Revised 3/13/06
2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education
Cover Sheet

Type of School: (Check all that apply) _x_ Elementary _x_ Middle __ High __ K-12 __Charter

Name of Principal Weldon W. (Woody) Yoder
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Warwood School K-8
(As it should appear in the official records)

School Mailing Address__150 Viking Drive
(If address is P.O. Box, also include street address)

___Wheeling ,_____West Virginia____26003-7028_____
City   State   Zip Code+4 (9 digits total)

County ____Ohio_____State School Code Number*___64303_____

Telephone (304)243-0394   Fax (304)243-0395

Website/URL   http://wphs.ohio.k12.wv.us/ocbe/index.htm   E-mail wyoder@access.k12.wv.us

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

                                                              Date____February 3, 2006_____
(Principal's Signature)

Name of Superintendent* Mr. Lawrence Miller
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name____Ohio County Schools   Tel. (304)-243-0394

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

                                                              Date_____
(Superintendent's Signature)

Name of School Board   Mr. David Mathieu
President/Chairperson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

[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 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

All data are the most recent year available.

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

1. Number of schools in the district:
    __9__ Elementary schools
    __4__ Middle schools
    _____ Junior high schools
    __1__ High schools
    _____ Other

    __14__ TOTAL

2. District Per Pupil Expenditure: _$7,369.04____

    Average State Per Pupil Expenditure: _$3,267.39___

SCHOOL (To be completed by all schools)

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

    [   ]   Urban or large central city
    [   ]   Suburban school with characteristics typical of an urban area
    [   ]   Suburban
    [x]   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.

    5 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	6	9	**15**		7	36	33	**69**
K	26	19	**45**		8	42	46	**88**
1	28	26	**54**		9			
2	33	25	**58**		10			
3	22	21	**43**		11			
4	31	14	**45**		12			
5	29	26	**55**		Other			
6	27	33	**60**					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					**532**

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   95 % White
    the students in the school: 3% Black or African American
                                          1% Hispanic or Latino
                                          1% Asian/Pacific Islander
                                          0% American Indian/Alaskan Native
                                  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: ___12____%

    [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.	33
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)]	63
(4)	Total number of students in the school as of October 1	546
(5)	Total transferred students in row (3) divided by total students in row (4)	.12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: __0_____%
                                                       ___0____Total Number Limited English
    Proficient
    Number of languages represented: _____
    Specify languages:

9. Students eligible for free/reduced-priced meals: ____42____%

       Total number students who qualify: ____220____

    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: ___15___%

                                                         ___80___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.

____Autism	____Orthopedic Impairment
____Deafness	__2_Other Health Impaired
____Deaf-Blindness	_24_Specific Learning Disability
_2__Emotional Disturbance	_45_Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
_7__Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	__2____	_____
Classroom teachers	__27___	__1_____
Special resource teachers/specialists	__8____	__5_____
Paraprofessionals	_____	_____
Support staff	___3___	_____
Total number	__40___	__6____

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: ___20:1___

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	96%	95%	96%	95%
Daily teacher attendance	94%	93%	94%	95%	N/A
Teacher turnover rate	5%	5%	5%	5%	5%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Eager eyes search for reassurance. Small hands grip and prepare. A young heart begins to race. The mind measures and calculates and considers the vast potential of what lies ahead. A milestone is nearing; new freedom awaits. The autonomy gained propels one toward the "grown up world" and answers the question, "can he do it." Then a fragile ego makes a first attempt at peddling a bicycle alone. Regardless of gender, race, creed, or economic status, a world of personality and ambition springs open.

At Warwood School K-8, we as educators, have the unique opportunity of participating in the development of young people as they undergo an incredible change. From the pre-kindergarten level to the intermediate level and finally to the discovery years of middle school, we embrace the challenge of educating. From the eager eyes of the young learner to the maturation of our middle school students, we provide an environment that meets the needs of all students enveloping gender, racial, religious, and economic differences. At its conclusion the process yields students who are confident and prepared. Some pedal forward needing reassurance, while others announce, "Look mom, no hands". Then as larger hands grip the steering wheel, students gaze with eager eyes once again considering new possibilities.

Warwood School is located in the community of Warwood two miles North of Wheeling in the Northern Panhandle of West Virginia. It is nestled along the banks of the Ohio River in a tri-state metropolitan area of more than 120,000 people. A bike trail maintains a course between road and river as you move from downtown Wheeling to Warwood. Traveling by vehicle one would see a typical small town atmosphere and eventually a street marked "Viking Drive," which leads to Warwood School. An alternate course would take you out of your vehicle and onto the community bike/walking trail that better portrays the Warwood story. Its paved course was once a railroad track that takes you past manufacturing buildings significant to the blue collar history that is embedded in the working class citizenry of Warwood. The trail moves through the backyards in neighborhoods where houses and relationships are close. In a short distance the Warwood School facility is adjacent to the trail overlooking the Ohio River.

The present day Warwood School facility is the result of planning by former administrators and necessary change of its constituents. In 1995 construction was completed to add a middle school facility to the existing elementary structure that was built in the 1940s. This allowed a new facility for middle school students in a community where population is in a decline. Eventually both elementary and middle schools were combined into one school making it the only K-8 facility in Ohio County. The enrollment stays above 500 students with grades 6-8 maintaining 220 students and the K-5 level just over 300 students. West Liberty Elementary School is also a feeder school to our grade 6-8 facility. First impressions from the middle school entrance indicate a new facility. However, moving to the elementary side observations would indicate a strong sense of history and the importance of educating young people over decades. Warwood School was named an Exemplary School in 2003 and in 2005. The school also earned the Gold Star Award in 2002 for outstanding efforts with school business partnerships. An outstanding characteristic of the school is the participation of the parents and community in educational endeavors. In addition to the academic requirements and athletic offerings, students enjoy a busy environment engaging in activities such as: Forensics, Youth & Government, REAP Science programs, MathCounts, Mission Ground Truth, River Watchers, Challenger Learning Center, Yearbook, Book Fairs, Book Exchanges, Peer Mediation, Intramurals, Technology Student Association, Band, Chorus, Strings, Saturday Scholars, Leo Club, Future City, Talent Shows and Honors Assemblies.

