

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

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

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

School Mailing Address 409 Sycamore Street  
(If address is P.O. Box, also include street address.)

Ravenswood West Virginia 26164-1523  
City State Zip Code+4(9 digits total)

County Jackson State School Code Number\* 35301

Telephone (304) 273-5480 Fax (304) 273-5746

Web site/URL http://ravenswoodms.jack.k12.wv.us/ E-mail grhiggin@access.k12.wv.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
Principal's Signature Date \_\_\_\_\_

Name of Superintendent Mr. Blaine C. Hess  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jackson County Schools Tel. (304) 372-7300

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

Name of School Board President/Chairperson none Steven V. Chancey  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 8 Elementary schools  
 \_\_\_\_\_ 2 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 2 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 12 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 8279  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 8449

### 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 are  
 Suburban  
 Small city or town in a rural area  
 Rural
4. \_\_\_\_\_ 3 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 1 If fewer 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 | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| Pre K  |            |              | 0           | 7     | 67         | 60           | 127         |
| K  |            |              | 0           | 8     | 62         | 56           | 118         |
| 1  |            |              | 0           | 9     |            |              | 0           |
| 2  |            |              | 0           | 10    |            |              | 0           |
| 3  |            |              | 0           | 11    |            |              | 0           |
| 4  |            |              | 0           | 12    |            |              | 0           |
| 5  |            |              | 0           | Other |            |              | 0           |
| 6  | 54         | 58           | 112         |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b> |            |              |             |       |            |              | <b>357</b>  |

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 1  | % Asian or Pacific Islander        |
| 98 | % Black or African American        |
|    | % Hispanic or Latino               |
|    | % White                            |
- 100 % TOTAL**

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 10 %

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

|              |  |      |
|--------------|--|------|
| <b>( 1 )</b> | Number of students who transferred to the school after October 1 until the end of the year   | 15   |
| <b>( 2 )</b> | Number of students who transferred from the school after October 1 until the end of the year | 25   |
| <b>( 3 )</b> | Total of all transferred students [sum of rows (1) and (2)]                                  | 40   |
| <b>( 4 )</b> | Total number of students in the school as of October 1                                       | 389  |
| <b>( 5 )</b> | Total transferred students in row (3) divided by total students in row (4)                   | 0.10 |
| <b>( 6 )</b> | Amount in row (5) multiplied by 100  | 10   |

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

Number of languages represented: 1

Specify languages: English

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 188

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 the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{11}{39}$  %  
 Total Number of Students Served

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

|          |                       |           |  |
|----------|-----------------------|-----------|--|
| <u>0</u> | Autism                | <u>0</u>  | Orthopedic Impairment                    |
| <u>0</u> | Deafness              | <u>8</u>  | Other Health Impairment                  |
| <u>0</u> | Deaf-Blindness        | <u>14</u> | Specific Learning Disability             |
| <u>4</u> | Emotional Disturbance | <u>8</u>  | Speech or Language Impairment            |
| <u>1</u> | Hearing Impairment    | <u>0</u>  | Traumatic Brain Injury                   |
| <u>4</u> | Mental Retardation    | <u>0</u>  | Visual Impairment Including<br>Blindness |
| <u>0</u> | Multiple Disabilities |           |  |

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>15</u>        | <u>2</u>         |
| Special resource teachers/specialists | <u>9</u>         | <u>4</u>         |
| Paraprofessionals                     | <u>1</u>         | <u>0</u>         |
| Support Staff                         | <u>2</u>         | <u>1</u>         |
| Total number                          | <u>29</u>        | <u>7</u>         |

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  $\frac{24}{1}$  : 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

|                                     | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance            | 93 %      | 94 %      | 93 %      | 93 %      | 94 %      |
| Daily teacher attendance            | 94 %      | 95 %      | 93 %      | 92 %      | 95 %      |
| Teacher turnover rate               | 3 %       | 6 %       | 10 %      | 7 %       | 10 %      |
| Student drop out rate (middle/high) | 0 %       | 0 %       | 0 %       | 0 %       | 0 %       |
| Student drop-off rate (high school) | 0 %       | 0 %       | 0 %       | 0 %       | 0 %       |

