

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. Edward Hoffman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Russell H. Conwell Middle Magnet School

(As it should appear in the official records)

School Mailing Address 1849 East Clearfield Street

(If address is P.O. Box, also include street address.)

Philadelphia

City

Pennsylvania

State

19134-3156

Zip Code+4(9 digits total)

County Philadelphia

State School Code Number* 126515001-6525

Telephone (215) 291-4722

Fax (215) 291-5019

Web site/URL www.phila.k12.pa.us

E-mail ehoffman@phila.k12.pa.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. Thomas M. Brady

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Philadelphia

Tel. (215) 400-4000

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 Ms. Sandra Dungee Glenn

(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.

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 8 | % Asian or Pacific Islander |
| 40 | % Black or African American |
| 32 | % Hispanic or Latino |
| 19 | % 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.

(1)	Number of students who transferred to the school after October 1 until the end of the year	44
(2)	Number of students who transferred from the school after October 1 until the end of the year	46
(3)	Total of all transferred students [sum of rows (1) and (2)]	90
(4)	Total number of students in the school as of October 1	872
(5)	Total transferred students in row (3) divided by total students in row (4)	0.10
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 6 %
- | | |
|----|---|
| 56 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 8

Specify languages: Spanish, Vietnamese, Albanian, French, Chinese, Polish, Arabic, Liberian

9. Students eligible for free/reduced-priced meals 71 %

Total number students who qualify: 617

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: $\frac{1}{13}$ %
 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.

<u>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>9</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>3</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including 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>40</u>	<u>0</u>
Special resource teachers/specialist	<u>2</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>13</u>
Support Staff	<u>8</u>	<u>1</u>
Total number	<u>56</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of 22 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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	93 %	93 %	93 %	93 %	93 %
Daily teacher attendance	94 %	96 %	97 %	93 %	96 %
Teacher turnover rate	16 %	4 %	9 %	18 %	14 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Prior to 2002, the majority of Conwell staff members were elementary certified teachers. Many were teaching students in grades seven and eight. As certification requirements changed, due to new federal legislation, Conwell re-visited the areas of teacher

certification and, through the site-selection process, interviewed and selected teachers who were certified in secondary areas to teach grades seven and eight. This accounts for the high teacher turnover rate in 2002-2003 and 2003-2004, due to the two-year transition process to have all teachers with proper credentials in their areas of appointment.

In 2006-2007, Conwell was designated by our regional superintendent as possibly grade-growing to become a special admissions middle/high school with a Bio-Technology High School component. Again, there was a need to transition from elementary certified staff to secondary (7-12) certified staff. This accounts for the high turnover rate for 2006-2007. The plan to grade-grow was not approved after all. It seems that the School District recognized Conwell's accomplishments as a middle school and chose to maintain our existing program and middle school configuration.

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	%
Total	100	%

PART III - SUMMARY

Russell H. Conwell Elementary School was founded in the highly industrialized business community of Kensington in North Philadelphia in 1928. In 1969, the school was converted to become the first Middle Magnet School in the United States. A vacant church building, at 3076 Emerald Street, was acquired one block away as the middle school annex, to increase the number of students and the variety of curricular offerings.

In recent years, area businesses have closed, industrial buildings have been abandoned and unemployment rates have increased. Still, Conwell attracts students from 77 feeder schools in Philadelphia to receive a challenging curriculum with research-based supports, creative and performing arts, 21st century technology, foreign language and enrichment programs in a supportive environment where no child is left behind!

Conwell Middle Magnet has a grade 5-8 organization with a maximum enrollment of 891 students. The racial/ethnic composition is forty percent African American, thirty-two percent Latino, nineteen percent White, eight percent Asian, and one percent American Indian. Conwell voluntarily desegregates and takes pride in the achievements of our diverse student groups. All students receive free breakfast and lunch, due to the large percentage of eligible students. Twenty-seven percent of all students are Mentally Gifted, six percent are English Language Learners and one percent receives Special Education services. The average daily staff and student attendance is above ninety-three percent.

Conwell's mission is to engage all students in a rigorous standards-driven curriculum at the Advanced level with high expectations and state-of-the art instruction in a safe and nurturing environment. Classroom visits show students are engaged and on-task, and both teachers and students are energetic and enthusiastic. All Conwell students are provided equal opportunities. All sections are mixed groups of regular education, English Language Learners, Gifted, and special education students with inclusionary supports (pull-outs occur to comply with mandated requirements). Conwell's staff recognizes that ELL students often require more vocabulary and comprehension skills development and that bi-lingual children (Latino, Asian, Vietnamese, Albanian, Polish, etc.) may also have specific needs based on their levels of development. Rather than target a specific student group and generalize for all of those students, each Conwell student is treated as a 'precious gem' and is given an individual needs assessment.

