

U.S. Department of Education

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal Mr. Richard D. Zarkowski
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name David S. D'Evelyn Junior/Senior High School
(As it should appear in the official records)

School Mailing Address 10359 West Nassau Avenue
(If address is P.O. Box, also include street address)

Denver Colorado 80235-1400
City State Zip Code+4 (9 digits total)

Tel. (303) 982-2600 Fax (303) 982-2601

Website/URL http://jeffcoweb.Jeffco.k12.co.us/high/develyn E-mail rzarkows@jeffco.k12.co.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.

(Principal's Signature) Date February 10, 2004

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

District Name Jefferson County Public Schools Tel. (303) 982-6500

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 February 10, 2004 (Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Jon DeStefano
(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.

(School Board President's/Chairperson's Signature) Date February 10, 2004

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

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 of 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 2003-2004 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 1998.
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:
- | | |
|----|-------------------------|
| 94 | Elementary schools |
| 19 | Middle schools |
| 0 | Junior high schools |
| 19 | High schools |
| 0 | Other (Briefly explain) |

132 TOTAL

2. District Per Pupil Expenditure: \$6,598
 Average State Per Pupil Expenditure: \$5,795

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. 3 Number of years the principal has been in her/his position at this school.
0 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				7	108	91	199
1				8	86	97	183
2				9	109	96	205
3				10	57	86	143
4				11	44	86	130
5				12	61	55	116
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							976

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>88.5</u> | % White |
| <u>1.5</u> | % Black or African American |
| <u>4.4</u> | % Hispanic or Latino |
| <u>5.2</u> | % Asian/Pacific Islander |
| <u>0.3</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 4.53 %

(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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	45
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	45
(4)	Total number of students in the school as of October 1	992
(5)	Subtotal in row (3) divided by total in row (4)	.0453
(6)	Amount in row (5) multiplied by 100	4.53

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

9. Students eligible for free/reduced-priced meals: 1 %

9 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 0.5 %
5 Total Number of Students Served

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

<u>1</u>	Autism	<u>3</u>	Orthopedic Impairment
	Deafness		Other Health Impaired
	Deaf-Blindness		Specific Learning Disability
<u>1</u>	Hearing Impairment		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)	4	0
Classroom teachers	44	1
Special resource teachers/specialists	0	2
Paraprofessionals	2	0
Support staff	22	1
Total number	76	4

12. Average school student-“classroom teacher” ratio: 21.7:1

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.6%	96.5%	96.5%	95.8%	94.8%
Daily teacher attendance	98.4%	98.9%	99.0%	98.8%	99.0%
Teacher turnover rate	13.3%	6.6%	8.8%	2.2%	6.6%
Student dropout rate	1.0%	0%	0%	0%	0%
Student drop-off rate	9.9%	12.4%	11.7%	15.4%	14.8%

*Students (other than drop-outs) who choose to leave D’Evelyn have either moved away from the Jefferson County School District, or they have enrolled in other Jefferson County Schools.

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	111
Enrolled in a 4-year college or university	88%
Enrolled in a community college	9%
Enrolled in vocational training	0%
Found employment	3%
Military service	0%
Other (travel, staying home, etc.)	0%
Unknown	0%
Total	100 %

David S. D'Evelyn Junior/Senior High School

David S. D'Evelyn Junior/Senior High School was formed in 1993 as a liberal arts, college-preparatory secondary school. The school is located in the southwest corner of the Denver, Colorado metropolitan area. D'Evelyn is a school of Choice within the Jefferson County Public Schools in Colorado, the largest school district in the state with 86,000 students and more than 12,000 employees. The D'Evelyn Program was developed to continue the alternative educational environment exemplified by the Dennison Fundamental Alternative School Program. Approximately 45% of the seventh graders that come to D'Evelyn matriculate directly from Dennison Elementary School's 6th grade. The other 55% of in-coming 7th graders are selected from throughout the district through a lottery process. Parents of prospective students are required to attend one of three informational meetings held in October, November, and January of each school year. Parents fill out an application which is entered into the school's computer system, and following the January meeting, a random lottery selection is made to complete the 7th grade roster for the up-coming school year.

