

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Alexis L. Meyer

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Archie R. Cole Middle School

(As it should appear in the official records)

School Mailing Address 100 Cedar Avenue

(If address is P.O. Box, also include street address.)

City East Greenwich State RI Zip Code+4 (9 digits total) 02818-3125

County Kent County State School Code Number* RI-09-09103

Telephone 401-398-1400 Fax 401-886-3294

Web site/URL http://egsd.net/MiddleSchool.cfm E-mail ameyer@egsd.net

Twitter Handle

https://twitter.com/colemidd

leeg Facebook Page _____

Google+ _____

Blog _____

Other Social Media Link _____

https://www.smore.com/app/pages/previe

https://instagram.com/colemidd

YouTube/URL _____ w/91yrj

leeg/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Victor Mercurio E-mail: vmercurio@egsd.net

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Greenwich Public Schools Tel. 401-398-1201

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Carolyn Mark

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public 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 (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	115	102	217
7	95	94	189
8	104	107	211
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	314	303	617

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1	590
(5) Total transferred students in row (3) divided by total students in row (4)	0.029
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: German
8. Students eligible for free/reduced-priced meals: 5 %
 Total number students who qualify: 32

Information for Public Schools Only - Data Provided by the State

The state has reported that 13 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %
53 Total number of students served

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

<u>21</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	24
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2004

15. Please summarize your school mission in 25 words or less: We believe we will make a difference in the lives of our students. We pledge to achieve excellence in preparing our students for life endeavors.

PART III – SUMMARY

Our draft vision statement: "Archie R. Cole Middle School is a shining model of excellence at the middle level."

Archie R. Cole Middle School(Cole Middle School) is located in the town of East Greenwich, Rhode Island which sits on Narragansett Bay. The town consists of 16.71 square miles with approximately 13,000 residents. It is a typical New England, suburban town with a vibrant Main Street filled with small shops and restaurants. The Hill and Harbor District, located East and West of Main Street, has both residential and commercial properties dating back to the Revolutionary War. The town of East Greenwich has a population consisting of 91.9% white, 4% Asian, 1.7% Hispanic, 1.2% two or more races, and .8% Black. There are currently 624 students at Cole and the racial and ethnic make-up of the student population is very much the same as the town's data. Cole Middle School is the only public middle school in East Greenwich.

In 2004, Archie R. Cole Junior High School was recognized by the US Department of Education as a National Blue Ribbon School. Additionally, in 2004, Archie R. Cole Junior High School was renamed as Archie R. Cole Middle School for grades 7 and 8 and fully implemented a traditional middle school model. These two events converging in the same year, has allowed for the evolution of a middle school grounded in academic excellence and exemplary middle school student-centered programming. The Blue Ribbon serves as a tremendous source of excitement and pride for the East Greenwich community. In turn, the Blue Ribbon has allowed for confidence in our work, which included community and financial support for future programs and, ultimately, the passing of a bond for the construction of a 6-7-8 middle school.

In the year 2011, students entered the newly built Archie R. Cole Middle School becoming home to the town's grade 6,7, and 8 students. The school is named for a beloved educator that served the East Greenwich Community as a teacher, principal, and superintendent for more than 25 years. Cole is designed and structure based on key strategies and tenets of exemplary middle schools suggested in the seminal writing of Turning Points (1989, 2000) from the Carnegie Corporation and This We Believe from the former National Middle School Association (NMSA) and now known as the Association for Middle Level Education (AMLE). The whole faculty engaged in a comprehensive book and self study of This We Believe, to support our middle level practices and implement the 16 Characteristics of Successful Middle Schools.

In order to establish a more personalized and supportive experience, students are housed in grade level teams. There are two teams at each grade level consisting of approximately 100 students. Each team has five teachers (ELA, mathematics, social studies, science, and learning specialist) that serve their students. These teachers meet four times each week in Common Planning Time, as a professional learning community, to plan instructionally for students, review learning progress and design opportunities for both remediation and enrichment, meet with families, and to support students both socially and emotionally. As a school community, the mission of "whatever it takes" to "make a difference in the lives of our students" is embraced by all faculty and staff. The "teaming" structure has proved to be a powerful tool as 100% of students that attend on a regular basis meet the proficiency requirements to move onto the next grade.