Our vision is to offer a superb middle school experience focusing on both educational and social skills in a safe, 'pro-active', culturally diversified environment with exploratory and accelerated learning opportunities, and guidance for life-long learning skills. All stakeholders prioritize the importance of a quality education, and share common values and beliefs. Our high expectations lead to quality performances, as evidenced by displays of Advanced level student work in each classroom. All children can succeed in inclusionary classroom settings. Conwell values its 'Emerging Scholars' component - a challenging, Advanced level 'gifted and talented' program to improve the capacity of all students to learn. The Emerging Scholars motto is 'A Rising Tide Lifts All Ships' and, in our three year partnership with this program, Conwell's ships have lifted higher than even our own expectations.

Conwell is a full site-selection school. A committee of Conwell staff selects qualified candidates to fill teacher vacancies. Four years ago, this committee met with the Superintendent to select a new principal - a man who graduated from Conwell Elementary in the 1950's, who returned to teach in 1980, and soon became Assistant Principal. His leadership introduced a 'Can-Do' Attitude and the belief that all children are 'precious gems.' The principal's dedication is demonstrated by his twenty plus years of perfect attendance.

We believe that we are 'on track' to continue to achieve! It is our plan to focus on fifth and sixth grade literacy with additional resources, classroom support, professional development and individualized help for all Below Basic students. Conwell stakeholders take great pride in our academic gains, as evidenced by standardized test scores in recent years, particularly at the Advanced level. Conwell's staff is committed to continue its tradition of academic excellence and quality instruction. Each year our staff raises the bar - increasing both expectations and supports to provide opportunities for all children to achieve their full potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

The Pennsylvania Department of Education website, <http://www.pde.state.pa.us>, provides:

Conwell's School Report Card for 2006-2007 including Attendance Data, Teacher Qualifications, Accountability Report and Assessment Report. The Accountability section shows Conwell's performance compared with the goals set by NCLB. The Assessment Report provides two year comparisons of PSSA academic performance and participation.

Pennsylvania System of School Assessment standardized test results. The PSSA is designed to measure individual student performance rating the degree to which students are proficient in Pennsylvania state standards. Performance categories are: Advanced (Superior Performance), Proficient (Satisfactory Performance), Basic (Marginal Performance) and Below Basic (Inadequate Academic Performance). The goal is for all schools to demonstrate progress towards achieving one hundred percent proficiency for both the individual school's total population, as well as for each student group of forty or more students.

Adequate Yearly Progress (AYP) guidelines as part of NCLB legislation. Conwell has twenty-nine targets - measurable indicators of AYP that include student achievement in math and reading, attendance rate, and test participation.

In addition to PSSA, the School District of Philadelphia has administered Terra-Nova nationally normed assessments. Terra Nova data is available at https://sdp-webprod.phila.k12.pa.us/school_profiles/index.jsp?LocNum=523&LocName=RUSSELL+H.+CONWELL+MIDDLE+SCH.&Region=REGION+5+EAST&code=elem.

A comprehensive core curriculum plan, implemented with fidelity, coupled with our 'Emerging Scholars' three year partnership have resulted in upward longitudinal performance trends for Conwell students. 'Emerging Scholars' provides programs to identify talents and interests of individual students and offer challenging opportunities for all students to achieve their full potential. In addition, Conwell's East Regional Superintendent consistently supports and encourages Conwell's administrative team to 'raise the bar' each year, setting goals to meet the one hundred percent NCLB challenge by year 2014.

For year 2006-2007 Conwell's PSSA data for all students indicates that eighty-three percent of all students in grades 5-8 scored at the Advanced or Proficient level in Reading and eighty-six percent in Mathematics, with forty-one percent Advanced in Reading and fifty-one percent Advanced in Math.

Scores were consistent for all student groups. In Reading, the Proficiency range was from sixty-six percent English Language Learners to eighty-eight percent Asian and, in Mathematics, the Proficiency range was from seventy-five percent special education students to ninety percent Asian. The relatively low sixty-six percent in ELL Proficiency may be attributed to the School District's policy of exiting all students from the ELL program once they achieve 'Proficiency.'

Scores reflected little variance when disaggregated by ethnicity. In Mathematics, overall Proficiency percentages were eighty-five percent White and Latino, eighty-six percent Black and ninety percent Asian. In Reading, Proficiency percentages were eighty-five percent White, eighty-six percent Black, seventy-four percent Latino and eighty-eight percent Asian.