In conjunction with Ohio County Schools' mission statement, Warwood School provides a Foundation for Success for every student through the many educational opportunities offered. Our mission is to deliver an instructional program that focuses on management of academic performance, staff development, technology integration, and community involvement.

The vision of Warwood School is to deliver an instructional program in a sound school environment that is warm and friendly, which allows all students to grow. It is imperative that the staff enables each child to be the best he can be by implementing programs that will allow success for each

child, regardless of educational status or need. We pursue excellence through our practical, day-to-day commitment at-WARWOOD SCHOOL K-8.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

As a child learns to ride a bike, his parents keep a watchful eye on each ride. Along the way they cheer words of praise and also give helpful advice. As our students progress through Warwood School, the teachers keep a watchful eye on student progress through assessment results. They then give out praise and work to find a means to better help the students.

Prior to the 2003-2004 school year, the school participated in the Stanford 9 Achievement Test. This was a norm-referenced test and the results showed the increases in performance for the 2001-2002 to the 2002-2003 school year. For the two school years, Warwood students showed an increase in the mean percentile scores for the school, the special education subgroup, and the low socioeconomic subgroup.

The West Virginia Educational Standards Test (WESTEST) is a customized criterion referenced test meeting the mandates of No Child Left Behind. It is aligned with West Virginia's Content Standards and Objectives. Content Standards are the required concepts and skills to be taught to each student. Our students in grades 3, 4, 5, 6, 7, and 8 took this test for the first time in the spring of 2004. Each school was provided reports that analyzed student performance in content areas, grade levels, mastery data, and mastery of content standards by sub-groups. The five state performance levels are novice, or beginning, partial mastery, mastery, above mastery, and distinguished. Students performing at the mastery levels, above mastery or distinguished are considered meeting the standards. Novice and partial mastery are below the standards levels. The assessment further delineated the school's performance by race/ethnicity, special education students, and economically disadvantaged students.

Warwood School has shown consistent improvement as a school and within the special education and low socioeconomic subgroups, the only two significant subgroups in the school. As a school there was an increase in the percent of the students scoring mastery or above. The scores increased from 83.30% to 87.15% for total reading and 80.30% to 86.31% for total math from the 2003-2004 to 2004-2005 school years. There was also improvement in the low socioeconomic subgroup. The scores went from 69.01% to 79.85% for total reading and from 65.49% to 77.69% for total math. The biggest gains were in the special education subgroup where the scores went from 39.97% to 51.11% for total reading and 47.36 to 68.88% for total math.

Warwood School students have scored above the Ohio County and state averages.   The special education subgroup surpassed the reading and math scores as a school. Warwood School also surpassed the state scores for the low socioeconomic subgroup for reading and math. The school's reading scores were higher than the county scores and the math scores were at 77.69%, just under the county mark of 78.00%.

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

Website for assessment results: http://wvachieves.k12.wv.us

2. Using Assessment Results

The beginning bicyclist undergoes a process in which he/she adjusts to previous attempts and mistakes. If adjustments and calculations are not made success is difficult to achieve.

Assessment data collection is an ongoing process that allows us to calculate student needs. It dictates decisions regarding planned instruction for individual students. The process begins with the accumulated data. At the beginning of the school year, the teaching staff reviews and evaluates the past

year's WESTEST, WV Writing Assessment, Student Grade Point Average, Informal Reading and Math Assessments, and Kindergarten screening results. Instructions from central office personnel are given to the principal to establish a school-wide Management of Academic Performance (MAP) plan for meeting county objectives. The first step in the plan is to identify students in all cell groups not meeting the mastery level on the above assessments. They are targeted for re-teach and remediation. Students meeting mastery or above are provided with enrichment activities to meet their academic needs.

Monthly MAP reports are completed by the staff and given to the school administration. Transitional Kindergarten has developed individualized assessment portfolios. Levels K-2 participate in an informal assessment program in the areas of Reading and Mathematics. All students considered as "at risk" are given individualized attention during the first semester. Grades 3-8 teachers utilize all WESTEST results to chart the course for students. Also individual Student Ownership Portfolios are created. This type of assessment gives the students ownership of their yearly progress as they document their personal results. Each academic teacher has a folder on each student in the school, and every year the students use the individual right response form and a teacher created form to document student achievement. Students transfer information from the right response form to the easier to read teacher created form, which is grouped according to the WV content strand. Using the re-grouping allows the students to put similar test questions together and more easily see their own strengths and weaknesses. Also, we have begun longitudinal tracking that allows teachers to follow groups of students from year to year. Our assessment reporting not only includes how a particular grade level performed, but also tracks how that particular group of students performed each year. This is a vital tool when establishing subsequent year MAPPING.

Our school's continual evaluation of assessment data creates an understanding of the needs of all students within the learning spectrum.