In 2011, Cole Time was added to the daily student schedule each morning on Monday through Thursday. Cole Time is an enrichment and remediation block in the schedule where students are provided with differentiated instructional opportunities that support their learning needs. Using student data from state assessments, STAR assessments, and common course assessments, teachers design differentiated learning opportunities to support student learning and progress in a Response to Intervention model. These opportunities include small group learning centers, personalized online mathematics practice (Accelerated Mathematics) , whole team skilled based activities, global studies, chorus instruction, and more. State assessment data since 2011 and school reporting data is evidence of the effectiveness of this deliberate approach to supporting student learning. Student course level failures are .005%.

This past fall, Cole was awarded a Champlin Grant for the creation of a "Maker Space" in our Media Center. The purpose of this space is to provide our students with opportunities to design and build interest-based products. This \$30,000 grant will allow us to create an authentic, innovative 21st Century learning center. The grant will allow for the purchase of devices, a 3-D printer, materials, and a renovation and redesign of the Library/Media Center to foster students' creativity and innovation.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Program of Studies offered at Archie R. Cole Middle School includes core curriculum in ELA, mathematics, science, and social studies. All Cole students not alternately assessed are provided access to the core curriculum. Students have exposure to their core courses each day of the week for a 53 minute period. All students participate in physical education classes two times each week. Students have two periods per day in their schedule for unified arts/elective courses. Each year, over 75% of Cole 7th and 8th grade students take a world language in either French, Spanish, or Latin. Successful completion of both grade 7 and 8 in World Languages allows for students to begin Language courses at the high school at level II. Unified Arts classes are part of the program for students. These courses include World Languages (grade 6), computer, robotics, CAD, design and animation, technology education, computer, family-consumer science, art, and music. Students taking unified arts classes rotate quarterly or by semester. Band, chorus, and orchestra students are engaged in that work for a full year, in place of the quarter or semester unified arts classes. Students requiring resource assistance or a literacy class have those classes during the unified arts block. Unified Arts/elective classes meet 4 times per week for 53 minutes.

Standards drive curriculum development and writing. Department chairpersons serve as grades 6-12 curriculum leaders, and along with the district curriculum consultant, have facilitated the writing and implementation of the Common Core State Standards (CCSS). Curriculum is viewed as a dynamic process and revisions are made, as needed, based on learners. At this time, mathematics, ELA, and science are in the formal revision process. The science department chairperson and the district curriculum consultant are leading the transition to the Next Generation Science Standards (NGSS). All grade level teachers participate in the writing process in all content areas.

Teachers in all content areas have embraced the concept of literacy across the curriculum, as reflected and outlined, in the CCSS to support success for students in college and careers. Students engage in complex tasks that allow them to read closely, write, speak and listen, and problem-solve at high levels like an historian, scientist, mathematician, and reporter or writer of literature. It is these skills that the faculty and staff understand to be crucial for success in high school, college, and the workforce.

All content grade level teachers have one common planning time per week where they plan instruction for students and review formative and summative assessment data. Teachers review local assessment, State assessment, and STAR screening data to inform instruction, re-teach and re-assess where necessary, and to ensure that all grade level students are exposed to the same meaningful and rigorous program. Additionally, instructional activities are designed to meet each student at their level of readiness with regard to remediation and enrichment.

English-Language Arts:

The ELA Curriculum is grounded in the Common Core State Standards. The district curriculum coordinator, ELA department chairperson and the middle school teachers have developed an ELA program of studies for students based on the most essential skill development that students must master for college and career readiness. Over the course of their middle school experience students engage in scaffolded tasks and skill development that become increasingly more complex and rigorous as they move through each of the grades.

Consistent with the expectations of the CCSS, students, at all three grade levels, build upon reading, writing, speaking, and listening fundamentals with an emphasis on increasing range, complexity, and independence in all areas. Students read, analyze, compare, and contrast literary and informational texts, examining the relationships among ideas, structure and occasion. Writing includes argumentative, informative, narrative, and research modes with a focus on development, organization, style, purpose, and audience. Speaking and listening skills are enhanced through a wide range of collaborative discussion and presentation methods, and students have opportunities to build on other's ideas and to express their own clearly. Vocabulary and

conventions of standard English grammar and usage is instructed and reinforced in all areas of the curriculum.

In grades 7 and 8 students engage in more complex skill development with writing reports, response to literature, narrative accounts, expository procedures, and reflections. To further enhance critical reading and writing skills students summarize, interpret, and critique several texts from various literary genres, such as non-fiction, poetry, short stories, and novels, as well as from various media. Students are provided personalized opportunities to read works best suited to challenge them at their reading and interest levels. A co-teaching model with a learning specialist in the classroom allows for targeted support for students reading and writing below grade level. Students that are reading more than a year below grade level, take an additional literacy class that meets four times per week.

