

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

Name of Principal Mr. James R. Napolillo (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 360 Baldwin Street (If address is P.O. Box, also include street address)

Morgantown West Virginia 26505-3299 (City) (State) Zip Code+4(9 digits total)

Tel (304) 291-9335 Fax (304) 284-9362

Website/URL http://boe.mono.k12.wv.us/suncrestmiddle/ E-mail jnapolil@access.k12.wv.us

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

(Principal's Signature) Date February 3, 2004

Name of Superintendent* Dr. Michael J. Vetere, Jr (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Monongalia County Schools Tel. (304) 291-9210

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 February 5, 2004

Name of School Board President/Chairperson Mrs. Nancy A. Walker (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(School Board President's/Chairperson's Signature) Date February 5, 2004

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:
- 15 Elementary schools
 - 4 Middle schools
 - 0 Junior high schools
 - 3 High schools
 - Other (Briefly explain)
- 22 TOTAL

2. District Per Pupil Expenditure. \$7,430.50
- Average State Per Pupil Expenditure. \$7,300.03

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.
- 22 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	70	53	123
1				8	75	58	133
2				9			
3				10			
4				11			
5				12			
6	70	65	135	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							391

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>75</u> | % White |
| <u>5</u> | % Black or African American |
| <u>4</u> | % Hispanic or Latino |
| <u>16</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 2.8 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	392
(5)	Subtotal in row (3) divided by total in row (4)	.028
(6)	Amount in row (5) multiplied by 100	2.8

8. Limited English Proficient students in the school: 17 %
66 Total Number Limited English Proficient

Number of languages represented: 21

Specify languages: Arabic, Urdu, Hindi, Spanish, Turkish, Chinese, Bulgarian, French, Russian, Japanese, Taiwanese, Korean, Mandarin, Tamil, Ibo, Flemish, Kontari, Persian, German Kiswahili, and Lithuanian

9. Students eligible for free/reduced-priced meals: 25.8 %
101 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 %
45 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> 3 </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 10 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 25 </u> Specific Learning Disability
<u> 2 </u> Hearing Impairment	<u> 4 </u> Speech or Language Impairment
<u> 1 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </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> 21 </u>	<u> 6 </u>
Special resource teachers/specialists	<u> 7 </u>	<u> 3 </u>
Paraprofessionals	<u> 0 </u>	<u> 0 </u>
Support staff	<u> 9 </u>	<u> 5 </u>
Total number	<u> 39 </u>	<u> 14 </u>

12. Average school student-“classroom teacher” ratio: 13.1

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	95.6%	95.6%	95.2%	86.7%	94.9%
Daily teacher attendance	95.9%	95.6%	95.8%	95.6%	94.4%
Teacher turnover rate	7%	3%	0%	5%	3%
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

Part III - Narrative Snapshot of the School

Suncrest Middle School (SMS) serves grades six through eight and is located in Morgantown, a small city in the rural state of West Virginia. SMS students represent families of diverse socio-economic occupations and backgrounds. Suncrest Middle School's proximity to West Virginia University, ALOSH, NIOSH, NASA, FBI and other federal and medical research facilities creates a multicultural population. Seventeen percent (66/391) of Suncrest's student population is identified as Limited English Proficient (LEP) and represents 21 languages.

Among Suncrest's population of 391 students, 30% receive special services, spanning the spectrum of special education [Learning Disabled (LD), Behavior Disorders (BD), Mentally Impaired (MI), Autistic, Other Health Impaired (OHI), and the academically gifted (TAG)]. This thirty percent number is different from the statistics reported on page 4, #6 because the state of WV includes Behavior Disordered and academically gifted in their special education identification numbers. SMS has 28 full-time staff members and 9 part-time staff members serving our total school population, and a resource and inclusive model is used in delivery of special services.

