTS

On the following pages are tables showing State Standards Assessment data and national norm referenced data (SAT/9) for language arts, reading, and mathematics for the last three years. Please note, a statistically significant socioeconomic subgroup does not exist. Also, until recently there was not a statistically significant ethnic subgroup for which data could be collected; hence, for 2000-2001 no data is available for the school's Asian subgroup. Two years ago, Crocker began analyzing data for its Asian student population and the data for this subgroup is provided for 2001-2002 and 2002-2003.

No groups were excluded from testing. The only students who did not take the test were students whose parents had specifically requested a waiver from testing or those students who were absent from school during the mandated testing window. On the average, 99% of the student body was tested.

William H. Crocker Middle School
STATE STANDARDS ASSESSMENT DATA

Grade: **6** Test: **California Standards Test in Language Arts**

Number of students in this grade: **162**

Number of students who took the test: **161**

What groups were excluded from testing? **none**

Why, and how were they assessed? **N/A**

Number excluded: **1** Percent excluded: **<1%**

	2002-2003	2001-2002	2000-2001
Testing month	April-May	April-May	April-May
SCHOOL SCORES			
% At or Above Basic	98%	97%	98%
% At or Above Proficient	88%	77%	85%
% At Advanced	55%	42%	45%
Number of students tested	161	163	173
Percent of total students tested	99%	99%	100%
Number of students excluded	1	1	0
Percent of students excluded	<1%	<1%	0%
SUBGROUP SCORES			
1. ASIAN			
% At or Above Proficient	91%	86%	N/A
Number of students tested	34	35	N/A
STATE SCORES			
% At or Above Basic	71%	67%	67%
% At or Above Proficient	36%	31%	31%
% At Advanced	13%	9%	8%

William H. Crocker Middle School
STATE STANDARDS ASSESSMENT DATA

Grade: 7 Test: **California Standards Test in Language Arts**

Number of students in this grade: **160**

Number of students who took the test: **160**

What groups were excluded from testing? **none**

Why, and how were they assessed? **N/A**

Number excluded: **0** Percent excluded: **0%**

	2002-2003	2001-2002	2000-2001
Testing month	April-May	April-May	April-May
SCHOOL SCORES			
% At or Above Basic	98%	96%	95%
% At or Above Proficient	82%	89%	76%
% At Advanced	46%	37%	41%
Number of students tested	160	164	174
Percent of total students tested	100%	96%	100%
Number of students excluded	0	4	0
Percent of students excluded	0%	4%	0%
SUBGROUP SCORES			
1. ASIAN			
% At or Above Proficient	92%	84%	N/A
Number of students tested	38	45	N/A
STATE SCORES			
% At or Above Basic	69%	64%	65%
% At or Above Proficient	36%	33%	32%
% At Advanced	10%	7%	9%

William H. Crocker Middle School
STATE STANDARDS ASSESSMENT DATA

Grade: **8** Test: **California Standards Test in Language Arts**

Number of students in this grade: **164**

Number of students who took the test: **162**

What groups were excluded from testing? none

Why, and how were they assessed? **N/A**

Number excluded: **2** Percent excluded: **1%**

	2002- 2003	2001- 2002	2000- 2001
Testing month	April-May	April-May	April-May
SCHOOL SCORES			
% At or Above Basic	99%	96%	96%
% At or Above Proficient	83%	80%	78%
% At Advanced	43%	46%	34%
Number of students tested	162	170	137
Percent of total students tested	99%	100%	98%
Number of students excluded	2	0	3
Percent of students excluded	1%	0	2%
SUBGROUP SCORES			
1. ASIAN			
% At or Above Proficient	84%	80%	N/A
Number of students tested	43	44	N/A
STATE SCORES			
% At or Above Basic	66%	66%	67%
% At or Above Proficient	31%	32%	32%
% At Advanced	9%	10%	9%

William H. Crocker Middle School
ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **6** Test: **SAT/9 LANGUAGE**

