2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[ ] Elementary [X] MIddle [ ] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

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

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

School Mailing Address 2600 Wyckford Boulevard
(If address is P.O. Box, also include street address.)

Rocklin	California	95765-5289
City	State	Zip Code+4(9 digits total)

County Placer State School Code Number* 31-75085-6116057

Telephone (916) 315-9009 Fax (916) 315-9885

Web site/URL http://goms.rocklin.k12.ca.us E-mail mmelton@rocklin.k12.ca.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.

Date
Principal's Signature

Name of Superintendent Mr. Kevin Brown
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rocklin Unified Tel. (916) 624-2428

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.

Date
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Steve Paul
(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.

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

**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

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:
   - 10 Elementary schools
   - 2 Middle schools
   - 0 Junior High Schools
   - 3 High schools
   - 2 Other
   - 17 TOTAL

2. District Per Pupil Expenditure: 7533

   Average State Per Pupil Expenditure: 7521

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located

   [ ] Urban or large central city
   [X] Suburban school with characteristics typical of an urban are
   [ ] Suburban
   [ ] Small city or town in a rural are
   [ ] Rural

4. 8 Number of years the principal has been in her/his position at this school.

   _____ 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**	215	216	431
K			0		**8**	217	176	393
1			0		**9**			0
2			0		**10**			0
3			0		**11**			0
4			0		**12**			0
5			0		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								824

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
7 %	Asian or Pacific Islander
1 %	Black or African American
6 %	Hispanic or Latino
85 %	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 yea 7 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	37
(2)	Number of students who transferred from the school after October 1 until the end of the year	23
(3)	Total of all transferred students [sum of rows (1) and (2)]	60
(4)	Total number of students in the school as of October 1	821
(5)	Total transferred students in row (3) divided by total students in row	0.07
(6)	Amount in row (5) multiplied by 100	7

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

16 Total Number Limited English Proficient

Number of languages represented 7

Specify languages: Farsi, Hindi, Cantonese, Russian, Korean, Spanish, Arabic

9. Students eligible for free/reduced-priced meals 8 %

Total number students who qualify: 68

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: 8 %

68 Total Number of Students Serve

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

3	Autism		Orthopedic Impairment
	Deafness	1	Other Health Impairment
	Deaf-Blindnes	45	Specific Learning Disabilit
8	Emotional Disturbanc	10	Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
1	Mental Retardation		Visual Impairment Including Blindness
	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	2	
Classroom teachers	33	3
Special resource teachers/specialist	3	2
Paraprofessionals	1	17
Support Staff	9	5
Total number	48	27

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 — 24 **: 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

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	96	%	96	%	96	%	96	%	96	%
Daily teacher attendance	97	%	98	%	99	%	99	%	99	%
Teacher turnover rate	8	%	17	%	3	%	10	%	13	%
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

PART III - SUMMARY

Granite Oaks' mission is to prepare all students to be independent learners and responsible world citizens by providing a rich and challenging curriculum in a safe, nurturing and structured environment.

Granite Oaks is a 7th and 8th grade middle school located north of Sacramento in Rocklin with a student enrollment of 824. Our teachers and students are divided into teams called academies. Each academy has approximately 130 students. Each student is assigned a homeroom teacher who monitors student needs. Students take language arts, math, science, social studies, enrichment, PE and an elective each day. Elective choices are Band, Orchestra, Chorus, Art, Home Economics, Manufacturing Technology, Technology Exploration, Broadcasting/Journalism, and Spanish. Students may take Honor Band, Student Government or Broadcasting before school. Academy teachers use a common student-free planning time to design flexible scheduling that better accommodates core lessons. In this environment, teachers are better able to network with each other to assist students who may need extra help and support.

Our school utilizes Professional Learning Communities (PLCs) to accomplish the following: develop a rigorous standards-aligned curriculum to prepare students for high school and the CAHSEE; map grade level curriculum; develop Essential Skills and Concepts (ESCs); write common standards-aligned assessments and rubrics; interpret data to drive curriculum, monitor student progress, and develop curriculum for accelerated intervention programs; study and use the latest scientifically proven instruction techniques; and create a safe, healthy, and friendly school environment.