At first glance, it appears that Latino Reading scores were low in comparison to others but, from grade 5 to grade 8 Latino Reading scores rose from fifty-five percent to eight-nine percent Proficient or Advanced! In fact, scores for all students rose from grade 5 to 8 in reading from seventy-three percent to ninety-four percent, and in math from seventy-nine percent to ninety-two percent, indicating growth over time.

Economically Disadvantaged student scores for 2006-2007 were also high and showed growth from grade 5 to grade 8. This student group scored eighty-two percent Proficiency for all students in Reading and eighty-six percent in Mathematics. Proficient or Advanced grade 5 scores were seventy-one percent and eighty-one percent for grade 5 Reading and Math respectively, but in grade 8, scores were ninety-four percent in Reading and ninety-two percent in Mathematics!

2. Using Assessment Results:

Conwell teachers embed assessment in every aspect of our planning, thinking, and doing. Curriculum analysis, assessment alignment, and reflection on data, including results of high-stakes assessments, drive the assessment process. Teacher collaboration focuses on analyzing data to create effective teaching and learning strategies.

Quality teaching and learning, in our four-year program, has produced significant gains. Differentiated instruction using Guided Reading, Constructed Responses, Problem Solving, Journal Writing and 'Best Practices' strategies coupled with professional development have increased staff capacity to offer Advanced level instruction. Assessment results identify students who need to enroll in programs designed for traditionally high risk, Economically Disadvantaged and Below Basic. Specific programs include Fast Forward, Power Hour, Summer School, Camp Conwell, Saturday School, Study Island, E.C. Tutoring and Small Group Instruction. With these supports in place, all of our children are provided with equal opportunities to succeed.

PSSA results show achievement gains and growth from grades 5 to 8 in 2006-2007. Conwell's instructional programs, supportive interventions, and single school culture have helped to increase student performance by Grade 8. The 2006-2007 Reading and Math scores are the highest percentages in Conwell's history of gathering PSSA data. In every classroom, the daily objective is always aligned to a State Standard. Conwell takes pride in these accomplishments!

Assessment data clearly drives instruction. A continuous review of assessment data results in modifying the School Improvement Plan to 'stay on target.' Every walk-through, observation, grade group and content area meeting, Benchmark assessment, teacher-made test, report card grades, Gates and WRAP tests, rubric assessments of student work and standardized scores provide feedback for re-visiting our academic programs.

3. Communicating Assessment Results:

Conwell's administration sets the tone for an open channel of communication with an 'open door' policy. Parents and community partners are encouraged to visit, volunteer and participate in all professional development and student performance assessment meetings.

Teachers access their Benchmark data every six weeks and identify 'Red Light' students whose scores indicate a need for intervention. They meet in CSAP/grade groups weekly and have a voice at all committee meetings, turn-around trainings and School Improvement Planning.

Standardized test results and Benchmark scores are mailed to parents with a comprehensive analysis of scores in relation to State Standards. Our Bi-Lingual Assistants work with parents in need of translation documents that report and interpret data. Philadelphia's District website, www.phila.k12.pa.us, publishes both District and school scores. The 'Family Net' link allows parents to review report card grades, standardized test results and attendance data. Parents may use library computers to access information.

Parents and teachers communicate via interim reports, phone calls, e-mails, conferences, school visits and Home and School meetings. A school aide makes a personal call to each parent every day a student is absent. Three report cards are issued each year, with three-half-days for the first two reports that allow for individual parent-teacher conferences. Weekly newsletters are sent home to provide information, encourage participation in up-coming events and thank stakeholders for continued support.

Home and School members supervise the Parent Informational Desk. Administrators, parents and student representatives work together on School Improvement Planning, scheduling school trips, 'Conwell Pride' campaigns, student rewards and special events.

Our students are provided many leadership opportunities, and 'student voice' is a key component to the Middle School Plan. All students analyze their own Benchmark results and maintain portfolios of individual goals, progress, achievements and test data.

Conwell has a long-time Inter-Faith partnership with St. Phillip's Church and After-School Program. Our community partnerships include St. Francis Inn Homeless Shelter and Soup Kitchen, Veterans' Hospital, Phil-A-Bundance, Pennsylvania Ballet, Project Pride, 24th Police District, Aspira, and Congresso. Conwell welcomes partners who can offer our students service learning experiences.

4. **Sharing Success:**

Russell H. Conwell was nationally recognized for his lecture 'Acres of Diamonds.' Mr. Conwell believed that one could travel the world searching for treasure only to find acres of diamonds in your own backyard. Conwell is home to 891 'precious gems.' Our caring is genuine and the respect is mutual. This we humbly share with all who will listen.