As a Benedum Professional Development School (PDS) in collaboration with West Virginia University and other PDS schools, Suncrest Middle School is afforded many unique opportunities. This school / university / community partnership excels in working with and the mentoring of preservice teachers, designs and implements quality professional development experiences, and conducts action research that focuses on best practices in education. A major function of SMS as a PDS has been to create a shared vision among its stakeholders. This vision metamorphosed into a strategic plan that has become the cornerstone that guides the overall work and programs of Suncrest.

Within this strategic plan, the mission states that, "our middle school strives to be a **people-building environment for students, staff, families, and community.**" The four themes declare that SMS will create and maintain this "people-building environment" through: (1) **interaction**, assuring that all groups within the school community have the opportunity to communicate and exchange ideas and opinions; (2) **involvement** of students, staff, families and the broader community, acknowledging that all parts of the school community are interdependent and have a role in decision-making; (3) **innovation**, providing technological skills, research base, and global perspective that are needed to become functioning and contributing members of society; and (4) **inviting**, both physically and psychologically.

The child is the true center of the school, and each experience provided is designed to make him/her a successful learner and responsible citizen. Suncrest Middle School maintains a tradition of academic excellence and achievement while serving as a change agent to empower all stakeholders with lessons from the past, a challenging present, and a promising future.

Part IV: #1 Meaning of School's Assessment Results in Reading and Mathematics

For 2002-2003, as in the past, standardized achievement assessment in West Virginia and Suncrest Middle School has consisted of (1) **Stanford Achievement Test (SAT 9)** and (2) **West Virginia Writing Assessment**.

The SAT 9 measures Language Arts with Total Reading (comprehension and vocabulary) and Language (mechanics and usage) subtests. Mathematics is measured by procedures and problem solving subtests. The SAT 9 reports distribute scores in percentiles, and the 50th percentile represents the average score. For example, a score at the 73rd percentile indicates a score that is the same as or higher than 73 % of others taking the test on a given day. The highest possible percentile score is 99 and the lowest is 1. Special Education and Limited English Proficient students are included in all testing according to their Individual Education Plans (IEP). At Suncrest Middle, three students were evaluated using the **West Virginia Alternative Assessment** (a portfolio) consistent with their disabilities.

A review of these test scores over the last three years indicates that student scores were consistently above the state mandated achievement levels. All scores in math, language arts and reading were between the 73rd and 91st percentile.

All 7th grade students at Suncrest Middle participate in a West Virginia Writing Assessment. Within a two hour block of time, students are required to complete an essay in response to a sealed writing prompt. These scores are not reported in percentiles, but on a scale from N to 4, where N equals not enough to evaluate, and 4 equals the highest score. This test is administered to all 7th graders statewide on the same day. During the past three years, 98% of the 7th grade students at Suncrest Middle participated in the Writing Assessment, and 96% of those students (349 out of 366) scored above a 2.0. For the 2002-03 academic year, **98%** of the students scored above the 2.0, surpassing previous scores.

Twenty-five percent of the students at Suncrest Middle annually score between the 97th and 99th percentile in either Verbal or Mathematics on the SAT 9. These students are then invited to participate in the **Johns Hopkins University Center for Talented Youth Program (CTY)**.

A long-term analysis of student performance shows that there has been no significant variation of scores in the above assessments according to the standard error of measurement. This indicates that Suncrest Middle School students consistently attain above-average scores on the standardized achievement measures.

Part IV: #2 Use of Assessment Data to Improve Student and School Performance

Upon receipt of the student assessment results in May, scores are analyzed and then interpreted for students, parents, and teachers with the guidance of the counselor and administrators. The achievement results are used to guide the curriculum and instructional planning for the following academic year. The teachers and administrators at Suncrest Middle work as a school-wide team to implement instructional strategies for a Unified School Improvement Plan.

The school curriculum team studies the results of an annual satisfaction survey administered each spring and meets to formulate the goals for the following year. Using SAT 9 test data and analysis, technology needs assessments, and the strategic plan review, these goals become the cornerstone of our Unified School Improvement Plan and guide the major curriculum focus and themes for the ensuing year.