D'Evelyn's Program is based on the belief that all students, not just an elite group, should be held to rigorous academic and behavioral standards, and that all students can achieve in a challenging learning environment. D'Evelyn's founders believed the purpose of education is to convey an essential body of cultural knowledge to the next generation, and that a solid liberal arts education is required in order for all citizens to be effective participants in their communities. Independent, analytical reasoning, based on objective knowledge, is an essential skill and is strongly encouraged throughout the instructional program. There is an emphasis upon year-to-year, sequential continuity in the development of basic knowledge and competence, with gradually increasing complexity and requirements. A mastery of skills and knowledge acquired through the study of basic academic subjects is the foundation of all subsequent learning, regardless of the student's future pursuits.

Although the academic disciplines are distinct, they are also related and reinforce each other. A sound, content-rich curriculum should consist of a healthy balance of required, basic subjects, augmented by equally challenging electives. Students are evaluated using an objective grading system (letter grades A through F). Each graduate of the school will have successfully completed at least the following areas of study: 4 years of English; 4 years of Social Studies; 3 years of Mathematics; 3 years of Science; 3 years of Foreign Language, and 1 course in Fine Arts. Students must demonstrate the ability to use a computer for word processing, database, and spreadsheet formats. Students must also participate in physical education and choose electives to complete the 22 credits required for graduation within the Jefferson County District. Students desiring a more challenging level of studies are able to select honors and Advanced Placement courses to replace required courses in grades 10-12.

The following operating principles are critical to the successful implementation of D'Evelyn's overall philosophy: 1) Good discipline and order will be maintained to ensure an atmosphere conducive to effective teaching and learning; 2) Courtesy and respect for high moral and ethical standards will be required, and patriotism will be emphasized; 3) Class sessions will meet daily for a consistent period of time [six 50-minute periods each day with a 40-minute activity period at the end of each day] on a regular schedule; 4) Students remain on campus during the entire school day; 5) At specified intervals [every six weeks] each student will receive letter grades based on individual performance in each course of study; 6) Teachers have the responsibility to assign homework which is purposeful and relevant; 7) Assigned textbooks will be mandatory for each student in each course. Other resources will be made available, and the use of primary sources will be encouraged; 8) Parental involvement will be strongly encouraged; and 9) Students in need of special assistance will have tutoring available to them as well as accommodations for their individual learning.

Finally, the goal of the D'Evelyn Program is to provide students with a sound liberal arts education providing a continuous challenge to all students, with specialized support as needed. With an expanded level of knowledge and mastery of skills, students can enter college/university life with confidence.

1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

Every junior at D’Evelyn, as well as all juniors from across the state of Colorado take the Colorado ACT Test in the spring of the school year. Once this assessment has been taken, the exam yields scores for students in the areas of English, Mathematics, Reading, and Science Reasoning, as well as a Composite Score for all four parts of the test. Colleges and universities across the United States use the ACT examination results as one of several criteria for the admission of students into its academic programs. Class rank, individual course grades, cumulative grade point average, the rigor of the courses taken by students, as well as other factors constitute each place of education’s formal criteria for admission.

The ACT has been designed to serve as a predictor of success for college students. Student scores for each part of the test and the composite score can range from zero to 36, and 36 would be a perfect score. The composite score is a near average of the four separate parts of the exam. As we look at these scores, both individually and as a collective group, the higher the composite score, the higher the probability that the student will be successful in her/his college studies.

The table below shows D’Evelyn’s group scores for all juniors in each of three separate years as compared to the group scores for all juniors during those same years in the state of Colorado.

Colorado ACT Scores 2001-2003

Year	English	Mathematics	Reading	Science Reasoning	Composite
(D’Evelyn)					
2001	25.6	26.4	27.0	24.7	26.1
2002	24.1	25.0	24.8	24.1	24.7
2003	24.1	26.8	26.0	25.0	25.6
(Colorado)					
2001	18.7	19.4	19.9	19.7	19.6
2002	18.0	18.6	18.9	19.3	18.8
2002	18.7	19.6	20.0	19.9	19.7

As you can see from the data presented, D’Evelyn student scores consistently rank well above the scores for all juniors in Colorado. In Reading, for example the differences in the scores are: 2001 + 7.1; 2002 + 5.9; and 2003 + 6.0. The differences in Mathematics scores for the same year are: 2001 + 7.0; 2002 + 6.4; and 2003 + 7.2. The same general scenario also exists for the Composite Scores for the exam, with differences of: 2001 + 6.5; 2002 + 5.9; and 2003 + 5.9.