Conwell's students have placed us in many 'spotlights.' In November 2005, the National Middle Schools Conference was held in Philadelphia and Conwell was chosen as a 'Showcase School.' Educators from all parts of North America traveled on buses to Conwell's 'Action Lab' workshops. Our diamonds have also dazzled many competitions. Conwell students won First Place in the 2004 'First-in-Math' Statewide Competition and the Pennsylvania Latino Conference Writing Competition. Others were First Place winners in the Philadelphia Olympics Writing Contest, Computer Fair and Carver Science Fair. In 2004-2005 and in 2005-2006, Conwell teachers won the Rose Lindenbaum Teacher of the Year Award. Conwell has earned Best Practices Awards, Statewide AYP recognition every year since 2002 and Keystone Awards for Academic Excellence every year since 2003.

Educators, parents, community partners and Conwell applicants are encouraged to tour our facilities and observe classes. The principal is a member of the Regional planning team and mentors two Drexel University administrative interns. Conwell's accomplishments have been featured by ABC, Fox Network, Star News and the Philadelphia Tribune. Recently, Conwell hosted the United States Ambassador to Greece, National League Rookie of the Year Ryan Howard and Chicago Bear Jason McKie.

Our dedicated family shares the belief that success is the only option. Students have a 'Yes We Can' attitude. We believe, 'If We Enter, We Will Win.' Located in an urban area with low-income families and a majority of African American and Latino students, in an outdated 1920's building and an old church building as an annex, our students are willing to accept seemingly impossible challenges, not afraid to fail and knowing that they will learn from these experiences.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Pennsylvania's Department of Education provides a 'Framework for Continuous School Improvement Planning' with State Standards and Assessment Anchors. The School District of Philadelphia's Curriculum Office provides a comprehensive plan to meet NCLB requirements. Scheduling Timelines plan for six-week instructional cycles, each allowing for Benchmark Assessments, review, reflection, and re-teaching in the sixth week. In addition, Effective Instructional Strategies guides are written to include the diverse learning styles of all students.

Advanced level teaching and accelerated pacing is the expectation for all classrooms. Our work focuses on the Renzulli 'Emerging Scholars' Model of Inquiry and Talent Development to ensure Rigor. The curriculum requires students to apply core knowledge, concepts or skills to solve real-world problems. At Conwell, there is a single school culture where staff and students value respect, responsibility, honesty, civility and tolerance.

Language Arts is taught in mandated instructional blocks of 120 minutes for grade 5 and 90 minutes for grades 6 to 8. The eighth grade curriculum blends the School District's high school African American Literature Anthology with Elements of Literature Anthology to enrich understanding of African American heritage. Independent Reading is a rostered class to reinforce the expectation that all students will read novels of their own choosing at appropriate reading levels and will become life-long readers.

Mathematics is taught in a mandated 90-minute block daily. Students investigate, analyze, reason, prove, apply and create as they acquire and use content knowledge. Math teachers use overhead projectors, calculators (graphing calculators in grades 7 and 8), white boards and manipulatives. Fifty percent of eighth grade students receive the ninth grade Algebra program and high school credit, while all eighth graders are eligible to pass the Algebra I Exam to receive this credit for Advanced Placement.

Experimentation and discovery occur in all Science classes every day. Students design and create lab projects, using the scientific method. All students participate in the Science Fair. 'Emerging Scholars' science electives include Robotics and Flight Simulation.

The grade seven whole-year World Language program offers an exploratory course in Chinese. All eighth-grade students are rostered for Spanish daily. This language program is designed as the Spanish I high school offering and students receive credit for a year of high school foreign language.

Conwell's Social Studies courses focus on United States history, world cultures and geography. Students relate lessons learned from the past and make meaningful connections to the present as well as for future decision-making. Debating, government issues and politics, current events, and role-playing are highlighted at all grade levels. World Cultures (grades 6, 7 and 8) is a project-centered program that extends cultural knowledge learned in Social Studies and offers options for in-depth research.

Conwell stakeholders believe there is a strong connection between academics and the Arts. Conwell has two orchestras, Drumline, an eighty-five member vocal choir, handbell choir, an electronic keyboard classroom and ballet classes taught by Pennsylvania Ballet instructors. Conwell students perform in Philadelphia's annual Puerto Rican Day Parade, Thanksgiving Day Parade, and the Regional Arts Festival. Core Curriculum Standard threads create the fabric of the visual arts curriculum.