The planning process continues when grade-level teams of teachers receive SAT 9 item-analysis matrices for both individual students and their individual class periods. The grade level teams identify student strengths and weaknesses, and based on specific class needs, the teachers plan, design, and implement instruction to improve student achievement. Assessment data are further used for reteach components, after-school tutoring referrals, and additional testing for identification of special needs students.

A three year review of the county's curriculum audit reveals that the academic program at Suncrest Middle has continued to grow and develop through the expansion of high rigor courses and services for all students in grade six through eight.

Part IV: #3 Communication of Student Performance to Stakeholders

Assessment data communicated to all Suncrest Middle stakeholders consists of student report cards, county school report cards, writing assessment scores, SAT 9 test results, and ACT Explore scores. The purpose of these results being sent home and posted in numerous school and county publications is to keep all parties informed and involved in the school process. In addition several ceremonies and recognition opportunities are available for students, parents, and community with a few examples being: Awards Day, RSP (Responsible Student Program) Awards, Wall of Honor, Trophy Cases, Golden Horseshoe Award Winners, Academic Games, Math Counts, Multicultural Week, Career Day, Balloon Launch, Greek Week, Pumpkin Drop, etc. These many communication formats are on-going yearly reports and recognitions that showcase and articulate to all SMS stakeholders student performance and achievement.

Our greatest strength in home/community communications is through technology. Specifically all students' grades are posted to a secure passworded website accessible to all students and parents 24-hours-a-day. This highly acclaimed website affords teachers the opportunity to post calendars of due dates, copies of assignments, recommended auxiliary websites and weekly grades. Each teacher website also provides an Email address which encourages school/home communication. In addition, the school has a webpage and sponsors a Technology Exposition to showcase the many facets of technology integration in the curriculum.

Part IV: #4 How the School Will Share Its Successes with Other Schools

Suncrest Middle School is a professional development school that has been recognized for its participation in the Benedum Collaborative. This partnership involves other PreK-12 and higher education institutions by sharing research-based and “best practice” strategies. Suncrest Middle has three National Board Certified teachers, a nationally certified counselor, and many faculty members who receive county, state, and national awards; as a result, the staff are qualified to share their expertise in many capacities.

The Suncrest faculty has and will continue to lead the county and state in the following: organizing extracurricular academic activities, developing and sharing exemplary teaching techniques, posting innovative unit plans on the Internet, pioneering online instruction through EdLine, sharing unique educational experiences through the media and school webpage, and inviting other schools to participate in demonstrations and collaborative classroom activities. The Suncrest faculty reaches out to other teachers and West Virginia University faculty by initiating professional development workshops and teaching and/or assisting with university courses. Suncrest Middle School’s influence and connection to a wider educational community are provided through open computer lab days and opportunities to share our state-of-the-art telecommunications facility. Furthermore, the mentoring of preservice, novice, and veteran educators is an on-going commitment to a brighter future for all learners.

Part V: #1 School's Curriculum Based on High Standards

The West Virginia Content Standards and Objectives (WVCSOs) govern the curriculum content of all content areas and are aligned with the National Standards. Suncrest Middle School students are engaged in a rigorous curriculum including core classes in reading and language arts, math, science, and social studies. Consistent with the WVCSOs, technology is integrated across the curriculum. The curriculum includes five student performance descriptors that are used to assess each content area and to provide the faculty with diagnosis of student and school-wide needs. The consistently high achievement level of Suncrest Middle School students reflects the exemplary standards and expectations set for the students by the school community.

As a part of the school's emphasis on writing across the curriculum, all teachers integrate reading, listening, speaking, spelling, writing and grammar into meaningful and relevant lessons. Writing is assessed in a variety of formal and informal evaluations.

Along with the basic math classes, students at all grade levels can take advanced math classes in the traditional manner or through distance learning. Algebra I, II, and geometry are offered for high school credit. Suncrest is the only middle school that has implemented a compacted math course (covering a two-year course in one) to seventh grade students. Students are selected for the rigorous compacted course, and follow-up studies show that the Suncrest Middle students continue to perform at high academic levels in the high school math courses.