Student support services compliment the basic foundation of the entire school campus by focusing on the 'whole child'. Students are supported through teams, action plans, and data analysis, i.e. attendance, test scores, assessments, homework assignments, discipline, and health. In order to provide excellence in education, our school continually evaluates, discusses, and retools its curriculum. Each PLC has developed and aligned its curriculum using year-long curricular maps to assure all students receive a balanced educational experience.

Student progress and needs are monitored during academy and department team, academy/parent, Falcon Care Team, SST, IEP/504, and Principal /Academy meetings in order to determine strategies to assure student mastery of the state standards. Academies meet weekly with special education and at-risk teachers to discuss the progress of SDC, RSP, EL, and at-risk students. GO offers many ongoing intervention programs to support all students with varying levels of abilities such as our language and math intervention programs offered before and after school.

GO has created an after school Homework Intervention Program where students have access to computers, library resources, an ELA teacher, and a Math teacher. GO also provides additional instruction during the school day with shadow classes, Falcon Advantage, Learning Center, and AVID programs providing small group and one-on-one instruction. GO also provides continuous athletic non-cut programs and clubs.

Our API score is 881 and our former GO students' CAHSEE pass rate is 98% in math and 99% in ELA. We are not a diverse school (we have no significant sub groups), but we provide powerful programs for our EL, special education, and at risk students. GO offers numerous programs and opportunities for students that demonstrate how the culture of the school reflects energy, enthusiasm, and a commitment to a standards-aligned educational system where all students can achieve grade-level standards and be prepared for high school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the Web site where information on the state assessment system may be found.

Seventh grade students take California Standards Tests (CSTs) in language arts and math; eighth grade students take language arts, math, science, and social science CSTs. The social science CST covers 6th, 7th and 8th grade social science standards and the 7th grade Language Arts CST has a separate writing component. There are 5 scoring levels; Far Below Basic (FBB), Below Basic (BB), Basic (B), Proficient (P), and Advanced (A). To be state proficient, a student needs to score P or A. The state gives each school 3 scores: Academic Index (API), Annual Yearly Progress (AYP) and an API ranking. The API measures the academic performance and growth of schools. It is a numeric index that ranges from a low of 200 to a high of 1000. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. AYP has 3 sets of requirements that each middle school must meet. The requirements include: (1) student participation rate on statewide tests, (2) percentage of students scoring at the proficient level or above in English-language arts and mathematics on statewide tests, and (3) meeting growth API targets. There are two kinds of API ranks: statewide rank and similar schools rank. Information may be found at http://www.cde.ca.gov. Granite Oaks' API has grown steadily each year from our inception 8 years ago. We scored 800 in 2000 and reached 881 in 2007. For several years, our school has maintained an API ranking of 10, meaning we are consistently ranked in the top 10 % of all middle schools in the state. Since AYP records have been recorded, we have always met our AYP requirements.

Language arts CST scores for the last 5 years have increased dramatically. In 2003, 70% of our 7th graders and 58% of our 8th graders scored proficient or higher. By 2007, the percentage of our students who were proficient or higher had grown to 75% for both 7th and 8th grades. The 8th grade math data charts show only one category of percent of students at the proficient plus advanced level, because the California State Department of Education only provided us with a combined proficient plus advanced percent score for 8th grade math students for the last 3 years. The 7th grade math data charts show both the proficient plus advanced and the advanced percent scores for the 2004/05 and the 2005/06 school years, while the data for the 2006/07 shows a only combined score. The reason for this is the California State Department of Education only provided us with a combined proficient plus advanced percent score for the 7th grade math students for the 2006-07 testing year. Math scores increased dramatically. In 2003, the percent of 7th grade students who were proficient or higher was 57%, and rose to 76% in 2006. In 2007, 65% percent of 7th grade pre-algebra students were proficient or above, while 100% of the algebra students were proficient or above. The 8th grade math scores are broken into 3 levels: pre-algebra, algebra, and geometry. In 2003 the percent of 8th grade students who were proficient or higher in pre-algebra was 42%, in algebra it was 62% and in geometry it was 92%. In 2007, proficiency levels were 42% for pre-algebra, 83% for algebra, and 100% for geometry. In the last 3 years we have doubled the number of students who are taking algebra in the 8th grade and halved the number of students who are taking pre-algebra. The growth in student scores from 2003 to 2007 is even larger, because a higher proportion of students are taking more advanced math classes. Granite Oaks has no significant subgroups.