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

|  |            |          |
|--|------------|----------|
| Graduating class size                      | 0          |          |
| Enrolled in a 4-year college or university | 0          | %        |
| Enrolled in a community college            | 0          | %        |
| Enrolled in vocational training            | 0          | %        |
| Found employment                           | 0          | %        |
| Military service                           | 0          | %        |
| Other (travel, staying home, etc.)         | 0          | %        |
| Unknown                                    | 0          | %        |
| <b>Total</b>                               | <b>100</b> | <b>%</b> |

## PART III - SUMMARY

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Ravenswood Middle School (RvMS) is an inviting, learning community where 'the best get better.' It is a school where students, staff and parents embrace the challenges of No Child Left Behind (NCLB) and develop opportunities for all students to learn and retain 21st Century skills to become competent life-long learners and contributing, responsible citizens.

The small town of Ravenswood, West Virginia (WV), is rich in history and was once the property of George Washington. Located on the Ohio River, Ravenswood is 50 miles north of the state capital, Charleston, and 30 miles south of the metropolitan area of Parkersburg. Interstate 77 bisects Jackson County, thus making both cities easily accessible.

Ravenswood Middle is located at 409 Sycamore Street, a quiet residential street and is adjacent to the high school, the town library and a unique community park built in 1998 by volunteers and funded by West Virginia Budget Digest money. The close proximity to the high school campus results in shared learning spaces, shared staff and shared physical resources. This unique sharing of vocational agriculture labs, two gymnasiums, band room, auditorium, football field and athletic facility building has proven to be economically beneficial to both schools. In addition, middle school students have opportunities to take higher level math courses, agricultural science, English and band classes on the high school campus. The auditorium provides an excellent venue for middle school choral and band performances for the community. This close proximity also allows high school students to complete service learning experiences at the middle school and to interact with and lead middle school students in leadership activities, team building and character education activities.

The school came into existence in 1978 when Jackson County moved to the middle school concept. Ravenswood Middle currently serves 357 students in grades six, seven and eight. Block scheduling at the sixth grade level and interdisciplinary teams provide for easy transitions between and among grade levels. Ninety-eight percent of the school's population is Caucasian, with 53% of the students qualifying for free or reduced meals. Community and parent involvement are strong. Currently the school has five involved business partners, a supportive Parent Volunteer Committee (PVC) and an active Local School Improvement Council (LSIC).

Ravenswood Middle was recognized as a West Virginia School of Excellence in 1992 and 2000. In addition, the school has been recognized as a West Virginia Exemplary School in 2006 and 2007. WESTEST scores in 2007 indicate 90% of the students scored at the mastery or above level in reading/language arts and 86% scored as high in math. Eighty-two percent of the economically disadvantaged subgroup scored proficient in reading/language arts and 79% in math. These scores are reflective of the commitment of highly qualified teachers in a collaborative effort to review a variety of assessment data and to develop learning programs/lessons and activities to address curriculum weaknesses and individual academic needs of underachieving students.

The Five-Year Strategic Plan 2005-2010 identifies the West Virginia state goal of having 100% mastery in reading/language arts by 2013-2014. Time, resources, and practices are dedicated to reaching this goal. Our school mission and vision statements reflect this dedication: 'Ravenswood Middle School, in partnership with home and community, while serving emerging adolescents with their unique needs, will provide all students with opportunities to become socially responsible, respectful, productive and competent life-long learners.' 'Ravenswood Middle School is a learning community where the best get better.'

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

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### **1. Assessment Results:**

#### 1. Assessment Results

The West Virginia Education Standards Test (WESTEST) is administered to all West Virginia public education students in grades 3-11 each year. This criterion referenced test is designed to measure student achievement of West Virginia Content Standards and Objectives (WV CSOs) in reading/language arts, math, social studies and science. There are five levels of student achievement:

- \* Distinguished: An exceptional/exemplary performance that goes beyond course or grade level standards.
- \* Above Mastery: A competent/proficient performance that exceeds course or grade level standards.
- \* Mastery: A solid academic performance that meets course or grade level standards.
- \* Partial Mastery: A basic understanding performance but lacks consistent application of course or grade level standards.
- \* Novice: A performance that does not demonstrate fundamental knowledge/skills of course or grade level standards.

All students are expected to score at Mastery or above in reading/language arts and math by 2014. Adequate Yearly Progress (AYP) standards are established yearly as a means to measure equitable progress towards the 2014 goal. Further information may be found at <http://osa.k12.wv.us>. The WESTEST replaced the SAT 9 Test, which was administered to students prior to the 2003-2004 school year.