Anecdotal data indicate that science courses at Suncrest Middle School exceed the state mandate of 50% hands-on learning experiences which enhance scientific concept development.

Despite different content foci at each grade level, all social studies classes address citizenship, government, economics, history, geography, and technology objectives.

The foreign language program includes an exploratory class for all 7th grade students, which includes French, German, and Spanish. These languages are also offered for high school credit in the 8th grade.

Visual art is provided to all students and has been cited by the State of West Virginia for two exemplary programs and practices: (1) "Artistic Links to the Community," the permanent art collection and (2) "Linking the World," a cross-curricular program between art and social studies.

All students receive instruction in physical education, music, health, and computer/technology skills. The curriculum at Suncrest Middle School also includes the following elective classes: Choir, Band, Orchestra, BASE Plus, Exploring Technology, Technology Assisted Art, Advanced Team and Individualized Sports, Life Fitness, Yearbook, Digital Literacy, Science Exploratory, Math Analysis, Newspaper, and Multimedia.

Opportunities for students with special needs include remedial classes and enrichment classes. Programs such as The Academically Gifted (TAG), Special Education, basic skills, English as a Second Language (LEP), and remedial reading ensure a quality education for all students.

Part V: #2 English/Language Arts Curriculum + Improving of Reading Skills

The English/Language Arts curriculum at Suncrest Middle is a combination of traditional, alternative, and innovative instruction designed to meet the needs of basic, advanced, and ESL learners. The interdependence of all language processes is emphasized in the instruction of reading, writing, spelling, literature, and vocabulary. With reading and writing across the curriculum as school goals, students are held accountable for employing their language skills in other classes through collaborative and cooperative learning situations. This practice reinforces the importance of how language impacts students' lives. By creating a content rich classroom environment, teachers provide opportunities for total language growth.

Technology is an important component of instructional delivery and motivates students with real-world communication challenges. Software, such as Plato, Enactz, and Reading Counts, implements learning strategies for skill instruction, practice, and application that appeal to multiple intelligences.

The needs of students reading below grade level are addressed through a variety of opportunities. Suncrest's faculty consists of traveling ESL and remedial reading teachers, an in-house reading specialist who is part of the academic teams, and special educators who collaborate, as well as, instruct small groups. Horizontal and vertical teaming allows for cross-curricular modifications, and numerous electives are offered to strengthen metacognitive reading skills and concepts.

Part V: #3 Other Curriculum Area + Relationship to Essential Skills and Knowledge

At Suncrest Middle School, technology integration is a vital curriculum area. One of the four major themes within the school's strategic plan is to be innovative. The plan states, "Through innovation Suncrest Middle School seeks to provide the technological skills, research base, and global perspective needed to be functioning and contributing members of society." The technology curriculum assists in providing students with the essential skills and knowledge for becoming problem solvers, critical thinkers, effective communicators and collaborators, and life-long learners living as moral and ethical citizens.

A variety of educational technology software, content-specific tools, and simulations are used across all disciplines to facilitate student achievement. Teachers plan, design, implement, and assess instruction using appropriate technologies to maximize student learning. Students collaborate with peers, experts, and others through telecommunications as they design, develop, publish, and present products. Learners research and evaluate electronic sources concerning real-world problems and use appropriate technology tools to accomplish a variety of tasks and solve problems. Suncrest teachers use technology to enhance professional practice and to support ongoing professional development. This exemplary practice models teachers as life-long learners for students.

Our mission states that, "A People-Building Environment improves the quality of life for each individual member of the school community and ultimately society as a whole. Suncrest Middle School believes that a People-Building Environment will meet the present and future needs of our changing and shrinking global world."

