

U.S. Department of Education

**2002-2003 No Child Left Behind—Blue Ribbon Schools
Program**

Cover Sheet

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

Official School Name Arlington Elementary School
(As it should appear in the official records)

School Mailing Address 155 Princess Avenue
(If address is P.O. Box, also include street address)

Cranston Rhode Island 02920+2790
City State Zip Code+4 (9 digits total)

Tel. (401)270-8179 Fax (401)270-8139

Website/URL http://cpsed.net/arling/ Email jlundsten@cpsed.net

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)

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

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

District Name _____ Tel. (_____)

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 _____
(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

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

DISTRICT

1. Number of schools in the district: ___18___ Elementary schools
 ___3___ Middle schools
 _____ Junior high schools
 ___3___ High schools
 _____ TOTAL
 ___26___ TOTAL

2. District Per Pupil Expenditure: ___\$9,052.00_

- Average State Per Pupil Expenditure: ___\$9,602.00_

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
 - 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	12	11	23		7			
1	9	14	23		8			
2	10	14	24		9			
3	9	13	22		10			
4	15	9	24		11			
5	14	9	23		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								139

6. Racial/ethnic composition of the students in the school: 62% White
11% Black or African American
19% Hispanic or Latino
8% Asian/Pacific Islander
0% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 10%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	142
(5)	Subtotal in row (3) divided by total in row (4)	.105
(6)	Amount in row (5) multiplied by 100	1000

8. Limited English Proficient students in the school: 5%
8 Total Number Limited English Proficient
Number of languages represented: 2
Specify languages: Spanish & Cambodian

9. Students eligible for free/reduced-priced meals: 64%
89 Total Number Students Who Qualify

10. Students receiving special education services: 22%
31 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

___ Autism	___ Orthopedic Impairment
___ Deafness	__4__ Other Health Impaired
___ Deaf-Blindness	__20__ Specific Learning Disability
___ Hearing Impairment	__7__ Speech or Language Impairment
___ Mental Retardation	___ Traumatic Brain Injury
___ Multiple Disabilities	___ Visual Impairment Including Blindness

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	___1__	_____
Classroom teachers	___6__	_____
Special resource teachers/specialists	___1__	__8__
Paraprofessionals	_____	__4__
Support staff	_____	__10__
Total number	___8__	__22__

12. Student-“classroom teacher” ratio: __1:24__

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	94%	94%	93%	93%	93%
Daily teacher attendance	92%	92%	94%	Not available	Not available
Teacher turnover rate	0	33%	17%	50%	0
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Arlington Elementary School, in Cranston, Rhode Island is a 'gold mine' according to Rhode Island's School Accountability for Learning and Teaching (SALT) report released in April, 2001 by The Rhode Island Department of Education. Arlington School, located in a diverse neighborhood hardly looks like a gold mine at first glance. It's a small school made up of 139 at risk students of which 36% are minorities and 64% of the student body receives free or reduced lunch. Teacher turnover was significant and test scores were in the bottom percentiles. Parents were not involved. The school climate did not support a warm, family environment.

In the 1997-1998 school year only 36% of the fourth graders met the standard for basic reading skills. However, by the 2000-2001 and the 2001-2002 school year, 100% of Arlington School fourth grade students have met or achieved the standard with honors on basic reading for understanding subtest of the state assessment. Arlington School is a Rhode Island Regent's Commended School as for two successive years, the fourth graders improved in six out of seven test categories, making progress in every math and reading test. These scores reflect a strong standards based education at each grade level commencing with the kindergarten program.

What has happened at this little elementary school in the past five years? Five years ago, the faculty and leadership entered into a partnership becoming a Title One School Wide school. The faculty consisting of six full time teachers, supported by a reading team and a strong professional development program, employs both a variety of assessment tools that monitors and guides instruction and a tool kit of instructional strategies that is again supported by a strong professional development program. The reading team has developed a tool kit of instructional strategies and is involved in modeling in the classroom effective, research based practices and programs, such as "I Read" developed by Dr. G.Reid Lyon at the National Institute of Health and Feldgus and Cardonick's "Kid Writing".

