

# ***2005-2006 No Child Left Behind - Blue Ribbon Schools Program***

*U.S. Department of Education*

## **Cover Sheet**

Type of School: (Check all that apply)

Elementary  Middle  High  K-12  Charter

Name of Principal Mr. Charles A. Kyle

Official School Name Haines Middle School

School Mailing Address 305 S. 9<sup>th</sup> Street

St. Charles IL 60174-2667

City State Zip Code+4 (9 digits total)

County Kane State School Code Number\* 31-045-3030-26-1010

Telephone (630) 377-4824 Fax (630) 377-4830

Website/URL www.d303.org E-mail ckyle@d303.org

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

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

Name of Superintendent\* Dr. Barbara Erwin

District Name Community Unit School District 303 Tel. (630)513-3030

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

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

Name of School Board

President/Chairperson Mr. James Gaffney

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

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

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

1. Number of schools in the district:	<u>12</u>	Elementary schools
	<u>3</u>	Middle schools
	<u>-</u>	Junior high schools
	<u>2</u>	High schools
	<u>1</u>	other *
	<u>18</u>	TOTAL

\*Mid-Valley Special Education Cooperative is comprised of five northern Illinois school districts: Batavia, Burlington Central, Geneva, Kaneland, and St. Charles. Mid Valley works in collaboration with the districts to administer programs for students with autism, multiple disabilities, emotional disturbance,

developmental delays, hearing impairments, vision impairments, and mental retardation. Additionally, the cooperative provides social work: speech and language; and physical and occupational therapy services for eligible students.

2. District Per Pupil Expenditure: \$8,893

Average State Per Pupil Expenditure: \$8,786

**SCHOOL**

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

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 1 Number of years the principal has been in her/his position at this school.

6 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
PreK				7	204	190	393
K				8	170	153	324
1				9			
2				10			
3				11			
4				12			
5				Other			
6	159	181	340				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							1051

6. Racial/ethnic composition of the students in the school:

<u>87</u> %	White
<u>2</u> %	Black or African American
<u>5</u> %	Hispanic or Latino
<u>5</u> %	Asian/Pacific Islander
<u>1</u> %	American Indian/Alaskan Native
<b>100% Total</b>	

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

7. Student turnover, or mobility rate, during the past year: 2.0 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>14</b>
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>6</b>
(3)	Total of all transferred students [sum of rows (1) and (2)]	<b>20</b>
(4)	Total number of students in the school as of October 1	<b>1051</b>
(5)	Total transferred students in row (3) divided by total students in row (4)	<b>.019</b>
(6)	Amount in row (5) multiplied by 100	<b>1.9</b>

8. Limited English Proficient students in the school:   0   %  
  0   Total Number Limited English Proficient  
Number of languages represented:   N/A    
Specify languages:

9. Students eligible for free/reduced-priced meals:   2   %  
Total number students who qualify:   24  

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:   12   %  
 122  Total Number of Students Served

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

<u>  3  </u>	Autism	<u>  1  </u>	Orthopedic Impairment
<u>  0  </u>	Deafness	<u>  6  </u>	Other Health Impaired
<u>  0  </u>	Deaf-Blindness	<u> 81 </u>	Specific Learning Disability
<u> 17 </u>	Emotional Disturbance	<u> 13 </u>	Speech or Language Impairment
<u>  0  </u>	Hearing Impairment	<u>  0  </u>	Traumatic Brain Injury
<u>  1  </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:

	<b>Number of Staff</b>	
	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	2	0
Classroom teachers	61	2
Special resource teachers/specialists	16	1
Paraprofessionals	6	-
Support staff	9	-
Total number	94	3

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 17:1

13.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	97%	97%	96%	97%
Teacher turnover rate	4%	5%	8%	10%	7%
Student dropout rate (middle/high)	0 %	0 %	0%	0%	0 %
Student drop-off rate (high school)	n/a	n/a	n/a	n/a	n/a

### **PART III – Haines Excels**

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Haines Middle School is honored to be recognized as a Blue Ribbon Nominee because it reaffirms the high quality education students receive. Haines is located in northern Illinois and educates 1051 sixth, seventh and eighth grade students on a daily basis. The culture and climate is warm, collaborative, and student-centered. Haines is the epitome of a professional learning community and models the characteristics of the middle school philosophy.