Part V: #4 Instructional Methods the School Uses To Improve Student Learning

Teachers use daily academic teaming to tailor instruction that actively engages student learning and addresses various learning styles. Suncrest Middle focuses on providing integrated instruction through multiple learning strategies which include: writing to learn, thematic units, modeling, discovery learning, role-playing, cooperative learning groups, multi-sensory learning activities, reteach opportunities, use of peer tutors, and project-based discovery learning. Continuous support of reading at the middle school level is enhanced by a variety of reading strategies including literature circles, sustained silent reading, shared reading, digital literacy, and word mapping. A reading specialist addresses specific skills with targeted groups that have special needs.

Technology plays an important role in the implementation of all learning strategies. The use of state of the art computer labs and devices such as handheld computers and document cams assists teachers in presenting lessons effectively. Several computer-based programs are also available to provide enhanced and remedial instruction, along with an after-school program, Kaleidoscope.

Additionally, Suncrest Middle teachers differentiate instruction through collaborative teaching and modifications. When modifications are deemed necessary, they are determined by the Student Assistance Team (SAT) and Individualized Educational Plan (IEP) processes which include parental involvement.

Part V: #5 Professional Development Program and Improving Student Achievement

Suncrest Middle School believes that professional development is an integral part of the middle school philosophy and the learning process. This philosophy fosters commitment and not compliance, and this ownership is achieved when the faculty is empowered to assess and design site-specific professional development. Suncrest Middle is a community of “teachers as leaders” engaged in county, state, and national initiatives as both participants and presenters. Suncrest promotes risk-taking in the areas of curriculum and instruction, which evolves from continual review, and reflects the school’s vision of being a People-Building Environment.

Professional development is used to pilot changes in classroom practices and thus improves student learning and achievement. This is accomplished through prioritization of school-wide goals, survey and assessment data, curriculum team meetings, collaborative strategic planning, and the integration of cutting-edge technology. Site-based goals include cognitive (knowledge + understanding), psychomotor (skills + behaviors) and affective (attitudes + beliefs), and finally the cycle is complete with changes in teachers’ attitudes and beliefs.

In 2003-04, Suncrest made a school-wide commitment to integrate writing, vertical teaming, and curriculum articulation. This commitment is viewed as a long-term process that welcomes and values the modification of classroom practices to enhance the learning of all. Suncrest Middle School recognizes, celebrates, and honors successes in many ways, but most of all in student accomplishments.

Part VII – ASSESSMENT RESULTS

Grade: 8th Test: Stanford Achievement Test 9

Edition/publication year: 9th Edition – 1996 Publisher: Harcourt-Brace & Company

No groups excluded.

Scores are reported as: NCE _____ Scaled scores _____ Percentiles X .

Testing Year/Month	2002-03 April	2001-02 April	2000-01 April
Total Reading Percentile	74	76	76
Number Tested	134	139	133
Percent of total tested	100	99.86	99.25
Number excluded	0	0	0
Total Math Percentile	88	88	83
Number Tested	134	139	133
Percent of total tested	100	99.86	99.25
Number excluded	0	0	0
Total Language Percentile	81	82	81
Number Tested	134	139	133
Percent of total tested	100	99.86	99.25
Number excluded	0	0	0

Part VII – ASSESSMENT RESULTS

Grade: 7th Test: Stanford Achievement Test 9

Edition/publication year: 9th Edition – 1996 Publisher: Harcourt-Brace & Company

What groups were excluded from the testing? Why, and how were they assessed?
 Students identified in their special education Individual Education Plan to participate in the WV Alternative Assessment were the only exclusions from testing.

Scores are reported as: NCE _____ Scaled scores _____ Percentiles X .

Testing Year/Month	2002-03 April	2001-02 April	2000-01 April
Total Reading Percentile	80	77	73
Number Tested	126	142	140
Percent of total tested	100	99.7	99.8
Number excluded	3	3	3
Total Math Percentile	91	84	79
Number Tested	126	142	140
Percent of total tested	100	99.7	99.8
Number excluded	3	3	3
Total Language Percentile	83	82	77
Number Tested	126	142	140
Percent of total tested	100	99.7	99.8
Number excluded	3	3	3

Part VII – ASSESSMENT RESULTS

Grade: 6th Test: Stanford Achievement Test 9

Edition/publication year: 9th Edition – 1996 Publisher: Harcourt-Brace & Company

No groups excluded.

