

U.S. Department of Education

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

Name of Principal Mr. Michael Vassallo

Official School Name – Pinedale Middle School

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Pinedale, Wyoming 82941-0549

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

_____ Date _____
(Principal’s Signature)

Name of Superintendent - Dr. Charles Grove

District Name – Sublette County School District #1 Tel. (307) 367-2139

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

_____ Date _____
(Superintendent’s Signature)

Name of School Board President/Chairperson – Mr. Jim Malkowski

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 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: ___ 2 ___ Elementary schools
 ___ 1 ___ Middle schools
 ___ ___ Junior high schools
 ___ 1 ___ High schools
 ___ ___ Other (Briefly explain)
 ___ 4 ___ TOTAL

2. District Per Pupil Expenditure: ___ \$9,545.13 ___
 Average State Per Pupil Expenditure: ___ \$8,443.00 ___

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. 8 Number of years the principal has been in her/his position at this school.
 _____ 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	29	26	55
1				8	32	24	56
2				9			
3				10			
4				11			
5				12			
6	31	34	65	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							176

6. Racial/ethnic composition of the students in the school: 97.99 % White
2 % Black or African American
(1 student) .0057% Hispanic or Latino
 % Asian/Pacific Islander
(1 student) .0057% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 24 %

(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.	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	43
(4)	Total number of students in the school as of October 1	176
(5)	Subtotal in row (3) divided by total in row (4)	.27
(6)	Amount in row (5) multiplied by 100	27

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: 18 %

32 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: $\frac{8}{14}$ % 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> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 11 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
	<u> 2 </u> Emotionally Disturbed

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 9.75 </u>	<u> </u>
Special resource teachers/specialists	<u> 2 </u>	<u> .38 </u>
Paraprofessionals	<u> 4 </u>	<u> 2 </u>
Support staff	<u> .64 </u>	<u> </u>
Total number	<u> 17.39 </u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 17.95 students to 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	<u>94.90</u>	<u>96.50</u>	<u>93.9</u>	<u>95.48</u>	<u>95.21</u>
Daily teacher attendance	<u>92</u>	<u>90</u>	<u>82</u>	<u>93</u>	<u>93</u>
Teacher turnover rate	<u>0</u>	<u>26</u>	<u>0</u>	<u>0</u>	<u>0</u>
Student dropout rate	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

PART III - SUMMARY

Mission statement:

Pinedale Middle School will ensure the attainment of high academic standards and support the healthy emotional and social development of all students in an environment that acknowledges the unique characteristics of early adolescents.

Beliefs:

In order to accomplish the philosophy in our mission statement we have developed beliefs to promote our success. We believe in collaboration among caring adults regarding student needs as an essential ingredient in an effective and responsive middle school; in academic standards that challenge students to progress to higher levels of abstract reasoning and critical thinking; in instructional practices which are developmentally appropriate for the adolescent learner; in strong parent/community involvement in our school that leads to increased academic achievement and improved positive relationships between the school, parents, and community, and in service learning activities that assist students in becoming contributing members of our community. These beliefs motivate every person involved in our school process.

Pinedale Middle School is located on a central campus along with the elementary and high schools in the center of Pinedale, Wyoming, a small rural community of 1400 people. The school district also draws students from up to 47 miles away. The building was constructed so students from each grade have locker areas to themselves, but a common area is open to students for mingling. The gym is open before school and after lunch for indoor sports for all grades, and during our brief warm weather, all students go outside to play on our playground. The middle school building houses 175 students, who rotate through an eight period day. The school has a varied curriculum, which includes art, band, choir, computers, and exploratory as well as the core classes. The middle school student body consists of children from a predominately white, rural community, which has been stable for many years. However, during the past three years Pinedale Middle School has seen an increase in student enrollment due to the growing oil and gas production within the school district boundaries. These more transient students have been assimilated into the student body with some effort. Our mission is to educate all students equally, maintaining high standards while assisting new students in their emotional and social development resulting from the changes in their environment.