Mathematics:

The mathematics department chairperson and the Cole mathematics teachers embrace the thinking that evidence concerning college and career readiness shows clearly that the knowledge, skills, and practices important for readiness come from experiences in grades 6-8. The mathematics curriculum is designed to provide all students with high-quality CCSS instructional tasks which allow students to attain mathematical proficiency needed for success in middle school courses and beyond, and to apply the mathematical practices outlined in the Common Core Standards. A learning specialist and mathematics teacher co-teach in some classes to provide targeted support to students not meeting grade level expectations. Additionally, some students receive specialized instruction in a resource class to support and enhance (through RtI or IEP) their learning and progress. Students that need practice with skill development work in small groups during Cole Time or engage in the Accelerated Mathematics program. Accelerated Mathematics is also used to provide instructional opportunities for students that are beyond grade level. Students that are performing far above grade level, have access to subsequent grade level courses either in the classroom or via a blended approach.

All grade 6 students are grouped heterogeneously to allow for optimal growth and opportunity for all students and set them on a path to access advanced level mathematics. In grade 7 students are placed in mathematics 7 or advanced mathematics 7 based on performance on a variety of local and state assessment data. In grade 8, there are two courses offered: mathematics 8 and Algebra I. Currently there are 106 8th grade students are enrolled in Algebra I.

Science:

The science program for Cole Middle School students is primarily inquiry-based. The Discovery Education Techbook offers supporting texts and videos. Earth, Physical, and Life Science are the core curricular areas for 6th, 7th, and 8th grade students. Scientific literacy has been a focus of the department and student engage in journal and report writing. The department chairperson and middle school teachers are currently revising the curriculum to meet the expectations of the NGSS. Science NECAP scores in the 2012-2013 school year increased by 20 percentage point for students demonstrating proficiency and were the among the highest in the state.

Social studies:

Cole Middle School's social studies program involves a study of history, geography, economics, civics and world cultures beginning with early civilizations and ending with the Era of Enlightenment. Common Core literacy skill development and practice is embedded throughout the grade levels including document-based writing (DBQ), close reading, and an emphasis on the development of thinking, speaking, and writing as an historian. The National Council for the Social Studies, National History, and C3 (College, Career, & Civic) standards also drive curriculum, instruction, and assessment. Students are provided with multiple and varied opportunities for additional instruction and revisions in such venues as Cole Time.

2. Other Curriculum Areas:

The Cole Middle School World Languages program is grounded in the National Foreign Language Standards at each grade level. The standards of Communication, Cultures, Connections, Comparisons, and Communities are reflected in all instructional experiences for all students. The World Language teachers

meet weekly in Common Planning Time to design, plan, and review assessment data. Parts of their weekly CPT is devoted to aligning the NFLS and CCSS.

Most 6th grade students take two quarters of Exploring World Languages. These classes meet four times each week for a 53 minute period. Students that are in need of specialized instruction in the core curriculum receive those services when the World Language class meets. 92% of grade 6 students take the World Language course. Exploring World Languages is an exploratory course with a focus on studying French, Latin, and Spanish. Included in the course is an introduction to the phenomenon of language, its history and the idea of its structure: American Sign Language, signs, symbols, language families, comparisons among languages and overview of geography, history, and the culture of each language.

Beginning in grade 7, students may choose to take French, Latin, or Spanish. These are two year programs which is the equivalent of a full year high school course. These classes meet four times each week for a 53 minute period. Students that successfully complete the two year program, continue in high school with level 2 language study. Research shows that students learn language best when confronted with the need to communicate an idea. Students practice communication skills through games, role-playing, interviewing, reading, writing, and drama. At Cole Middle School, approximately 77% of 7th and 8th grade students are enrolled in a World Language course.

All elective courses meet four times each week for a 53 minute period. 55% of grade 6 students are enrolled in an exploration of eight quarterly courses: Computer, World Languages (2 quarters), Art, Music, Technology Education, Robotics, and Family Consumer Science. 44% of grade 6 students are enrolled in concert band, orchestra, and/or chorus and meet that class for a full year, in place of music, computer, robotics, and family consumer science. Students requiring academic skills (.07%) receive that support during the block of quarterly electives of technology education, World Languages, and art.

Unified Arts electives in grade 7 include choice for students with regard to a World Language year-long class (75%) and semester classes in art and technology education (10%). Students that have academics skills/resource support through an IEP or RtI receive that instruction during this period. The second elective class for grade 7 students includes a full year of band, or orchestra (30%) or quarter classes of CAD, technology education, family consumer science, and computer (69%). Student in need of intensive literacy service (.03) receive that instruction during this block.

