

# 2006-2007 No Child Left Behind – Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  K-12  Charter

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

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

School Mailing Address P.O. Box 470 Route 10  
(If address is P.O. Box, also include street address)  
Pineville WV 24874-0470  
City State Zip Code + 4 (9 digits total)

County Wyoming State School Code Number\* 98303

Telephone (304) 732-6442 Fax (304) 732-6737

Web site/URL http://pms.wyom.k12.wv.us E-mail dcline@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 it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Frank L. Blackwell  
(Specify: Ms., Miss., Mrs., Dr., Mr., Other)

District Name Wyoming County Schools Tel. (304) 732-6262

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 \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board Mr. Morgan K. "Mike" Davis  
President/Chairperson \_\_\_\_\_  
(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.

\_\_\_\_\_  
Date \_\_\_\_\_  
(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**

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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

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All data are the most recent year available.

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

1. Number of schools in the district:
- |    |                     |
|----|---------------------|
| 8  | Elementary Schools  |
| 3  | Junior High Schools |
| 0  | Middle Schools      |
| 2  | High Schools        |
| 1  | Other               |
| 14 | TOTAL               |
2. District Per Pupil Expenditure: 8,879
- Average State Per Pupil Expenditure: 3,608

**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 his/her position at this school?
- 5 If less than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade  | # of Males | # of Females | Grade Total |  | Grade | # of Males | # of Females | Grand Total |
|--|------------|--------------|-------------|--|-------|------------|--------------|-------------|
| PreK   |            |              |             |  | 7     | 37         | 23           | 60          |
| K  |            |              |             |  | 8     | 29         | 32           | 61          |
| 1  |            |              |             |  | 9     |            |              |             |
| 2  |            |              |             |  | 10    |            |              |             |
| 3  |            |              |             |  | 11    |            |              |             |
| 4  |            |              |             |  | 12    |            |              |             |
| 5  | 48         | 22           | 70          |  | Other |            |              |             |
| 6  | 35         | 25           | 60          |  |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b> |            |              |             |  |       |            |              | <b>251</b>  |

|   |             |                                |
|---|-------------|--------------------------------|
| 6. Racial/ethnic composition of the school. | 99%         | White                          |
|   | <u>.5%</u>  | Black or African American      |
|   | <u>0%</u>   | Hispanic or Latino             |
|   | <u>0%</u>   | Asian/Pacific Islander         |
|   | <u>.5%</u>  | American Indian/Alaskan Native |
|   | <b>100%</b> | <b>Total</b>                   |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year. 4%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

|     |   |     |
|-----|---|-----|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year   | 7   |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year | 4   |
| (3) | Total of all transferred students [sum of rows (1) and (2)]   | 11  |
| (4) | Total number of students in the school as of October 1  | 251 |
| (5) | Total transferred students in row (3) divided by total students in row (4)                          | .04 |
| (6) | Amount in row (5) multiplied by 100   | 4   |

8. Limited English Proficient students in the school: 0% Total Number Limited English Proficient  
0

Number of languages represented: 0  
Specify Languages:

9. Students eligible for free/reduced-priced meals: 63%  
Total number of students who qualify: 159

If this method does not produce an 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 you chose it, and explain how you arrived at this estimate.

10. Students receiving special education services:

$$\frac{16\%}{39}$$
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Improvement Act. Do not add additional categories.

|           |                       |           |                                       |
|-----------|-----------------------|-----------|---------------------------------------|
| <u>0</u>  | Autism                | <u>0</u>  | Orthopedic Impairment                 |
| <u>0</u>  | Deafness              | <u>1</u>  | Other Health Impaired                 |
| <u>0</u>  | Deaf-Blindness        | <u>17</u> | Specific Learning Disability          |
| <u>0</u>  | Emotional Disturbance | <u>3</u>  | Speech or Language Impairment         |
| <u>0</u>  | Hearing Impairment    | <u>0</u>  | Traumatic Brain Injury                |
| <u>17</u> | Mental Retardation    | <u>1</u>  | Visual Impairment Including Blindness |
| <u>0</u>  | Multiple Disabilities |           |                                       |

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

|  | <b>Number of Staff</b>  |                         |
|--|-------------------------|-------------------------|
|  | <b><u>Full-Time</u></b> | <b><u>Part-Time</u></b> |
| Administrator(s)                       | <u>1</u>                | <u>0</u>                |
| Classroom Teachers                     | <u>16</u>               | <u>3</u>                |
| Special Resources Teachers/Specialists | <u>1</u>                | <u>3</u>                |
| Paraprofessionals                      | <u>1</u>                | <u>0</u>                |
| Support Staff                          | <u>6</u>                | <u>0</u>                |
| <b>Total Number</b>                    | <b><u>25</u></b>        | <b><u>6</u></b>         |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1
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. Also explain a high teacher turnover rate.

|                          | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96%       | 95%       | 95%       | 96%       | 94%       |
| Daily teacher attendance | 94%       | 93%       | 90%       | 90%       | 93%       |

|                                    |    |    |    |    |    |
|------------------------------------|----|----|----|----|----|
| Teacher turnover rate              | 4% | 4% | 4% | 4% | 4% |
| Student dropout rate (middle/high) | 1% | 1% | 1% | 1% | 1% |

## **PART III - SUMMARY**

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Many people search for a pot of gold. The staff and students at Pineville Middle School feel that our school is that pot of gold. Pineville Middle School is a school where students, faculty, and staff feel safe and secure in a caring environment. All students are helped to develop the 21<sup>st</sup> Century skills necessary to become productive members of the community.

Pineville Middle was created in 1998 following Wyoming County's consolidation of four high schools. Grades 5 and 6 from Pineville Riverside School, grades 7 and 8 from Pineville Junior High, and grades 5 through 8 from Glen Rogers Grade School merged to form Pineville Middle School.

The school is nestled in the coalfields of southern West Virginia at the confluence of Pinnacle Creek and the Guyandotte River. Pineville Middle serves students from the Raleigh and McDowell County borders to small towns in the central portion of Wyoming County. Some students travel by bus on narrow winding roads 45 minutes to reach school; while others are able to walk to school. The school's enrollment of 251 students includes 63 percent of a population eligible for free/reduced lunch. The high poverty level of Pineville Middle and Wyoming County is a direct result of an ever decreasing coal industry. Yet, Pineville Middle School holds a pot of gold.

Pineville Middle School's student population represents a diverse group while holding many core beliefs. Some students live on farms and tend livestock each morning. Others hunt, fish, trap, harvest ginseng, or ride four-wheelers as a hobby. Still other students come from less rural backgrounds where children play video games, are adept on a computer, ski, play tennis, and golf. However, in the classroom, this diversity often goes unnoticed as teachers and staff value and polish each nugget of gold.