The school has had effective school and district leadership. The Superintendent of Schools works closely with Arlington. Likewise, there is a respectful relationship between the leadership, faculty, parents and students. There is 100 % teacher participation in the School Improvement Plan and the Title One School Wide Plan. This year 98% of our families agreed to support student learning by returning the family school compact and 88% of our families returned the SALT survey. This survey helps the school assess where it is and where it needs to go from a parent's perspective.

As one can see, Arlington is a "gold mine" of hard working students, parents and teachers. It is a family of learners who understand that by working together, we can help all students and all faculty to meet high standards. We are meeting our mission to develop a safe, consistent, nurturing environment which promotes continuous learning for everyone.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Show in one half page how the school uses assessment data to understand and improve student and school performance.

Continuous monitoring is part of the overall assessment plan which takes shape in two distinctive forms: The New Standards Reference Assessment gives us a snapshot of progress and achievement in time, while our school based assessments facilitate informed decisions regarding instruction and planning. This is a systematic approach that strengthens the curriculum, points to professional development needs for teachers and gives direction for students who need additional support. These assessments act as a guide for the development of our school improvement plan.

Assessment begins in kindergarten and grade one using the Phonological Awareness Literacy Screening (PALS/ University of Virginia) identifying student's strengths and needs. An Individual Reading Inventory is administered to every student in grades two through five. Other areas of the curriculum are also assessed in the form of a writing assessment for grade three. Grade four is assessed using the New Standards Reference Assessment for language arts and math. Grade five is assessed using school based assessments.

The continuous assessment of prior knowledge helps teachers scaffold their instruction. Instruction and assessment work hand in hand through the use of the Kid Writing program, a systematic approach to phonics, journals and writing workshop (Eileen Feldgus and Isabell Cardonick). As children write teachers are making decisions regarding what mini lesson is required to further student learning. Ongoing assessment is always connected to instruction at Arlington School!

Describe in one half page how the school communicates student performance, including assessment data, to parents, students and the community.

Student performance is the focus of Arlington School. We not only communicate with parents and students, but we celebrate student achievement. Upon entering the school, parents will view a large showcase featuring the standard of the month with matching student work and accompanying rubric and criteria chart.

Communication of performance has many aspects but we view communication between the teacher and parent as critical. Individualized conferences are scheduled in the fall during which time state assessment test results as well as information gathered from an Individualized Reading Inventory are shared and explained to parents of children in grades two through five. Kindergarten and grade one parents discuss the results of the Phonological Assessment Literacy Screening with the reading teachers and respective teachers. Rubrics are explained for problem solving and writing. Parents and teachers may schedule a conference either in person or on the telephone.

Several meetings are scheduled such as the Open House in the early fall. During the Open House, student performance is explained to parents using data collected through state assessments and the School Accountability for Learning and Teaching survey (SALT). This

information is also shared in newsletters, in the local newspaper and during individual parent conferences. COZ, the Child Opportunity Zone program , supports communication by making connections between the school and the family. At Arlington performance and expectations are clearly communicated to students, parents, and the community.

Describe in one half pages how the school will share its success with other schools.

Sharing our success with other schools will occur in a natural way. Using the University of Pittsburgh’s Principles of Learning program, monthly learning walks are scheduled. These walks have a specific focus in which we demonstrate the conditions that impact student performance. We share a ‘snapshot’ of teaching and learning with other professionals. Through these learning walks, we have highlighted clear expectations and accountable talk in the classroom. Professional development workshops, such as “Kid Writing”, will continue to be expanded. Recent articles in the AFT newspaper and the Providence Journal which document Arlington’s success have encouraged educators to visit the school. Having a joint faculty meeting with other community based schools and keeping our website current are just a few ways Arlington School will share its success. We will continue to share our success by cooperating with several colleges by working with student teachers and practicum teachers. By taking an active role in district and statewide committees, we will communicate our accomplishments to our peers.