In grade 8, unified arts offerings are either semester or full year courses. The vast majority of students continue with their World Language studies. 26% of students take a semester of ceramics and sculpture and a semester of technology applications. Again, students requiring academic skills or more intensive support receive those services at this time.

It is important to note that students who are alternately assessed in our life skills program participate in the many of the unified arts and some core content offerings with their grade-level peers.

All students take 106 minutes of physical/health education weekly. Students in need of adaptive physical education receive that instruction, in addition to the 106 minutes.

3. Instructional Methods and Interventions:

AMLE's (Association for Middle Level Education / formerly NMSA) 16 Characteristics of Successful Middle Level Schools, as well as the Turning Points text, speak to the importance of middle-level teachers being specialists with regard to adolescent development, growth, and learning. In keeping with our core values as middle level educators, we believe strongly in supporting our learners with research-based best practices.

The instructional methods and interventions used at Cole are the critical components in our successes with regard to student learning and achievement. The instructional practices we utilize have been shaped in recent years by the the Rhode Island Department of Education's Professional Practice standards, which is one component of our statewide educator evaluation system. As part of our annual Cole Plan, we use formal and

informal observation data, our professional learning experiences, and research to identify specific instructional practices/methods from the statewide standards and associated rubric on which to focus. The items below have been identified as playing a pivotal role in enhancing student learning and achievement.

In our Cole 2014-2015 Plan, we identified the following practices:

“When Instructing & Assessing Our Students We Will:

- communicate the lesson standard/learning objective.
- engage them immediately with a Bellwork/Do Now activity.
- pose questions (essential, guiding, & text-dependent) that command higher-order thinking & intellectual engagement.
- use formative assessment to measure learning & guide instruction.
- use Cole Time to support academic achievement as informed by our data & as an opportunity for students to pursue academic interests.
- utilize Google Apps for Education (GAPE).”

At the heart of our work, we have embraced a Growth Mindset philosophy, believing wholeheartedly in the malleability of the teenage brain and intelligence. With this in mind, our teachers frequently employ best practices associated with Differentiated Instruction (DI) and often present information and create activities which speak to the theory of Multiple Intelligences (MI). Students are given choices and multiple pathways, to demonstrate understanding of concepts and mastery of skill. When students do not meet with success in the classroom, teachers provide additional instruction during our morning Cole Time period, which is part of our school’s Response to Intervention (RtI) structure. Teachers use NECAP (state assessment), STAR (local screening tool), and gradebook data when planning additional targeted instruction for students in need.

To meet the diverse needs of our students, it is important to note that Cole Time also serves as an enrichment period for many. For instance, two of our faculty were awarded a grant from a local educational non-profit, East Greenwich Education Foundation (EGEF) in order to move forward with a Global Studies program. 7th and 8th grade students who have previously achieved High Honors status, and achieved Proficiency with Distinction on their most recent state assessment scores, are able to apply for this program. Currently, Global Studies is at its max enrollment. There is tremendous desire on behalf of staff to continue expanding the program based on student interest.

As we move forward in the 21st Century, it is clear that today’s learning environment is taking on a blended, digital complexion. At Cole, we have felt it incumbent upon us to embrace technology as a tool to enhance learning and to redefine “what learning looks like” with regard to the SAMR Model. Extending back to April of 2011 (when we moved into the new building), we have taken extensive strides in our utilization of technology. In that month, all teachers at Cole were provided a laptop, LCD projector, Mimio (interactive whiteboard) software & hardware, and professional learning associated with using this technology to support and enhance learning. Furthermore, our teachers all use teacher and/or team websites as LMSs, or learning management systems, such as Google Classroom, EDU 2.0, TeacherWeb, and Weebly. Students and teachers have access to device carts, including MacBooks, iPads, thin clients, and desktops. It is our sincere hope that, through the budget process, we are able to move to a true 1:1 learning environment for the benefit of student learning, as we are poised to make that transition seamlessly.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Cole Middle School has a long, proud tradition of excellence with regard to how we embrace our craft as educators and, more importantly, our impact on student achievement. In looking closely at our assessment data, this tradition of excellence is evident.

For instance, in the most recent state assessment (2013-2014 SY):

94% of our grade 8 students achieved proficiency or above on the reading assessment, with 57% achieving proficiency with distinction. 48% achieved proficiency with distinction in the previous year.