The mission statement is, “Haines strives to provide a dynamic educational community in a climate of encouragement and discovery designed to meet the needs of our middle level students in today’s changing society.” Students, faculty, parents, and administrators use the mission statement to guide them towards the academic and affective success of all students. That said, this portion of the application will focus on that which distinguishes Haines from other schools.

Students navigate through an eight-period day that includes language arts, math, social studies, science, P.E./health, exploration, band/orchestra, choir/study hall, and lunch. The eight-period day does not lend itself to a traditional advisory period. To compensate for the lack of an advisory period, a group of faculty started a program in 1992 called “Teachers Encouraging Kids” (TEK). The program was created to target “at risk” students and provide them with positive connections and relationships to faculty and staff. The city of St. Charles learned about TEK and decided to fund the program because of its proactive approach to protecting students’ mental health.

Currently, 96% of all faculty and staff sponsor at least one TEK activity during the year. Studying the body of research conducted by the Search Institute, the Haines staff recognized that one of the most important safety nets for middle and high school students is a relationship with a significant adult, beyond their immediate family. During the 2004-2005 school year, TEK reached 86% of all students. The teacher-sponsored events take place before, during, and after school. Teachers volunteer their time to lead activities. In other words, faculty and staff are not paid for their time to sponsor and chaperone TEK activities. The TEK program gives students and teachers an opportunity to make a connection outside of the classroom.

In addition to TEK, over 62% of Haines' student population participated in band, orchestra, and or choir. Students take a music class instead of a study hall. A number of musical groups practice before, during, and after school. The musical groups include: sixth, seventh, and eighth grade band, orchestra, and choir; Jazz Ensemble; Concert Choir; Boys in Black. These music programs provide students with an excellent balance between academics and the arts. They also create tremendous opportunities for music teachers to make connections with their students and help build their self-esteem.

Another avenue for students to be connected to Haines is through athletic teams and extra curricular clubs. The 39 clubs and sports meet after school and on weekends. Over 65% of the student population is involved in sports and/or extra curricular programs offered at Haines. The staff is committed to meeting the affective needs of students as a means by which academic potential is maximized.

The faculty and staff at Haines are the embodiment of a professional learning community. One example of the dedication and commitment of the Haines faculty is "Red Light/Green Light Week." The teachers take two weeks out of the year to observe and to be observed by their colleagues. Substitutes are provided for both weeks and teachers use their planning periods to observe others teach. The faculty learns from one another through observation and reflection. The faculty is dedicated to learning and implementing the "best practices in education." Over 50% of the faculty has either a master's or doctorate degree, or is enrolled in a master's program.

A further demonstration of Haines' commitment to functioning as a professional learning community is the creation of focused study halls. Teachers wanted to target struggling students in math and language arts. To do so, they analyzed their students' fall and spring scores on the Measurement of Academic Progress (MAP) to target individual students who were in danger of not meeting or exceeding state standards on the spring Illinois Standards Achievement Test (ISAT). Teachers rearranged their study halls to create focused study halls. During these daily 25 minute sessions, teachers focused instruction on the specific needs of the selected students, primarily in math and language arts. The data from the focused study halls proved that the strategy worked. The majority of students in the focused study halls met expectations on the spring ISAT and their MAP scores exceeded the average growth at all grade levels. The school improvement team used the data from the focused study halls to expand the approach for use in all grade levels.

Haines Middle School adheres to the mission and works diligently to assure the affective and academic success of all children. Goals are accomplished because all staff are committed to being active and engaged members of the Haines' professional learning community.

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

### **1. Assessment Results**

Illinois uses the Illinois Standards Achievement Test (ISAT) to measure individual student achievement relative to the Illinois Learning Standards. The ISAT is also the measurement Illinois uses to determine Adequate Yearly Progress (AYP) under the *No Child Left Behind Act of 2001*. The ISAT is criterion referenced, which allows schools to compare their results with other schools and school districts in the state of Illinois.

In 2005, all students in the Illinois public school system were tested in grades 3, 5, and 8 in reading and mathematics. Students were also tested in science in grades 4 and 7. Each student's individual ISAT score is categorized into one of the following levels: exceeds standards, meets standards, below standards, and academic warning.

The ISAT Reading assesses students' proficiency on state standards in the areas of comprehension, application of strategies, and vocabulary. The ISAT Math does the same in the areas of estimation/number sense/computation, algebraic patterns/variables, algebraic relationships/representations, geometric concepts and relationships, measurement, data organization/analysis, and probability. Additional information regarding the Illinois Standards Achievement Test can be found on the Illinois State Board of Education website, [www.isbe.state.il.us/assessment](http://www.isbe.state.il.us/assessment).

The ISAT has been an important data source for the Haines School Improvement Plan for the past five years. No specific disparities have been noted among subgroups. The 2005 ISAT Reading was the measurement that placed Haines Middle School in the top ten percent academically in the state of Illinois. Ninety-four percent of the Haines eighth grade students met or exceeded state standards on the 2005 Reading ISAT. This was an increase of approximately eleven percent from the 2004 ISAT. Eighty-four percent of eighth grade students met or exceeded standards on the 2005 ISAT Math. Student performance increased by approximately four percent on this test.

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

Initial work is done by the school improvement team which is comprised of 16 staff members representing every team in the school: special education, parents, and administration. The school improvement team uses multiple sources of data to provide insight into students' strengths and weaknesses. This team meets for two days in August to disaggregate ISAT scores, Measures of Academic Progress (MAP) scores, writing portfolios, attendance rates, discipline referrals, and Explore test results.

The school improvement team was subdivided into four groups to disaggregate the data: math, reading, writing, and affective needs. The first day of summer, SIP work is devoted to analyzing and interpreting the previous year's data from the above sources. Each group focuses on three questions: *What do the data tell us? What are our strengths and weaknesses? What are the implications for classroom instruction and the school improvement team?* The team compares and contrasts the scores from the previous year and identifies successes and areas of concern.

Then, with intense focus, the school improvement team drafts goals which are specific, measurable, attainable, result-based, and time-bound. These goals are presented to the staff for confirmation. The Haines staff endorsed and embraced two three-year school improvement goals for 2004-2005: To increase student achievement on the ISAT Math in the subcategory of geometric shapes and patterns by 20%, and increase student achievement on the ISAT Reading in the subcategory of vocabulary by 20%.

All school improvement efforts were directed toward these two goals. The focus and diligence resulted in test scores that reflected an increase of 22% on geometric shapes and patterns and an increase of 16% on vocabulary. The staff achieved the three-year math goal in one year and was close to doing the same in reading. This is further evidence of how Haines is maximizing its potential as a professional learning community. Systemically, the entire staff, from the principal to the custodian, had a role in addressing the school improvement goals.

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

Multiple vehicles are used to communicate assessment data to parents, community, and students. Following a comprehensive presentation to the Board of Education, the ISAT test results are published in all local newspapers. The Board of Education presentation is posted on the district website as well. The district website contains a link to each school's Illinois School Report Card. This mandatory state school report card highlights the assessment results for the school (including subgroups), the district, and the state. Parents and the community may access additional information online via the Illinois Interactive Report Card.

Teachers use the fall and spring MAP test results with the students to recognize areas of strength and weakness. The test data helps drive instruction from classroom to classroom and student to student. District 303 sends home results of the fall and spring MAP test to parents to inform them of their student's individual academic growth. The Explore test results are also mailed home and used as a discussion with the eighth grade students about career paths and high school placement. Haines publishes a weekly parent newsletter, Friday Forecast, which regularly reports assessment information and data. Additionally, Haines Middle School has a website that provides frequently updated school improvement information.