Health and Physical Education classes are rostered to all students. Emphasis is placed on social, emotional and physical growth-balanced living, fitness, nutrition and self-esteem. Conwell's sports teams include track, basketball, soccer, volleyball and baseball.

Technology teachers follow the District's K-8 Technology Curriculum to insure equity in the mastery of 21st Century skills. Using laptop computers, students are taught advanced technology skills to compete in The Pennsylvania Middle Grades Computer Fair. Students in need of academic support are enrolled in Fast Forward to accelerate reading skills development, and Study Island to focus on skills development in all major subject areas. Both programs are research proven 'Best Practices' technology interventions.

Multi-disciplinary projects are required at all grade levels. Forty-two Extra Curricular and 'Emerging

Scholars' programs are offered to all students. Students may partake in 'Polish Language, Customs, and Foods', 'Student Council Leaders', 'Robotics', 'School Newspaper', 'Graphing Calculator Activities', 'Service Learning Crochet Club' and 'National Junior Honors Society.'

Conwell takes pride in our inclusionary classroom settings. Gifted, English Language Learners and Special Education students are included in all classes. Three Mentally Gifted programs are on site, each with a particular focus ' Technology, the Arts, and Mathematics.

2a. (Elementary Schools) Reading:

Language Arts focuses on the skills and strategies required for effective reading and writing. During shared reading, the teacher provides direct instruction, models reading aloud, and uses 'think alouds' to engage all students. Emphasis is placed on before, during and after activities to make personal connections, predictions, interaction with the text (reciprocal teaching), vocabulary development (word study) and critical thinking question and response.

Guided reading offers small group instruction and is critical for students reading below grade level. Strategies such as summarizing, identifying main idea, synthesizing and predicting are taught and reinforced. Literature circles and readers theater offer accelerated learning opportunities to all students. Students assume roles such as word wizard, connector, summarizer, and discussion director. Students take ownership of their groups as they read and interact with one another. Daily Editing is one specific strategy for pre-classwork. Students volunteer to 'teach' and ask, 'What is wrong and why?' for each error. Students, thereby, create rules for grammar and are held accountable for these rules in their writing.

Independent reading is a signature feature of Conwell. Students lovingly carry books with them as one would hold onto precious treasure. Classroom libraries are rich and varied and a visit to the school library is always a special treat.

This year, the Philadelphia School District introduced a Middle School Plan For Content Area Literacy. Professional development has focused on teaching comprehension strategies in all classrooms. These strategies include Preview Vocabulary, Review/Analyze/Connect, Reciprocal Teaching, Summarize and Synthesize through Writing, Comprehension Constructors and Structured Note taking. Individual reading levels are assessed periodically, using the Gates/McGintie and WRAP Tests. Teachers and students evaluate five-week cycle performances by taking Benchmark tests and reviewing individual and class results in week six. All teachers differentiate instruction according to levels, skills development and accommodations needed. Below Basic fifth-grade students receive additional Fast Forward and Study Island support. Literacy Power Hour is offered twice weekly to all Below Basic students. Extra-Curricular tutoring, Saturday School and summer enrichment programs are available to all students.

Several Conwell teachers integrate music and reading comprehension skills in partnership with the Opera Company of Philadelphia. Classes read the librettos for 'Carmen', 'Porgy and Bess', and 'Don Giovanni' to name a few. The students visit the Philadelphia Academy of Music, attend the opera, and write a personalized review of their experience.

3. Additional Curriculum Area:

Math is a Rigorous, standards-driven, 90 minute, Advanced level teaching and learning experience where teachers facilitate in a nurturing class environment. Teachers provide direct instruction to introduce new concepts and materials, but classes are student-centered. Students become teachers and take charge of the overhead projector, calling on other students to explain their thought process, show their work and justify all answers. The teacher circulates the room, coaching and facilitating, and moving the lesson along at an accelerated pace. Calculators and hands-on manipulatives are available on all student tables. Grade five's curriculum, Everyday Math, offers inquiry based learning, with open-ended response opportunities using pattern blocks, tangrams and centimeter cube manipulatives. Students in grade six, seven and eight are offered Math in Context. Students actively participate to problem-solve, analyze, apply mathematical relationships and justify their reasoning strategy. Fifty percent of our current eighth grade students are taking the ninth grade Holt Algebra I course, complete with ninth grade Benchmark Assessment Tests. This program is highly successful and there are plans to expand this opportunity to all eighth graders.