In an informal analysis of the data, we can safely generalize that as a group, D’Evelyn juniors consistently perform at higher levels than the total group of all Colorado Juniors on the ACT Test in both Reading and Mathematics. We can also make the same generalization for the Composite Scores for both groups. It must be noted that we are talking about comparisons with two groups of scores for the test. Individual student scores must be analyzed separately against both the full range of possible student scores in the high school and across the state.

As a liberal arts, college preparatory school, we strive to fully prepare our students for academic success in a college or university setting. We are also accredited by the North Central Association as a college preparatory school—the only public school in Colorado with such an accreditation. It stands to reason, then, that our students’ test scores must and do reflect our overall philosophy and mission.

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

It is not enough to just collect individual and collective data from student assessments. Educators must use this data to inform instruction and to improve the quality of the learning and instruction that we provide for our students. The Jefferson County School District has made available a program entitled VirtualEd for all buildings. Every certificated person at D'Evelyn has been trained in the use of VirtualEd, and we can identify information on individual student scores for each exam (CSAP). Item analyses have also been made for each content standard contained in these criterion-referenced exams so that we can pinpoint each element of every test given and how well or how poorly students have performed. Items on the various tests can then be matched to the standards as they are being taught in the classroom to determine the emphasis that must be placed upon this material.

Additional time is used to provide remediation for those students who need the interventions necessary to help them to improve their overall performance. Teachers can also use the data to make curricular connections with separate groups of students when it has been determined that emphasis must be placed on daily learning for an entire group or grade level of students. It must be emphasized that we are not teaching test preparation. Instead, we determine what should be done within the scope and sequence of our existing curriculum to more fully prepare students to use that instruction in all aspects of their learning, including taking the state and standardized examinations. The excellent results that D'Evelyn has experienced show us that the curriculum and philosophy of the school are heading us in the right direction. We cannot and will not rest on our laurels. We will continually find ways in which to sustain these good efforts to provide the very best for the students under our direct care.

We have recently created student study groups consisting of students who have earned grades of D or F in their classes and whose performance on the state examinations is either partially proficient or unsatisfactory. These students are brought together during the school's 40-minute Activity Period for concentrated work with teams of teachers in the core academic areas. Study teams meet two to three times during each week.

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

The communication of student performance takes several different avenues at D'Evelyn. Daily assessments of various kinds are recorded in teachers' gradebooks and electronically in the student administration and data program (SASI) used by the district and school. Each six weeks this data is drawn from the teacher's electronic gradebooks, tabulated, and generated as a progress report during the 6th and 12th week. At the end of each semester the same process yields the students' final grades, which are printed on each student's transcript. With each grading period, the information is mailed home to parents. Parent/Teacher conferences are held directly after the 6th and 12th-week progress reports have been sent home. Both report cards and up-dated transcripts are mailed to each family following final exams at the end of each semester. Student grades and cumulative grade point averages are given to each individual teacher for the classes that he/she teaches. We also calculate all course grades for each department. Course grades and department totals, along with a cumulative grade point average for the entire school is made available to all faculty and staff and the school's steering committee.

Additionally, teachers keep students very well informed on a continual basis of their academic progress in each of their courses by printing individual reports for each student at intervals of one to two weeks throughout the school year.

As the results from CSAP examinations, the Colorado ACT, and other standardized tests are received, the individual scores are communicated with each student, and parents are promptly mailed the printed test results. Collective testing results, which are also tabulated, are shared with all stakeholders within the D'Evelyn Community—administrators, counselors, teachers and departments; the D'Evelyn Steering Committee, which serves as the governing board for the school; the D'Evelyn Accountability Committee, which serves as an advisory group for the Steering Committee and the Principal as a part of the overall CDM process. Collective test results are also communicated to the D'Evelyn Community via the school's newsletter, and soon they will be available to everyone on the school's web site.

4. Describe in one half page how the school will share its successes with other schools.

D'Evelyn has consistently been at or near the top of the Colorado Student Assessment Program (CSAP). We have also achieved the top composite score on the Colorado Act during each of the three years in which that assessment has been given to our students. These have earned the school (both the junior high and senior high) the recognition of being a John Irwin School of Excellence for the three years that this prestigious award has been given. Additionally, the school has been rated as excellent each of the last three years in the Colorado Department of Education School Accountability Reports (SARs). The newspapers have printed all scores from all of the state's schools.

Our students take a total of 13 separate criterion-referenced assessments in grades 7 through 10, and all juniors take the Colorado form of the ACT. Several schools have contacted us recently wanting to know how we prepare our students to do so well on the statewide tests. Our answer is a simple one. We do not do any kind of test preparation as a part of our normal, day-to-day instruction. The magnitude of our content-rich curriculum does not give us any time in which to do these kinds of things. The important aspect of our curriculum is that we delve deeply into each subject area provided in order to give our students the very best learning at each grade level in each content area. We do, however, share our program document, our school's philosophy as a liberal arts, college preparatory institution, our comprehensive discipline code, the course description booklet, the student/parent handbook, and our beliefs about homework, as well as the scope and sequence and the content and mapping skills for each of the courses that we offer.

We have set up many visitations by groups of teachers, administrators, and parents from other schools on several occasions, and we spend anywhere from a couple of hours to a full day presenting information about the school and providing tours of the school. We also allow observations within our classrooms so that people can see first hand what takes place as a part of our normal day-to-day instruction. Visitors get a good overview of our program, and we answer as many questions as they may have about the school.

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and the foreign languages in the descriptions.

When D'Evelyn was founded in 1994 as a liberal arts, college preparatory secondary school, the school was based on the belief that students should study an essential body of cultural knowledge. The overall curriculum in each content area has been established in a sequential set of courses, with each course serving as a stair-step or building block for the next subject, and the sum total of what is learned in one course builds directly upon the next. D'Evelyn is committed to the premise that mastery of the skills and knowledge acquired through the study of these core academic subjects is the foundation for all subsequent learning.

Courses are designed to provide in-depth coverage within each content area so that our students have an expanded knowledge of topics. Fine arts classes include not only the hands-on work such as in art or music, but also a historical and philosophical perspective of the subjects.

Each of the content areas listed below shows the required course offerings in each curricular area from 7th through 12th grade. Elective courses are also listed following the required courses. Every student takes the same curriculum at each grade level, and advanced courses allow students to accelerate their learning.

The Computer curriculum consists of the following elective courses: Keyboarding 7/8, Programming in Visual Basic, and AP Computer Science AB (JAVA).

The English curriculum consists of the following required courses: Language Arts 7, Language Arts 8, Literature and Composition 9, British Literature and Composition 10, American Literature and Composition 11, Classical Literature and College Composition 12. English elective courses include Literature and Composition 9 Honors, British Literature and Composition 10 Honors, American Literature and Composition 11 Honors, Classical Literature and Composition 12 AP, Creative Writing, Mythology, and Shakespeare and the Renaissance.

The Foreign Languages curriculum consists of the following required courses: French I, II, and III; Latin I, II, and III; or Spanish I, II, and III. Foreign Language electives include French IV and AP; Latin IV and AP, or Spanish IV and AP.

The Mathematics curriculum consists of the following required courses: Pre-Algebra, Algebra/Geometry Introduction, Algebra/Geometry I, Algebra/Geometry II, and Algebra/Geometry III. Elective courses in Mathematics include Math Analysis/Trigonometry, Math Analysis/Trigonometry Honors, Math Analysis/Calculus Honors, AP BC Calculus, and AP Statistics. Senior students experiencing difficulty in Mathematics may also qualify for a course in regular Geometry. Students are given a placement test when they enter the school, and they have the opportunity to accelerate in mathematics classes based on how well they do in the placement testing.

The Physical Education required courses are Physical Education 7/8 and Lifetime Fitness 9-12.

The Science curriculum consists of the following required courses: Life Science 7, Physical Science 8, Biology, Chemistry and Physics. Science electives include AP Biology, AP Chemistry, and AP Physics.

The Social Studies curriculum consists of the following required courses: Geography 7, American History 8, Geography/Non-Western Civilization, Western Civilization, American History 11, American Government/Economics. Social Studies electives include Psychology, World Religions Eastern, World Religions Western, and AP United States History.

The Fine arts curriculum consists of the following elective courses: Arts and Ideas; Acting and Theater Arts; Art 7/8, Drawing I, Drawing II, Painting 1, Painting II, 3D Art, 3D Art Intermediate, 3D Art Advanced; Photography I, Photography II, and Photography III; Mixed Choir 7/8, Mixed Choir 9-12, Women's Choir 9-12, and Concert Choir; String Orchestra, Advanced Orchestra, Intermediate Band, Concert Band, and Wind Ensemble; Speech 7/8, Speech 9-12; and Yearbook.

1. Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of the students who read below grade level.

The D'Evelyn English program stresses the foundational aspects of language and its application as represented in recognized great literature of the ages. Each student, upon graduation, will have studied literature, grammar, vocabulary, and composition as the foundation of linguistic knowledge. That knowledge will be cemented and augmented by spoken and written exercises, providing practice essential to developing the skill of effective communication.

Great literature, at one level, brings insight into the human heart and thoughts, its motivations and complexity. At another level, it brings insight into the interactions and consequences of human behavior. The literature of the ages encompasses richness in vocabulary and composition and enables students to enter into and experience life circumstances well beyond those normally available in a lifetime.

The pursuit of excellence will continue through each year of this most central element of our educational philosophy. Students will be expected to continually increase their understanding and use of vocabulary and grammar. Oral and written exercises will be designed to elicit increasing sophistication of thought and structure in student products.

To adequately measure students' growth in the recognition and understanding of literary elements, the use of written essay is emphasized. Essay writing requires a thorough knowledge of the pieces studied, and it allows the students to support their observations, interpretations, and evaluations by use of citation and logical argument. Essay-based exercise requires the student to really know, analyze, and interpret the material. It also fosters mastery of writing skills by the practice of writing on subjects of established and recognized value. It also requires the clarification of ideas and the ability to identify material necessary to support well-formed interpretations and/or positions.

Skillful reading requires immediate recognition of symbols. Reading literature filled with symbols provides a rich store of knowledge and skills upon which students can readily draw. The heavy focus on great literature, with its accompanying wealth of personal growth, recognizes that education is not simply to prepare students for jobs, but also to prepare students for life.

Students that have reading difficulties are allowed the opportunity to participate in summer reading and study programs where the novels and other pieces of literature are discussed in depth with more time for guided reading. This reading begins with each incoming 7th grade, and the books are made available to students and parents before they start attending classes at the school.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The D'Evelyn Mathematics Department makes extensive use of the Saxon Mathematics curriculum for all levels and topic areas. Saxon Mathematics makes use of problem sets for daily instruction with one topic as the focus for each day's work. Three to five problems in each problem set deal directly with the topic of the day, while the rest of the problems in the set are a review of topics and mathematical elements from previous sets. Students, then, are continually reviewing all areas of subject matter in an on-going sequence of learning. We believe that this is much better than covering topics as a single entity and then moving on to the next topic. This continual practice (Students will do more than 25,000 problems in their six years at the school.) assists the students to remember foundational mathematical work, while constantly expanding their overall knowledge base.

Our educational philosophy embraces the concept that mathematics is an essential component to the development of an educated mind. The study of mathematics develops and refines the use of logical reasoning skills. The disciplined approach of mathematics is readily extended to all other areas of thought, providing an essential element to many occupations and further schooling, especially in the sciences. We believe that all students can succeed in mathematics, if taught carefully from effective texts.

Mathematics reinforces the powers of concentration, memory, and logical thinking. These habits of the mind are essential in all areas of the curriculum. Mathematics is the language of science, without which the study of chemistry and physics, as well as all higher-level scientific study is impossible. It has been well publicized that American students, for far too many years, have lagged behind those of other developed countries in overall mathematics and science achievement. We firmly believe that our graduates must be broadly prepared to pursue any career that they desire. To that end, our graduates will leave the school with adequate, essential mathematics skills to qualify them for further studies, apprenticeships, and/or employment.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Utilizing Instructional Theory Into Practice as a basic classroom model for the delivery of instruction, a variety of methods are emphasized for pedagogy at D'Evelyn. From anticipatory set to the closure for each class period, the methodologies used at D'Evelyn include, but are not limited to: extensive use of lecture, for the delivery of important information in every curricular area; discussion, where active participation for all students is highly encouraged; question-and-answer sessions, with carefully framed questions for the analysis, synthesis, application, and evaluation necessary for higher-level, critical thinking and skill-building; modeling, especially with all forms of writing, by teachers highly skilled and knowledgeable in each of their content areas; demonstrations, lab investigations, and experiments in the sciences; oral interpretation, role playing and simulations, for the analysis of literature and historical perspectives; the use of extensive examples, metaphors, and analogies to expand meaning for students; research techniques, for the use of reference materials and the on-line capabilities within classrooms, and especially in the Library Media Center (LMC); detailed analysis of reading assignments, problems, and situations presented in textbooks and the classrooms; hands-on learning in the areas of art, photography, theater, vocal and instrumental music, and computer technology; reading, writing, listening and speaking, in the languages (Latin, Spanish, and French), as well as in English and speech classes; and the limited use of Multiple Intelligences, as appropriate to the curricular area involved.

Each of these methodologies serves to enhance teaching and learning through the basic elements of instruction—thorough planning, concentrated learning activities, production of materials and resources, and the strategies necessary to make learning highly effective. D'Evelyn's primary instructional methods are delivered in an atmosphere and coherent structure of high expectations, enthusiasm for learning, maximum time-on-task, and the integration of subject matter between content areas.

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

In the ten years that D'Evelyn has been in existence, the school has experienced the normal amount of teacher turnover, and only nine of the original teachers out of the forty-five present teachers are still providing instruction at the school. During the past three years to maintain the extremely important integrity of the school's overall program, efforts at professional development have been focused on every faculty and staff member being thoroughly cognizant of the school's philosophy and its liberal arts, college preparatory program. As a full faculty and staff, we have spent time during our in-service days and at faculty meetings, department meetings, and administrative team meetings studying, analyzing, and discussing the documents and other research works that went into the formulation of the school. We have also focused our efforts at what it means to be educational leaders, no matter what our position might be within the school.

We have also spent a great deal of time looking at the elements of quality teaching, learning and reviewing the best practices of instruction, and building a professional learning community that takes the time necessary to reflect on instruction and ways in which teaching and learning can be improved.

Additionally, all faculty and staff have received in-service in the area of technology and its use in the classroom. Included in this aspect of professional development have been the following areas: the internet and electronic databases to augment printed reference materials; the use of Aver Key, PowerPoint, and other programs to enhance the delivery of instruction within the classroom; electronic grading with InteGradePro to provide instantaneous information to both students and parents about achievement; and the use of VirtualEd to review data on state and district assessments in order to make improvements in the curriculum.

Our primary goals have been: to build a solid base of understanding for the liberal arts and related curriculum; to enhance and expand the ways in which this curriculum is delivered to our students; and to use technology as an important tool and resource for information gathering and presentation, as well as accurate and up-to-the-minute access to student assessment and performance.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 11

Test Colorado ACT

Edition/publication year 2001 Publisher American College Testing

Number of students in the grade in which the test was administered 118

Number of students who took the test 118

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

David S. D'Evelyn Junior/Senior High School
Colorado ACT Test Results
Spring 2001

Student Count	English	Math	Reading	Science Reasoning	Composite
D'Evelyn 118	25.6	26.4	27.0	24.7	26.1
Males 59	25.9	27.3	26.9	25.6	26.6
Females 59	25.4	25.5	27.2	23.7	25.6

There are not sufficient numbers within either socioeconomic or ethnic/racial groups to disaggregate data for administration of the Colorado ACT at D'Evelyn.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 11

Test Colorado ACT

Edition/publication year 2002 Publisher American College Testing

Number of students in the grade in which the test was administered 122

Number of students who took the test 122

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

David S. D'Evelyn Junior/Senior High School
Colorado ACT Test Results
Spring 2002

Student Count	English	Math	Reading	Science Reasoning	Composite
D'Evelyn					
122	24.1	25.0	24.8	24.1	24.7
Males					
56	24.2	25.7	25.0	25.0	25.2
Females					
66	24.0	24.5	24.7	23.5	24.3

There are not sufficient numbers within either socioeconomic or ethnic/racial groups to disaggregate data for administration of the Colorado ACT at D'Evelyn.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 11

Test Colorado ACT

Edition/publication year 2003 Publisher American College Testing

Number of students in the grade in which the test was administered 119

Number of students who took the test 119

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

David S. D'Evelyn Junior/Senior High School
 Colorado ACT Test Results
 Spring 2003

Student Count	English	Math	Reading	Science Reasoning	Composite
D'Evelyn					
122	24.1	26.8	26.0	25.0	25.6
Males					
56	23.5	26.7	25.2	25.1	25.2
Females					
66	25.1	27.1	27.3	25.0	26.2

There are not sufficient numbers within either socioeconomic or ethnic/racial groups to disaggregate data for administration of the Colorado ACT at D'Evelyn.