### **4. Sharing Success**

Historically, Haines works with the elementary, middle, and high schools in District 303 to share ideas that work to improve student learning. The school district encourages communication and collaboration among building principals as they work together and share ideas and strategies that will help improve student learning. The approach Haines adopted two years ago was to focus on two measurable and specific goals. The data determined areas of need. The AYP targets Illinois established were used to create the target percentages for both goals. Being specific and having measurable goals is the secret to Haines' success. These successes have been shared formally through presentations at conferences and informally through masters and doctorate level cohort classes which teachers and administrators attend. It is important to note that Haines has benefited from the work that other schools have shared. The goal was not to reinvent the wheel, but to take what works and apply it to the culture and climate at Haines.



## PART V – CURRICULUM AND INSTRUCTION

### 1. Curriculum:

The Haines Middle School curriculum is entirely standards-based and includes math, language arts, science, social studies, P.E., health, foreign language, and other exploratory courses focusing on fine arts, technology and applied arts. The district curriculum is aligned with state and national standards. Two years ago the district increased the rigor in the middle school curriculum through a number of different curriculum change initiatives in reading, math, science, social studies, P.E./health and foreign language/exploratory.

In 2003 a successful referendum brought an additional period to the middle school day in St. Charles. The eight-period day was passed and financed because it added an extra period of reading and language arts to the school day, totaling ninety minutes daily for all students in grades six through eight. The literacy curriculum is based on Heather Lattimer's book, Thinking through Genre. Students work on reading comprehension, vocabulary, grammar, speaking, and writing through the study of different genre modules. During one part of the block, students engage in an intense study of genre; in another part, they extend their literacy skills through a variety of learning structures and strategies, which include literature circles, writing, responding to literature, reading strategies, vocabulary, grammar, word structure, and reading self-selected materials.

As the core of the middle school mathematics program, teachers and students use Connected Mathematics, a research-based program developed through funding from the National Science Foundation. The comprehensive, research-based program is aligned with the Illinois State Mathematics Standards, and has been recognized as exemplary by the United States Department of Education. Connected Mathematics uses an investigative approach and helps students develop understanding of important concepts, skills, procedures, and ways of thinking and reasoning in number, geometry, measurement, algebra, probability and statistics. Students participate in mathematics class for forty-five minutes of instruction daily.

The emphasis in science is on science literacy which includes the understanding of basic scientific constructs, the process or nature of scientific inquiry, and the impact science and technology has on individuals and society. Students focus on earth science in sixth grade, life science in seventh grade, and physical and chemical science in eighth grade. Throughout their science education, scientific inquiry, problem solving, and the interdependence of science, mathematics, and technology are emphasized. Students are also provided the yearly opportunity to further develop their problem solving and scientific inquiry skills through hands-on experiences in the "Science Olympiad" and science fair. The entire science curriculum is aligned with the Illinois State Standards.

The social studies curriculum at sixth and seventh grades centers on Eastern and Western Hemispheres. The courses are comprised of one third geography, one third history, and one third current events of the region. The eighth grade social studies curriculum centers on the Constitution and 20<sup>th</sup> Century American history. Social studies teachers utilize History Alive, a hands-on curriculum supplement, to enhance and engage student learning. State standards are addressed and assessed at all grade levels.

Foreign language is offered at seventh and eighth grades. Students choose one of two paths. They either enroll in exploratory courses (art, manufacturing technology, drama, family consumer science, general music, and computers) or foreign language. If students choose a foreign language, they will take one-and-a-half years of Spanish, German, or French. The 18-month course is the equivalent of an entry level high school foreign language course.

Physical education and health are offered on a daily basis for students. The physical education curriculum addresses personal wellness, nutrition, basic skills and rules of team and individual sports, and creativity. Students are expected to work in an environment of cooperation and respect. Lifetime fitness and physical activity are pervasive throughout the curriculum.

Beyond that which is offered through the exploratory general music class, the music curriculum includes band, orchestra, and choir. Each of these is offered during a twenty-five minute lunch period. Over 60 percent of the student population is involved in band, orchestra, and/or choir. The bulk of instruction is delivered during the lunch period.

The exploratory courses include the following: drama, computers 1, and computers 2, family and consumer science, manufacturing and technology, art, general music, and French and Spanish. Sixth graders and seventh grade students take an exploratory wheel of courses which are divided into six-week classes. This provides exposure to a variety of different elective classes. In eighth grade, students can choose among four exploratory classes or a full year of foreign language.

#### **2a. / 2b. (Elementary Schools/Secondary Schools) Reading/English:**

Haines has a full time reading specialist who works with over 60 students that are struggling readers. She works with sixth, seventh and eighth grade students in a pull out/push in model. The reading specialist works with the students in a small group environment and co-teaches language arts classes. The reading specialist is the expert in the school for current best practice in reading instruction and consults with all teachers on a regular basis. Since the school improvement goal is to increase student achievement on the ISAT in the subcategories of vocabulary and reading comprehension, the reading specialist models reading strategies that can be used in all subject areas. Haines incorporates research based reading strategies used by successful readers. The reading specialist systemically applies her knowledge to all classrooms through interactive presentations at faculty meetings and on days designated for school improvement.

#### **3. Art:**

One exploratory course that compliments the academics at Haines is the art program. Art is displayed in every corner of the building and makes the inside of the building aesthetically pleasing. The displayed student art work is a visual reminder and example of the talent and creativity each student possesses. The Haines Middle School art program is based on the idea that the sky is the limit on creativity. From the conceptual art thought to the final project, Haines' art students discuss a myriad of ideas, express inner understanding, extrapolate, decide direction and media, learn art terminology, develop artistic license, and gain pride.

The middle school art curriculum for District 303 is a building block concept from sixth grade to eighth grade. The sixth and seventh grade art program is six weeks, while eighth grade students participate in a nine week program. Haines' sixth grade artists learn arrangement via the elements of design. The seventh grade Haines art program incorporates the principles of art via sculpture,

and the eighth grade artists apply sixth and seventh grade skills to more advanced multi-media projects and composition. Student art work is displayed in the showcases, hallways, learning center, main office, and throughout the district. Brilliant colors of paint, oil crayon, chalk, colored pencils, and markers are found everywhere.

Haines Middle School has had an active art club for the past 29 years. Students in eighth grade meet in art club during their lunch hour. During that time they design murals and stretch canvases. As a result, the Haines environment explodes with the creative genius of the young artists' imagination. Murals stand the test of time and the canvases are proudly displayed throughout the building.

The art program at Haines Middle School actively involves all students – the passive, the potential dropout, the art-oriented, the academically talented, and appreciative onlookers. One of the main objectives of the program is to encourage individual expression through a stimulating and flexible environment where each student can succeed. The Haines art program attains excellence daily, fosters learning with passion consistently, and encourages Haines' students to live with integrity through trial and error accomplishing something quite extraordinary, an art piece they have created.

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

Haines Middle School enrollment increased from 900 in 2001 to 1051 in 2006. With the increase in student population, the Haines faculty worked to incorporate best practice strategies into all classrooms and content areas. Assessment drives instruction. Teachers are expected to use a variety of assessments to guide instruction. The school improvement team works with the data to help implement new and traditional teaching strategies that can be applied across all content areas and all learners. Technology is a district wide initiative and is incorporated into classroom instruction when appropriate. New teachers are trained on best practices during the Illinois State Board of Education approved two year teacher induction program. These best practices are endorsed and utilized at Haines Middle School and in D303:

- Differentiation
- Cooperative learning strategies
- Literature circles
- Multiple intelligences
- Paired and shared reading
- Special education/regular education co-teaching model
- Vocabulary strategies
- Reading strategies
- Focused study halls
- Data-driven school improvement/team decisions
- Direct instruction
- Reading and writing across the curriculum
- Graphic organizers
- Incorporating technology across the curriculum
- Critical thinking
- Engaged learning
- Heterogeneous and homogeneous grouping strategies

Teachers blend a mix of traditional and innovative approaches to increase student engagement and learning. There is a healthy balance between teacher led and student led learning at Haines Middle School. The strategies listed above are the vehicles used to meet the needs of the middle level student.