Sharing our success is viewed as a two way endeavor. We will learn from the success of others and build on our own. By sharing our success we also realize we are taking a risk. Not everyone will view our successes through the same lens, but that feedback gives us another perspective on which to reflect. Our success challenges us as we work to maintain and to improve student achievement in meeting or exceeding the standards.

PART V – CURRICULUM AND INSTRUCTION

Describe school’s curriculum and show how all students are engaged with significant content, based on high standards.

The curriculum throughout Arlington School is based on the New Standards and district benchmarks with high expectations for every student. Clear expectations, accountable talk and academic rigor based on the University of Pittsburgh’s Principles of Learning are guiding us in teaching and learning in a standards based environment. We are in a continual process of revision and refinement as we learn more about our teaching practices from learning walks, sharing of practices with our colleagues and from research on how/what to teach to maximize student learning. All teachers in grades k-5 are accountable for teaching and assessing a core curriculum of Language Arts, Math, Science, Social Studies and Health. Additionally, students have weekly classes in Physical Education, Art, Music and Library with itinerant/specialist teachers.

LANGUAGE ARTS: the Language Arts curriculum is built standards developed by the National Council of Teachers of English. Using a balanced literacy approach, reading, writing, speaking and listening are key components in creating a well-rounded student. Arlington School operates

using a whole school approach understanding there is solid evidence that focusing on literacy in the elementary school offers the greatest opportunity for success and best learning for all students. A balanced literacy approach which includes the components of phonemic awareness, phonics, comprehension, fluency, and vocabulary ensures every student success. Reading instructions is delivered to all students using flexible homogeneous small groups. Our reading program demonstrates this foundation through the use of the “I Read” model. Preassessment, using the PALS, indicates those students needing immediate intervention. This intervention is provided through the combined effort of the classroom teacher, reading teacher and resource teacher.

Our children are taught writing skills using the “Kid Writing” program, a systematic approach to phonics, journal, and writing workshop beginning in Kindergarten. Students learn that writing is a process involving generating ideas, drafting, revising, editing, proof-reading and publishing. These writing skills are expanded upon in each grade level.

MATHEMATICS: Using the National Council of Teachers of Mathematics standards as foundation, Teachers strive to offer a hands-on and balanced math program with exposure to specific concepts. Teachers are actively working to integrate problem solving experiences into all units so students make connections and apply learned concepts to real-world situations. In addition, we are committed to engaging students in meaningful tasks that will ensure competence in computation and other basic skills.

SCIENCE: The starting point for our science curriculum is based on the National Science Teacher’s standards and national benchmarks which endeavors to produce students who are curious, capable, critical and proactive thinkers. Science units explore specific themes through problem solving, technology and activity based learning and experimentation.

SOCIAL STUDIES: Children’s initial introduction to social studies begins with the study of our local community and gradually expands to cover states, countries, and continents. By the end of Grade Five, students will have learned about communities on every continent. Through the study of selected themes in history, geography, and society, students acquire the skills to research, organize, and present material.

HEALTH: The health curriculum stresses the importance of students making good choices to maintain and improve their health as well as increase their knowledge of the human body.

Describe your school’s reading curriculum and include the reasons why you selected your present reading program

The present reading program was selected as it best exemplifies a balanced literacy program as it focuses on the interaction of the learner with print. As part of a comprehensive literacy program phonemic awareness, phonics instruction, comprehension, vocabulary and fluency are taught in a systematic way determined by individual student needs. Therefore, in the fall of each school year, each student is assessed using an IRI in the intermediate grades. In the primary grades, a PALS assessment (University of Virginia) is utilized to determine student strengths and weaknesses. Ongoing assessment drives the reading program. Based on the Reading Team’s fall assessments, the children are placed in flexible reading groups recognizing students need to be challenged in their zone of proximal development. Therefore, at each grade level, the organization of these flexible reading groups looks a little different. For example, the fourth and fifth grade teachers have implemented cross grade flexible groupings. All classroom teachers

provide small group instruction while the reading team supplements with research based whole class instruction using a toolkit of strategies including the research based AFT module “I Read” program. Using research by Moats, Foorman and Honig, teachers understand the importance of direct instruction where effective skills instruction must be organized, sequenced and comprehensive while integrated into an overall language arts program. A minimum of one hour and forty-five minutes is devoted to daily language arts instruction in grades one through five.