Edition/publication year: 9th Edition, Form T Publisher: Harcourt Brace

Number of students in this grade: **163**

Number of students who took the test: **163**

What groups were excluded from testing? **none**

Why, and how were they assessed? **N/A**

Scores are reported here as (check one): NCEs _____ Scaled scores _____ **Percentiles**

	2001-2002	2000-2001	1999-2000
Testing month	April - May	April - May	April - May
SCHOOL SCORES			
Total Score	90	90	87
Number of students tested	163	172	174
Percent of total students tested	100%	99%	100%
Number of students excluded	0	1	0
Percent of students excluded	0%	<1%	0%
SUBGROUP SCORES			
1. ASIAN	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A

William H. Crocker Middle School
ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **8** Test: **SAT/9 LANGUAGE**

Edition/publication year: 9th Edition, Form T Publisher: Harcourt Brace

Number of students in this grade: **170**

Number of students who took the test: **170**

What groups were excluded from testing? **none**

Why, and how were they assessed? **N/A**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ **Percentiles**

	2001-2002	2000-2001	1999-2000
Testing month	April - May	April - May	April - May
SCHOOL SCORES			
Total Score	90	90	89
Number of students tested	170	137	144
Percent of total students tested	100	98	100
Number of students excluded	0	3	10
Percent of students excluded	0%	2%	0%
SUBGROUP SCORES			
1. ASIAN	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A

William H. Crocker Middle School
ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **6** Test: **SAT/9 READING**

Edition/publication year: 9th Edition, Form T Publisher: Harcourt Brace

Number of students in this grade: **163**

Number of students who took the test: **162**

What groups were excluded from testing? **none**

Why, and how were they assessed? **N/A**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ **Percentiles**

	2001-2002	2000-2001	1999-2000
Testing month	April - May	April - May	April - May
SCHOOL SCORES			
Total Score	85	87	82
Number of students tested	162	172	172
Percent of total students tested	99%	99%	99%
Number of students excluded	1	1	2
Percent of students excluded	<1%	<1%	1%
SUBGROUP SCORES			
1. ASIAN	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A

William H. Crocker Middle School
ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **7** Test: **SAT/9 READING**

Edition/publication year: 9th Edition, Form T Publisher: Harcourt Brace

Number of students in this grade: **170**

Number of students who took the test: **165**

What groups were excluded from testing? None

Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs ___ Scaled scores ___ **Percentiles**

	2001-2002	2000-2001	1999-2000
Testing month	April - May	April - May	April - May
SCHOOL SCORES			
Total Score	85	84	81
Number of students tested	165	173	145
Percent of total students tested	97%	99%	100%
Number of students excluded	5	1	0
Percent of students excluded	3%	1%	0%
SUBGROUP SCORES			
1. ASIAN	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A

William H. Crocker Middle School
ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **8** Test: **SAT/9 READING**

Edition/publication year: 9th Edition, Form T Publisher: Harcourt Brace

Number of students in this grade: **170**

Number of students who took the test: **167**

What groups were excluded from testing? **none**

Why, and how were they assessed? **N/A**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ **Percentiles**

	2001-2002	2000-2001	1999-2000
Testing month	April - May	April - May	April - May
SCHOOL SCORES			
Total Score	80	81	81
Number of students tested	167	137	143
Percent of total students tested	98	98	99
Number of students excluded	3	3	1
Percent of students excluded	2%	2%	1%
SUBGROUP SCORES			
1. ASIAN	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A

William H. Crocker Middle School
STATE STANDARDS ASSESSMENT DATA

Grade: **6** Test: **California Standards Test in Mathematics**

Number of students in this grade: **162**

Number of students who took the test: **161**

What groups were excluded from testing? **none**

Why, and how were they assessed? **N/A**

Number excluded: **1** Percent excluded: **<1%**

	2002- 2003	2001- 2002
Testing month	April-May	April-May
SCHOOL SCORES		
% At or Above Basic	91%	95%
% At or Above Proficient	82%	77%
% At Advanced	43%	43%
Number of students tested	161	162
Percent of total students tested	99%	99%
Number of students excluded	1	1
Percent of students excluded	<1%	<1%
SUBGROUP SCORES		
1. ASIAN		
% At or Above Proficient	94%	91%
Number of students tested	34	35
STATE SCORES		
% At or Above Basic	64%	62%
% At or Above Proficient	34%	32%
% At Advanced	10%	10%