85% of the 8th grade students achieved proficiency or above on the math assessment, with 44% earning the Proficient with Distinction mark (an overall 3% improvement from the previous year). 40% earned Proficient with Distinction in the previous year.

96% of 7th grade students achieved proficiency or above on the reading assessment, with 57% achieving proficiency with distinction (an overall increase of 5% from the previous year). This reflects a staggering 18 percentage point increase in Proficient with Distinction scores from the previous year (39%).

91% of our 7th grade students achieved proficiency or above on the math assessment, with 55% achieving the latter (an overall 9% increase from the previous year's 7th grade score). 43% achieved Proficient with Distinction in the previous year.

This data reveals the longitudinal trend of increasing test scores from year to year at Cole. Our scores not only improved, but our level of excellence improved, which is evident in our increase in Proficient with Distinction scores across grades and assessments. The data also shows the impact of programmatic elements, shifts in instructional practice, and planning for student success. One example of this is shown in our school's math scores, to which there is a context. As part of Rhode Island's Race to the Top funding, our school created a Data Team, which met 10+ times over the course of the 2012-2013 school year. At these meetings and beyond, we drilled down our NECAP data to the student skill level. Subsequently, members of the team created individual student profiles, which were distributed to their respective teachers and teams for use in planning instructional activities and support. The assessment scores of 2013-2014 speak to the efficacy of the process, chiefly: the analysis of students' specific areas of need and direct intervention via instruction.

In addition to the data team, our practice has been that teams utilize NECAP scores as a vital data point to plan for their incoming students. In fact, several weeks prior to the start of the school year, the leadership team meets in the summer to continue the process of using student-level data to start planning for instructional needs of students they haven't even met.

Some of these students are identified as IEP or SES subgroup students. In our 2013-2014 scores, there is an achievement gap between particular subgroups in comparison to all students. Students with an IEP (not a qualifying subgroup) and SES/Economically Disadvantaged Students (not a qualifying subgroup) performed lower on the NECAP assessment versus all peers. In order to close this gap, our school uses multi-tiered systems of support. Our school's RtI Data Team plans for school-wide interventions for struggling learners, especially students whose NECAP scores were below proficiency. In addition to daily instruction from highly-qualified content area teachers, one example of an intervention is our use of STAR Accelerated Math, which is a research-based online support software. Students identified in our data as in need of support work through this "smart" program several times a week in our computer lab during Cole Time. Math teachers create individual skills-based practice test profiles for their students.

The promising aspect of our subgroup data is that both grade level and cohort scaled scores are improving with each passing year. In fact, in 2013-2014 not only did our IEP ad SES subgroups significantly

outperform like peers from across the state, these subgroups improved their mean average scaled scores by cohort and grade level in all but one (the mean scaled scores of 8th grade IEP students decreased from 844 to 842). As our data demonstrates, Cole Middle School students achieve at levels commensurate with excellence at all readiness levels.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

At Cole, we utilize data frequently, to support and maximize student learning. Our state assessment (NECAP) scores serve as the primary data point. One way we use NECAP is in creating teams of students and class rosters. As a rule, we are committed to placing students in the most optimal team and class settings based on their overall, scaled, and skill area scores (amongst several other data points). Additionally, our RtI (Response to Intervention) Data Team analyzes our school's NECAP data. Subsequently, the team creates associated materials that are shared with teams (who act as their own problem-solving/RtI team for their students), which includes student-specific learning profiles. In turn, teams use this data when planning classroom instruction and Cole Time instructional activities for individual and groups of students. This planning occurs during the team's common planning times (CPTs - 3 times per week). The practice of analyzing data to inform instruction has made a significant impact, as evidenced in our longitudinal increase in NECAP scores and in local grade reporting data.

Each content area/department plans and designs common tasks & assessments based on the CCSS, amongst other standards. The data collected from these assessments is analyzed and used to inform future instruction during regular content area/department CPTs.

As part of our school's RtI structure, we also use the STAR assessment as a universal screen and progress-monitoring tool. Beginning in the 2013-2014 school year, all Cole students participated in the STAR Math & Reading assessments. Going forward, the online STAR assessment has been administered by team teachers in the fall, winter, and spring. The results are analyzed by each team and also used in planning for instructional activities for students. The school level RtI Team also utilizes this data in conjunction with NECAP when looking at schoolwide trends and when making programmatic decisions, such as the adoption of the Accelerated Math program & HOPS (Homework, Organization, and Planning Skills), both research-based interventions.