Teachers and staff at Pineville Middle fully appreciate every gold nugget entrusted to the school's care. Twenty-four from a staff of 25 full time teachers are from Wyoming County. Thirteen teachers are from the town of Pineville. The faculty at the school recognizes the need for students to be encouraged and understand the importance of education. Educators at PMS have witnessed the coal boom and bust, and realize the good life most often begins with a solid education.

Pineville Middle has been successful in the endeavor to meet the educational needs of each child. WESTEST scores for 2006 indicate 88% at the mastery or above performance level in reading/language arts, with 75% proficient in mathematics. The low socioeconomic subgroup scored 85% proficient in reading/language arts and 67% in mathematics.

The school's students with disabilities present the staff an area of opportunity. This group scored 47% proficient in reading/language arts and 19% proficient in mathematics. Realizing the need to close the achievement gap, PMS implemented co-teaching in our science, social studies, and math classes. The special education staff is also collaborating with general education teachers to utilize strategies to meet the needs of each student, so they all are able to shine.

Character is measured by many means. At Pineville Middle the faculty and staff are unified in working to foster an environment where cooperation and respect are part of the school culture. Students of the month are often chosen based on a student's positive attitude and academic effort. Teachers send students to the office with a *positive* administrative referral, where students are praised for positive behavior and the principal calls parents to share the praise. PMS students are rewarded for being the best they can be. Pineville Middle helps its nuggets shine.

Bulletin boards are also used as a means of encouraging students to shine in their individual talent. Math field day winners, accelerated reading top readers, students of the month, brain trust and honor roll students, and birthdays are displayed throughout the building. The faculty and staff are proud of the achievements of students, and share this pride with others.

Pineville Middle School's mission is to provide a safe and caring environment where students can best develop the skills and character necessary to become productive members of their community. This achievement of this mission will help each Pineville Middle student find his or her pot of gold.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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## **1. Assessment Results:**

Prior to 2003, West Virginia used Stanford Achievement Test 9 to evaluate student performance. This was a norm referenced test that compared student performance with national and state norms. Students scoring in the third and fourth quartiles were considered to have met West Virginia standards. The percent of students scoring in the third and fourth quartiles in both reading and mathematics increased from 2002 to 2003 in grades 5 and 8, with a slight decrease in grades 6 and 7. Low Socioeconomic subgroup scores on the Stanford Achievement Test 9 show an increase in the percent of students scoring in the third and fourth quartile at grades 5-8 in total basic skills from 42% in 2002 to 47% in 2003.

The percent of students scoring in the third and fourth quartiles for the Special Education subgroup decreased from 21% in 2002 to 15% in 2003.

Beginning with the 2003-2004 school term West Virginia began using the West Virginia Educational Standards Test (WESTEST). This criterion referenced test is used to assess student mastery of the West Virginia Content Standards and Objectives (WV CSOs) in reading/language arts, mathematics, science, and social studies. Results are disaggregated by grade level, subject area, and subgroup, which include gender, race/ethnicity, low socioeconomic status, and students with disabilities.

Levels of performance on WESTEST are distinguished, above mastery, mastery, partial mastery, and novice. Students scoring at mastery, above mastery, or distinguished meet federal standards of proficiency.

At Pineville Middle School the percent of all students at mastery or above has increased each year in reading/language arts and mathematics with 75% proficient in mathematics and 88% proficient in reading/language arts for 2006.

Low socioeconomic subgroup scores appear to be consistent in relation to all students with Low SES scoring slightly lower in both reading/language arts at 85% and mathematics at 67%.

There is a disparity between all students and the students with disabilities subgroup with 47% proficient in reading/language arts and 19% proficient in mathematics. This subgroup total number of students tested was less than 50; therefore, the scores are not used in determining AYP.

This data can be viewed at <http://wvde.state.wv.us>. Please note that the scores on this site for 2003-2004 are different from the scores on our data tables in this application. The May 2004 scores were invalid because of an error by CTB McGraw Hill. Many of the tests from Pineville Middle School were destroyed before being scored; therefore, the May scores do not represent the full student body at PMS. We chose to use the scores from the retest in December because they are more representative of the total student body.

The West Virginia Writing Assessment is given each year to all seventh grade students as one part of the state assessment program. The purpose of this test is to assess a student's ability on the following writing skills: organization, development, sentence structure, word choice, and language mechanics. For the past five years Pineville Middle School students have matched or exceeded the state average with 90% at or above mastery in 2005 and 75% in 2006.

## **2. Using Assessment Results:**

The use of assessment data to improve student and school performance is an on-going process at Pineville Middle School. Prior to the beginning of each school year the staff of PMS meets to analyze WESTEST and Writing Assessment data in order to identify areas that need improvement and to identify

grade levels, subject areas, and subgroup patterns of success. A curriculum is then designed to address areas of weakness and to help students master the West Virginia Content Standards and Objectives (WV CSOs). In addition, basic skills (reteach and review) classes are implemented at each grade level to assist students in mastering the core curriculum.

Throughout the year, after school and Saturday sessions are used to allow teachers to further analyze test data and to develop plans to help students succeed in mastering the WV CSOs as measured by WESTEST.

In the fall each teacher uses the WESTEST item analysis in his or her specific classes to determine which content standards and objectives need improvement. This process allows teachers to tailor instructional strategies that will address the needs of all students and to structure individual classes for increased student performance on the WV CSOs. At this time teachers also analyze individual student's strengths and weaknesses and identify at-risk students.

As the year progresses, individual students take ownership of WESTEST data. Each student, with teacher assistance, develops a profile that allows him or her to identify strengths and weaknesses. Students then set goals to achieve or exceed mastery on the WV CSOs. In addition eighth grade students analyze ACT Explore results each fall.

During each grading period Wyoming County provides Benchmark tests designed to help students evaluate success with a prioritized curriculum in reading/language arts and mathematics. Students also use these results to measure growth on the WV CSOs.

Analysis of test data is also used to design programs outside the school day such as after school tutoring programs, Title 1 parent involvement activities, and professional development sessions.

### **3. Communicating Assessment Results:**

Assessment is an on-going process at Pineville Middle School. However, before assessment data can be successfully utilized, the data must be communicated to students, parents, and the community. Our school uses a variety of techniques to fulfill this goal.

Prior to the opening of school each year we hold Open House. Students and parents are provided the student's schedule and given an opportunity to conference with teachers. Parents and students are provided relevant information necessary for a successful year, including classroom rules, list of required materials, and expectations for the upcoming year.