Scores are reported as: NCE _____ Scaled scores _____ Percentiles X .

Testing Year/Month	2002-03 April	2001-02 April	2000-01 April
Total Reading Percentile	82	81	82
Number Tested	130	125	135
Percent of total tested	100	99.2	99.3
Number excluded	0	0	0
Total Math Percentile	88	87	87
Number Tested	130	125	135
Percent of total tested	100	99.2	99.3
Number excluded	0	0	0
Total Language Percentile	84	82	81
Number Tested	130	125	135
Percent of total tested	100	99.2	99.3
Number excluded	0	0	0

**Assessments Referenced Against National Norms
Students of Free/Reduced Lunch**

Test: Stanford Achievement Test (SAT-9)
Publisher: Harcourt-Brace

Scores reported as Percentiles
Edition/Publication year 1995-1996

Grade 6	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
School Scores			
Total Reading	82	81	76
Total Math	88	87	82
Number of students tested/Percentage	110/100%	102/99.7%	126/99.25%
Number of students excluded*	0	3	0
Reading			
Scores for students eligible for free/reduced meals	58	68	52
Scores for students not eligible for free/reduced meals	89	85	85
Math			
Scores for students eligible for free/reduced meals	64	77	68
Scores for students not eligible for free/reduced meals	95	90	92
Grade 7	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
School Scores			
Total Reading	80	77	73
Total Math	91	84	79
Number of students tested/Percentage	109/100%	125/100%	140/100%
Number of students excluded*	3	0	0
Reading			
Scores for students eligible for free/reduced meals	56	55	43
Scores for students not eligible for free/reduced meals	90	81	78
Math			
Scores for students eligible for free/reduced meals	64	58	40
Scores for students not eligible for free/reduced meals	97	90	86
Grade 8	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
School Scores			
Total Reading	76	76	74
Total Math	88	88	83
Number of students tested/Percentage	126/100%	125/100%	124/100%
Number of students excluded	0	0	0
Reading			
Scores for students eligible for free/reduced meals	55	45	48
Scores for students not eligible for free/reduced meals	81	82	78
Math			
Scores for students eligible for free/reduced meals	69	47	47
Scores for students not eligible for free/reduced meals	92	95	88

* Excluded students took an alternative test as required by the WV Department of Education in accordance with their Individual Education Plan (IEP)

**Assessments Referenced Against National Norms
Language English Proficient (LEP)**

Test: Stanford Achievement Test (SAT-9)
Publisher: Harcourt-Brace

Scores reported as Percentiles
Edition/Publication year 1995-1996

Grade 6	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
School Scores			
Total Reading	82	81	76
Total Math	88	87	82
Number of students tested/Percentage	110/100%	102/99.7%	126/99.25%
Number of students excluded*	0	3	0
Reading			
Scores for LEP students	75	82	77
Scores for non-LEP students	83	81	76
Math			
Scores for LEP students	91	93	92
Scores for non-LEP students	88	86	81
Grade 7	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
School Scores			
Total Reading	80	77	73
Total Math	91	84	79
Number of students tested/Percentage	109/100%	125/100%	140/100%
Number of students excluded*	3	0	0
Reading			
Scores for LEP students	71	75	76
Scores for non-LEP students	82	77	73
Math			
Scores for LEP students	95	92	83
Scores for non-LEP students	90	83	79
Grade 8	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
School Scores			
Total Reading	76	76	74
Total Math	88	88	83
Number of students tested/Percentage	126/100%	125/100%	124/100%
Number of students excluded	0	0	0
Reading			
Scores for LEP students	73	78	87
Scores for non-LEP students	77	76	72
Math			
Scores for LEP students	94	91	90
Scores for non-LEP students	87	88	82

* Excluded students took an alternative test as required by the WV Department of Education in accordance with their Individual Education Plan (IEP)