Conwell has a team of exceptional mathematics facilitators. They possess content knowledge, encourage

students to routinely make connections to real-world applications and, most importantly, build caring relationships with their students to expect success. Word walls abound, graphic organizers are effective, 'Study Island' supports students who need additional help, rubrics are posted, constructed responses are embedded in each lesson and problem solving occurs daily, but the key to our successful math program has been our teachers and students who, every day, give 100% effort to achieve their full potential. In recent years, the personal growth and professional development of our staff has paid major dividends in raising student achievement to the Advanced Level.

4. Instructional Methods:

Core Curriculum provides the foundation for implementing research-based 'Best Practices' instructional strategies. The administrators and Director of Accelerated Learning are responsible for daily walk-throughs and turn-around training to ensure that quality teaching and learning occurs everyday, in all classes, with all students engaged in the learning process.

Each class is comprised of students with a wide range of reading levels and readiness for learning. Differentiated instruction is key to our inclusionary philosophy. Skilled teachers offer, within the same lesson, both gifted opportunities for students who are capable of such challenges and a variety of supports to accelerate the rate of growth for students who are at Basic and Below Basic levels. Six-week Benchmark Assessments allow for periodic identification of students in need of support. Weekly CSAP Tier I meetings for teachers are rostered, with tutoring programs, Fast Forward, Study Island, Saturday School, Power Hour, small group instruction, counseling, peer mentoring and individualized academic and behavior plans available as interventions so that 'No Child Is Left Behind.'

Cooperative group work is encouraged in all classrooms. Reciprocal Teaching is an excellent strategy to engage students in all subject areas to assume various roles and responsibilities. Conwell students are proficient in using rubrics to judge the quality of their work and the work of their peers. Rubrics and standards are connected to daily objectives written on the blackboard, with the goal for the day. Students are encouraged to question, to think 'outside the box', to explain and justify, and to explore all options in a risk-free environment.

BDA activities (before, during and after) provide opportunities to use graphic organizers to compare and contrast, analyze how story elements create an author's purpose and point of view, and cite evidence to support findings as students review a passage. Teachers model effective communication, motivating students to continuously add to their 'toolboxes' specific strategies and skills such as TAG and T-Square. Conwell systematically teaches the process of connecting what is known to drawing a hypothesis (to predict), through careful observation and interpretation of what is observable.

Teachers use District Coordinating Documents to cooperatively plan lessons and projects using the cross-cutting Middle School Plan Literacy Strategies. Learning at Conwell is a process as learners develop life-long skills to achieve their full potential by questioning, reasoning and discovering new and uncharted learning opportunities.

5. Professional Development:

Conwell's professional development plan addresses the additional skills/training/capacity building required to effectively analyze data, design next steps, plan delivery methods and track student progress. Time is allotted for staff collaboration and evidence-based reflection on both teaching practices and student learning. A yearly opportunities calendar offers continuous professional learning, collaboration, planning and reflection. Regional supports include meetings and workshops for teachers who have specific certifications as well as on-line courses. Curriculum coaches provide on-site mentoring for new teachers. Often, the Central Curriculum Office scripts professional development meetings. The principal, however, is always permitted to adjust the day's presentations to address the needs of the particular school and its students.

Conwell's staff meetings focus on the following topics: 'The Middle School Plan for Content Area Literacy', 'Creating a Single School Culture', 'Analyzing Data to Provide Effective Instruction', 'Differentiation Instruction', and 'Advanced Level Teaching.' There are weekly Administrative, Leadership Team and Grade Group/CSAP Tier I meetings. The Building Committee meets bi-monthly and there are monthly meetings for the Home and School Association, Safety Committee and Finance Committee. Additional meetings are scheduled when there is purpose and urgency.

The principal is the instructional leader. Administrators visit grade group meetings and classes daily. They

provide immediate constructive feedback to improve teacher performance and ultimately, raise student achievement. Every staff meeting includes the principal's 'State of the School' message and 'Hot Topics'. Conwell's staff takes pride in a shared vision and there are times when the staff needs to discuss 'buying into' a new idea or procedure. The principal listens carefully to how the staff perceives what works well and what may need to be changed. The library's Teachers Resource Center contains current research and publications as well as Core Curriculum supplementary materials.