In addition to the WESTEST, all seventh graders in West Virginia participate in the West Virginia Writing Assessment. This test assesses a student's ability to demonstrate the following writing skills: organization, development, sentence structure, word choice and language development. Results of this test are analyzed to determine corrective teaching needs for individual students and for making curricula changes. The results are not considered in meeting NCLB standards. However, this assessment provides information vital to curriculum and instructional decisions.

WESTEST four-year trend data for Ravenswood Middle shows an overall rise in achievement for all students in both reading/language arts and math. In reading/language arts, the percentage of all students scoring Mastery or above has risen from 85% to 90%; in math, the percentage of all students scoring Mastery or above has risen from 75% to 86%. Significant gains were shown in the scores of all eighth graders with an increase of 10% in reading/language arts and math. In addition, 21% more sixth graders increased math scores from 68% to 89%. Our school had a greater percentage of students meeting or exceeding standards in reading/language arts and math than all West Virginia students each year from 2004 to 2007.

Scores for the economically disadvantaged demonstrate the same level of improvement. In 2004 testing data, 66% of students in this subgroup scored at Mastery or above in math and 79% scored at these levels in reading/language arts. The 2007 data shows an increase of 13% scoring at the desired levels in math (79%) and an increase of 3% scoring in reading/language arts (82%). The most dramatic increase occurred in the eighth grade math scores, raising from 69% in 2004 to 82% in 2007.

During the 2003-04 and 2004-05 school terms, the number of special education students exceeded 50 requiring test data for this subgroup to be included in considering AYP. However, in the 2005-06 and 2006-07 school terms, the number of students in this subgroup decreased to less than 50 students, resulting in the data for these terms not being included in determining AYP. Examination of the trend data for this subgroup does show significant growth in math and some growth in reading/language arts. Math scores increased for 19% of students. Scores improved from 28% to 47% of students reaching Mastery or above. In reading/language arts, there was an increase of 6% in the number of students scoring at Mastery or above levels, moving from 45% to 51%. The gains in the disaggregated data indicate that we are closing the achievement gap.

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

#### 2. Using Assessment Results

Our school improvement process is driven by multiple methods of assessment which provide data about individual student's progressive achievement, grade level/course curriculum strengths and weaknesses, program effectiveness and progress toward meeting NCLB state goals.

At the beginning of each school year, teachers and other staff members examine WESTEST results to identify students at each grade level not achieving Mastery. Using this data, classroom records and teacher recommendations, students are referred to the West Virginia Achieves program (See Part V #4) and/or a collaborative class. Individual plans are developed for students based upon their specific weaknesses to help them master the West Virginia CSOs.

Teachers meet in interdisciplinary teams and subject area teams to analyze data and determine the effectiveness of their previous year's instruction. Weaknesses are identified and adjustments are made to content and/or instructional strategies. This opportunity to collaborate provides a continuous focus on improving teacher effectiveness and ensuring higher levels of achievement for all students.

Teachers use assessment data of students assigned to each class period to determine any general class weaknesses. Instruction is planned to address those areas of weakness in the previous grade level curriculum, as well as to address WVCSOs for the current grade level. This process of reviewing data, planning effective instructional strategies, teaching, assessing and reteaching is an on-going practice at RvMS.

Other assessment data used in this on-going process of improving school effectiveness and increasing student achievement include West Virginia Writing Assessment, Standardized Test for the Assessment of Reading, Accelerated Reader Tests, formative assessment, EXPLORE Test for eighth graders, benchmarking, individual achievement and ability tests, Physical Best Test, textbook tests, teacher developed quizzes/tests and informal assessments such as projects, group activities, discussions and peer evaluations. As a result of this continuous data analysis and implementation of curriculum and instructional changes as needed, achievement for all students has increased, as reflected in the attached four-year WESTEST data.

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

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

RvMS communicates assessment and performance data to students, parents and community in various ways. In August and September, Open Houses are held for incoming sixth graders and their parents, along with returning students and parents, to acquaint them with procedures, policies, information on mid-term progress reports and grading criteria. Monthly school newsletters mailed to each home remind parents of important information and student accomplishments. Course testing and quiz dates are included in daily homework hotline messages, which parents may access by telephone. Local newspapers and television stations in Parkersburg and Charleston provide coverage of academic competitions, honor roll lists and celebrations. A school website also provides assessment dates, school data for WESTEST scores and school information.