William H. Crocker Middle School
STATE STANDARDS ASSESSMENT DATA

Grade: **7** Test: **California Standards Test in Mathematics**

Number of students in this grade: **160**

Number of students who took the test: **160**

What groups were excluded from testing? **none**

Why, and how were they assessed? **N/A**

Number excluded: **0** Percent excluded: **0%**

	2002- 2003	2001- 2002
Testing month	April-May	April-May
SCHOOL SCORES		
% At or Above Basic	98%	96%
% At or Above Proficient	79%	83%
% At Advanced	38%	32%
Number of students tested	160	168
Percent of total students tested	100%	99%
Number of students excluded	0	1
Percent of students excluded	0%	1%
SUBGROUP SCORES		
1. ASIAN		
% At or Above Proficient	92%	82%
Number of students tested	38	45
STATE SCORES		
% At or Above Basic	62%	61%
% At or Above Proficient	30%	30%
% At Advanced	7%	6%

William H. Crocker Middle School
STATE STANDARDS ASSESSMENT DATA
8th Grade Mathematics

GRADE 8 MATH ONLY				
YEAR: 2003	General Math	Algebra	Geometry	Totals
Percent of Students Proficient and Advanced	58%	49%	89%	
Number of Students Tested	29	75	57	161
Number of Student Proficient and Above	17	37	51	105
Percentage of Students Proficient and Advanced				65%

GRADE 8 MATH ONLY				
YEAR: 2002	General Math	Algebra	Geometry	Totals
Percent of Students Proficient and Advanced	38%	58%	100%	
Number of Students Tested	42	103	25	170
Number of Student Proficient and Above	16	60	25	101
Percentage of Students Proficient and Advanced				59%

William H. Crocker Middle School
ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **6** Test: **SAT/9 MATHEMATICS**

Edition/publication year: 9th Edition, Form T Publisher: Harcourt Brace

Number of students in this grade: **163**

Number of students who took the test: **163**

What groups were excluded from testing? None

Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs ___ Scaled scores ___ **Percentiles**

	2001-2002	2000-2001	1999-2000
Testing month	April - May	April - May	April - May
SCHOOL SCORES			
Total Score	92	93	91
Number of students tested	163	172	170
Percent of total students tested	100%	99%	98%
Number of students excluded	0	1	4
Percent of students excluded	0%	<1%	2%
SUBGROUP SCORES			
1. ASIAN	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A

William H. Crocker Middle School
ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **7** Test: **SAT/9 MATHEMATICS**

Edition/publication year: 9th Edition, Form T Publisher: Harcourt Brace

Number of students in this grade: **170**

Number of students who took the test: **162**

What groups were excluded from testing? None

Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs ___ Scaled scores ___ **Percentiles**

	2001-2002	2000-2001	1999-2000
Testing month	April - May	April - May	April - May
SCHOOL SCORES			
Total Score	91	91	90
Number of students tested	162	171	144
Percent of total students tested	95%	98%	99%
Number of students excluded	8	3	1
Percent of students excluded	5%	2%	1%
SUBGROUP SCORES			
1. ASIAN	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A

William H. Crocker Middle School
ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **8** Test: **SAT/9 MATHEMATICS**

Edition/publication year: 9th Edition, Form T Publisher: Harcourt Brace

Number of students in this grade: **170**

Number of students who took the test: **167**

What groups were excluded from testing? **none**

Why, and how were they assessed? **N/A**

Scores are reported here as (check one): NCEs _____ Scaled scores _____ **Percentiles**

	2001-2002	2000-2001	1999-2000
Testing month	April - May	April - May	April - May
SCHOOL SCORES			
Total Score	88	89	85
Number of students tested	167	138	144
Percent of total students tested	98%	99%	100%
Number of students excluded	3	2	0
Percent of students excluded	2%	1%	0%
SUBGROUP SCORES			
1. ASIAN	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A