3. Communicating Assessment Results

Communication is the key that enables our students to succeed. Establishing the MAP plan for our students is ineffective unless the intent and process are communicated. Our communication begins before the students come to school. Families are sent newsletters with pertinent information for the start of the year that includes our goals and expectations. Newsletters continue every month throughout the school year and include articles on academic successes such as Honor Roll, Students of the Month, Character Education successes, Math Competitions, Forensics, Cultural Arts, and Music performances. Interims and subsequent report cards communicate progress to parents each nine weeks. County and State report cards are also mailed home and include information on our assessment results and school demographics.

Open House is held after school begins usually in late September. Parents come for an introduction to teachers, tours of the building, discussions on procedures, and individual conferencing sessions with teacher teams.

Teachers are encouraged to contact parents on a regular basis to keep them informed of their child's progress in the classroom. Teachers communicate daily via student agendas that are monitored and utilized. Some teachers use an online grade-book that enables the parent to gain information on their child's progress via the internet. The grade-book also offers email links to the teacher and access to all homework and class assignments. Parents and students can track their grades in the class.

Parent/Teacher/Student conferences are held three times per year. Parents and students are educated on their WESTEST results including the individual item analysis. Students also analyze their own WESTEST results using Student Ownership Portfolios as described previously. Emphasis is placed on patterns that indicate weaknesses from year to year. Also, longitudinal tracking is communicated to the parents to communicate progress and difficulties from year to year.

Our student successes are honored at Ohio County Board of Education meetings and at our Nine Week Honor Assembly. Students are recognized for their academic success, faithful attendance, and good character.

We take pride in strong relationships with our Partners in Education. We not only communicate our successes, but we also include our community in many of our activities. Assessment results are communicated to them in Local School Improvement Council meetings and rewards and recognition programs.

4. Sharing Successes

Warwood School shares its successes with other schools in a variety of ways. First, our teachers are very active in community organizations and state and national professional organizations. Our teachers are members of the Ohio Valley Language Arts Association, the West Virginia Reading Association, the International Reading Association, West Virginia Council of Teachers of Mathematics, National Council of Teachers of Mathematics as well as science and social studies organizations. This past year one of our teachers presented at the WV Reading Association while two of our mathematics teachers were instrumental in having Warwood School selected as a training site for Project Merit. One of our mathematics teachers is a Project Merit state trainer while all of our mathematics teachers participate in the project. Warwood teachers are always in demand as countywide staff development presenters and serve on many county committees including textbook adoption committees, staff development committee, calendar committees, and personnel committee.

Our school music programs---band, chorus, and strings---present concerts and performances for local organizations as well as participating in County and State Chorus, Regional Band Festival, and County Strings. Other competitions that our students actively participate in are County Speech Competition, Technology-Student Association State Conference/Competition, Future City Competition, and Robotics competition. Students not only enjoy participating and "bringing home the gold," but we feel that by interacting with other middle school students from around the county and state, our students are better prepared for the high school experience. Truly our students whom we share in many venues are our best successes.

Our parent organizations are very proud of our students. Parents volunteer to help with many of our activities and also provide money so that students can attend competitions. In addition Choral Boosters and Band Boosters help in specific areas. We also have a great relationship with our five Partners in Education. For example, the Warwood Lions Club sponsors a Peace Poster Contest for our students and also presents a citizenship award to a middle school student and an elementary student. The Lions Club is also active in assisting our school with character education, Leo club, and band initiatives. All of these activities afford us the opportunity to present the many successes that make up Warwood School. Another partner in education is the Warwood Home For Men. We are happy to share our students' talents with this organization as Kindergarten students visit the retired gentlemen with songs and activities. Written correspondence with residence is a part of our language arts program. In addition, our invited guests from the Home For Men attend all of our music performances.
Everywhere we go, our pride shows.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Legs strengthen. Abilities change. Skill levels increase. The young bicyclist becomes aware of his or her aptitudes in relation to peers. Simply riding the same, safe course becomes boring and cumbersome. The need for a challenging course becomes the crucial step in the rider's development. The curriculum and instruction at Warwood School are challenging courses.

The learning experience at Warwood School K-8 is the stage for pivotal transitions. Academic, expressive, physical, and social components are strategies for embedding the 21st century philosophy.

Our academic focus is a countywide, prioritized curriculum based on West Virginia Content Standards and Objectives (CSOs). CSOs provide benchmarks for everything taught at Warwood School. A student assistance team (SAT) is utilized if individual students experience problems and possible modifications and testing referrals are necessary.

Reading literacy and skill development are the "training wheels" of instruction. At the primary level, phonemic skill development is enhanced using the Saxon Phonics program. Individuals experiencing difficulties are given one-on-one assistance through our tutoring initiative to ensure success for every student. Students are instructed in 90-minute blocked classes in grades 6-8. A wide range of reading is incorporated through the use of classroom libraries, two media centers, and two computer labs with Internet access.

The math curriculum is a problem-centered curriculum that builds on skill development and progresses to conceptual and abstract thinking. As students mature, teachers emphasize inquiry and discovery of mathematical ideas through investigation. Extensive five-year training of math teachers in a National Science Foundation funded project has focused our instruction on strategies, collaborative groups, reading, writing, assessment, and collegial communities.

Other facets of the curriculum are equally impressive. The science curriculum stimulates young minds to reason by utilizing hands-on science kits. The Warwood Outdoor River Multi-Purpose Site (WORMS) allows access to the riverfront for water/soil sample testing and provides an environment for tree identification, habitats, and other earth science related exploration. More than $220,000 of grant funding was awarded to establish the W.O.R.M.S site and purchase laptops. Wireless technology allows immediate transfer of data to the classroom. Foreign language (Spanish) is taught in grades seven and eight. Eighth-grade Spanish class allows students to earn high school credit whereas the seventh-grade curriculum has an introductory focus. The class environment is active, incorporating cultural avenues for teaching language. Our social studies curriculum is a comprehensive plan for instruction. Included in the program are geography bees, Junior Achievement, youth in government, and mock trials. Technology education classes and a Technology Students Association in grades 6-8 allow students a glimpse of manufacturing, communicating, and technology implementation in today's world.