Shortly after the opening of each school term, our guidance counselor meets with students to provide WESTEST scores and an explanation of performance indicators. Parents are then mailed a copy of the test results, which also includes an explanation of how to interpret their child's scores. Classroom teachers later meet with students to identify individual strengths and weaknesses. Each student then develops an individual action plan to improve his or her scores. These action plans are also mailed home to parents.

Progress reports are completed by classroom teachers and sent home to parents four and one half weeks into each quarter. Within a week of progress reports being sent home, a Parent-Teacher Conference is held after school. Parents are notified via letters sent home, individual requests for conferencing on the progress report, and an ad on our local cable company. Grade cards are then sent home at the end of each quarter.

Parents of students with disabilities attend annual IEP meetings and triennial re-evaluation meetings. Parents are provided testing data, strengths and weaknesses of their child, and modifications needed to close the achievement gap for the student.

Pineville Middle School is proud of all student accomplishments, and eager to share this pride with the community. A list of brain trust and honor roll students is submitted to the local newspapers. In addition, photographs of our student of the month, accelerated reading top readers, students who participate in county contests such as math field day, the county level spelling bee, and Golden Horseshoe

participants are submitted to the local media.

Bulletin boards are displayed throughout our school featuring student achievements. These displays feature pictures of our student of the month, accelerated reading top scorers, and names of students who have won special recognition in county sponsored contests.

Some communication methods are more personal. Post cards or phone calls to parents emphasizing a student's positive demeanor, improvement in a particular class, or simply thanking a parent for raising such a well-mannered "joy to teach" child are used to share good news about students. Teachers also complete positive administrative referral forms that are given to our principal. The principal calls the student to the office and contacts the parents to share the positive remarks from the teacher.

At the end of the school year Pineville Middle hosts an awards assembly honoring students' successes. Students are provided certificates for accomplishment in the classroom. Special recognition is provided to students participating in county wide contests, and attendance is rewarded.

#### **4. Sharing Success:**

Teachers at Pineville Middle School are proud to share successes with other schools, and use a variety of methods to do so.

Summer in-service training affords the faculty opportunities to share. Science teachers attended a week long, county-wide Science Academy. Teachers met with other middle school and high school science teachers from each school in Wyoming County to identify best instructional practices, ways to implement labs and simple experiments, as well as identify materials needed to provide the best instruction to each child.

Reading/language arts and mathematics teachers from Pineville Middle School were chosen to design and revise prioritization and curriculum mapping to be used throughout the county. These teachers were given the opportunity to share their expertise and best practices with teachers from other schools, as well as the central office staff. Teachers then provided in-service training to explain the mapping.

Teachers from Pineville Middle participate in state-wide mathematics and reading conferences. Again, teachers express methods and strategies which yield the most learning in each forum. Teachers have also attended a dual county co-teaching training to share accomplishments and develop methods to meet the needs of all children.

Pineville Middle School is fortunate to have teachers that develop and present at county in-service training sessions. The expertise of these individuals is then given a platform to share strategies and methods to best meet the needs of students throughout Wyoming County. PMS teachers are represented on the county textbook adoption committee. Teachers discuss our school's successes in an informal arena where sharing is valued.

One of the most far reaching methods of sharing our successes with other schools is the local media. Pineville Middle School submits information to the local newspapers as well as the county supplement to the regional newspaper.

The internet is another means of sharing success. The Pineville Middle School web site, <http://pms.wyom.k12.wv.us>, features accomplishments as a school and of individual students. Teachers participate in class home pages which highlight positive issues in individual classrooms.

# PART V – CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

The curriculum at Pineville Middle School is designed with one goal in mind, to reach higher. It is a rigorous curriculum designed each year to help students master the Content Standards and Objectives set forth by the state of West Virginia (WV CSOs). In order to have highly qualified teachers in all areas of our curriculum we have chosen to deliver instruction in a departmentalized setting. Although we have a set schedule, flexibility and modification in the schedule is quite common when specific curricular programs require more time.

All teachers at PMS set high expectations for their students and design their classroom instruction using high yield practices from the *West Virginia Department of Education Framework for High Performing School System* at <http://wvachievers.k12.wv.us>. A few of these strategies include frequent and ongoing assessment, maximum instructional time with students actively involved, cooperative learning, vocabulary and reading strategies taught across the curriculum, incorporation of technology, emphasis on writing across the curriculum, and collaborative and team teaching.

Beginning in 2004, Wyoming County implemented the use of curriculum mapping in reading, English, math, and science. Teachers from Pineville Middle School helped develop these curriculum maps and corresponding benchmark tests and were instrumental in their adoption throughout the county.

Pineville Middle School's reading curriculum will be described in detail in section 2.

English, spelling, and writing application classes are designed to assist all students in mastering the WV CSOs with special emphasis on preparing students for the WV Writing Assessment. Varied instructional strategies, technology, and a wide variety of materials are used in these classes to meet the needs of all students

Science, mathematics, and social studies classes use prioritized instruction based on WV CSOs as well. Specific target areas are developed to help all students master the curriculum. Throughout these classes, reading methodologies including pre-teaching vocabulary, the use of charts, graphic organizers, and study guides are used to increase subject comprehension and improve overall reading skills. Students are actively involved with hands on activities, math manipulatives, and technology whenever possible. Collaborative or team teaching is also used to enhance instructional strategies and meet the needs of all students.

Basic skills classes are implemented each term to allow reteach and review and to target specific students or groups needing additional instruction in meeting WV CSOs. These basic skills classes also give teachers the opportunity to enrich the curriculum for more advanced students as well with extra time for drama, band, and preparation for county and state incentive programs such as Golden Horseshoe (WV History Honors Test), math field day, spelling bee, Conservation Public Speaking Contest, and the Young Writers Contest.

At Pineville Middle School art, instrumental and choral music, keyboarding, physical education, and health are offered to all students on a rotating basis. All classes are designed to meet the requirements set forth by the state of West Virginia. The art classes at PMS often enter and win county art contests and students are encouraged to be actively engaged in art projects. The music classes collaborate with music classes from the high school and perform to a large audience of students and parents each December in a very successful music production.

Foreign language (Spanish) is offered to all seventh grade students at Pineville Middle School for one semester as an exploratory class. Spanish is offered as part of the core curriculum at the eighth grade level. Students who successfully complete this eighth grade class receive high school credit for Spanish I.

The curriculum development process is an on-going endeavor that is crucial to the development and academic success of every student.

## **2. Reading/ Language Arts:**

Reading instruction at grade 5 is a continuation of the developmental reading program in grades K-5 in Wyoming County. Pineville Middle School's grade 5 Reading Program uses a standards based model that incorporates a variety of instructional methods. The program has a reading skill focus with each lesson and emphasizes vocabulary development, writing, reference skills, map skills, and research.