The school complex is the hub of many community activities. The school/community pool and high school sports provide a major focus for the people of Pinedale. Also, the Pinedale Fine Arts Council brings in a variety of outside performers in broad range of cultural activities such as dance, song, and instrumental music of various styles and cultures. These groups perform at the high school auditorium and provide workshops for the student body, adding some cultural diversity to an otherwise isolated student body. Community involvement in our school remains at a high level. Pinedale Middle School uses the small town atmosphere to ensure high academic standards for all students and continues to work hard to overcome the narrow selection of opportunities typical of a small town.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV - Question 1 – Meaning of Assessment Results

The Wyoming Comprehensive Assessment (WyCas) is a rigorous assessment, first given to fourth, eighth and eleventh grade students of Wyoming in the spring of 1999. The assessment is used to measure student achievement on the state standards. The format of the test requires middle school students to read a variety of genre selections, and, then write analytical, 15-20 minute constructed responses to the literature, as well as answer several multiple choice questions. The WyCas assesses not only the ability to read and comprehend, but also the ability to analyze, evaluate, and apply literature to everyday situations. Similarly, the math format contains problems that require 15-20 minute written answers explaining thinking processes. This test requires students not only to compute, but also to apply learned strategies to new situations. The math test also has standard computation problems. Both reading and math assessments test student achievement in all levels of Bloom's Taxonomy. Students who are advanced or proficient on the assessment have a very high degree of skill in the areas being assessed. The State Department of Education indicates a strong correlation between students scoring at the 70th percentile in mathematics on the Terra Nova and a score of proficient on the WyCas.

Reading and math scores are reported by the state to the schools as a percentage of students scoring at the advanced, proficient, partially proficient and novice levels. The state also provides statewide averages in each area. Over the past five years an average of 62.6% of our students have scored at the advanced or proficient levels in reading while only 38.4% of students statewide have scored advanced or proficient. In the last year Pinedale Middle School placed 64% of students in the advanced or proficient levels; statewide only 39% of the students placed in the advanced or proficient categories. Analyzing yearly data shows small fluctuations created by the changing characteristic of the small number of students in our school.

Math scores also have consistently been above the state average. In addition, the math scores have shown great improvement on Pinedale Middle School's results. In the spring of 2000, 35% of our students were advanced or proficient while the state averaged 32% in the combined advanced and proficient categories. By the spring of 2003, 56% of our students were advanced or proficient while 34 % of students statewide scored at these levels. Math scores have improved from 3% above the state average in the spring of 2000 to 22% above the state average in the spring of 2003.

In summary, the Pinedale Middle School scores well above the state averages in reading and math on a very challenging state test. However, there remains plenty of room for improvement as we work to ensure No Child is Left Behind.

Part IV - Question 2 - Uses of assessment

Pinedale Middle School uses norm-referenced and criterion referenced assessment data as the major source for its assessment concerning student and school performance. The school continually reviews assessment data in all subject areas, draws conclusions from that

information, builds or revises plans based on research and best practices, and then implements the plan based on a 5 year implementation cycle. Three years ago Pinedale Middle School began the North Central Association (NCA) school improvement process. As part of the process we reviewed our current practices, analyzed assessment data, researched best practices and developed a comprehensive school improvement plan in the area of mathematics.

Significant time was spent analyzing the state assessment and norm-referenced data. Teachers split into groups to review data on group and individual student's scores and were asked to define areas needing improvement. We developed data charts showing the student scores for the past several years. Using the assessment data, we identified trends and found math to be an area of weakness. As a result, we visited schools in the state that were performing at advanced levels in the area of math to observe programs and practice and to discuss student performance with teachers and administrative staff. Back at our building meeting, we again reviewed our assessment data in view of the new programs we had observed. In addition, we joined a National Science Foundation funded in-service program in Denver to further educate our math teachers. Our National Science Foundation developed mathematics program was adopted by the school, substantial and sustained in-service schedule was implemented, and our program was improved based on the analysis of assessments.