Mid-term reports are provided to each student. If a student with a failing grade does not return this mid-term report with a parent signature within a week, a second copy is mailed to the home. Teachers also schedule a conference with parents of any student receiving failing grades on report cards. Teachers utilize phone calls, emails and notes in student agendas/planners to ensure that parents are informed and involved in our mission to help students become productive and competent life-long learners.

In September, WESTEST results are shared with students. Teachers explain performance indicators so that each student is able to identify his/her strengths and weaknesses in the core subject areas. A letter which provides this information is given to each student to take home with individual test results. If a student is scheduled for West Virginia Achieves sessions, a school administrator notifies parents about the remediation plan for their child.

West Virginia Writing Assessment and EXPLORE results are shared with students prior to being sent home. The West Virginia School Report Card with school, county and state results of all West Virginia testing programs is sent home with each student, shared in an open Local School Improvement Council meeting, published in newspapers and posted on county and state websites.

Parents of students with disabilities are provided mid-term progress reports and attend annual Individual Education Plan and triennial re-evaluation meetings. Parents review test data, strengths and weaknesses are identified and plans with goals and modifications are developed to help each student master the content.

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

##### 4. Sharing Success

Students, teachers, and administrators share successes within our school district, state and on national and global levels. Within Jackson County, teachers provide workshops for Differentiated Instruction, Ruby Payne Model and Discovery Health. County-wide interdisciplinary meetings allow teachers from all grade levels time to share instructional activities and programs. Vertical team meetings with Ravenswood Grade School and Ravenswood High School support sharing and developing successful transitional activities for students moving from grade school to middle school to high school.

RvMS teachers present at the West Virginia Council of Teachers of Mathematics and West Virginia Middle Level Education conferences. Our art teacher conducts a paper quilting workshop for WV art teachers at Tamarack, a state cultural art center. West Virginia Achieves has been replicated and identified as an exemplary program for achievement in the September, 2006, publication 'West Virginia Exemplary Programs', a publication sent to all West Virginia schools. West Virginia administrators and teachers have visited RvMS to observe various programs, particularly computer labs and the Positive Behavior Support Program (PBS).

Students in the Future Farmers Association (FFA) have attended and presented at state and national conventions, winning various competitions for the last five years. Teachers attend and present at the National Council of Teachers of English Conference and the National Math Symposium. Perhaps one of the most far-reaching venues for sharing a school program is using technology to post 685 student art works on artsonia.com. This website showcases student art work from around the world. The posted artwork of RvMS students has received 48,039 visitors. Youth Art Month flags designed by RvMS students have flown over the WV State Capitol and the Getty Museum in Los Angeles. Choral groups have performed in Atlanta, Georgia, and Niagara Falls, Canada.

Additionally, the Internet has provided many opportunities for sharing success and ideas with other educators around the state as teachers participate in on-line courses and in networking with other professionals.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

### PART V - CURRICULUM AND INSTRUCTION

#### 1. Curriculum:

West Virginia Content Standards and Objectives (WV CSO's) form the core of developmentally appropriate programs and services at Ravenswood Middle School. Academic core classes and exploratory related arts classes provide a rich, challenging curriculum. Higher-level math and English classes are available. Remediation is provided daily in academic classes, reading labs, social studies and science labs, basic skills labs, West Virginia Achieves classes and before and after school tutoring sessions.

Each grade level group of teachers operates as an interdisciplinary team. At the sixth grade level, one team of five, full-time teachers and one, half-time teacher delivers core subjects daily. A parallel block schedule with three academic blocks of 90 minutes and two 40 minute blocks for exploratory related arts provides the best method of covering required content areas for the sixth grade curriculum. At both seventh and eighth grades, two teams of five teachers deliver the core curriculum in five 55 minute periods. These students also have two, 50 minute periods for related arts/exploratory classes which rotate every nine weeks. Students choose a 27 week focus class in one of the related arts areas. This focus may be in choral music, band, advanced art, physical fitness, computer applications, or agricultural science.

English/Language Arts/Reading: This curriculum area will be described in detail in section 2.