2. **Using Assessment Results:**

Even though GO has no sub groups, we regularly disaggregate data collected from our state tests, district benchmark tests and our school common assessments to better help those students not meeting our academic expectations. These students receive remediation or intervention; e.g. students who test low in reading comprehension on CSTs, Accelerated Reading tests, or district assessments are placed in our Corrective Reading intervention program. Test results are downloaded into our Datawise software, allowing teachers to easily identify student progress as it relates to each standard. This lets teachers evaluate and discuss best teaching practices with their colleagues, and to identify students who need additional support, reteaching, and intervention programs to help them move towards proficiency. Teachers monitor student performance daily on specific outcome-based lessons. Students gain knowledge about their progress toward grade level expectations by evaluating their own learning and performance using common standards-aligned rubrics and tracking their own mastery of Essential Skills and Concepts (ESCs). For each subject area, we use data generated from a common unit test to identify

students who fail to master an ESC. They are given correctives to take home and complete. If they still show a lack of understanding, parents are notified and we reteach the ESC again. If mastery is still not evident, students will work with a teacher or a paraprofessional during an extra period intervention class. Core teachers communicate weekly and often daily with math and language arts intervention teachers and paraprofessionals to monitor student progress and create curriculum that will help the student master the ESCs. Teacher teams look at last year's student scores for gaps in the student's education and confer with the intervention staff to develop lessons that will help that student fill in these educational gaps. When a student demonstrates mastery, the student's needs are reevaluated. Also, curriculum and programs are refined and lessons are reworked based on the data that is collected from formative and summative assessments.

3. **Communicating Assessment Results:**

Parents are notified of student progress and areas of concern through progress reports that are sent home bi-weekly in the 7th grade and every 4 weeks in the 8th grade. All grades, homework, quizzes, and test scores are posted on the web for '24/7' access from home or school. Student progress in language arts is reported in areas of writing, vocabulary, and grammar. Students keep a self-monitoring grade log in their binders. Teachers send email or make phone calls when problems persist and students are not mastering the ESCs. Datawise generates a student report that measures each ESC and to what degree a student has mastered them. These reports are shown to students during class and to parents during conferences. Parent/academy conferences communicate academic progress, convey student strengths, and establish intervention plans. Teams stay in very close contact with parents through emails, phone calls, and conferences. Homeroom teachers are responsible for calling parents for conferences when students are having academic issues. At Back-to-School Night, we inform parents about the state standards and ESCs, and give them samples of the rubrics that will be used to evaluate student learning. Data about student performance is available to the community and parents in a yearly published School Accountably Report Card, monthly newsletter, local paper, and school web page. Each year, the school mails the results of CST tests to parents. Parents also obtain information about GO during evening events in the late spring, such as orientation and open house. The principal, assistant principal, counselors, teachers, school board members, Site Council members, parent club members, and students are available to respond to parent questions and concerns.

4. **Sharing Success:**

Granite Oaks promotes communication with all elementary and high school partners on an ongoing basis. Our principal and the principals of elementary feeder schools and high schools meet on a monthly basis to address core curriculum, support services, student performance data and transitions. The GO math and language arts departments meet annually with elementary and high school teachers to evaluate core curriculum, ESCs, student testing scores, intervention participation, and teaching strategies.

Elementary teachers, high school teachers, counselors, assistant principal and principal meet in the spring to review assessment data, grades, low and high performing students, curriculum and the transition process. Meaningful dialogue occurs regarding the future academic challenges of the transitioning 6th grade and 8th grade students. GO staff also meets regularly with our sister middle school in the district during some of the 12 short Mondays calendared into the school year. Teachers write and adjust ESCs, common assessments, and benchmark tests. They also share curriculum ideas, programs, and instructional practices. Our principal is the coordinator of the River City Network of Middle Schools, which is a network of middle schools in Sacramento, Placer, and Yolo counties. Teachers and administrators from the network meet 4 times a year and share best educational practices. The state coordinators are members of the California Middle Grades Partnership Network (CMGPN) and meet 4 times a year to share information between the many state networks. GO is a member of the California League of Middle Schools, and we participate in their state conferences. Representatives from other schools frequently call or visit GO to learn about our educational programs and unique master schedule.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

All Granite Oaks students receive a comprehensive, rigorous, standards-based core curriculum. GO students are prepared to enter the state's most rigorous high schools. Our core instructional program consists of language arts, science, social studies, and math. The elective program, based on state and/or federal frameworks and standards, consists of Spanish, art, orchestra, band, choir, home economics, manufacturing technology, and journalism/broadcasting. The P.E. program is based on state frameworks and national physical fitness guidelines. We offer classes at GO which are accepted for high school credit: Spanish, algebra, and geometry. They are based on high school ESCs and use high school benchmarks to measure student proficiency.

High level ESCs based on the state standards, have been developed by Professional Learning Communities (PLCs) within our district for each subject area. Students are continually assessed on those ESCs. Reteaching, remediation, and intervention are delivered as needed so that all students are able to demonstrate proficiency. This process of assessment and remediation is consistent for all core subject areas. Each department PLC has developed a curriculum map to guide and pace instruction throughout the academic year. S.M.A.R.T. goals are also developed by all PLC teams to target areas for improvement.

Language arts curriculum is designed to develop effective verbal and written communication skills in the 4 strands of the state standards. These skills and concepts are reinforced schoolwide.

All of our math classes cover the 5 strands of mathematics: algebra and functions, mathematical reasoning, number sense, measurement and geometry, and statistics, data analysis, and probability. Pre-algebra is our entry level math course. However, advanced math students in 7th grade take algebra. Most 8th graders take higher level math such as algebra or geometry. Our students develop an understanding of the symbolic language of mathematics.

Social Science curriculum covers civilizations from the fall of Rome through the Enlightenment in the 7th grade, and American history from the Declaration of Independence through industrialization in the 8th grade.

Science curriculum is delivered through inquiry-based learning, utilizing lab activities, direct instruction, and activities designed to promote critical thinking and problem solving skills. Our students study life science and physical science.

Spanish is available to all students. They learn to speak, read, and write Spanish and gain an appreciation for Hispanic cultures.

The visual and performing arts program includes beginning band, honor band, orchestra, chorus, journalism/video broadcasting, and art. In Art I, students explore the elements of art (line, shape, value, texture, and color) through the 5 strands of the CA VAPA standards: aesthetic valuing, creative expression, historical & cultural context, description, and connections & applications. In Art II, students go on to explore how the elements of art are organized into the elements of design (contrast, unity, balance, movement, emphasis, rhythm, and pattern).

Home Economics instruction is based on the state standards, exploring topics such as foods & nutrition, fashion, textiles & apparel, consumer education, individual and family health, family living and housing & furnishings. Students are equipped with essential skills which promote success in their personal, family, workplace, and community lives, and gain background for possible future careers.

Technology Exploration gives students hands-on experience with a wide variety of technologies which are used in the areas of commerce, industry, communications and research. Students in Manufacturing Technology apply knowledge about a variety of materials and processes used in industrial manufacturing as part of the CA framework standards for Industrial Technology.

Our Physical Education curriculum is designed to engage students in physical activities they can enjoy their entire lives. The curriculum is based on the state framework and standards. Student progress towards physical fitness is measured through a pre-test, on-going assessment, and the California Physical Fitness Test. Our physical education teachers are committed to providing a safe and nurturing environment. They embed important life skills into their instruction, such as the importance of goal-setting.

2b. **(Secondary Schools) English:**

Language Arts curriculum is designed to develop verbal and written communication skills in the strands of Reading, Writing, Written and Oral English Language Conventions, and Listening and Speaking, based on state standards. Reading comprehension, analysis of literature and informational text, and vocabulary development are components of these strands. Students read, analyze and respond to core novels and other forms of literature. Students also participate in Accelerated Reader to build fluency and vocabulary. The Writing strand emphasizes six genres: Response to Literature, Narrative, Summary, Persuasive, Cause and Effect, and Technical/Expository. GO's schoolwide writing program reinforces writing skills and conventions. The writing program packet has clear expectations, models, rubrics and guidelines. Instruction is delivered in a writing workshop format where drafting, editing, revising, and peer editing help elevate student proficiencies in each genre. Writing expectations are cross-curricular. The Listening and Speaking strand teaches students presentation skills, including voice modulation, inflection, tempo, enunciation, and eye contact. Students learn to convey ideas clearly using standard American English. Students learn various formats, including oral summaries, research presentations, and persuasive presentations. Students learn to evaluate speakers and presentations based on overall impact on the listener, and the coherence and logic of the speech's content.

The LA PLC team has curriculum maps, unit guides, common assessments, and benchmark tests to ensure that all students receive instruction at the same high level. Teams use these tools to continuously monitor student progress toward state standards and utilize Datawise data for early detection of non-proficient students. Those students are retaught through a variety of intervention programs: an extra period of instruction, LA aides, SRA, Corrective Reading, or Accelerated Grammar. These programs help students improve their reading, writing and grammar skills. Our master schedule allows for small group work, differentiation, and one-on-one instruction. Certain students may have an additional period of LA in a special education, ELL or Corrective Reading class.

3. **Additional Curriculum Area:**

Our life science and physical science curriculum is delivered through inquiry-based learning of the state standards, utilizing full lab activities, group work, and differentiated instruction in order to promote critical thinking, problem solving, and the scientific method. All students take science class daily. Our state-of-the-art science classrooms are outfitted with lab stations and equipment for all students with additional space for desk work.

The content is designed to promote a deep understanding of scientific principles which may have relevance to students' daily lives as well as sparking interest in advanced science and technology education with a view toward future careers. Cutting-edge technology is utilized in the classroom, and the content of the curriculum is current, enabling our content standards to grow with emerging knowledge. Math and LA skills and concepts are strongly embedded into our science curriculum to reinforce these skills and demonstrate how they are used in a real world setting. For example, students use algebra to calculate proportions, balance chemical equations, and chart and graph lab results. LA skills are used for writing lab reports and research papers. Science teachers adhere to the schoolwide writing program.

Student understanding of content ESCs is measured by common and benchmark assessments, which in turn improve our instructional delivery. These assessments also enable us to perform statistical analysis of student performance. Science PLC teams use Datawise to disaggregate student data. Students demonstrate proficiency on an ESC by scoring 70% or better on common and benchmark assessments. Students who do not demonstrate proficiency are given further opportunities to learn through additional direct instruction/intervention and completion of remediation exercises. Students are retested to assess mastery. Typically 95% of GO students skip basic high school science and are placed in advanced science courses upon entering high school.

4. **Instructional Methods:**

Granite Oaks uses data from formative and summative assessments to promote self-directed learning. The foundation of our instructional program is communicating to students what they are expected to know and be able to do. Teachers post standards on the walls and hand out syllabi at the beginning of units. These syllabi let students know what standards, ESCs, and vocabulary they are expected to learn during a unit. Teachers let students know each day what they should learn during the daily lesson and students write it

down in their school planners. Syllabi, rubrics, curriculum handouts and weekly calendars are placed on the web and can be printed anywhere. Math students review tests and rework every problem missed. Math students must show all their work so they can identify their mistakes. All math tests need to be 100% corrected. By self-evaluating their work, students gain knowledge of what a proficient score looks like and they learn their strengths and areas for growth. Parent signatures on math corrections promote awareness and involvement in student learning.

One of our most effective instructional strategies is cooperative learning. This taps in to the social aspect of middle school students and facilitates differentiated instruction. Typical activities include group work, partner work, discussion, peer tutoring, debate, and simulations.

Hands-on, kinesthetic learning is promoted by creating models, using manipulatives, and doing scientific lab projects. Learning is maximized when information can be processed in a variety of ways, and so we offer graphic organizers and visual aids.

Technology has been thoroughly integrated into our instruction. All classrooms are equipped with computers, LCD projectors, and document cameras to present content in a variety of formats. Teachers have access to United Streaming, Grolier Multimedia Encyclopedia, and Microsoft Office, and other technology tools. Students often present their learning through Webquests and multimedia projects.

We see teachers as coaches to facilitate student-directed learning. Teachers employ strategies such as demonstrating, questioning, instruction in different modalities, scaffolding instruction, and spiraling curriculum. Teachers direct investigative research projects and cross-curricular activities.

5. **Professional Development:**

GO staff, Leadership and Site Council teams developed long-term staff development goals: 1) Develop a rigorous standards-aligned curriculum to prepare students for high school and the high school exit exam; 2) Map grade level curricula; 3) Develop Essential Skills and Concepts (ESCs); 4) Write common standards-aligned assessments and rubrics; 5) Interpret data to drive curriculum, monitor student progress, and develop curriculum for accelerated intervention programs; 6) Study/use latest scientifically proven instruction techniques; 7) Create a safe, healthy, and friendly student-centered school environment.

All staff members are trained to support these goals. Expert consultants brought to help GO staff meet these goals have been: Dr. Mark O'Shea, forming collaborative PLC teams; Dr. Niel Malvetti, developing a collaborative culture; Paul Pechin developing math shadow classes and mapping math standards; Steve Carney, decision making derived from data; Dr. David Berg, developing math intervention instruction; and Datawise trainers to enable us to disaggregate student data. Other trainings have been: 'Understanding by Design and Backward Mapping;' GATE differentiated instruction, Renaissance Learning programs, technology and bullyproofing. We stay current on best practices by communally reading books and articles. We have discussed Nancy Sinselar's 'Using Data to Increase Student Achievement, Step-by-Step,' Rick Stiggins' 'Assessment FOR Learning,' and Dr. DuFour's Professional Learning Community philosophy.

When new textbooks are adopted, teachers receive training in their use. LA teachers have been to the 6 Traits of Writing workshop; and LA and history teachers have been to Kate Kinsella's literacy workshops. The AVID teacher participates in yearly training. Staff members return from conferences and workshops and share the latest research-based middle school practices. This ongoing comprehensive long-range professional development keeps the GO staff on the cutting edge of the latest educational pedagogy to ensure the success of all our students.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 7 Test CST

Edition/Publication Year 2007 Publisher Educational Testing Service

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient plus % Advanced	71	76	69		
% "Exceeding" State Standards % Advanced except 06-07 Not Reported by State		37	29		
Number of students tested	374	416	410		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. No Significant Subgroups					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 8 Test CST

Edition/Publication Year 2007 Publisher Educational Testing Service

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient plus % Advanced	69	72	62		
% "Exceeding" State Standards Not Reported By State					
Number of students tested	416	422	394		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. No Significant Subgroups					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 7 Test CST

Edition/Publication Year 2007 Publisher Educational Testing Service

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient plus % Advanced	75	78	75		
% "Exceeding" State Standards % Advanced	39	40	33		
Number of students tested	374	416	412		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. No Significant Subgroups					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 8 Test CST

Edition/Publication Year 2007 Publisher Educational Testing Service

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient plus % Advanced	75	74	72		
% "Exceeding" State Standards % Advanced	41	39	35		
Number of students tested	417	426	397		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. No Significant Subgroups					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					