The visual and performing arts programs are extensive with high participation rates. Art classes offer an expressive outlet with many cross-curricular opportunities. Music programs include general music for Pre-K through 8th grade classes. In addition, our instrumental strings, band and choral programs begin in fourth and fifth grade. Fifty-six percent of the grade 5-8 students participate in the music programs beyond general music at Warwood School. Impressive concerts and programs are vital functions of our school/community environment.

The focus on the physical areas of health and development includes a regiment of physical education, intramurals, and classroom special incentives. Physical education instruction includes a health component. Our middle school students enjoy a competitive intramural program. A "Youth Fitness Program" is currently being implemented to enhance our programs and involve all of our students in a walking program from mid-April to mid-May. Mileage will be compiled and charted on a national map as we plot a course to national parks.

The character education program is the highlight of the social focus. It is an integrated K-8 approach to the delivery of six character components: respect, caring, citizenship, fairness, trustworthiness, and responsibility. An age appropriate Responsible Students Viking Program (RSVP) is incentive based with students earning monthly or quarterly rewards. Life skills, peer mediation, and developmental guidance programs enhance the character education program emphasizing social issues.

2a. Elementary Reading

An inexperienced bicyclist needs help and practice. One attempt leads to another. Soon indication of mastery leads to a highly motivated rider. If motivation to learn remains constant, then success will follow. This statement is also true of our elementary reading curriculum.

"Read to Succeed" is the Mission Statement of Warwood School's Reading Curriculum. A unified belief that "Reading is the key to Success in all subject areas" serves as the catalyst for reading instruction. Emphasis on skill development and the exposure to various genre' to motivate students to read independently constitute the "Training Wheels" for reading success. Specific strategies enhance the belief that "Reading is as FUN-damental as learning to ride a bike".

Skill development reflects the Content Standards and Objectives (CSO's) for the state of West Virginia. A county matrix of instruction serves as the roadmap for skill instruction. In Transitional Kindergarten and first grade skill development is fueled by use of the Saxon Phonics program, computer programs, and volunteer tutors who work individually with students. In grades 3-5, skill instruction is driven by analysis of individual test scores where specific weaknesses are noted. Each student maintains his personal Skill Ownership Portfolio so that progress on his "Reading Road to Success" can be mapped with skill mastery being the final destination. Assessment of skill mastery (Management of Academic Performance) is done on a monthly basis with benchmarks being reviewed by the administration, thereby enhancing the concept of instruction by design. In addition, the reading-writing connection is emphasized on a school-wide basis by utilizing the "Step up to Writing" program and writing across the curriculum.

Increasing independent reading constitutes the second training wheel. Spearheaded by the parent organization, all students have the opportunities to participate in the "Reading is Fun" program, book fairs, and book exchanges. As an adjunct to the incentive "Reading is Fun" program, fifth grade students conduct a May Read-A-Thon with monies raised donated to a charity for abused children. Over $3000.00 has been raised, reflecting three years of reading. Celebrity readers help students realize the value of reading in the real work world.

As skillful independent readers cross the finish line of success each year, staff and students cheer, "Reading Rules at Warwood School!"

2b. Secondary Reading

Going from novice status to mastery and above status is always exciting. When the "training wheels" come off, the young rider is motivated to explore new paths and make individual choices. It is at this time that our young bicyclist truly gains independence. A young reader does much the same as proficiency levels increase through intermediate and middle school grades.

The reading curriculum in grades 6-8 is presented in a 90-minute block for all students. Within this block, students learn reading comprehension strategies and vocabulary using various genres such as novels, short stories, poetry, and drama. In addition, instructors teach language arts components as companions to the reading. Teachers at the middle school level challenge readers to read novels outside of class and share choices with the classes, and we encourage students to choose books from our classroom libraries as well as the media center. We use READ magazine as a supplement to our curriculum. We know that as our readers become more confident of their skills, they will become more independent in their reading choices.

Students having reading difficulty are provided many opportunities to get extra help. Strategies used include extra time on tests, re-teach and review, oral reading and modeled reading by the teacher, daily oral language assignments, and accelerated reader programs. Students with an IEP get simultaneous help in the classroom from a special education teacher. These students can be pulled from the activity period when they need extra time for tests or one-on-one help. During the second semester, at-risk students participate in a re-teach session for 6 to 8 weeks in preparation for state testing to solidify basic skills.

Before state testing we administer a series of benchmark tests to all students to check mastery of basic skills. As students chart their progress, they see their strengths and weaknesses, and teachers are able focus on specific skills.

Reading teachers at Warwood are confident that as our students gain skills in reading, they emerge from our program ready to accept the challenge of high school and experience the thrill of independent reading.

3. Math

As the young cyclist continues with his/her efforts, all prior experiences come together to yield success and confidence. This new found confidence allows the cyclist to achieve a balance of skill and speed, embarking on a great adventure.

Warwood School's math students are afforded the same type of adventure through our mathematics curriculum. As the vision of Warwood School states, "It is imperative that the staff enables each child to be the best he/she can be by implementing programs that foster success for each child, regardless of educational status. We pursue excellence through our practical day to day commitment." Our mathematics staff exemplifies this vision statement. They have received extensive training and have been active in Project Merit, both as presenters and participants. As a result of this training, our curriculum has evolved into a problem centered curriculum. This type of curriculum fosters understanding of important concepts, skills and procedures, leading to higher level reasoning skills, essential in schools of the 21st century.

Utilizing the 21st century schools initiative, lessons are launched using problems that are of interest to the students. Exploration of the problem occurs either individually, in small groups, or an entire class. Teachers employ questioning techniques to prompt the students to higher level thinking. Math manipulatives are used to enhance learning. After exploration, small group or class discussions help the student to make connections with the math concept being taught. Practice problems are provided to encourage further understanding of the concept. Students also complete projects, writing assignments, reports, portfolios as well as make presentations. Our math teachers have received training in reading and writing in mathematics and using rubrics to assess these assignments.

Warwood School's math curriculum is structured to meet the needs of all students. Advanced students earn high school credits in Algebra and compete in the MathCounts competitions. With the implementation of No Child Left Behind initiative and the inclusion of special needs students in standard education classrooms, as well as state testing, collaboration between teachers and specialists is imperative. Ensuring that the needs of special needs students are being met, MAP plans are established and target those students that fall at or below mastery level on state testing. Most importantly, the teacher creates an environment where effort and efficacy are prominent factors in the success of the learner. This adventure has been a rewarding endeavor for both the traditional and special needs students.

4. Instructional Methods

Much can be discussed about learning to ride a bicycle, but eventually the young rider must have the courage to make the first attempt. True learning occurs when every sensory avenue is put to the test and rider and bike work together to achieve success.

To ensure that all students learn, the staff of Warwood School K-8 is dedicated to incorporating instructional methods that include sensitivity to content, ability levels, and modality avenues. With this philosophy, an awareness of individual learning styles in teacher and learner solidifies the connection to teach meaningful content. School-wide, we provide avenues for learning beyond traditional lecture methods. In all grades we utilize collegial group learning. Students learn from other students within the structure established by the teacher. As students mature, this becomes more prominent as the inquiry method of building discussion leads to a wider range of relevant learning.

Kindergarten Prep and Kindergarten students are nurtured in an environment where activity stations allow play and learning to progress naturally while social and academic skills are taught. Primary grade methodology focuses on teacher-centered skill development. Individual assessment and practice of taught concepts provides a basis for close scrutiny of each child. Intermediate grades and middle school students are exposed to an even greater variety of instructional methods to utilize the natural tendency of students' awareness of each other as a teaching tool and enhance the quality of the instructional process. Step up to writing, Daily Oral Math and Language, hands-on activities, manipulatives, trial and error, group discussion, experimentation, vocabulary building, journaling, rubrics, student portfolios, authentic assessment techniques, technology and Internet utilization, and lecture strategies are all instructional methods utilized by teachers.

At Warwood School K-8, we have an advantage of observing a wider range of change. Though also a challenge, the observable changes in our students make the focus on maturation levels and learning styles more significant. We do incorporate and implement methods noted in the 21st century ideology where teachers create a "community of learners" and students are "guided partners" in the learning process.

5. Professional Development

Before a beginner attempts to ride a bicycle some instructions are given to provide an understanding of the experience to follow. An awareness of bike safety, balance, fear, success, and failure can be taught to enhance the learning experience.

Professional development sessions have enabled the staff of Warwood School to enhance student learning. They have also afforded teachers the opportunity for articulation on a school and county basis while promoting collaboration among all teachers. The following is a summary of some of the staff development in which teachers have participated as learners and/or presenters:

CSOs for West Virginia constituted countywide professional development sessions that helped teachers align lesson plans with the specific CSOs for each subject area. Grade level meetings resulted in the formation of a CSO matrix/timeline to allow continuity of instruction among schools.

Step up to Writing training for the basis of writing instruction from Kindergarten -8th grade.

Lions-Quest, a character education based program sponsored by Lion's Club International, was brought to life for the staff via two days of in-service training.

Other professional development include:

Governor's Institute, TIPS program for beginning teachers, textbook adoption committees, Ruby Payne Summer Workshop on Socio-economic status, Student Ownership WESTEST Performance Folders, Mentoring Training, State Reading Conferences and National Reading Panel, Computer Maintenance, Basic Skills computer training, Word Processing and e-mail Techniques, MOCHA training (computerized attendance and grade input), Study Groups (Ruby Payne, The Teaching Gap, The Respectful School), Hands-On-Science training, Pasco Sensors Training, National Association of Geological Teachers Conference, Project WILD, Heart Defibulator Training, Collaborative groups, Mathscape Standards Based Training, Project MERIT (5years), Peer Mediation, Health Connections, Collegial Groups and Building a Community, Cognitive Coaching, Project INSTEP-Inquiry Based Learning, Lenses on Learning-The Heart of the Middle School.