Conwell's Professional Development always focuses on academic rigor, relevance and building relationships. Every decision is made in the best interest of our students.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 5 Test PSSA

Edition/Publication Year _____ Publisher Data Recognition Corporation

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient or Advanced	73	58	64	59	48
% "Exceeding" State Standards					
Advanced	20	10	9	22	11
Number of students tested	153	129	123	160	162
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	71	62	58	59	46
% "Exceeding" State Standards					
Advanced	14	8	9	22	10
Number of students tested	109	53	55	160	134
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	81	63	77	58	54
% "Exceeding" State Standards					
Advanced	26	8	12	31	14
Number of students tested	77	48	34	62	56
3. Latino					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	55	52	55	64	40
% "Exceeding" State Standards					
Advanced	11	11	7	16	8
Number of students tested	47	46		63	67
4. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	77	61	44	44	63
% "Exceeding" State Standards					
Proficient or Advanced	23	17	6	11	17
Number of students tested	13	18	16	27	24

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	82	74	77	71	70
% "Exceeding" State Standards					
Advanced	35	39	35	32	24
Number of students tested	153	129	123	159	162
Percent of total students tested	100	99	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	77	71	85	72	54
% "Exceeding" State Standards					
Advanced	34	27	32	38	14
Number of students tested	77	48	34	61	56
2. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	100	64	87	91	40
% "Exceeding" State Standards					
Advanced	69	50	73	55	7
Number of students tested	13	14	15	11	15
3. Latino					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	87	78	75	66	40
% "Exceeding" State Standards					
Advanced	26	44	30	26	8
Number of students tested	47	46	56	62	67
4. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	77	83	56	67	63
% "Exceeding" State Standards					
Advanced	46	50	19	22	17
Number of students tested	13	18	16	27	24

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	71	81			
% "Exceeding" State Standards					
Advanced	27	35			
Number of students tested	219	222			
Percent of total students tested	100	98			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	80	87			
% "Exceeding" State Standards					
Advanced	30	33			
Number of students tested	79	70			
2. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	71	87			
% "Exceeding" State Standards					
Advanced	29	44			
Number of students tested	14	23			
3. Latino					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	63	77			
% "Exceeding" State Standards					
Advanced	23	34			
Number of students tested	73	79			
4. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	69	76			
% "Exceeding" State Standards					
Advanced	25	33			
Number of students tested	52	45			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	92	84	83	72	47
% "Exceeding" State Standards					
Advanced	64	50	55	13	10
Number of students tested	258	257	222	216	257
Percent of total students tested	100	100	98	97	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	91	80	81	72	47
% "Exceeding" State Standards					
Advanced	62	49	54	13	9
Number of students tested	158	194	159	216	153
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	91	86	83	74	47
% "Exceeding" State Standards					
Advanced	70	48	55	11	12
Number of students tested	109	111	84	82	99
3. Latino					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	90	81	80	72	41
% "Exceeding" State Standards					
Advanced	55	42	47	12	5
Number of students tested	73	79	60	68	85
4. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	95	78	82	66	52
% "Exceeding" State Standards					
Advanced	60	56	60	13	12
Number of students tested	58	50	55	55	60

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	94	80	82	80	69
% "Exceeding" State Standards					
Advanced	64	42	39	29	19
Number of students tested	258	257	221	221	257
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	92	78	81	80	69
% "Exceeding" State Standards					
Advanced	61	40	30	29	18
Number of students tested	158	194	158	221	153
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	95	79	81	90	81
% "Exceeding" State Standards					
Advanced	76	48	43	33	17
Number of students tested	109	111	84	83	99
3. Latino					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	89	80	82	73	57
% "Exceeding" State Standards					
Advanced	48	35	32	27	15
Number of students tested	73	79	60	70	85
4. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	97	76	82	75	67
% "Exceeding" State Standards					
Advanced	62	34	39	25	23
Number of students tested	58	50	54	57	60

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	80	91			
% "Exceeding" State Standards					
Advanced	39	54			
Number of students tested	219	222			
Percent of total students tested	100	99			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	80	92			
% "Exceeding" State Standards					
Advanced	41	43			
Number of students tested	148	138			
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	85	94			
% "Exceeding" State Standards					
Advanced	37	56			
Number of students tested	79	70			
3. Latino					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	80	86			
% "Exceeding" State Standards					
Advanced	37	52			
Number of students tested	73	79			
4. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	75	87			
% "Exceeding" State Standards					
Advanced	42	44			
Number of students tested	52	45			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	86	88			
% "Exceeding" State Standards					
Advanced	42	34			
Number of students tested	231	258			
Percent of total students tested	100	98			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	88	83			
% "Exceeding" State Standards					
Advanced	45	29			
Number of students tested	153	157			
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	88	86			
% "Exceeding" State Standards					
Advanced	48	37			
Number of students tested	81	106			
3. Latino					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	81	84			
% "Exceeding" State Standards					
Advanced	32	25			
Number of students tested	82	73			
4. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	86	95			
% "Exceeding" State Standards					
Advanced	38	38			
Number of students tested	42	60			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	89	87			
% "Exceeding" State Standards					
Advanced	58	48			
Number of students tested	231	259			
Percent of total students tested	100	99			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	89	84			
% "Exceeding" State Standards					
Advanced	60	44			
Number of students tested	154	158			
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	90	87			
% "Exceeding" State Standards					
Advanced	54	52			
Number of students tested	81	106			
3. Latino					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	87	84			
% "Exceeding" State Standards					
Advanced	57	38			
Number of students tested	82	74			
4. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	83	90			
% "Exceeding" State Standards					
Advanced	55	45			
Number of students tested	42	60			