Spanish I is offered to seventh and eighth graders with a GPA of 3.0 in both reading and language arts, above mastery or distinguished on the WESTEST reading/language arts section, and a teacher recommendation. Students meeting these criteria may elect to take Spanish 1A in seventh grade for one-half high school foreign language credit. Students who are successful may complete their full Spanish I credit during their eighth grade year.

Mathematics programs include grade-level courses along with algebra and geometry. Algebra I and geometry are taught as high school level credit courses. Beginning in sixth grade, students take courses at their present level of performance.

Science instructional content standards provide a spiraling inquiry-based program in the fields of biology, chemistry, physics and earth/space sciences. Students are engaged in investigations with hands-on activities a minimum of 50% of instructional time. Real world problems and projects are utilized throughout the science curriculum. Technology is used to record data, create data bases and retrieve data from electronic sources.

Social Studies presents a three-year curriculum focusing on selected regions of the world in sixth grade, world regions in seventh grade and West Virginia studies in eighth grade. At all three grade levels, content standards are organized in five broad areas of civics, economics, government, geography and history, with technology integrated into all five areas.

Related Arts/Exploratory/Electives: This curriculum area will be described in detail in section 3.

Special Education: The school provides a wide-range of special education services. Most students receive instruction for core classes in a collaborative model with reinforcement provided in a small group setting with a special education specialist.

Character education, multicultural education, developmental guidance and career awareness lessons/activities are an essential part of the curriculum at RvMS and are integrated in core classes, related arts/rotation classes and extra-curricular activities. Technology skills and applications are integrated into all classes. Positive Behavior Support, a preventive discipline program, teaches and encourages appropriate behaviors in the school. This program provides positive recognition instead of punitive, negative reinforcements. Good citizenship is expected and is practiced through service projects in the community. Students participate in a variety of competitions that develop their knowledge, abilities, and confidence.

## 2a. (Elementary Schools) Reading:

## 2b. (Secondary Schools) English:

### 2.b English

Ravenswood Middle School uses a prioritized standards-based curriculum in reading and English/Language Arts(E/LA). Curriculum mapping allows teachers to align these programs with CSOs. In grades seven and eight, reading and E/LA are taught in two separate 55 minute classes. At the sixth grade level, reading and E/LA are taught as a 90 minute integrated course. In separate classes and in block classes, instruction is delivered in an integrated approach for listening/speaking, reading comprehension, reading vocabulary, writing, spelling, study skills and technology skills. Accelerated Reader (AR) is an important component of the reading/language arts program. Students are provided a minimum of 30 minutes daily for silent reading. This additional allocated time provides support for students as they strive to meet individual reading goals. Reading vocabulary, reading comprehension and literal and inferential knowledge are achieved through reading a variety of genres, authors, media and resources. Writing is taught in all curricular areas with the techniques of writing as a developmental process taught in language arts classes. Writing moves from a focus on pre-writing, drafting, revising, editing and publishing error-free compositions in grade six to publishing with an emphasis on audience and using technology in grade eight.

Students apply spelling strategies in writing projects and assignments across the curriculum. Language objectives stress mechanics, language expression and organization of ideas. Writing Roadmap is used as a preparation tool for the state Writing Assessment. Library skills are taught by the librarian and integrated into English/Language Arts classes. In addition to the regular school hours, the library is open daily before school for students arriving early to study and read in a quiet place, access the Internet, select library books, conduct research, or read newspapers or magazines.

Students with skill gaps in their reading achievement may attend 60 minute tutoring sessions held before and after school. Teachers provide assistance to students needing help making up work during lunch periods. Collaborative inclusion classes offer more one-on-one time with a teacher and students receive extra help in our West Virginia Achieves program.

## 3. Additional Curriculum Area:

### 3. Additional Curriculum Area

Our mission statement includes '...while serving emerging adolescents, with their unique needs...' Our related arts program meets the need for middle level students to explore and experience a variety of learning activities. This exploratory program has evolved into a smorgasbord of courses which students sample in required rotations and choose areas of focus for in-depth exposure.

General music is a required curriculum for all sixth graders and for seventh and eighth graders not electing choral or instrumental music (band). Band, offered to all students, is divided into grade level instruction and delivered on the high school campus with the band director providing instruction. Students in choral music learn a rigid curriculum and provide community programs throughout the school year. Students participate in several select choirs and every other year travel out-of-state for special performances.

General art is required and students of all skill levels participate in a variety of activities. With collaboration between our art teacher and core teachers, students connect art projects to other curriculum areas such as developing prints to illustrate material from reading classes. Advanced art provides in-depth instruction to students with interest and ability in visual arts.

Agricultural science explores and stimulates interest in the agricultural industry through prescribed classroom and laboratory experiences. This course meets a need of many of our rural students whose families live on working farms. Seventh and eighth graders may choose this course for one nine weeks or as a focus class.

Health presents a Life Skills curriculum focusing on injury prevention, personal health and wellness, relationships and effects of alcohol, drugs and tobacco. Class activities often reflect collaboration with the physical education (PE) department. PE requires students to be engaged in activities measured on the Physical Best Test.

With a growing emphasis on technology, computer education is a county requirement for all students. Students learn keyboarding, the basics of Microsoft Word, Excel and PowerPoint. Students apply skills taught in activities designed to give them real-world experiences and correlate with skills taught in core classes.

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

##### 4. Instructional Methods

Learning focused instructional practices are implemented as a school-wide program to improve student learning. Everyday, in every class, teachers reteach, make connections to prior knowledge, preview and review content and skills. In tutoring sessions, before and after school, teachers do the same. Essential questions are in teachers' plans, on boards, and recorded in student notebooks. Vocabulary word walls are evident in every classroom. The link between vocabulary development and reading content for understanding is reinforced in each classroom.

Core classes and related arts classes require notebooks for maintaining notes in an organized, coherent manner. Not only does this practice support content, but also provides practice in organizing thoughts for writing. Graphic organizers aid in teaching students how to organize information, as well as construct meaning.

West Virginia Achieves is a pro-active approach to NCLB. Two retired teachers are hired to work specifically with students who demonstrate skill gaps and scored below Mastery in reading/language arts and/or math on the WESTEST. Students attend three 45 minute sessions each week for intensive remediation in their deficient areas. West Virginia Achieve teachers collaborate with classroom teachers to determine instructional goals for the week. These teachers are also available to students before school three days a week.

Collaborative work between and among teachers, interdisciplinary teams and students is visible in classrooms, science and computer labs, the media center and the gym. Teachers plan collaborative activities across curriculum projects. Teachers in a collaborative inclusion class share teaching responsibilities and provide modifications as needed. Students in these classes often receive double doses when they report to a small group reinforcement session with a special educator following initial large group instruction.

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

##### 5. Professional Development

The West Virginia Board of Education requires all teachers to complete a minimum of eighteen hours of continuing education each year. Jackson County provides excellent staff development for all school employees. Funding is provided for teachers and other staff to attend national and state level conferences and workshops. Professional development begins in summer months with workshops, presentations and courses for post-graduate work. RvMS teachers have used personal time to participate in The National Conference of Teachers of English and The National Writing Project. Teachers have increased knowledge and skills through the West Virginia Institute for Social Studies, Smart Board Training, Project Teach, online learning and Ruby Payne Training among others. Opening day presents a forum for all employees to participate in presentations that motivate and set the tone for the school year. In 2006, La Donna Gatlin delivered an inspiring message, 'Tune Up Your Life,' that impacted teachers, school secretaries, bus drivers and administrators. 'Differentiated Instruction' was the topic of Debbie Silver's presentation to all school employees on opening day this school year.

Staff development programs for RvMS continue to be focused on student achievement. With 53% of our students identified as economically disadvantaged, our staff participated in a book study of Ruby Paynes' A Framework For Understanding Poverty. Increasing our knowledge of how generational poverty affects behavior and mind set of this student subgroup resulted in more effective instructional strategies. That training and other training focused on meeting student needs such as Learning Focused Schools, Kansas Writing Project, Fit 4 Learning and Differentiated Instruction, provided our teachers with skills that have made a difference. This difference is measured by higher levels of student achievement on the WESTEST and in the classroom.

Decisions on staff development needs are data driven by analysis of student achievement data, staff evaluation of continuing education programs and examination of student daily performance. Increasing all student achievement to a Mastery level on the WESTEST is the focused goal of all programs at RvMS.

## PART VII - ASSESSMENT RESULTS

Subject Math Grade 6 Test WESTEST

Edition/Publication Year NA/2004 Publisher McGraw-Hill

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | May       | May       | May       | May       |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Mastery  | 89        | 81        | 84        | 68        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 49        | 43        | 39        | 27        |           |
| Number of students tested                      | 122       | 123       | 136       | 123       |           |
| Percent of total students tested               | 100       | 99        | 99        | 100       |           |
| Number of students alternatively assessed      | 0         | 0         | 0         | 0         |           |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. Special Education                           |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Mastery  | 38        | 33        | 32        | 33        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 15        | 7         | 4         | 6         |           |
| Number of students tested                      | 13        | 15        | 25        | 18        |           |
| 2. Economically Disadvantaged                  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Mastery  | 83        | 77        | 76        | 62        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 35        | 31        | 27        | 16        |           |
| Number of students tested                      | 54        | 73        | 74        | 58        |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | May       | May       | May       | May       |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 89        | 81        | 84        | 68        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 49        | 43        | 39        | 27        |           |
| Number of students tested                      | 122       | 123       | 136       | 123       |           |
| Percent of total students tested               | 100       | 99        | 99        | 100       |           |
| Number of students alternatively assessed      | 0         | 0         | 0         | 0         |           |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. Special Education                           |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 38        | 33        | 32        | 33        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 15        | 7         | 4         | 6         |           |
| Number of students tested                      | 13        | 15        | 25        | 18        |           |
| 2. Economically Disadvantaged                  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 83        | 77        | 76        | 62        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 35        | 31        | 27        | 16        |           |
| Number of students tested                      | 54        | 73        | 74        | 58        |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | May       | May       | May       | May       |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 89        | 81        | 84        | 68        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 49        | 43        | 39        | 27        |           |
| Number of students tested                      | 122       | 123       | 136       | 123       |           |
| Percent of total students tested               | 100       | 99        | 99        | 100       |           |
| Number of students alternatively assessed      | 0         | 0         | 0         | 0         |           |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. Special Education                           |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 38        | 33        | 32        | 33        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 15        | 7         | 4         | 6         |           |
| Number of students tested                      | 13        | 15        | 25        | 18        |           |
| 2. Economically Disadvantaged                  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 83        | 77        | 76        | 62        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 35        | 31        | 27        | 16        |           |
| Number of students tested                      | 54        | 73        | 74        | 58        |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  |           |           |           |           |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards | 0         | 0         | 0         | 0         | 0         |
| % "Exceeding" State Standards                  | 0         | 0         | 0         | 0         | 0         |
| Number of students tested                      | 0         | 0         | 0         | 0         | 0         |
| Percent of total students tested               | 0         | 0         | 0         | 0         | 0         |
| Number of students alternatively assessed      | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  | 0         | 0         | 0         | 0         | 0         |
| % "Exceeding" State Standards                  | 0         | 0         | 0         | 0         | 0         |
| Number of students tested                      | 0         | 0         | 0         | 0         | 0         |
| 2.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  | 0         | 0         | 0         | 0         | 0         |
| % "Exceeding" State Standards                  | 0         | 0         | 0         | 0         | 0         |
| Number of students tested                      | 0         | 0         | 0         | 0         | 0         |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  | 0         | 0         | 0         | 0         | 0         |
| % "Exceeding" State Standards                  | 0         | 0         | 0         | 0         | 0         |
| Number of students tested                      | 0         | 0         | 0         | 0         | 0         |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  | 0         | 0         | 0         | 0         | 0         |
| % "Exceeding" State Standards                  | 0         | 0         | 0         | 0         | 0         |
| Number of students tested                      | 0         | 0         | 0         | 0         | 0         |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | May       | May       | May       | May       |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 89        | 92        | 80        | 86        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 46        | 43        | 39        | 27        |           |
| Number of students tested                      | 122       | 123       | 136       | 100       |           |
| Percent of total students tested               | 100       | 99        | 99        | 100       |           |
| Number of students alternatively assessed      | 0         | 0         | 0         | 0         |           |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. Special Education                           |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, andMastery       | 31        | 53        | 28        | 61        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 8         | 0         | 4         | 6         |           |
| Number of students tested                      | 13        | 15        | 25        | 18        |           |
| 2. Economically Disadvantaged                  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 81        | 90        | 30        | 21        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 33        | 30        | 30        | 21        |           |
| Number of students tested                      | 54        | 73        | 74        | 58        |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | May       | May       | May       | May       |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 82        | 86        | 83        | 80        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 31        | 32        | 33        | 34        |           |