Professional development sessions inspire educators to coordinate efforts and maximize efficiency to obtain positive results with students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject Reading/Language Arts_____ Grade__3___ Test WESTEST_____

Edition/Publication Year_2003_ Publisher__McGraw-Hill_____

	2004-2005	2003-2004
Testing month		
SCHOOL SCORES		
% At Mastery (State Standard) or Above	77%	83%
% At Above Mastery or Distinguished	44%	51%
Number of students tested	43	53
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. ___Special Education_____		
% At or Above Meets State Standards	61%	
% At Exceeds State Standards	34%	
Number of students tested	18	<10
2. __Low Socioeconomic		
% At or Above Meets State Standards	68%	58%
% At Exceeds State Standards	37%	37%
Number of students tested	22	19

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

STATE CRITERION-REFERENCED TESTS

Subject Mathematics___ Grade__3___ Test WESTEST _____

Edition/Publication Year_2003_ Publisher__McGraw-Hill_____

	2004-2005	2003-2004
Testing month		
SCHOOL SCORES		
% At Mastery (State Standard) or Above	86%	81%
% At Above Mastery or Distinguished	42%	26%
Number of students tested	43	53
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. ___Special Education_____		
% At or Above Meets State Standards	83%	
% At Exceeds State Standards	33%	
Number of students tested	18	<10
2. __Low Socioeconomic__		
% At or Above Meets State Standards	86%	67%
% At Exceeds State Standards	32%	11%
Number of students tested	22	19

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

STATE CRITERION-REFERENCED TESTS

Subject Reading/Language Arts_ Grade_4___ Test WESTEST _____

Edition/Publication Year_2003_ Publisher__McGraw-Hill_____

	2004-2005	2003-2004
Testing month		
SCHOOL SCORES		
% At Mastery (State Standard) or Above	86%	88%
% At Above Mastery or Distinguished	52%	49%
Number of students tested	50	33
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. ___Special Education_____		
% At or Above Meets State Standards		
% At Exceeds State Standards		
Number of students tested	<10	<10
2. __Low Socioeconomic__		
% At or Above Meets State Standards	70%	80%
% At Exceeds State Standards	30%	20%
Number of students tested	23	10

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

STATE CRITERION-REFERENCED TESTS

Subject <u>Mathematics</u>_____ Grade__4___ Test <u>WESTEST</u> _____

Edition/Publication Year_2003_ Publisher__McGraw-Hill_____

	2004-2005	2003-2004
Testing month		
SCHOOL SCORES		
% At Mastery (State Standard) or Above	90%	97%
% At Above Mastery or Distinguished	64%	61%
Number of students tested	50	33
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. ___Special Education_____		
% At or Above Meets State Standards		
% At Exceeds State Standards		
Number of students tested	<10	<10
2. __Low Socioeconomic__		
% At or Above Meets State Standards	74%	90%
% At Exceeds State Standards	43%	40%
Number of students tested	23	10

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

STATE CRITERION-REFERENCED TESTS

Subject Reading/Language Arts_ Grade_5___ Test WESTEST _____

Edition/Publication Year_2003_ Publisher__McGraw-Hill_____

	2004-2005	2003-2004
Testing month		
SCHOOL SCORES		
% At Mastery (State Standard) or Above	88%	76%
% At Above Mastery or Distinguished	38%	36%
Number of students tested	32	50
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. ___Special Education_____		
% At or Above Meets State Standards		
% At Exceeds State Standards		
Number of students tested	<10	<10
2. __Low Socioeconomic		
% At or Above Meets State Standards	93%	63%
% At Exceeds State Standards	18%	14%
Number of students tested	11	24

     Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

STATE CRITERION-REFERENCED TESTS

Subject <u>Mathematics</u>___ Grade__<u>5</u>____ Test <u>WESTEST</u> _____

Edition/Publication Year_<u>2003</u>_ Publisher__<u>McGraw-Hill</u>_____

	2004-2005	2003-2004
Testing month		
SCHOOL SCORES		
% At Mastery (State Standard) or Above	88%	78%
% At Above Mastery or Distinguished	44%	32%
Number of students tested	67	50
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. __**Special Education**_____		
% At or Above Meets State Standards		
% At Exceeds State Standards		
Number of students tested	<10	<10
2. __**Low Socioeconomic**__		
% At or Above Meets State Standards	91%	63%
% At Exceeds State Standards	9%	21%
Number of students tested	11	24

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

STATE CRITERION-REFERENCED TESTS

Subject <u>Reading/Language Arts</u> Grade<u>_6_</u> Test <u>WESTEST</u> _____

Edition/Publication Year<u>_2003_</u> Publisher<u>__McGraw-Hill_____</u>

	2004-2005	2003-2004
Testing month		
SCHOOL SCORES		
% At Mastery (State Standard) or Above	88%	88%
% At Above Mastery or Distinguished	51%	45%
Number of students tested	67	80
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. Special Education		
% At or Above Meets State Standards		
% At Exceeds State Standards		
Number of students tested	<10	<10
2. Low Socioeconomic		
% At or Above Meets State Standards	88%	69%
% At Exceeds State Standards	44%	25%
Number of students tested	34	36

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

STATE CRITERION-REFERENCED TESTS

Subject Mathematics_____ Grade___6___ Test WESTEST _____

Edition/Publication Year_2003_ Publisher__McGraw-Hill_____

	2004-2005	2003-2004
Testing month		
SCHOOL SCORES		
% At Mastery (State Standard) or Above	87%	81%
% At Above Mastery or Distinguished	54%	40%
Number of students tested	67	80
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. ___Special Education_____		
% At or Above Meets State Standards		
% At Exceeds State Standards		
Number of students tested	<10	<10
2. __Low Socioeconomic		
% At or Above Meets State Standards	85%	64%
% At Exceeds State Standards	38%	25%
Number of students tested	34	36

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

STATE CRITERION-REFERENCED TESTS

Subject <u>Reading/Language Arts</u> Grade<u>_7___</u> Test <u>WESTEST</u> _____

Edition/Publication Year<u>_2003_</u> Publisher<u>__McGraw-Hill_____</u>

	2004-2005	2003-2004
Testing month		
SCHOOL SCORES		
% At Mastery (State Standard) or Above	87%	75%
% At Above Mastery or Distinguished	75%	63%
Number of students tested	79	89
Percent of total students tested	100%	100 %
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. ___Special Education_____		
% At or Above Meets State Standards	30%	20%
% At Exceeds State Standards	0%	0%
Number of students tested	10	10
2. __Low Socioeconomic		
% At or Above Meets State Standards	79%	62%
% At Exceeds State Standards	33%	24%
Number of students tested	33	37

     Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

STATE CRITERION-REFERENCED TESTS

Subject Mathematics_ Grade__7____ Test WESTEST _____

Edition/Publication Year_2003_ Publisher__McGraw-Hill_____

	2004-2005	2003-2004
Testing month		
SCHOOL SCORES		
% At Mastery (State Standard) or Above	83%	74%
% At Above Mastery or Distinguished	69%	67%
Number of students tested	87	89
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. __Special Education_____		
% At or Above Meets State Standards	50%	20%
% At Exceeds State Standards	10%	0%
Number of students tested	10	10
2. __Low Socioeconomic__		
% At or Above Meets State Standards	79%	60%
% At Exceeds State Standards	30%	11%
Number of students tested	33	37

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

STATE CRITERION-REFERENCED TESTS

Subject Reading/Language Arts_ Grade__8___ Test WESTEST _____

Edition/Publication Year_2003_ Publisher__McGraw-Hill_____

	2004-2005	2003-2004
Testing month		
SCHOOL SCORES		
% At Mastery (State Standard) or Above	92%	90%
% At Above Mastery or Distinguished	75%	77%
Number of students tested	87	87
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. ___Special Education_____		
% At or Above Meets State Standards		
% At Exceeds State Standards		
Number of students tested	<10	<10
2. __Low Socioeconomic__		
% At or Above Meets State Standards	81%	85%
% At Exceeds State Standards	27%	31%
Number of students tested	36	26

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

STATE CRITERION-REFERENCED TESTS

Subject Mathematics___ Grade__8____ Test WESTEST _____

Edition/Publication Year_2003_ Publisher__McGraw-Hill_____

	2004-2005	2003-2004
Testing month		
SCHOOL SCORES		
% At Mastery (State Standard) or Above	83%	80%
% At Above Mastery or Distinguished	68%	65%
Number of students tested	87	86
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. Special Education		
% At or Above Meets State Standards		
% At Exceeds State Standards		
Number of students tested	<10	<10
2. Low Socioeconomic		
% At or Above Meets State Standards	67%	70%
% At Exceeds State Standards	22%	43%
Number of students tested	36	26

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

Norm Referenced Test Data

Subject <u>Reading</u>_____ Grade _<u>3</u>___ Test <u>Stanford Achievement Test__</u>
Edition/Publication Year _<u>Ninth Edition</u>_ Publisher___<u>Harcourt Brace and Company</u>

Scores reported here as: <u>Mean Percentile</u>

	2002-2003	2001-2002
Testing Month	April	April
School Scores		
Mean Percentile Score	69	60
Number of Students Tested	31	52
Number of Students Alternatively Tested	0	0
Sub Group Scores		
1. Special Education		
Mean Percentile Score		
Number of Students Tested	<10	<10
2. Low SES		54.81
Mean Percentile Score	<10	16
Number of Students Tested		

      Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

Norm Referenced Test Data

Subject Mathematics_____ Grade _3___ Test Stanford Achievement Test_
Edition/Publication Year _Ninth Edition_ Publisher___Harcourt Brace and Company

Scores reported here as: Mean Percentile

	2002-2003	2001-2002
Testing Month	April	April
School Scores		
Mean Percentile Score	88	69
Number of Students Tested	31	52
Number of Students Alternatively Tested	0	0
Sub Group Scores		
1. Special Education		
Mean Percentile Score		
Number of Students Tested	<10	<10
2. Low SES		
Mean Percentile Score		62.9
Number of Students Tested	<10	16

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

Norm Referenced Test Data

Subject <u>Reading_____</u> Grade <u>_4___</u> Test <u>Stanford Achievement Test__</u>
Edition/Publication Year <u>_Ninth Edition_</u> Publisher<u>___Harcourt Brace and Company</u>

Scores reported here as: <u>Mean Percentile</u>

	2002-2003	2001-2002
Testing Month	April	April
School Scores		
Mean Percentile Score	63	59
Number of Students Tested	45	60
Number of Students Alternatively Tested	0	0
Sub Group Scores		
1. Special Education		
Mean Percentile Score		
Number of Students Tested	<10	<10
2. Low SES		
Mean Percentile Score	57.57	47.5
Number of Students Tested	14	18

      Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

Norm Referenced Test Data

Subject <u>Mathematics</u>_____ Grade _<u>4</u>___ Test <u>Stanford Achievement Test</u>
Edition/Publication Year _<u>Ninth Edition</u>_ Publisher___<u>Harcourt Brace and Company</u>

Scores reported here as: <u>Mean Percentile</u>

	2002-2003	2001-2002
Testing Month	April	April
School Scores		
Mean Percentile Score	83	73
Number of Students Tested	45	60
Number of Students Alternatively Tested		
Sub Group Scores		
1. Special Education		
Mean Percentile Score		
Number of Students Tested	<10	<10
2. Low SES		
Mean Percentile Score	68.85	62.94
Number of Students Tested	14	18

      Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

Norm Referenced Test Data

Subject Reading_____ Grade __5___ Test Stanford Achievement Test__
Edition/Publication Year _Ninth Edition_ Publisher___ Harcourt Brace and Company

Scores reported here as: Mean Percentile

	2002-2003	2001-2002
Testing Month	April	April
School Scores		
Mean Percentile Score	67	76
Number of Students Tested	54	51
Number of Students Alternatively Tested		
Sub Group Scores		
1. Special Education		
Mean Percentile Score		24.6
Number of Students Tested	<10	10
2. Low SES		
Mean Percentile Score	60.9	46
Number of Students Tested	20	23

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

Norm Referenced Test Data

Subject <u>Mathematics</u>_____ Grade <u>_5___</u> Test <u>Stanford Achievement Test_</u>
Edition/Publication Year <u>_Ninth Edition_</u> Publisher___ <u>Harcourt Brace and Company</u>

Scores reported here as: <u>Mean Percentile</u>

	2002-2003	2001-2002
Testing Month	April	April
School Scores		
Mean Percentile Score	78	82
Number of Students Tested	54	51
Number of Students Alternatively Tested		
Sub Group Scores		
1. Special Education		
Mean Percentile Score		25.5
Number of Students Tested	<10	10
2. Low SES		
Mean Percentile Score	63.35	48.89
Number of Students Tested	20	23

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

Norm Referenced Test Data

Subject <u>Reading</u>_____ Grade __6___ Test <u>Stanford Achievement Test</u>
Edition/Publication Year _<u>Ninth Edition</u>_ Publisher___<u>Harcourt Brace and Company</u>

Scores reported here as: <u>Mean Percentile</u>

	2002-2003	2001-2002
Testing Month	April	April
School Scores		
Mean Percentile Score	66	66
Number of Students Tested	82	79
Number of Students Alternatively Tested		
Sub Group Scores		
1. Special Education		
Mean Percentile Score		
Number of Students Tested	<10	<10
2. Low SES		
Mean Percentile Score	48.48	51.3
Number of Students Tested	34	27

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

Norm Referenced Test Data

Subject <u>Mathematics</u>_____ Grade _6___ Test <u>Stanford Achievement Test</u>__
Edition/Publication Year _Ninth Edition_ Publisher___ <u>Harcourt Brace and Company</u>

Scores reported here as: <u>Mean Percentile</u>

	2002-2003	2001-2002
Testing Month	April	April
School Scores		
Mean Percentile Score	78	74
Number of Students Tested	82	79
Number of Students Alternatively Tested		
Sub Group Scores		
1. Special Education		
Mean Percentile Score		
Number of Students Tested	<10	<10
2. Low SES		
Mean Percentile Score	56.93	56.59
Number of Students Tested	34	27

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

Norm Referenced Test Data

Subject <u>Reading</u>_____ Grade _<u>7</u>___ Test <u>Stanford Achievement Test_</u>
Edition/Publication Year _<u>Ninth Edition</u>_ Publisher____<u>Harcourt Brace and Company</u>

Scores reported here as: <u>Mean Percentile</u>

	2002-2003	2001-2002
Testing Month	April	April
School Scores		
Mean Percentile Score	63	65
Number of Students Tested	79	62
Number of Students Alternatively Tested		
Sub Group Scores		
1. Special Education		
Mean Percentile Score		
Number of Students Tested	<10	<10
2. Low SES		
Mean Percentile Score	48.2	49.67
Number of Students Tested	16	28

       Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

Norm Referenced Test Data

Subject <u>Mathematics_____</u>_____ Grade <u>_7___</u> Test <u>Stanford Achievement Test_</u>
Edition/Publication Year <u>_Ninth Edition_</u> Publisher___<u>Harcourt Brace and Company</u>

Scores reported here as: <u>Mean Percentile</u>

	2002-2003	2001-2002
Testing Month	April	April
School Scores		
Mean Percentile Score	73	73
Number of Students Tested	79	62
Number of Students Alternatively Tested		
Sub Group Scores		
1. Special Education		
Mean Percentile Score		
Number of Students Tested	<10	<10
2. Low SES		
Mean Percentile Score	55.36	55.14
Number of Students Tested	16	28

      Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

Norm Referenced Test Data

Subject <u>Reading</u>_____ Grade _<u>8</u>___ Test <u>Stanford Achievement Test_</u>
Edition/Publication Year _<u>Ninth Edition</u>_ Publisher___<u>Harcourt Brace and Company</u>

Scores reported here as: <u>Mean Percentile</u>

	2002-2003	2001-2002
Testing Month	April	April
School Scores		
Mean Percentile Score	68	57
Number of Students Tested	65	66
Number of Students Alternatively Tested		
Sub Group Scores		
1. Special Education		
Mean Percentile Score		
Number of Students Tested	<10	<10
2. Low SES		
Mean Percentile Score	59.95	39.1
Number of Students Tested	23	18

Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.

Norm Referenced Test Data

Subject <u>Mathematics   </u>   Grade <u> 8   </u> Test <u>Stanford Achievement Test </u>
Edition/Publication Year <u> Ninth Edition </u> Publisher<u>   Harcourt Brace and Company</u>

Scores reported here as: <u>Mean Percentile</u>

	2002-2003	2001-2002
Testing Month	April	April
School Scores		
Mean Percentile Score	77	58
Number of Students Tested	65	66
Number of Students Alternatively Tested		
Sub Group Scores		
1. Special Education		
Mean Percentile Score	<10	<10
Number of Students Tested		
2. Low SES		
Mean Percentile Score	60.08	39.8
Number of Students Tested	23	18

      Test data is compiled in two-year increments. The state testing changed from norm referenced to criterion referenced testing in 2004-05. Also, our school reconfigured into a K-8 school by combining the elementary with the middle school sections in 2000-01. No test data for our elementary students is accessible for that year. Please note that test data is recorded in this application from 2001 to 2005.