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 5 Test Terra Nova

Edition/Publication Year 2nd Publisher CTB/McGraw Hill

Scores are reported here as NCEs

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	May	April	April
SCHOOL SCORES*					
Total Score	64	67	61	60	63
Number of students tested	155	131	125	162	160
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American	65	66	60	60	62
Number of students tested	75	49	60	61	55
2. Asian	66	64	60	71	70
Number of students tested	14	15	60	11	15
3. Latino	60	66	59	58	61
Number of students tested	49	47	56	58	67
4. White	70	71	55	57	68
Number of students tested	14	18	18	27	23

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as NCEs

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	May	April	April
SCHOOL SCORES*					
Total Score	60	67	55	58	58
Number of students tested	217	228	255	263	228
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American	63	70	56	59	61
Number of students tested	217	228	56	263	118
2. Asian	54	70	56	59	58
Number of students tested	14	25	56	16	20
3. Latino	58	65	52	56	55
Number of students tested	71	80	78	56	67
4. White	61	66	56	58	59
Number of students tested	52	47	64	63	58

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as NCEs

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	May	April	April
SCHOOL SCORES*					
Total Score	58	58	55	58	61
Number of students tested	154	131	125	162	160
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American	59	61	56	60	64
Number of students tested	74	49	56	61	55
2. Asian	56	50	56	62	64
Number of students tested	14	15	56	11	15
3. Latino	54	56	54	56	57
Number of students tested	49	47	56	56	67
4. White	66	62	55	68	63
Number of students tested	14	18	18	27	23

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as NCEs

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	May	April	April
SCHOOL SCORES*					
Total Score	62	66	61	67	62
Number of students tested	217	228	255	263	228
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American	62	66	61	66	60
Number of students tested	78	71	61	102	82
2. Asian	61	74	61	79	69
Number of students tested	14	25	61	16	20
3. Latino	61	66	58	65	61
Number of students tested	71	80	78	65	67
4. White	63	64	62	66	64
Number of students tested	52	47	64	63	58

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as NCEs

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	May	April	April
SCHOOL SCORES*					
Total Score	57	60	60	62	60
Number of students tested	234	264	261	225	230
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American	59	60	61	62	63
Number of students tested	85	107	61	86	87
2. Asian	56	62	61	62	56
Number of students tested	21	19	61	21	10
3. Latino	57	58	58	59	57
Number of students tested	81	77	80	59	70
4. White	54	61	60	65	60
Number of students tested	42	61	56	53	63

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as NCEs

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	May	April	April
SCHOOL SCORES*					
Total Score	65	69	64	67	62
Number of students tested	230	264	260	225	230
Percent of total students tested	98	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American	66	70	64	68	61
Number of students tested	83	107	64	86	87
2. Asian	71	74	64	72	66
Number of students tested	21	19	64	21	10
3. Latino	52	65	62	63	61
Number of students tested	80	77	80	63	70
4. White	62	70	64	69	63
Number of students tested	41	61	55	53	63

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as NCEs

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	May	April	April
SCHOOL SCORES*					
Total Score	60	61	63	61	60
Number of students tested	261	256	227	221	259
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American	61	61	63	63	62
Number of students tested	110	112	63	83	98
2. Asian	60	65	63	58	63
Number of students tested	17	16	63	10	13
3. Latino	57	60	63	60	57
Number of students tested	75	78	63	60	87
4. White	62	60	63	59	62
Number of students tested	59	49	54	58	61

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as NCEs

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	May	April	April
SCHOOL SCORES*					
Total Score	58	66	63	61	58
Number of students tested	260	256	227	221	258
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American	59	66	63	61	58
Number of students tested	110	112	63	83	98
2. Asian	62	77	63	67	69
Number of students tested	17	16	63	10	13
3. Latino	55	64	62	61	53
Number of students tested	74	78	63	61	87
4. White	58	65	64	61	61
Number of students tested	59	49	54	58	60

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					