In areas where analysis of assessment data currently shows quality student learning, we continue to monitor every year and adjust programs for continued improvement.

In summary, assessment data is a driving force for improving student and school performance and monitoring success.

Part IV – Question 3 - Communicating Student Performance

Pinedale Middle School communicates student performance data to parents, students, and community in a variety of ways. The web based Parent-Internet Viewer generates emails to parents when performance drops below parent-determined levels. Emails, phone calls, standard reports to parents, district report card, state report cards, reports to the School Board, and summary reports to the Parent Advisory Team are all used to communicate student performance data to our school community. As we develop our technical capabilities, we depend more on our computer networks to communicate with our constituents. In addition, beginning this year we are sending a Standards Report home at the end of the year with our general report card.

Parent communication in our small school district also takes on a personal look. While individual report cards report on class progress, we use Parent/Teacher conferences two times a year to communicate student progress more fully to our parents. In addition, we share individual student scores from our norm referenced (Terra Nova) and the Wyoming Comprehensive Assessment with our parents.

Students are informed about the progress the school is making as a whole school. We work hard to reduce the amount of stress related to taking school wide tests. We share the information comparing Pinedale Middle School with other schools in the state, we tell our students that they are well prepared, and then we ask them to do the best they can.

The community is kept informed through the District Report Card and newspaper articles. Annually, we supply the local paper with the data, and the paper produces full-page articles comparing us as an individual school and as a school district to other schools and districts across the state. The paper also shares in large articles with pictures of events in which our students compete, such as Science Fair, History Day, Spelling Bee and sports, so our parents and community can share our students' activities and successes.

Part IV - Question 4 - Sharing Success

Those of us at the Pinedale Middle School are very willing to share our successes with others in the educational field. At this point, we have shared our practices with those who have called, asking what it is that we do in our school, especially in the area of math and reading. Our Wyoming Comprehensive Assessment test scores have generated interest from schools wishing to improve their programs, and their reviews of the statewide data have prompted their phone calls.

We will share our success story in the fall and spring state supported School Improvement Conferences held in Casper, Wyoming, and the annual statewide School Boards Association meeting.

We plan on developing a presentation that includes information about our reallocation of time and class resources in the areas of reading and mathematics. Our focus on all students that score in the bottom three quartiles on our norm referenced test in these two areas is a key component in our story.

PART V – CURRICULUM AND INSTRUCTION

Part V - Question 1 – Core Curriculum

English

The English language arts curriculum is a three-year program based on the state standards in reading, writing, speaking and listening. Reading of classical and contemporary fiction, poetry, and non-fiction fosters discussions of literary analysis, critical thinking, cultural differences and reading strategies. The formal writing focuses on the 6-Trait writing system while free writing is in the form of daily journal entries. In addition, writing is integrated into other core subjects. Similarly sharing of work in formal and informal situations teaches listening, thinking and speaking skills in all areas.

Reading

Reading is a separate class taught in addition to English, either as a full year course or as part of a rotation. Each grade receives extra time devoted to silent sustained reading; sixth grade receives a full year, seventh grade receives 12 weeks, and eighth grade is determined by reading ability.

Math

Our mathematics curriculum focuses on the content standards with a large emphasis on the process standards. Students work on developing procedural fluency on a daily basis. Also, groups are engaged in activities that build each individual student's level of understanding of the content, while practicing the skills needed to be effective problem solvers.

Science

The science curriculum is an inquiry-based program that centers on laboratory and research experiences. Students integrate concepts of life, earth and space, physical and environmental science processes with the significance of scientific endeavors while exploring their world.

Social Studies

The social studies curriculum is a standards-based curriculum focusing on government, citizenship, cultural diversity, economics, historical significance and geography. The curriculum also develops critical thinking skills, specifically the ability to analyze, interpret and evaluate primary and secondary sources. A variety of performance assessments are used to measure student achievement.