Communication and engagement with parents and students is a valued practice at Cole. We use numerous methods to communicate student achievement. One example is Aspen: our online gradebook SIS (student information system). As a rule, teachers post assignment scores, which are viewable by students and parents in the online Family Portal. We also schedule eight formal grade reporting occasions: four official report card periods and four mid-quarter/progress reports. Furthermore, each household is provided a copy of an individualized NECAP score report. STAR data is also made readily available to parents. Finally, one common planning time each week is devoted to discussions about students and for parent/guardian meetings.

Part VI School Support

1. School Climate/Culture

Positive relationships are at the heart of our work at Cole Middle School. As the Peter Drucker quote goes, "Culture eats strategy for breakfast." We understand that great strides can be made as an organization through cultivating of social capital. Collectively, the Cole Middle School staff understands and embraces the crucial aspect of collegial adults relationships as a means to ensure that students have every opportunity to thrive academically, socially, and emotionally. Simply put, we value and work at relationships everyday.

The daily mantra at Cole Middle School is to "be kind to one another." These words and that mission drives all of our interactions. It is this caring approach to student and adult relationships that allow everyone to live in this schoolhouse that is filled with a positive and supportive culture.

As a middle school, we utilize and believe in a teaming approach. Students and teachers are organized in teams, to create small, personalized learning communities, or "schools within schools," to support social, emotional, and academic growth. Furthermore, our organizational structure allows for a culture built on appreciation and support for staff and students. To demonstrate appreciation of staff, each week the administrative team recognizes individual teachers and/or teams who exemplify best middle level practices in the Upcoming Week message. In addition, several teachers are recognized with "Making a Difference" awards at monthly faculty meetings.

Cole Middle School is a PBIS School. In 2012, Cole was awarded a certificate by the Sherlock Center as a Showcase School for exemplary PBIS implementation. Safe, Respectful, and Responsible themes drive the expected student behaviors. Cole is structured so that students have every opportunity to be successful and all expected behaviors are purposely taught and positively reinforced. Cole Shining Star stickers are a valued commodity by all students. Additionally, the staff has a depth of knowledge about the developing adolescent brain and an appreciation for students' readiness to make sound decisions and weigh consequences. It is understood that traditional consequences rarely change behavior. Rather, a deliberate approach to teaching and reinforcing expected behaviors can have a long-standing impact on students. It is common to hear staff in the building use the phrase, "I care about you", when interacting with students. In fact, an adolescent psychologist, who is also one of our parents, recently addressed the faculty with regard to fostering developmentally appropriate relationships with students.

Friday is whole school advisory day. The purpose of advisory at Cole Middle School is to provide an even smaller setting than the team for students where they can develop more personalized relationships with an adult and smaller group (12-15) of students. The advisory curriculum designed by the Cole Advisory Committee involves activities that include the PBIS themes, digital citizenship, team building and healthy relationships, and goal setting.

Students have access daily to two guidance counselors, a school nurse, and a psychologist for any emotional support they may require. The support personnel warmly welcome students into their offices should they need anything. Fortunately, the support personnel work in close proximity to one another, and therefore, offer a team approach to supporting students that present with needs or concerns. The building administrators, counselors, social worker, school nurse, psychologist, and student support teacher meet weekly to discuss and plan for students that are in need of emotional support.

Cole Middle School has a Student Support Program that was designed to provide support to students identified as having an emotional disturbance and for any student that is presenting as at risk for not meeting academic and emotional success. Student placement in the program is part of the Cole Response to Intervention process.

Cole students have a myriad of opportunities to interact in social settings. It is typical to have 300 or more students after school engaged in clubs, varsity athletics, intramural sports, or enrichment activities. Some noteworthy examples:

Enrichment (PTG-sponsored): yoga, chess, tennis, mahjong, knitting, art, ceramics, babysitting certification, et cetera

Varsity athletics: unified basketball, baseball, soccer, basketball, cross country, and softball

Intramurals: flag football, basketball, field hockey, lacrosse, & volleyball

Club sports: tennis, ultimate frisbee

Clubs: Anime, Mock Trial, SADD, Drama Club (100+ students), Co-Leader, Book Club, Student Council, National Junior Honor Society, Best Buddies, Yearbook, Coding Club, MathCounts, Science Olympiad, Outdoor Club, & Homework Club

We also host numerous Friday night events, including well-attended FunFests and dances.

2. Engaging Families and Community

Effectively communicating and engaging with Cole Middle School's families is embraced and valued. A school listserv (Cole-L) with approximately 1,000 subscribers is utilized on a daily basis to communicate with families about important school events and activities.