Describe in one half page another curriculum area of the school’s choice and show how it relates to essential skills and knowledge on the school’s mission.

Good writing practices at Arlington reflect a balanced approach between product and process. Starting in kindergarten writing conventions, craft and the use of language to communicate are introduced using the “Kid Writing” program. This program is a model structure to develop a student’s individual strengths and to address his/her needs. Effort, persistence, and improvement are noted for each student. Using grade level benchmark papers, we talk to our students about what constitutes a good piece of writing. Students establish high expectations by developing writing models for whole class use. Students support each other through peer conferencing by engaging in accountable talk between students and between students and adults.

Writing is woven throughout the school day and the curriculum as evidenced by journal writing, social studies reports, response and math problem solving journals. Student learning is scaffolded through teacher/student conferences, mini lessons, read alouds and the use of visuals such as word walls and criteria charts. The faculty has developed common instructional practices, such as leads and language flow words, and a rubric that is used throughout the building. Immediate feedback helps drive instruction within the student’s zone of proximal development. Assessment is used to monitor student achievement and to drive instruction and results in students feeling safe about their writing. The staff continues to learn about best practices as evidenced by attendance at Kid Writing support groups and interest in training in Six Traits +1 strategies.

Describe in one half page the different instruction methods the school uses to improve student learning.

Arlington students although alike in many ways, are individuals as well. Therefore, learning and teaching must employ a variety of instructional strategies and methods. Research indicates that at risk students require one thousand exposures to learn new material. Therefore, teaching is proactively planned and provides learning experiences which challenge the learner with tasks that are slightly beyond the student’s comfort zone. In other words, our instructional methods are designed to meet each student’s zone of proximal development. Students are supported through scaffolding strategies, such as, cross grade reading buddies, the use of manipulatives, leveled reading materials for each student, study guides, modeling, word walls, criteria charts and various graphic organizers. Specific instructional programs, such as “Kid Writing” and the “I Read” program, are introduced in the kindergarten and primary grades. Flexible grouping for literacy is

the norm with ongoing assessment connected to teaching and learning.

Varied instructional groupings are employed. Teaching key concepts is accomplished through accessing prior knowledge, modeling, small group instruction and reinforcement activities. Small group activities, such as think-pair and share, Roger Farr's Think Along strategies, literature circles, cooperative groupings, student teacher conferences and mini lessons also provide for diverse student learning. The quality of instruction for each student is the mark of our success.

Describe in one half page the school's professional development program and its impact on improving student achievement.

All professional development activities are aligned to the School Improvement Plan and the Title One School Wide Plan which target specific learning outcomes and high expectations for both teachers and students. Teachers understand learning is social and needs to be constructed with their peer group. Therefore, professional development is embedded. This has been accomplished through the faculty's participation in "Kid Writing Support Groups", book clubs, the piloting a new math series, and in whole class modeling and coaching by the reading team.. Furthermore, ongoing, meaningful professional development is most effective when done in context and as a member of a team. Faculty members attend workshops, conferences and graduate courses together. Subsequently, they share learned information with the staff in formal ways at faculty meetings and in informal discussions. Knowing that the quality of classroom instruction makes the difference, teachers are involved in using scientifically researched methods that have proven to increase student achievement. This is evident in the "I Read" initiatives, and "Thinking Math" courses.

All professional development activities are evaluated by the participants. The teachers are beginning to assess their learning through documentation and reflective practices. Likewise, the faculty supports the National Standards for Staff Development (content, process and context). This faculty believes that "when a teacher ceases to be a learner, a teacher ceases to be a teacher" (Stead, 2002).

DATA DISPLAY TABLES FOR STATE ASSESSMENT TESTS

English Language Arts

Grade 4

Test New Standards Reference Examination

English Language Arts

Edition/publication year 2001 Publisher Harcourt Educational Measurement

What groups were excluded from testing? **No** groups were excluded from testing.

Number excluded 0

Percent excluded 0

The New Standards Reference examination is a state mandated, standards based exam this is given in grades 4, 8, and 10. Exam results are reported as profiles. These profiles connect directly to the Performance Standards. There are two content areas each with specific subtests: English Language Arts and Mathematics. The English Language Arts examination subtests are reading: basic understanding, reading: analysis and interpretation, writing and conventions. The Reading: Basic Understanding scores correlates to the part of the reading standard that defines reading comprehension performance. The Reading Analysis and Interpretation score correlates to students being able to make interpretations, compare and contrast themes, make connections to other texts and evaluate an author's craft. The Writing: Effectiveness score reflects a student's ability to produce a multi-page written response to a genre-specific writing prompt and an extended response to a question based on a long reading passage. The Writing conventions subtest reflects a students' control of standard written English.

The New Standards Reference Examination assesses how well students perform relative to standards as opposed to how well they perform in relation to other students. Standards are set by a body of teachers and educators across the country. The scores are reported in one to five categories (standard levels) using student performance to assess how they are doing relative to the New Standards Performance Standards. The New Standards *Performance Standards* developed in 1996 specify what students at each grade level (grades 4, 8, and 10) should know and be able to do with examples of real student work.

The five reported levels are

-  **Achieved the Student with Honors**-performs at a higher level than the standard consistently
-  **Achieved the Standard**-performs at standard level consistently
-  **Nearly Achieved the Standard**-performs at the level, but not

consistently overall

-  **Below the Standard**-responses are often minimal or incomplete
-  **Little Evidence of Achievement**

On each of the following data display tables the scores are totaled for students who achieved the standard with honors and achieved the standard. These scores meet the criteria as set forth by the Department of Education. Also listed on the data display table in *italics* are the percentage scores for students who nearly achieved the standard. These students did not perform consistently. However, when looking at the data it is important to know these percentages as they show growth of student achievement over time. The 'nearly achieved the standard' scores are not calculated in the total scores.

**Data Display Table for English Language Arts: Reading Basic Understanding
Grade 4
New Standards Reference Examination**

NSRE: Reading:Basic Skills	2001-2002	2000-2001	1999-2000
Testing month	May	March	March
SCHOOL SCORES			
TOTAL	100%	100%	95%
Achieved the Standard	87.5%	86.4%	58%
Achieved the Standard with Honors	12.5%	13.6%	37%
<i>Nearly Achieved the Standard</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>
Number of students tested	24	22	19
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Lunch status-Free and Reduced	100%	100%	92.7%
Achieved the Standard	82.4%	84.6%	64.2%
Achieved the Standard with Honors	17.6%	15.4%	28.5
<i>Nearly achieved the standard</i>	<i>0%</i>	<i>0%</i>	<i>7%</i>
2. Nonwhite and/or Hispanic	100%	100%	100%
Achieved the Standard	88.8%	88.9%	57.1%
Achieved the Standard with Honors	11.1%	11.1%	42.8%
<i>Nearly achieved the standard</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>
3. Special Education	100%	100%	100%
Achieved the Standard	100%	66.7%	100%
Achieved the Standard with Honors	0%	33.3%	0%
<i>Nearly achieved the standard</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>
STATE SCORES			
TOTAL	74%	71%	83%
Achieved the Standard	57%	56%	72%
Achieved the Standard with Honors	17%	15%	11%
<i>Nearly achieved the standard</i>	14%	14%	9%

**Data Display Table for English Language Arts: Analysis & Interpretation Grade 4
New Standards Reference Examination**

NSRE: Reading Analysis	2001-2002	2000-2001	1999-2000
Testing month	May	March	March
SCHOOL SCORES			
TOTAL	87.9%	81.8%	84%
Achieved the Standard	79.2%	81.8%	84%
Achieved the Standard with Honors	8.3%	0%	0
<i>Nearly achieved the standard</i>	<i>12.5%</i>	<i>13.6%</i>	<i>11%</i>
Number of students tested	24	22	19
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0%	0%
Percent of students excluded	0	0%	0%
SUBGROUP SCORES			
1. Free and Reduced Lunch	94.2%	84.6%	85.7%
Achieved the Standard	82.4%	84.6%	85.7%
Achieved the Standard with Honors	11.8%	0%	0%
<i>Nearly Achieved the standard</i>	<i>5.9</i>	<i>7.7%</i>	<i>7%</i>
2. Non-white and/or Hispanic	89%	55.6%	85.7%
Achieved the Standard	89%	55.6%	85.7%
Achieved the Standard with Honors	0%	0%	0%
<i>Nearly Achieved the Standard</i>	<i>11%</i>	<i>33.3%</i>	<i>14.2%</i>
3. Special Education	87.5%	100%	50%
Achieved the Standard	87.5%	100%	50%
Achieved the Standard with Honors	0%	0%	0%
<i>Nearly Achieved the standard</i>	<i>12.5%</i>	<i>0%</i>	<i>50%</i>
STATE SCORES			
TOTAL			
Achieved the Standard	54%	53%	67%
Achieved the Standard with Honors	6%	4%	1%
<i>Nearly Achieved the Standard</i>	<i>24%</i>	<i>26%</i>	<i>26%</i>

**Data Display Table for English Language Arts: Writing Conventions
New Standards Reference Examination**

NSRE:Writing Effectiveness	2001-2002	2000-2001	1999-2000
Testing month	May	March	March
SCHOOL SCORES			
TOTAL	95.8%	100%	84%
Achieved the Standard	70.8%	86.4%	47%
Achieved the Standard with Honors	12.5%	0%	0%
<i>Nearly Achieved the Standard</i>	<i>12.5%</i>	<i>13.6%</i>	<i>37%</i>
Number of students tested	24	22	19
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1.Free and Reduced Lunch	76.4%	86.4%	42.8%
Achieved the Standard	58.8%	84.6%	42.8%
Achieved the Standard with Honors	17.6%	0%	0%
<i>Nearly Achieved the Standard</i>	<i>17.6%</i>	<i>15.4%</i>	<i>50%</i>
2. Nonwhite and/or Hispanic	88%	77.8%	57.1%
Achieved the Standard	66%	77.8%	57.1%
Achieved the Standard with Honors	22%	0%	0%
<i>Nearly Achieved the Standard</i>	<i>12%</i>	<i>22.2%</i>	<i>28.4%</i>
3. Special Education	75%	100%	25%
Achieved the Standard	75%	100%	25%
Achieved the Standard with Honors	0%	0%	0%
<i>Nearly Achieved the Standard</i>	<i>25%</i>	<i>0%</i>	<i>50%</i>
STATE SCORES			
TOTAL	59%	86%	56%
Achieved the Standard	49%	86%	54%
Achieved the Standard with Honors	10%	0%	2%
Nearly Achieved the Standard	18%	14%	26%

Data Display Table for English Language Arts: Writing Effectiveness Grade 4

New Standards Reference Examination

NSRE: Writing: Conventions	2001-2002	2000-2001	1999-2000
Testing month	May	March	March
SCHOOL SCORES	62.5%	68.2%	42%
TOTAL			
Achieved the Standard	62.5%	68.2%	42%
Achieved the Standard with Honors	0%	0%	0%
<i>Nearly Achieved the Standard</i>	20.8%	27.3%	47%
Number of students tested	24	22	19
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Lunch status-Free and Reduced	64.7%	54.8%	92.8%
Achieved the Standard	64.7%	53.8%	42.8%
Achieved the Standard with Honors	0%	0%	50%
<i>Nearly Achieved the Standard</i>	17.6%	38.5%	0%
2. Nonwhite and/or Hispanic	67%	53.8%	57.1%
Achieved the Standard	67%	53.8%	57.1%
Achieved the Standard with Honors	0%	0%	0%
<i>Nearly Achieved the Standard</i>	22%	22.2%	42.8%
3. Special Education	50%	100%	0%
Achieved the Standard	50%	100%	0%
Achieved the Standard with Honors	0%	0%	0%
<i>Nearly Achieved the Standard</i>	12.5%	0%	50%
STATE SCORES			
TOTAL	58%	52%	83%
Achieved the Standard	53%	49%	72%
Achieved the Standard with Honors	5%	3%	11%
<i>Nearly Achieved the Standard</i>	21%	22%	9%

DATA DISPLAY TABLES FOR STATE ASSESSMENT TESTS

Mathematics

Grade ___4___

Test_New Standards Reference Examination

Mathematics

Edition/publication year ___2001___ Publisher _Harcourt Educational Measurement

What groups were excluded from testing? **No** groups were excluded from testing.

Number excluded ___0___

Percent excluded ___0___

The New Standards Reference examination is a state mandated, standards based exam this is given in grades 4, 8, and 10. Exam results are reported as profiles. There are two content areas each with specific subtests.: English Language Arts and Mathematics. The Mathematics examinations subtests are skills, conceptual understanding and problem solving. The Skills

subtest represent the basic core skills in each area of mathematics. The concepts subtest emphasizes mathematical ideas and asks a student to use concepts to solve problems and to represent the concept in important ways. The Problem Solving subtest asks students to tackle a realistic situation where they are not provided ready-made steps to follow.

The New Standards Reference Examination assesses how well students perform relative to standards as opposed to how well they perform in relation to other students. Standards are set by a body of teachers and educators across the country. The scores are reported in one to five categories (standard levels) using student performance to assess how they are doing relative to the New Standards Performance Standards. The New Standards *Performance Standards* developed in 1996 specify what students at each grade level (grades 4, 8, and 10) should know and be able to do with examples of real student work.

The five reported levels are

- **Achieved the Standard with Honors**-performs at a higher level than the standard consistently
- **Achieved the Standard**-performs at standard level consistently
- **Nearly Achieved the Standard**-performs at the level, but not consistently overall
- **Below the Standard**-responses are often minimal or incomplete
- **Little Evidence of Achievement**

On each of the following data display tables the scores are totaled for students who achieved the standard with honors and achieved the standard. These scores meet the criteria as set forth by the Department of Education. Also listed on the data display table in *italics* are the percentage scores for students who nearly achieved the standard. These students did not perform consistently. However, when looking at the data it is important to know these percentages as they show growth of student achievement over time. The 'nearly achieved the standard' scores are not calculated in the total scores.

Data Display Table for Mathematics: Skills Grade 4 New Reference Standards Examination

NRSE: Mathematics: Skills	2001-2002	2000-2001	1999-2000
Testing month	May	March/	March
SCHOOL SCORES	83.3%	40.9%	85%
Achieved the Standard	62.5%	22.7%	50%
Achieved the Standard with Honors	20.8%	18.2%	35%
<i>Nearly Achieved the Standard</i>	<i>16.7%</i>	<i>54.5%</i>	<i>15%</i>
Number of students tested	24	22	20
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Free and Reduced Lunch	76.4%	69.2%	85.6%
Achieved the Standard	58.8%	53.8%	42.8%
Achieved the Standard with honors	17.6%	15.4%	42.8%
<i>Nearly Achieved the Standard</i>	<i>23.5%</i>	<i>30.8%</i>	<i>14.2%</i>
2 Nonwhite and/or Hispanic	78%	55.6%	99.9%
Achieved the Standard	56%	55.6%	57.1%
Achieved the Standard with Honors	22%	0	42.8%
<i>Nearly Achieved the Standard</i>	<i>22%</i>	<i>44.4%</i>	<i>0%</i>
3. Special Education	75%	66.7%	100%
Achieved the Standard	50%	66.7%	100%
Achieved the Standard with Honors	25%	0%	0%
<i>Nearly Achieved the Standard</i>	<i>25%</i>	<i>33.3%</i>	<i>0%</i>
STATE SCORES			
TOTAL	66%	58%	62%
Achieved the Standard	43%	40%	40%
Achieved the Standard with Honors	23%	18%	22%
Nearly Achieved the Standard	21%	23%	23%

**Data Display Table for Mathematics: Concepts Grade 4
New Reference Standards Examination**

NRSE: Mathematics: Concepts	2001-2002	2000-2001	1999-2000
Testing month	May	March	March
SCHOOL SCORES	66.7%	31.8%	35%
Achieved the Standard	62.5%	31.8%	35%
Achieved the Standard with Honors	4.2%	0%	0%
Nearly Achieved the Standard	29.2%	63.6%	40%
Number of students tested	24	22	20
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Free and Reduced Lunch	80.6%	30.8%	35.7%
Achieved the Standard	64.7%	30.8%	35.7%
Achieved the Standard with Honors	5.9%	0%	0%
<i>Nearly Achieved the Standard</i>	<i>23.5%</i>	<i>69.2%</i>	<i>57.1%</i>
2 Nonwhite and/or Hispanic	66%	22.2%	42.8%
Achieved the Standard	66%	22.2%	42.8%
Achieved the Standard with Honors	0%	0%	0%
<i>Nearly Achieved the Standard</i>	<i>34%</i>	<i>77.8%</i>	<i>28.4%</i>
3. Special Education	37.5%	66.7%	25%
Achieved the Standard	37.5%	66.7%	25%
Achieved the Standard with Honors	0%	0%	0%
<i>Nearly Achieved the Standard</i>	<i>62.5%</i>	<i>33.3%</i>	<i>75%</i>
STATE SCORES			
TOTAL	40%	33%	28%
Achieved the Standard	34%	29%	27%
Achieved the Standard with Honors	6%	4%	1%
Nearly Achieved the Standard	33%	34%	41%

**Data Display Table for Mathematics: Problem Solving Grade 4
New Reference Standards Examination**

NRSE: Mathematics: Problem Solving	2001-2002	2000-2001	1999-2000
Testing month	May	March	March
SCHOOL SCORES	20.9%	9.1%	10%
Achieved the Standard	16.7%	9.1%	10%
Achieved the Standard with Honors	4.2%		0%
<i>Nearly Achieved the Standard</i>	33.3%	31.8%	20%
Number of students tested	24	22	19
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Free and Reduced Lunch	29.4%	0%	7%
Achieved the Standard	23.5%	0%	7%
Achieved the Standard with Honors	5.9%	0%	0%
<i>Nearly Achieved the Standard</i>	23.5%	38.5%	21.4%
2 Nonwhite and/or Hispanic	11%	0%	14.2%
Achieved the Standard	11%	0%	14.2%
Achieved the Standard with Honors	0%	0%	0%
<i>Nearly Achieved the Standard</i>	33%	11.1%	28.4%
3. Special Education	12.5%	33.3%	0%
Achieved the Standard	0%	33.3%	0%
Achieved the Standard with Honors	12.5%	0%	0%
<i>Nearly Achieved the Standard</i>	12.5%	66.7%	0%
STATE SCORES			
TOTAL	46%	37%	34%
Achieved the Standard	19%	15%	16%
Achieved the Standard with Honors	9%	6%	5%
Nearly Achieved the Standard	18%	16%	13%