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

Haines Middle School has an active school improvement team. The team includes representatives from all teams throughout the school. The school improvement team met for two days in the summer of 2004 and used the data to identify goals. Specifically, the Haines professional development plan addressed two school improvement goals for the 2004-2005 school year: to increase student achievement on the ISAT reading test in the subcategory of vocabulary by 20%, and to increase student achievement on the ISAT math test in the subcategory of geometric shapes and relationships by 20% over a three-year period.

One significant change the school improvement team made was to take professional development to the level where it would impact the individual student. The SIP team identified students in jeopardy of not meeting state standards in math and reading. All faculty in-service days, school improvement days, faculty meetings, and content curriculum planning meetings were used to train, support, and focus professional development on math and reading strategies. Professional conferences and workshops that teachers attended provided professional growth that aligned with the SIP goals and state standards. Teachers attending conferences and conventions focused their efforts on methods, strategies, and programs that would support students in attaining the Haines SIP goals.

Professional development was led by the school improvement team, administrators, math specialists, reading specialists, K-12 curriculum coordinators, teachers, and the chief academic officer. Professional development throughout the year helped create a systemic approach to applying reading and math strategies across content areas. The end result of professional development is to see results in learning. Haines witnessed results in both reading and math, proving the focused measurable approach to professional development is successful in raising student achievement.

In the summer of 2004, educator and author Rick DuFour confirmed 35 years of research which indicated the conditions a school must create to have the most powerful impact on student achievement. The conditions are those which school staffs have the autonomy to initiate and control. Haines is a perfect example of this. Haines was able to use resources within the school and the district to create a successful professional development plan that yielded increased student achievement.

## PART VII - ASSESSMENT RESULTS

### ISAT Reading Scores Haines Middle School 2000-2005

Testing Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	April	April	April
ISAT Reading Scores	93.7	83.2	80.7	91.8	83
% At or Above Meets State Standards	93.7	83.2	80.7	91.8	83
% At Exceeds State Standards	21.1	11.5	18.3	25	21
Number of Students Tested	322	288	291	284	256
Percent of Total Students Tested	100	100	100	100	100
Number of Students Alternatively Assessed	5	3	1	2	n/a
Percentage of Students Alternatively Assessed	1%	1%	.03%	.07%	n/a

### ISAT Math Scores Haines Middle School 2000-2005

Testing Years	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	April	April	April
ISAT Math Scores	84	80.1	74	84.3	76
% At or above Meets State Standards	84	80.1	74	84.3	76
%At Exceeds State Standards	37.4	33.2	25.7	36.4	26
Number of Students Tested	322	288	291	284	256
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	3	1	2	n/a
Percent of students alternatively assessed	1%	1%	.035%	.07%	n/a

**National Norm Referenced Test Data  
Haines Middle School 2000-2005**

Subject: Math and reading

Grade: 8

Test: ACT Explore

Scores are reported as Scaled Scores

<b>Testing Year</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
Testing Month	October	October	October	October	October
Haines Composite Score	17.5	17.0	16.8	17.7	17.4
National Composite	14.7	14.7	14.7	14.7	13.7
National Standard Deviation	3.0	3.0	3.0	3.0	4.2
Haines Math Score	17.2	16.5	16.5	17.3	17.3
National Math Mean Score	14.4	14.4	14.4	14.4	14.0
National Standard Deviation Math	3.5	3.5	3.5	3.5	4.0
Haines Reading Score	16.2	16.1	15.9	16.9	17.3
National Reading Score	13.9	13.9	13.9	13.9	13.1
National Standard Deviation Reading	3.6	3.6	3.6	3.6	5.7
Number of Students Tested	304	284	282	275	254
Percent of total students tested	95%	99%	97%	97%	99%
Number of students alternatively assessed	0	0	0	0	0
Percentage of students alternatively assessed	0	0	0	0	0