Art

The fine arts curriculum is an active, hands on program that incorporates the standards (production, aesthetic perception, history/culture, applications to life) within the projects. Besides experiences involving the process of batik, subtractive sculpture, and wheel thrown pottery, to name a few, students also participate in creating larger public works of art, which enhance the building atmosphere.

Spanish

All seventh grade students take twelve weeks of Spanish. Eighth graders scoring above the 70th percentile on the norm-referenced test in math and reading are eligible to take the first year of high school Spanish in the 8th grade. The twelve-week course covers both of the required standards in communication and culture. For these standards, students are asked to communicate in a language other than English and develop cultural understanding and demonstrate practices appropriate to the culture in which the language is used.

PE

The physical education program provides a well-balanced program, consisting of traditional team sports blended with a variety of lifetime sports unique to the local environment. The traditional portion of the curriculum focus is on team sports and fitness, while the lifetime area centers on the winter sports of cross-country skiing, ice-skating, and alpine skiing. Each student in our PE program is presented a variety of opportunities to be successful in our school as they meet daily throughout the school year.

Vocational – Life Skills and Computer

The vocational curriculum incorporates two main areas. Life Skills, a guidance class, is a hands on experiential program that addresses several life skills needed by all to become productive citizens. Topics include relationships, self-knowledge, careers, and conflict resolution. The computer component includes hands on development of student computer skills, as well as practical application of those skills needed to become productive employees in the workplace. Students exiting our computer program are proficient in Microsoft Office software including PowerPoint, Word, Excel, and Publisher.

Special Education

The special education program is a standards-based program focusing on developing study and organizational skills necessary for all students to reach their academic potential. The program includes direct-instruction at grade level in reading and math, previewing grade-level core curriculum and individualizing assignments to reflect student needs and learning styles. Parent, student and teacher communication is the cornerstone of this program's success.

A second component of the special education program encompasses a self-contained room. This program focuses on the development of behavioral, social, and academic skills.

Part V – Question 2 - English Curriculum.

The Pinedale Middle School English curriculum follows the state standards in reading, writing, listening, and speaking by using a three-fold curriculum. Students learn language arts skills in English, Literature and Reading. The English program is primarily a writing class; however, the subject matter generally includes literature. The program is based on the 6 Traits of Writing in a variety of writing styles. The process teaches students to own their writing. A three year program has been created in which students build on the previous years' knowledge beginning with basic types of writing and moving on to extended essays for a variety of audiences. Students also write and share daily journal entries.

An additional class in literature is a twelve-week rotation class for eighth grade students and focuses on the reading and discussion of a variety of literature in classical and contemporary fiction and non-fiction. This class encourages higher-level discussion, such as the reflection of cultural values in literature, the relation of literature to current events, the influence of and on authors through time, and reflection of literature in the movie industry.

Our Reading program is the third fold of our English Curriculum and is taught as a separate class. At the sixth grade level, reading is a full year course in which all sixth graders participate. One-half of the time is spent in sustained silent reading (SSR) using the Accelerated Reading program while the other half of the time is spent improving comprehension skills, vocabulary, critical thinking, inference and interpretation skills, and spelling through reading a variety of genres. As students move on to the seventh grade they all participate in a 12-week class of SSR utilizing the Accelerated Reader program. The eighth grade reading program is designed to improve the reading skills of students who have placed below the 70th percentile on the previous year's standardized test in math and reading and have been determined to be in need of extra help. Those students are assigned to a class that changes between SSR time and math on a two-week rotation throughout the year. The Accelerated Reading program in which students accumulate points towards individual goals also adds interest in reading.

In order to improve reading skills, the possibility exists for students greatly in need of assistance to be reading three periods a day: English class, Literature, and Reading. We have seen great progress in reading in our student body as a result of the extra time to focus on this important skill.

Part V - Question 3 - Another Curricular Area (Math)

Our mathematics curriculum focuses on the content standards with a large emphasis on the process standards. Students work on developing procedural fluency on a daily basis. Groups are engaged in activities that build each individual student's level of understanding of the content, while practicing the skills needed to be effective problem solvers.

Our mathematics curriculum includes standards, benchmarks and objectives for each grade 6-8. Our content standards include number operations, geometry, algebra, measurement, data analysis and probability. Within each standard are benchmarks that allow us to focus on what every student should master by the end of each grade level. The content standards are the foundation of our objectives that are taught at grades 6-8. Each of these objectives is well developed and builds on or connects with other ideas within and across each grade. The objectives build on one another starting at the 6th grade and spiraling throughout the middle school curriculum. Attached to each objective are daily open-ended problems and activities that help students make connections and develop new understandings and skills.

Mathematical content and processes are both critical components in our math program. Our mathematics curriculum allows students to develop procedural fluency, connections and representations in addition to reasoning, communication and problem solving skills. Throughout each period students are encouraged to share and listen to others' ideas and are consistently

asked to explain their reasoning on paper or out loud to the entire class, a small group or one another.

One of the goals of our building improvement plan is to add additional contact time in mathematics. All 7th grade students enroll in an additional twelve-week math class. The class focuses on the district benchmarks with an emphasis on measurement. Eighth graders who did not score above the 70 percentile in math on the previous years' standardized test take an additional half-year of math. Again the focus is on activities that help students meet the standards as well as an emphasis on procedural fluency.

Students who are interested in additional mathematical learning opportunities join the Math Counts practice sessions and competitions. Practice focuses on more complicated and higher level problems. These students have the opportunity to meet Tuesday mornings before school and alternating Wednesdays and Thursdays during lunch and to compete with students throughout the state three or four times each year.

The entire school spends an additional 30-minute period every two weeks engaged in mathematics. The majority of the students choose to work on the basic computational practice while others take the opportunity to attend an additional Math Counts practice.

Part V - Question 4 - Instructional Methods

The staff at the Pinedale Middle School use a variety of instructional methods to address student needs. Most of our teachers create student-centered classrooms where an inquiry approach to learning is implemented. Students create their own learning by participating in teacher created activities, such as labs and learning modules, that enable students to develop deep understandings of the concepts being taught. Project based instruction, such as Science Fair and History Day, play a large role in our instructional year. Math and science classes along with the other core classes use cooperative learning integrated into the inquiry method of teaching extensively throughout the year.

Other instructional methods employed by our staff include the use of multi-media and technology in the presentation of lessons. Teachers in our building use PowerPoint and Excel along with other Microsoft products to improve student learning. Students also are educated in these software programs to enhance their individual learning abilities. In addition to software, teachers use technology such as the Smart Board, Document Camera, and Presentation Systems when working with students to address their individual learning needs. Teachers also use the Internet to constantly search for new and exciting methods of instruction that involve a variety of learning styles.

In addition to the more advanced methods of instruction, our school uses the more traditional methods, such as direct instruction, modeling, guided and independent practice, model building, and pre and post assessments to increase student learning.

Part V - Question 5 - Professional Development

The staff development program at the Pinedale Middle School is very focused on the improvement of our mathematics program. Prior to entering the NCA school improvement process we had already determined that we needed help in our math program and were already looking for ways to improve; however, the NCA process helped us focus our attention and direction. After our math program was determined to be in need of improvement, we implemented an intensive and ongoing program of staff development for those involved in that program. We include all of our staff in periodic in-service in mathematics instruction. All of our staff are also included in the extended math practice time we do every two weeks.

One of our earliest activities began with all staff reading the Teaching Gap (February 2002), reading excerpts from the Learning Gap, study of the Third International Math and Science Study (TIMSS), attending workshops related to problem solving, hosting University of Wyoming college classes on our campus, attending both regional and national NCTM conferences, and bringing the Math Counts program to the middle school.