In grades 6-8, Pineville Middle School uses a prioritized standards based curriculum in both reading and English. Beginning in 2004, Wyoming County implemented curriculum mapping in grades 6-10 that allows teachers to align the reading program with the West Virginia Content Standard and Objectives (WV CSOs). Teachers have chosen to meet these objectives with a literature based approach to teaching reading. With a literature based approach to reading, students are exposed to a variety of authors and literary genre including poems, short stories, essays, biographical sketches, interview, and many more. Good literature allows students to explore who they are, to understand their hopes and fears, to find their interests, and to see the world through the eyes of another. In order for instruction to take place, students must become involved in what they read. Instruction focuses on vocabulary development, writing skills, reading strategies, and higher order thinking skills needed to comprehend, interpret, and analyze each selection. The curriculum is designed to meet the needs of all students with strategies for different learning styles. A few of these strategies include: pre-teaching activities, graphic organizers, listening, speaking and viewing activities, written response exercises, and various assessment tools.

Although students who read below grade level receive instruction at grade level, this program also provides lessons with specialized reading selections for reaching struggling readers. These lessons also help teach students the strategies needed to develop good reading skills. In addition, the *My Reading Coach* program, which targets students with the greatest need in reading, is utilized. This system is phonetic and individualized for each student.

Pineville Middle School's reading program goes beyond the textbook with the incorporation of novel units, the Accelerated Reading Program, and the use of technology. Technology is an integral part of our reading program. Two computer labs and classroom computers allow teachers to provide instruction beyond the classroom. The *Compass Learning* computer program allows teachers to select lessons that reteach, review, and expand on the WV CSOs.

In order to have highly qualified teachers in all classes, reading, English, spelling, and writing are taught in a departmentalized setting at Pineville Middle School with reading strategies and writing skills a major emphasis across all areas of the curriculum.

## **3. Additional Curriculum Area:**

One component of Pineville Middle School's Mission Statement is to help students develop the skills necessary to become productive members of their communities. This is a vital mission for all teachers and students at PMS. With this charge in mind, Pineville Middle has a deliberate focus on math instruction not only within math classes, but extending across the curriculum. Math skills are valued and emphasized in any possible area and learning situation.

Math instruction at Pineville Middle School is a blend of traditional and non-traditional methods. Co-teaching and collaborative teaching are utilized to provide a strong and supportive instructional environment. Students are provided with learning opportunities in exploration activities that ask students to justify math processes, such as formulas, in addition to the use of the process. Practical application of math principles is encouraged and fostered in a variety of activities. The use of hands-on manipulatives provides students with tactile and visual experiences in math. Lessons that are specifically designed to use writing in math ask students to express math concepts orally and to process the concepts in another modality.

Cooperative learning and the use of real world situations as models are methods that challenge students to work together to use math skills in a practical sense. Working within groups to learn complex problem solving techniques is a vital skill for today's math students.

The use of technology to enhance math instruction is used. Internet websites that are provided through the textbooks are resources that offer a variety of learning experiences. Basic skills classes, with focus solely on mathematics, are provided to each student throughout the school year. The math curriculum at Pineville Middle School is standards based and is crucial in helping students attain skills that will enable them to become productive community members.

#### **4. Instructional Methods:**

Pineville Middle School utilizes a variety of instructional methods to enhance student learning. The instructional methods used at Pineville Middle School are chosen based on data analysis and a standards-based curriculum. One method is the basic skills instruction program that is given to every student, every day. Basic skills classes are designed so that each teacher has a specific and data driven focus area of instruction. Students receive basic skills instruction in math, reading, language arts, and writing at each grade level every day. Students rotate among these basic skills classes periodically throughout the school year. In addition, all students participate in the Accelerated Reading Program that holds students accountable for reading experience and comprehension.

Differentiated instruction was researched through Title 1 Study Group meetings and is now being utilized in classrooms. The tailoring of instruction to individually meet student learning needs, is an instructional method that is used to enhance our students' learning experience. Co-teaching and collaborative teaching is another method used in classrooms to maximize student learning. Teachers have co-planning time and are committed to the positive effect that this method has on learning.

Reading instruction also utilizes the *Language!* and the *My Reading Coach* Programs. *Language!* is a phonetically based kinesthetic reading program and *My Reading Coach* is a computer based program for individualized reading instruction. These programs are used to reach beyond the general curriculum to help students.

Technology is used in a variety of circumstances to enhance learning. Classroom computers, data projectors, whiteboards, virtual labs, computer labs, and the Internet are used as tools to facilitate student learning. There is an emphasis on integrating technology into the instructional process. Also, hands-on activities are used to further learning. Teachers are supplied with supplementary materials across the curriculum for hands-on learning experiences for students.

Writing across the curriculum is also used as a teaching method. Students are provided writing opportunities, accompanied by teacher response, in every class at least one time per week. After school tutoring is another method of instruction that is made available to any student. Tutoring focuses on reading, language arts, and math and offers extra and individualized instruction to students. The scope and sequence of instructional methods used at Pineville Middle School is varied and always focused on student needs.

#### **5. Professional Development:**

The professional development program at Pineville Middle School is a continuous process that has a direct impact on student achievement.

Wyoming County and Pineville Middle School have a professional and staff development program that is centered on student achievement and success. The process is year-round and is a constant source of information and standards based curriculum development. Professional development begins during the summer months with workshops and presentations and continues through the opening of school. In addition, throughout the school year there are further opportunities to explore instructional methods, curriculum materials, and the use of technology to enhance student learning and success.

Pineville Middle School's faculty fully utilizes professional development opportunities made available by the county and goes beyond these sessions into school-based professional development that is specific to the needs and patterns of our students. Before school begins, a faculty orientation is held to review successes and needs for improvement from the previous year. Also, the school vision and mission statements are reviewed and revised. The faculty and administration work together to set goals for school improvement for the school year. This sharing of ideas and information is essential for the climate and tone of collaboration that is prevalent at Pineville Middle.

Next, WESTEST scores are disaggregated and analyzed for strengths and weaknesses. The faculty meets in horizontal and vertical patterns (grade level and departmental) on a regular basis to set goals and establish an overall plan to address the needs of our students. All curriculum plans and decisions are data driven and are tailored toward facilitating student achievement.

Throughout the fall at least two additional WESTEST meetings are held to further analyze data and to plan a curriculum that will improve student achievement. Instructional Support and Enhancement days are used to research and learn about curriculum advancements and are used as planning and collaboration opportunities. The principal provides outside research materials and readings to the faculty on a regular basis to support the efforts of our learning community. The Title 1 program provides support for Study Group meetings that address various subjects, such as differentiated instruction. Guest presenters are used as a resource to facilitate staff development sessions. Faculty members attend state and national conferences that perpetuate highly effective teaching. With a constant focus on student achievement, the professional development process continues throughout the school year.