Other means of communication include social media: a ColeMiddleEG Instagram account where the story of Cole Middle School is communicated through photographs. Cole students especially value and appreciate this method of communication and celebration of their academic and social endeavors. A school website is updated regularly to communicate important upcoming events and to highlight student and staff successes. For example, each month students are selected by their teachers for demonstration of behaviors consistent with Cole Middle School's core values. The monthly picture is a Spotlight feature on the website. The Cole Middle School Twitter account (@Colemiddleeg) is another tool, regularly utilized to provide ongoing communication with students, their families, and the extended school community. A recent addition is the creation of the Cole "Lancers at a Glance" weekly Smore flyer, sent out via email to Cole staff and families. The flyer highlights the week's academic and extra-curricular activities through pictures and text as well as a listing of upcoming events.

Family and school community member engagement is a crucial component of creating and sustaining excellence. In 2014, stakeholders gathered over the course of several months, to engage in discussion and provide input about a Vision Statement as well as identifying values and virtues, learner qualities, knowledge and skills, and learning at Cole. These gatherings occurred in the form of Principals' Coffee Night & Parent Visioning Night, as well as the use of Google Forms as a means to collect feedback from the community. This collective feedback was gathered and used to develop a Cole Middle School Vision Statement along with an agreed upon list of core beliefs.

The Cole PTG (Parent Teacher Group) plays an integral role in the school's successful, productive relationship with the larger community. The Cole PTG meets monthly, alternating between morning and evening meeting times to accommodate varying schedules. The PTG engages in myriad fundraising activities on behalf of the school, such as our bi-monthly FunFests, Cole apparel sales, & Stop & Shop partnership. The funds raised directly support students' extra-curricular & curricular activities. Additionally, our school has a partnership with the East Greenwich Rotary Club, who sponsor Cole families during the holiday season and award scholarships for the annual grade eight Washington D.C. trip.

3. Professional Development

Beginning with Rhode Island's Race to the Top grant funding, our state developed an educator evaluation model to be used across all municipalities. A pivotal part of this model is the Professional Practice standards and associated rubric for teachers, grounded in Charlotte Danielson's work. Another key element

of the statewide model is the Professional Responsibilities rubric, formerly referred to as Professional Foundations. To support staff in the work associated with the adoption of a statewide model, we devoted focus, time, and energy to first learning the framework and then, ultimately, improving instructional practices. This work was accomplished in our common planning, faculty meeting, & department meeting times, as well as our formal professional learning days in August, November, and June

Each summer, the Cole Leadership Team meets to collaborate on our plan for upcoming school year. Our Cole Plan serves as a mini strategic plan with regard to the following stems:

*We Are a School Community That... (school culture)

*We Will Teach, & Our Students Will Learn... (specific CCSS & “soft skills” from the Partnership for 21st Century Skills)

*When Instructing & Assessing Our Students We Will...(specific valued instructional components of the statewide professional practice rubric)

The purpose of the plan is to provide a focus for the professional learning in which we engage throughout the year. The feedback we receive consistently is that the plan does indeed provide a clear focus for our professional learning. Furthermore, this professional learning, or professional development, takes on many forms in our school. Our designed CPT (common planning time) structure affords a multitude of opportunities each week for faculty to engage in collaborative professional learning. In fact, our teachers have four total common planning times: three with the multidisciplinary team and one with their grade level content/department counterparts. The expectation is that teachers use 2/3 of the former for activities associated with the components of instruction and assessment found in our plan. The department common planning times serve as the weekly times to plan units and lessons based on the CCSS.

One final aspect of our professional learning involves the shift to a blended (digital) learning environment. Although our school is not currently a 1:1 learning environment, we have long been preparing for that eventuality as part of our yearly Cole Plan. In fact, our teachers and students have embraced Google and Google Apps for Education. All Cole staff and students have a district-sponsored Google account. Several teams utilize Google Classroom with the available devices we have in the building. The shift in technology has allowed enhanced opportunities for staff professional learning. On several occasions, we have utilized an EdCamp model (learning with and from one another) for faculty meetings and professional learning days, empowering teachers to engage in personalized learning based on their wants and needs.

4. School Leadership

The leaders of the school believe in and value a shared leadership model. In many respects, the the process of decision-making is grounded in authentic collaboration, making relationships the keystone of this work. We believe that, through meaningful relationships, students and staff are able to thrive and achieve at the highest of levels. The structure of our leadership supports our philosophy of shared leadership.