We developed a partnership with the Rocky Mountain Mathematics Leadership Collaborative, a National Science Foundation funded teacher leadership training program located in Denver. Each of our math teachers spent 32 days in training in Denver during the summer of 2002, the 2002-03 school year, and in June 2003.

As we adopted new curriculum and thoroughly trained our staff in implementing that curriculum, our Wyoming Comprehensive Assessment scores began to rise. Our scores went up 21 points over the course of 4 years while the state average went up two points in that same time.

PART VII – ASSESSMENT RESULTS

PINEDALE MIDDLE SCHOOL
Wyoming Comprehensive Assessment
Grade 8 Math

School Year	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES					
Total – Percent of students ...	100	100	100	100	100
At or above Novice	100	100	100	100	100
At or above Partially Proficient	82	89	78	80	81
At or above Proficient	57	55	46	34	41
At or above Advanced	16	21	12	10	17
Number of students tested	55	47	41	61	53
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
STATE SCORES					
Total – Percent of students...	100	100	100	100	100
At or above Novice	100	100	100	100	100
At or above Partially Proficient	70	71	70	69	71
At or above Proficient	34	33	32	31	30
At or above Advanced	11	10	9	9	7

PINEDALE MIDDLE SCHOOL
Wyoming Comprehensive Assessment
Grade 8 Writing

School Year	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES					
Total – Percent of students ...	100	100	100	100	100
At or above Novice	100	100	100	100	100
At or above Partially Proficient	91	94	93	93	98
At or above Proficient	66	63	76	65	81
At or above Advanced	13	19	22	7	23
Number of students tested	55	47	41	61	53
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
STATE SCORES					
Total – Percent of students...	100	100	100	100	100
At or above Novice	100	100	100	100	100
At or above Partially Proficient	83	85	87	85	91
At or above Proficient	48	53	51	47	56
At or above Advanced	9	9	8	5	9

PINEDALE MIDDLE SCHOOL
Wyoming Comprehensive Assessment
Grade 8 Reading

School Year	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
SCHOOL SCORES					
Total – Percent of students ...	100	100	100	100	100
At or above Novice	100	100	100	100	100
At or above Partially Proficient	85	91	93	93	92
At or above Proficient	63	63	66	52	67
At or above Advanced	22	28	22	11	15
Number of students tested	55	47	41	61	53
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
STATE SCORES					
Total – Percent of students...	100	100	100	100	100
At or above Novice	100	100	100	100	100
At or above Partially Proficient	79	79	80	78	83
At or above Proficient	39	38	39	34	39
At or above Advanced	8	7	9	6	6

PINEDALE MIDDLE SCHOOL
 Wyoming Comprehensive Assessment
 Grade 8 Math
 PINEDALE MIDDLE SCHOOL
 ASSESSMENT REFERENCED AGAINST NATIONAL NAMES

Grade: 6

Test: Terra Nova - Math

Edition/publication year: Copyright 1997

Publisher: McGraw Hill

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

Scores are reported here as percentiles.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
MONTH TEST GIVEN	March	March	March	March	April
SCHOOL SCORES					
Total Score	60	63	82.8	73	69.4
Number of students tested	45	53	54	48	46
Number of students in the grade in which the test was administered	45	53	54	48	46
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES	Wyoming requires a minimum of 10 students in a subgroup before those scores are reported. No subgroups in our school had 10 or more students in them, therefore, no subgroup scores are reported.				

We provide a two-week window for testing and ask all students to make up any tests missed. 100% of our students have historically participated in our norm referenced testing program.