Professional development is a priority at Pineville Middle School. The principal, faculty and the support staff recognize, proactively seek, and create opportunities for improvement individually and as a school.

# PART VII - ASSESSMENT RESULTS

2006-2007 NCLB-Blue Ribbon Schools Program

## State Criterion-Referenced Tests (WESTEST)

Subject: Mathematics      Grade: 5      Test: West Virginia Educational Standards Tests

Edition/Publication Year: 1997      Publisher: CTB/McGraw-Hill

\*\*

|  | 2005-2006 | 2004-2005 | 2003-2004    |
|--|-----------|-----------|--------------|
| Testing Month                            | May       | May       | December 04* |
| <b>SCHOOL SCORES</b>                     |           |           |              |
| % At or Above Mastery                    | 70        | 70        | 59           |
| % Above Mastery or Distinguished         | 18        | 11        | 8            |
| Number of students tested                | 63        | 63        | 64           |
| Percent of total students tested         | 100       | 100       | 100          |
| Number of students alternatively tested  | 0         | 0         | 0            |
| Percent of students alternatively tested | 0         | 0         | 0            |
| <b>SUBGROUP SCORES</b>                   |           |           |              |
| 1. Economically Disadvantaged            |           |           |              |
| % At or Above Mastery                    | 64        | 65        | 59           |
| % Above Mastery or Distinguished         | 14        | 6         | 7            |
| Number of students tested                | 36        | 48        | 46           |
| 2. Students with Disabilities            |           |           |              |
| % At or Above Mastery                    | 40        | N/A <10   | N/A <10      |
| % Above Mastery or Distinguished         | 10        | N/A <10   | N/A <10      |
| Number of students tested                | 10        | <10       | <10          |

\*Due to CTB McGraw Hill Error test scores were not complete for May 2003, so students were retested in December 2004.

\*\* WESTEST (Criterion Reference) has only been given for three years. Prior to that (SAT) Standard Achievement Test (Norm Reference) was given.

2006-2007 NCLB-Blue Ribbon Schools Program

**State Criterion-Referenced Tests (WESTEST)**

Subject: Mathematics Grade: 6 Test: West Virginia Educational Standards Tests

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill

\*\*

|  | 2005-2006 | 2004-2005 | 2003-2004    |
|--|-----------|-----------|--------------|
| Testing Month                            | May       | May       | December 04* |
| <b>SCHOOL SCORES</b>                     |           |           |              |
| % At or Above Mastery                    | 69        | 61        | 42           |
| % Above Mastery or Distinguished         | 10        | 12        | 0            |
| Number of students tested                | 64        | 67        | 62           |
| Percent of total students tested         | 100       | 100       | *            |
| Number of students alternatively tested  | 0         | 0         | 0            |
| Percent of students alternatively tested | 0         | 0         | 0            |
| <b>SUBGROUP SCORES</b>                   |           |           |              |
| 1. Economically Disadvantaged            |           |           |              |
| % At or Above Mastery                    | 60        | 53        | 30           |
| % Above Mastery or Distinguished         | 5         | 9         | 0            |
| Number of students tested                | 42        | 47        | 44           |
| 2. Students with Disabilities            |           |           |              |
| % At or Above Mastery                    | N/A <10   | 13        | 0            |
| % Above Mastery or Distinguished         | N/A <10   | 0         | 0            |
| Number of students tested                | <10       | 15        | 14           |

\*Due to CTB McGraw Hill Error test scores were not complete for May 2003, so students were retested in December 2004.

\*\* WESTEST (Criterion Reference) has only been given for three years. Prior to that (SAT) Standard Achievement Test (Norm Reference) was given.

2006-2007 NCLB-Blue Ribbon Schools Program

**State Criterion-Referenced Tests (WESTEST)**

Subject: Mathematics Grade: 7 Test: West Virginia Educational Standards Tests

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill

\*\*

|  | 2005-2006 | 2004-2005 | 2003-2004    |
|--|-----------|-----------|--------------|
| Testing Month                            | May       | May       | December 04* |
| <b>SCHOOL SCORES</b>                     |           |           |              |
| % At or Above Mastery                    | 70        | 89        | 70           |
| % Above Mastery or Distinguished         | 26        | 36        | 22           |
| Number of students tested                | 57        | 70        | 63           |
| Percent of total students tested         | 100       | 100       | 100          |
| Number of students alternatively tested  | 0         | 0         | 0            |
| Percent of students alternatively tested | 0         | 0         | 0            |
| <b>SUBGROUP SCORES</b>                   |           |           |              |
| 1. Economically Disadvantaged            |           |           |              |
| % At or Above Mastery                    | 62        | 82        | 48           |
| % Above Mastery or Distinguished         | 22        | 18        | 0            |
| Number of students tested                | 37        | 38        | 27           |
| 2. Students with Disabilities            |           |           |              |
| % At or Above Mastery                    | 8         | N/A <10   | N/A <10      |
| % Above Mastery or Distinguished         | 0         | N/A <10   | N/A <10      |
| Number of students tested                | 12        | <10       | <10          |

\*Due to CTB McGraw Hill Error test scores were not complete for May 2003, so students were retested in December 2004.

\*\* WESTEST (Criterion Reference) has only been given for three years. Prior to that (SAT) Standard Achievement Test (Norm Reference) was given.

2006-2007 NCLB-Blue Ribbon Schools Program

**State Criterion-Referenced Tests (WESTEST)**

Subject: Mathematics Grade: 8 Test: West Virginia Educational Standards Tests

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill

\*\*

|  | 2005-2006 | 2004-2005 | 2003-2004    |
|--|-----------|-----------|--------------|
| Testing Month                            | May       | May       | December 04* |
| <b>SCHOOL SCORES</b>                     |           |           |              |
| % At or Above Mastery                    | 85        | 71        | 57           |
| % Above Mastery or Distinguished         | 46        | 28        | 4            |
| Number of students tested                | 75        | 68        | 67           |
| Percent of total students tested         | 100       | 100       | 100          |
| Number of students alternatively tested  | 0         | 0         | 0            |
| Percent of students alternatively tested | 0         | 0         | 0            |
| <b>SUBGROUP SCORES</b>                   |           |           |              |
| 1. Economically Disadvantaged            |           |           |              |
| % At or Above Mastery                    | 84        | 61        | 48           |
| % Above Mastery or Distinguished         | 32        | 18        | 5            |
| Number of students tested                | 37        | 44        | 40           |
| 2. Students with Disabilities            |           |           |              |
| % At or Above Mastery                    | N/A <10   | 24        | 19           |
| % Above Mastery or Distinguished         | N/A <10   | 0         | 0            |
| Number of students tested                | <10       | 17        | 16           |

\*Due to CTB McGraw Hill Error test scores were not complete for May 2003, so students were retested in December 2004.

\*\* WESTEST (Criterion Reference) has only been given for three years. Prior to that (SAT) Standard Achievement Test (Norm Reference) was given.

2006-2007 NCLB-Blue Ribbon Schools Program

**State Criterion-Referenced Tests (WESTEST)**

Subject: Reading/Language Arts Grade: 5 Test: West Virginia Educational Standards Tests

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill

\*\*

|  | 2005-2006 | 2004-2005 | 2003-2004    |
|--|-----------|-----------|--------------|
| Testing Month                            | May       | May       | December 04* |
| <b>SCHOOL SCORES</b>                     |           |           |              |
| % At or Above Mastery                    | 84        | 89        | 66           |
| % Above Mastery or Distinguished         | 18        | 26        | 18           |
| Number of students tested                | 63        | 63        | 65           |
| Percent of total students tested         | 100       | 100       | 100          |
| Number of students alternatively tested  | 0         | 0         | 0            |
| Percent of students alternatively tested | 0         | 0         | 0            |
| <b>SUBGROUP SCORES</b>                   |           |           |              |
| 1. Economically Disadvantaged            |           |           |              |
| % At or Above Mastery                    | 78        | 88        | 67           |
| % Above Mastery or Distinguished         | 3         | 19        | 11           |
| Number of students tested                | 36        | 48        | 46           |
| 2. Students with Disabilities            |           |           |              |
| % At or Above Mastery                    | 60        | N/A <10   | N/A <10      |
| % Above Mastery or Distinguished         | 10        | N/A <10   | N/A <10      |
| Number of students tested                | 10        | <10       | <10          |

\*Due to CTB McGraw Hill Error test scores were not complete for May 2003, so students were retested in December 2004.

\*\* WESTEST (Criterion Reference) has only been given for three years. Prior to that (SAT) Standard Achievement Test (Norm Reference) was given.

2006-2007 NCLB-Blue Ribbon Schools Program

**State Criterion-Referenced Tests (WESTEST)**

Subject: Reading /Language Arts Grade: 6 Test: West Virginia Educational Standards Tests

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill

\*\*

|  | 2005-2006 | 2004-2005 | 2003-2004    |
|--|-----------|-----------|--------------|
| Testing Month                            | May       | May       | December 04* |
| <b>SCHOOL SCORES</b>                     |           |           |              |
| % At or Above Mastery                    | 92        | 79        | 76           |
| % Above Mastery or Distinguished         | 44        | 28        | 18           |
| Number of students tested                | 64        | 67        | 62           |
| Percent of total students tested         | 100       | 100       | *            |
| Number of students alternatively tested  | 0         | 0         | 0            |
| Percent of students alternatively tested | 0         | 0         | 0            |
| <b>SUBGROUP SCORES</b>                   |           |           |              |
| 1. Economically Disadvantaged            |           |           |              |
| % At or Above Mastery                    | 92        | 72        | 70           |
| % Above Mastery or Distinguished         | 38        | 21        | 11           |
| Number of students tested                | 42        | 47        | 44           |
| 2. Students with Disabilities            |           |           |              |
| % At or Above Mastery                    | N/A <10   | 40        | 36           |
| % Above Mastery or Distinguished         | N/A <10   | 0         | 0            |
| Number of students tested                | <10       | 15        | 14           |

\*Due to CTB McGraw Hill Error test scores were not complete for May 2003, so students were retested in December 2004.

\*\* WESTEST (Criterion Reference) has only been given for three years. Prior to that (SAT) Standard Achievement Test (Norm Reference) was given.

2006-2007 NCLB-Blue Ribbon Schools Program

**State Criterion-Referenced Tests (WESTEST)**

Subject: Reading /Language Arts Grade: 7 Test: West Virginia Educational Standards Tests

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill

\*\*

|  | 2005-2006 | 2004-2005 | 2003-2004    |
|--|-----------|-----------|--------------|
| Testing Month                            | May       | May       | December 04* |
| <b>SCHOOL SCORES</b>                     |           |           |              |
| % At or Above Mastery                    | 84        | 94        | 86           |
| % Above Mastery or Distinguished         | 28        | 54        | 40           |
| Number of students tested                | 57        | 70        | 66           |
| Percent of total students tested         | 100       | 100       | 100          |
| Number of students alternatively tested  | 0         | 0         | 0            |
| Percent of students alternatively tested | 0         | 0         | 0            |
| <b>SUBGROUP SCORES</b>                   |           |           |              |
| 1. Economically Disadvantaged            |           |           |              |
| % At or Above Mastery                    | 81        | 92        | 76           |
| % Above Mastery or Distinguished         | 25        | 40        | 10           |
| Number of students tested                | 37        | 38        | 29           |
| 2. Students with Disabilities            |           |           |              |
| % At or Above Mastery                    | 50        | N/A <10   | N/A <10      |
| % Above Mastery or Distinguished         | 0         | N/A <10   | N/A <10      |
| Number of students tested                | 12        | <10       | <10          |

\*Due to CTB McGraw Hill Error test scores were not complete for May 2003, so students were retested in December 2004.

\*\* WESTEST (Criterion Reference) has only been given for three years. Prior to that (SAT) Standard Achievement Test (Norm Reference) was given.

2006-2007 NCLB-Blue Ribbon Schools Program

**State Criterion-Referenced Tests (WESTEST)**

Subject: Reading /Language Arts Grade: 8 Test: West Virginia Educational Standards Tests

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill

\*\*

|  | 2005-2006 | 2004-2005 | 2003-2004    |
|--|-----------|-----------|--------------|
| Testing Month                            | May       | May       | December 04* |
| <b>SCHOOL SCORES</b>                     |           |           |              |
| % At or Above Mastery                    | 92        | 79        | 80           |
| % Above Mastery or Distinguished         | 62        | 39        | 38           |
| Number of students tested                | 75        | 68        | 56           |
| Percent of total students tested         | 100       | 100       | 100          |
| Number of students alternatively tested  | 0         | 0         | 0            |
| Percent of students alternatively tested | 0         | 0         | 0            |
| <b>SUBGROUP SCORES</b>                   |           |           |              |
| 1. Economically Disadvantaged            |           |           |              |
| % At or Above Mastery                    | 86        | 73        | 77           |
| % Above Mastery or Distinguished         | 52        | 25        | 20           |
| Number of students tested                | 37        | 44        | 30           |
| 2. Students with Disabilities            |           |           |              |
| % At or Above Mastery                    | N/A <10   | 29        | N/A <10      |
| % Above Mastery or Distinguished         | N/A <10   | 0         | N/A <10      |
| Number of students tested                | <10       | 17        | <10          |

\*Due to CTB McGraw Hill Error test scores were not complete for May 2003, so students were retested in December 2004.