| Number of students tested                      | 119       | 133       | 120       | 144       |           |
| Percent of total students tested               | 99        | 99        | 100       | 100       |           |
| Number of students alternatively assessed      | 0         | 0         | 0         | 0         |           |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. Special Education                           |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 54        | 47        | 47        | 22        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 8         | 5         | 12        | 11        |           |
| Number of students tested                      | 13        | 19        | 17        | 18        |           |
| 2. Economically Disadvantaged                  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 73        | 82        | 81        | 67        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 19        | 21        | 21        | 22        |           |
| Number of students tested                      | 64        | 57        | 57        | 70        |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | May       | May       | May       | May       |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 92        | 92        | 93        | 90        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 52        | 43        | 35        | 43        |           |
| Number of students tested                      | 119       | 133       | 120       | 144       |           |
| Percent of total students tested               | 99        | 99        | 100       | 100       |           |
| Number of students alternatively assessed      | 0         | 0         | 0         | 0         |           |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. Special Education                           |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, andMastery       | 69        | 58        | 76        | 44        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 0         | 5         | 12        | 6         |           |
| Number of students tested                      | 13        | 19        | 17        | 18        |           |
| 2. Economically Disadvantaged                  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 86        | 86        | 91        | 83        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 42        | 34        | 25        | 30        |           |
| Number of students tested                      | 64        | 57        | 57        | 70        |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | May       | May       | May       | May       |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 87        | 94        | 81        | 77        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 38        | 43        | 42        | 33        |           |
| Number of students tested                      | 141       | 112       | 146       | 156       |           |
| Percent of total students tested               | 100       | 100       | 100       | 99        |           |
| Number of students alternatively assessed      | 0         | 0         | 0         | 0         |           |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. Special Education                           |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, andMastery       | 48        | 42        | 18        | 29        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 5         | 17        | 10        | 0         |           |
| Number of students tested                      | 21        | 12        | 22        | 24        |           |
| 2. Economically Disadvantaged                  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 82        | 80        | 71        | 69        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 26        | 22        | 31        | 20        |           |
| Number of students tested                      | 61        | 49        | 73        | 65        |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | May       | May       | May       | May       |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 89        | 92        | 90        | 79        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 49        | 43        | 56        | 37        |           |
| Number of students tested                      | 141       | 112       | 146       | 156       |           |
| Percent of total students tested               | 100       | 100       | 100       | 99        |           |
| Number of students alternatively assessed      | 0         | 0         | 0         | 0         |           |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. Special Education                           |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, andMastery       | 52        | 75        | 36        | 29        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 10        | 8         | 5         | 0         |           |
| Number of students tested                      | 21        | 12        | 22        | 24        |           |
| 2. Economically Disadvantaged                  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 80        | 84        | 84        | 74        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 42        | 33        | 40        | 26        |           |
| Number of students tested                      | 61        | 49        | 73        | 65        |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month                                  | May       | May       | May       | May       |           |
| <b>SCHOOL SCORES*</b>                          |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standards |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 89        | 92        | 90        | 79        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 49        | 43        | 56        | 37        |           |
| Number of students tested                      | 141       | 112       | 146       | 156       |           |
| Percent of total students tested               | 100       | 100       | 100       | 99        |           |
| Number of students alternatively assessed      | 0         | 0         | 0         | 0         |           |
| Percent of students alternatively assessed     | 0         | 0         | 0         | 0         |           |
| <b>SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1. Special Education                           |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, andMastery       | 52        | 75        | 36        | 29        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 10        | 8         | 5         | 0         |           |
| Number of students tested                      | 21        | 12        | 22        | 24        |           |
| 2. Economically Disadvantaged                  |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| Distinguished, Above Mastery, and Mastery      | 80        | 84        | 84        | 74        |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Distinguished/Above Mastery                    | 42        | 33        | 40        | 26        |           |
| Number of students tested                      | 61        | 49        | 73        | 65        |           |
| 3.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           | 0         |           |           |
| 4.   |           |           |           |           |           |
| % "Meeting" plus % "Exceeding" State Standard  |           |           |           |           |           |
| % "Exceeding" State Standards                  |           |           |           |           |           |
| Number of students tested                      |           |           |           |           |           |