PINEDALE MIDDLE SCHOOL
ASSESSMENT REFERENCED AGAINST NATIONAL NAMES

Grade: 6

Test: Terra Nova - Reading

Edition/publication year: Copyright 1997

Publisher: McGraw Hill

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

Scores are reported here as percentiles.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
MONTH TEST GIVEN	March	March	March	March	April
SCHOOL SCORES					
Total Score	70.3	65.8	79.2	67.3	70.7
Number of students tested	45	53	54	48	46
Number of students in the grade in which the test was administered	45	53	54	48	46
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES	Wyoming requires a minimum of 10 students in a subgroup before those scores are reported. No subgroups in our school had 10 or more students in them, therefore, no subgroup scores are reported.				

We provide a two-week window for testing and ask all students to make up any tests missed. 100% of our students have historically participated in our norm referenced testing program.

PINEDALE MIDDLE SCHOOL
ASSESSMENT REFERENCED AGAINST NATIONAL NAMES

Grade: 7

Test: Terra Nova - Math

Edition/publication year: Copyright 1997

Publisher: McGraw Hill

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

Scores are reported here as percentiles.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
MONTH TEST GIVEN	March	March	March	March	April
SCHOOL SCORES					
Total Score	73.7	75.6	57.3	67	58.7
Number of students tested	54	53	43	42	57
Number of students in the grade in which the test was administered	54	53	43	42	57
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES	Wyoming requires a minimum of 10 students in a subgroup before those scores are reported. No subgroups in our school had 10 or more students in them, therefore, no subgroup scores are reported.				

We provide a two-week window for testing and ask all students to make up any tests missed. 100% of our students have historically participated in our norm referenced testing program.

PINEDALE MIDDLE SCHOOL
ASSESSMENT REFERENCED AGAINST NATIONAL NAMES

Grade: 7

Test: Terra Nova - Reading

Edition/publication year: Copyright 1997

Publisher: McGraw Hill

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

Scores are reported here as percentiles.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
MONTH TEST GIVEN	March	March	March	March	April
SCHOOL SCORES					
Total Score	63	66.7	66	73	60.3
Number of students tested	54	53	43	42	57
Number of students in the grade in which the test was administered	54	53	43	42	57
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES	Wyoming requires a minimum of 10 students in a subgroup before those scores are reported. No subgroups in our school had 10 or more students in them, therefore, no subgroup scores are reported.				

We provide a two-week window for testing and ask all students to make up any tests missed. 100% of our students have historically participated in our norm referenced testing program.

PINEDALE MIDDLE SCHOOL
ASSESSMENT REFERENCED AGAINST NATIONAL NAMES

Grade: 8

Test: Terra Nova - Math

Edition/publication year: Copyright 1997

Publisher: McGraw Hill

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

Scores are reported here as percentiles.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
MONTH TEST GIVEN	March	March	March	March	April
SCHOOL SCORES					
Total Score	82	73	78	54	81
Number of students tested	55	47	40	61	54
Number of students in the grade in which the test was administered	55	47	40	61	54
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES	Wyoming requires a minimum of 10 students in a subgroup before those scores are reported. No subgroups in our school had 10 or more students in them, therefore, no subgroup scores are reported.				

We provide a two-week window for testing and ask all students to make up any tests missed. 100% of our students have historically participated in our norm referenced testing program.

PINEDALE MIDDLE SCHOOL
ASSESSMENT REFERENCED AGAINST NATIONAL NAMES

Grade: 8

Test: Terra Nova - Reading

Edition/publication year: Copyright 1997

Publisher: McGraw Hill

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

Scores are reported here as percentiles.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
MONTH TEST GIVEN	March	March	March	March	April
SCHOOL SCORES					
Total Score	72	74	75	63	71
Number of students tested	55	47	40	61	54
Number of students in the grade in which the test was administered	55	47	40	61	54
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES	Wyoming requires a minimum of 10 students in a subgroup before those scores are reported. No subgroups in our school had 10 or more students in them, therefore, no subgroup scores are reported.				

We provide a two-week window for testing and ask all students to make up any tests missed. 100% of our students have historically participated in our norm referenced testing program.