\*\* WESTEST (Criterion Reference) has only been given for three years. Prior to that (SAT) Standard Achievement Test (Norm Reference) was given.

2006-2007 NCLB Blue Ribbon Schools Program

**Norm Referenced Test (SAT 9)**

Subject: Mathematics Grade: 5 Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace & Company

|  | 2002-2003 | 2001-2002 |
|--|-----------|-----------|
| Testing Month  | April     | April     |
| <b>SCHOOL SCORES (Total Math)</b>                                    |           |           |
| Percent of students in Fourth Quartile                               | 47        | 30        |
| Percent of students in Third Quartile                                | 30        | 32        |
| Percent of students in Third and Fourth Quartile                     | 77        | 62        |
| Number of students tested  | 57        | 56        |
|  |           |           |
| <b>Participation rate is for all grade levels and subject areas.</b> |           |           |
| Percent of total students tested                                     | 98        | 95        |
| Number of students alternatively assessed                            | 0         | 0         |
| Percent of students alternatively assessed                           | 0         | 0         |
|  |           |           |
|  |           |           |
| <b>SUBGROUP SCORES *</b>   | *         | *         |
|  |           |           |
| <b>MEAN PERCENTILE SCORE</b>   | 78        | 64        |
|  |           |           |

Scores are reported as percentiles:

\* Subgroup scores are only available for total school, and are not disaggregated by grade level or subject area. See page 30.

2006-2007 NCLB Blue Ribbon Schools Program

**Norm Referenced Test (SAT 9)**

Subject: Mathematics Grade: 6 Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace & Company

|  | 2002-2003 | 2001-2002 |
|--|-----------|-----------|
| Testing Month  | April     | April     |
| <b>SCHOOL SCORES (Total Math)</b>                                    |           |           |
| Percent of students in Fourth Quartile                               | 47        | 41        |
| Percent of students in Third Quartile                                | 22        | 37        |
| Percent of students in Third and Fourth Quartile                     | 69        | 77        |
| Number of students tested  | 54        | 84        |
|  |           |           |
| <b>Participation rate is for all grade levels and subject areas.</b> |           |           |
| Percent of total students tested                                     | 98        | 95        |
| Number of students alternatively assessed                            | 0         | 0         |
| Percent of students alternatively assessed                           | 0         | 0         |
|  |           |           |
|  |           |           |
| <b>SUBGROUP SCORES *</b>   | *         | *         |
|  |           |           |
| <b>MEAN PERCENTILE SCORE</b>   | 67        | 72        |
|  |           |           |

Scores are reported as percentiles:

\* Subgroup scores are only available for total school, and are not disaggregated by grade level or subject area. See page 30.

2006-2007 NCLB Blue Ribbon Schools Program

**Norm Referenced Test (SAT 9)**

Subject: Mathematics Grade: 7 Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace & Company

|  | 2002-2003 | 2001-2002 |
|--|-----------|-----------|
| Testing Month  | April     | April     |
| <b>SCHOOL SCORES (Total Math)</b>                                    |           |           |
| Percent of students in Fourth Quartile                               | 28        | 46        |
| Percent of students in Third Quartile                                | 33        | 36        |
| Percent of students in Third and Fourth Quartile                     | 61        | 82        |
| Number of students tested  | 79        | 50        |
|  |           |           |
| <b>Participation rate is for all grade levels and subject areas.</b> |           |           |
| Percent of total students tested                                     | 98        | 95        |
| Number of students alternatively assessed                            | 0         | 0         |
| Percent of students alternatively assessed                           | 0         | 0         |
|  |           |           |
|  |           |           |
| <b>SUBGROUP SCORES *</b>   | *         | *         |
|  |           |           |
| <b>MEAN PERCENTILE SCORE</b>   | 65        | 75        |
|  |           |           |

Scores are reported as percentiles:

\* Subgroup scores are only available for total school, and are not disaggregated by grade level or subject area. See page 30.

2006-2007 NCLB Blue Ribbon Schools Program

**Norm Referenced Test (SAT 9)**

Subject: Mathematics Grade: 8 Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace & Company

|  | 2002-2003 | 2001-2002 |
|--|-----------|-----------|
| Testing Month  | April     | April     |
| <b>SCHOOL SCORES (Total Math)</b>                                    |           |           |
| Percent of students in Fourth Quartile                               | 44        | 26        |
| Percent of students in Third Quartile                                | 40        | 29        |
| Percent of students in Third and Fourth Quartile                     | 83        | 55        |
| Number of students tested  | 48        | 62        |
|  |           |           |
| <b>Participation rate is for all grade levels and subject areas.</b> |           |           |
| Percent of total students tested                                     | 98        | 95        |
| Number of students alternatively assessed                            | 0         | 0         |
| Percent of students alternatively assessed                           | 0         | 0         |
|  |           |           |
|  |           |           |
| <b>SUBGROUP SCORES *</b>   | *         | *         |
|  |           |           |
| <b>MEAN PERCENTILE SCORE</b>   | 75        | 60        |
|  |           |           |

Scores are reported as percentiles:

\* Subgroup scores are only available for total school, and are not disaggregated by grade level or subject area. See page 30.

2006-2007 NCLB Blue Ribbon Schools Program

**Norm Referenced Test (SAT 9)**

Subject: Reading Grade: 5 Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace & Company

|  | 2002-2003 | 2001-2002 |
|--|-----------|-----------|
| Testing Month  | April     | April     |
| <b>SCHOOL SCORES</b>   |           |           |
| Percent of students in Fourth Quartile                               | 35        | 29        |
| Percent of students in Third Quartile                                | 35        | 34        |
| Percent of students in Third and Fourth Quartile                     | 70        | 63        |
| Number of students tested  | 57        | 56        |
|  |           |           |
| <b>Participation rate is for all grade levels and subject areas.</b> |           |           |
| Percent of total students tested                                     | 98        | 95        |
| Number of students alternatively assessed                            | 0         | 0         |
| Percent of students alternatively assessed                           | 0         | 0         |
|  |           |           |
|  |           |           |
| <b>SUBGROUP SCORES *</b>   | *         | *         |
|  |           |           |
| <b>MEAN PERCENTILE SCORE</b>   | 67        | 61        |
|  |           |           |
|  |           |           |

Scores are reported as percentiles:

\* Subgroup scores are only available for total school, and are not disaggregated by grade level or subject area. See page 30.

2006-2007 NCLB Blue Ribbon Schools Program

**Norm Referenced Test (SAT 9)**

Subject: Reading Grade: 6 Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace & Company

|  | 2002-2003 | 2001-2002 |
|--|-----------|-----------|
| Testing Month  | April     | April     |
| <b>SCHOOL SCORES</b>   |           |           |
| Percent of students in Fourth Quartile                               | 35        | 29        |
| Percent of students in Third Quartile                                | 26        | 33        |
| Percent of students in Third and Fourth Quartile                     | 61        | 62        |
| Number of students tested  | 54        | 84        |
|  |           |           |
| <b>Participation rate is for all grade levels and subject areas.</b> |           |           |
| Percent of total students tested                                     | 98        | 95        |
| Number of students alternatively assessed                            | 0         | 0         |
| Percent of students alternatively assessed                           | 0         | 0         |
|  |           |           |
|  |           |           |
| <b>SUBGROUP SCORES *</b>   | *         | *         |
|  |           |           |
| <b>MEAN PERCENTILE SCORE</b>   | 60        | 61        |
|  |           |           |

Scores are reported as percentiles:

\* Subgroup scores are only available for total school, and are not disaggregated by grade level or subject area. See page 30.

2006-2007 NCLB Blue Ribbon Schools Program

**Norm Referenced Test (SAT 9)**

Subject: Reading Grade: 7 Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace & Company

|  | 2002-2003 | 2001-2002 |
|--|-----------|-----------|
| Testing Month  | April     | April     |
| <b>SCHOOL SCORES</b>   |           |           |
| Percent of students in Fourth Quartile                               | 23        | 36        |
| Percent of students in Third Quartile                                | 37        | 30        |
| Percent of students in Third and Fourth Quartile                     | 60        | 66        |
| Number of students tested  | 78        | 50        |
|  |           |           |
| <b>Participation rate is for all grade levels and subject areas.</b> |           |           |
| Percent of total students tested                                     | 98        | 95        |
| Number of students alternatively assessed                            | 0         | 0         |
| Percent of students alternatively assessed                           | 0         | 0         |
|  |           |           |
|  |           |           |
| <b>SUBGROUP SCORES *</b>   | *         | *         |
|  |           |           |
| <b>MEAN PERCENTILE SCORE</b>   | 60        | 75        |
|  |           |           |

Scores are reported as percentiles:

\* Subgroup scores are only available for total school, and are not disaggregated by grade level or subject area. See page 30.

2006-2007 NCLB Blue Ribbon Schools Program

**Norm Referenced Test (SAT 9)**

Subject: Reading Grade: 8 Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace & Company

|  | 2002-2003 | 2001-2002 |
|--|-----------|-----------|
| Testing Month  | April     | April     |
| <b>SCHOOL SCORES (Total Reading)</b>                                 |           |           |
| Percent of students in Fourth Quartile                               | 43        | 34        |
| Percent of students in Third Quartile                                | 32        | 27        |
| Percent of students in Third and Fourth Quartile                     | 75        | 61        |
| Number of students tested  | 47        | 62        |
|  |           |           |
| <b>Participation rate is for all grade levels and subject areas.</b> |           |           |
| Percent of total students tested                                     | 98        | 95        |
| Number of students alternatively assessed                            | 0         | 0         |
| Percent of students alternatively assessed                           | 0         | 0         |
|  |           |           |
| <b>SUBGROUP SCORES *</b>   | *         | *         |
|  |           |           |
| <b>MEAN PERCENTILE SCORE</b>   | 70        | 63        |
|  |           |           |

Scores are reported as percentiles:

\*Subgroup scores are only available for total school, and are not disaggregated by grade level or subject area. See page 30.

2006-2007 NCLB Blue Ribbon Schools Program

**Norm Referenced Test (SAT 9)**

Subject: Basic Skills Total Grade: 5-8 Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace & Company

|  | 2002-2003* | 2001-2002* |
|--|------------|------------|
| <b>SUBGROUPS (Total Basic Skills)</b>            |            |            |
| <b>1. Low Socioeconomic Status (SES)</b>         |            |            |
| Percent of students in Fourth Quartile           | 12         | 13         |
| Percent of students in Third Quartile            | 35         | 30         |
| Percent of students in Third and Fourth Quartile | 47         | 42         |
| Number of students tested                        | 154        | 169        |
| Percent of students tested                       | 98         | 95         |
| <b>2. Special Education</b>                      |            |            |
| Percent of students in Fourth Quartile           | 6          | 8          |
| Percent of students in Third Quartile            | 9          | 13         |
| Percent of students in Third and Fourth Quartile | 15         | 21         |
| Number of students tested                        | 54         | 61         |
| Percent of students tested                       | 93         | 100        |

Scores are reported as percentiles:

\* Subgroup scores are only available for total school, and are not disaggregated by grade level or subject area.

2006-2007 NCLB-Blue Ribbon Schools Program

**Statewide Assessment Program  
West Virginia Writing Assessment**

Subject: Writing    Grade: 7    Test: West Virginia Writing Assessment

Edition/Publication Year: 2005-2006    Publisher: CTB McGraw Hill

|                                | 05-06 | 04-05 |  | 03-04* | 02-03* | 01-02* |
|--------------------------------|-------|-------|--|--------|--------|--------|
| Testing Month                  | March | March |  | March  | March  | March  |
| <b>SCHOOL SCORES</b>           |       |       |  |        |        |        |
| At or Above Mastery            | 75    | 90    |  | 79     | 84     | 86     |
| Above Mastery                  | 9     | 24    |  | 10     | 18     | 4      |
| Distinguished                  | 16    | 4     |  | N/A    | N/A    | N/A    |
| Above Mastery or Distinguished | 25    | 28    |  | N/A    | N/A    | N/A    |
| Number of students tested      | 57    | 67    |  | 71     | 84     | 51     |
|                                |       |       |  |        |        |        |
| <b>County Scores</b>           |       |       |  |        |        |        |
| At or Above Mastery            | 78    | 65    |  | 88     | 86     | 87     |
| <b>State Scores</b>            |       |       |  |        |        |        |
| At or Above Mastery            | 75    | 73    |  | 83     | 83     | 89     |
|                                |       |       |  |        |        |        |

\*03-04, 02-03, 01-02 scores were assessed as meeting or exceeding standards not as Mastery and Above Mastery. They were scored on a 0 to 4.0 range with 2.0 and 2.5 as meeting standards. Exceeding standards would be a score of 3.0, 3.5 or 4.0. **Those scores are not comparable to 04-05 and 05-06.** 04-05 and 05-06 scores were assessed on a 0 to 6.0 range with 3.0 and 4.0 as Mastery, 5.0 as Above Mastery and 6.0 as Distinguished.