There are two ways to look at the organizational structure of Cole. The first, vertical, consists of: the building principal, the assistant principal, the Cole Leadership Team, grade level teams and teachers, and our school-based committees. The role of principal and assistant principal is to work in concert as an administrative team to support and serve students and their learning, staff, and the school community. The administrative teams takes specific actions and makes decisions with this this always in mind.

Our horizontal structure of Cole truly speaks to our shared leadership model. By horizontal, the message is sent that there is a free flow of thoughts and ideas between and amongst the administrative team, leadership team, grade level teams, faculty, and committees/teams. The Leadership Team, comprised of a team leader from each of the six grade level teams, as well as a team leader from the unified arts team, plays the role of working in concert with the administrative team with regard to making decisions and supporting students

and their learning. In fact, the team collaborated to develop the following (which we include on all agendas):

“The Cole Leadership Team...

We will value and foster trusting relationships and a positive team climate. We will collaborate regularly, communicate effectively, and reflect on our practice. As a visionary body, the leadership team will continuously evaluate and change, to ensure our school meets the needs of all students.”

“The Role of the Team Leader...

The Team Leader will assist their team in continuously evaluating effectiveness and challenge the team to effectively improve student learning. As team leader, we must nurture relationships, communicate openly and honestly with all members of the school community, and keep meetings focused and centered around the nature of middle school learning.”

Our faculty and staff have also collaborated on the creation of the following statements:

“Archie R. Cole Middle School Mission Statement

We believe we can make a difference in the lives of our students. We recognize, respect, and value individual differences. We pledge our professional talents to educating all of our students so that they will have the necessary skills to excel in their life endeavors. This We Believe.”

“Archie R. Cole Middle School Teaming Statement

Effective teams collaborate regularly to deliver differentiated, integrated instruction, for middle level learners in a supportive, student-centered environment. Effective teams foster positive relationships with families and the school community to successfully support student’s academic, social, and emotional needs.”

Additionally, there are several teams/committees/stakeholders that have a voice in the school’s leadership model. These include: Advisory Committee, Grade Reporting Committee, PBIS Committee, RtI (Response to Intervention) Data Team, and the SST (Student Support Team). We also ensure the voice of the students is heard. To this end, we meet regularly with representatives from the Cole Student Council and National Junior Honor Society.

Community input is another crucial element of shared leadership. We are in the process of formalizing our school’s draft vision statement (“A shining example of excellence at the middle level”), as well as our core beliefs, all of which were developed with formalized input from students, faculty, and parents. This included: Principals’ Coffee Night, Parent Visioning Night, faculty meetings, advisory periods (students), and common planning time.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>NECAP - 6th Grade Math</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NECAP</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	87	86	84		
Proficient with Distinction	47	46	39		
Number of students tested	184	194	205		
Percent of total students tested	98	97	99		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	3	1		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above	86	87	87		
Proficient with Distinction	44	44	41		
Number of students tested	162	176	167		
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>NECAP Math Grade 7</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NECAP</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	91	82	82	83	75
Proficient with Distinction	55	43	45	41	38
Number of students tested	198	205	152	213	199
Percent of total students tested	98	99	98	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	2	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above	90	82	82	86	74
Proficient with Distinction	51	43	43	42	35
Number of students tested	173	168	133	171	165
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>NECAP Math Grade 8</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NECAP</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	85	82	87	79	84
Proficient with Distinction	44	40	43	42	42
Number of students tested	203	159	212	205	204
Percent of total students tested	100	99	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above	86	81	89	80	86
Proficient with Distinction	44	37	43	39	43
Number of students tested	168	136	173	169	185
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>NECAP Reading Grade 6</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NECAP</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	96	93	89		
Proficient with Distinction	41	31	28		
Number of students tested	183	193	205		
Percent of total students tested	98	97	99		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	3	1		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above	96	92	88		
Proficient with Distinction	41	29	28		
Number of students tested	162	175	167		
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>NECAP Reading Grade 7</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NECAP</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	96	91	95	91	88
Proficient with Distinction	57	39	38	32	30
Number of students tested	198	205	152	214	199
Percent of total students tested	98	99	98	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above	95	92	94	91	89
Proficient with Distinction	54	39	35	33	28
Number of students tested	173	168	133	172	165
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>NECAP Reading Grade 8</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NECAP</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	94	95	93	91	94
Proficient with Distinction	57	48	42	51	49
Number of students tested	202	159	212	203	204
Percent of total students tested	99	99	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above	94	95	94	91	95
Proficient with Distinction	57	45	40	49	50
Number of students tested	167	136	173	169	185
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES: