

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

Name of Principal: Mrs. Catherine T. Biagetti
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Edith E. Mackrille Magnet School
(As it should appear in the official records)

School Mailing Address: 806 Jones Hill Road
(If address is P.O. Box, also include street address)

West Haven Connecticut 06516-5699
City State Zip Code+4 (9 digits total)

Tel. (203) 931-6820 Fax (203) 931-6823

Website/URL www.whschools.org Email: cbiagetti@whschool.org

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

(Principal's Signature) Date _____

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

District Name West Haven School District Telephone (203) 937-4300

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.

(Superintendent's Signature) Date _____

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----|--|
| 8 | Elementary schools |
| 2 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 1 | Other (Briefly explain: Alternate Learning Center-
Grades 9-12) |
| 12 | TOTAL |

2. District Per Pupil Expenditure: \$ 8,982

Average State Per Pupil Expenditure: \$ 9,806

SCHOOL (To be completed by all schools)

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

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 7 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	25	42	67		7			
1	26	31	57		8			
2	30	31	61		9			
3	28	36	64		10			
4	32	44	76		11			
5	39	40	79		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								404

6. Racial/ethnic composition of 63.12% White
the students in the school: 20.05% African American
13.36% Hispanic/Latino
2.97% Asian/Pacific Islander
.50% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 19.09%.

(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.	71
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	80
(4)	Total number of students in the school as of October 1	404
(5)	Subtotal in row (3) divided by total in row (4)	.1980
(6)	Amount in row (5) multiplied by 100	19.80

8. Limited English Proficient students in the school: 4.95%
20 - Total Number Limited English Proficient
Number of languages represented: 5
Specify languages: Indonesian, Polish, Russian, Spanish, Thai

9. Students eligible for free/reduced-priced meals: 30.94%
125 - 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: 7.9%
32 - Total Number of Students Served

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

- 0 – Autism
- 0 – Deafness
- 0 – Deaf-Blindness
- 0 – Hearing Impairment
- 0 – Mental Retardation
- 1 – Multiple Disabilities
- 0 – Orthopedic Impairment
- 0 – Other Health Impaired
- 10 – Specific Learning Disability
- 18 – Speech or Language
- 0 – Traumatic Brain Injury
- 1 – Visual Impairment Including Blindness

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>3</u>
Support staff	<u>4</u>	<u>6</u>
Total number	<u>27</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio: 24:1

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>94.9%</u>	<u>94.6%</u>	<u>95.5%</u>	<u>95.2%</u>	<u>94.8%</u>
Daily teacher attendance	<u>95.9%</u>	<u>95.6%</u>	<u>96.9%</u>	<u>94.3%</u>	<u>93.3%</u>
Teacher turnover rate	<u>5.5%</u>	<u>5.5%</u>	<u>5.5%</u>	<u>5.5%</u>	<u>0%</u>
Student dropout rate	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>
Student drop-off rate	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>

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

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

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

Edith E. Mackrille Elementary School is located in West Haven, Connecticut. West Haven is a transitional city situated southeast of New Haven, the home of Yale University.

Mackrille School is 2 miles from Long Island Sound and sits in the midst of middle income homes. The population of children that attend Mackrille is diverse, as its' minority students comprised of Asians, Hispanics, Blacks and Eastern Europeans make up 36% of the student body. The majority of children come from educated parents whom are actively involved in our school community.

The mission of Edith E. Mackrille School of West Haven, Connecticut is to provide all students the opportunities to succeed academically, socially and emotionally, as well as to become productive members of society who appreciate the value of lifelong learning in a diverse changing world.

Our school community promotes the understanding and appreciation of different cultures, social diversity and the acceptance of all people. This objective is accomplished through a variety of activities for elementary children and their families, one of which is our annual International Night. This popular event celebrates diversity through dance, song, native dress and cultural cuisine.

The focus of the administrator and the staff at Mackrille is on maintaining a caring and supportive environment that recognizes high achievement, and respectful young children. This environment allows children to work to their potential in a risk free setting. Our full time social worker is involved with the families, staff and children in order to ensure success both academically and socially.

Mackrille Elementary School has a strong tradition of excellence that has emerged over the last decade. We take great pride in celebrating our children's successes. In an effort to bring the children of working parents to a safe haven after school, we have partnered with the West Haven Community House in an after school program entitled "Kids in the Neighborhood." This program enables children to receive help with homework, and interact with each other in the safety of our school.

Students at Edith E. Mackrille School have been recognized for their achievements throughout the district. Four black students from Mackrille have received awards for scholarship and leadership from The Black Heritage Association. The West Haven Board of Education has honored a fifth grade student from Mackrille in the last four years with a Superintendent's Award which acknowledges leadership, scholarship and community involvement.

The children of Mackrille are very aware of others less fortunate and have contributed generously to Toys for Tots, The Community Food Basket, The Heart Association, Pennies for Patients sponsored by the Leukemia Society, and The Ronald McDonald House's Lights of Love.

The staff of Mackrille School is dedicated to leading all learners to achieving to their potential while realizing they are an integral part of a school community that respects them. We are able to achieve our goals through active and supportive parents, an intensive and vigilant Early Intervention Team, strong leadership and a very professional and dedicated staff.

PART IV – INDICATORS OF ACADEMIC SUCCESS

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

The Connecticut Mastery Test (CMT) was designed to measure student performance in the areas of mathematics and language arts, which includes reading and writing skills. The assessments focus on content that is reasonable to expect students at each grade level to have mastered. Although the legislation specifically prohibits the use of test results as the sole criterion for promotion or graduation, the CMT provides information about achievement that is used for several other purposes. The purpose of the mastery testing program are:

- to set high expectations and standards for student achievement
- To test a comprehensive range of academic skills
- To disseminate useful test achievement information about students, schools and districts
- To identify students in need of remedial education
- To assess equitable educational opportunities; and
- To continually monitor student progress in Grades 4,6 and 8

The curriculum of the West Haven School System is directly aligned with Connecticut State standards and the state standards are aligned with Connecticut Mastery Test. This alignment enables us to assess our instructional program at Mackrille and allows us to adjust the instruction to address student needs.

Looking at analysis of the student scores at Mackrille on the CMT in reading and math over the last five years

In Reading the following is evident:

- 92% of the students at Mackrille scored in the proficient range as compared to 64% of the students tested state wide.
- 46% of students at Mackrille scored at the advanced range as compared to 39% of the students tested state wide.

In analyzing the Mathematics CMT scores of Mackrille students the following is evident:

- 97% of students at Mackrille scored in the proficient range as compared to 73% of students state wide.
- 49% of Mackrille students scored in the advance level as compared to 37% of students tested state wide.

Mackrille faculty is dedicated to student learning and continues to learn and adjust instruction from the data we collect on an on-going basis.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Assessment must be used to drive instruction. Instruction begins with assessment, continues with assessment, and ends with assessment, by determining a student's areas of strengths and weaknesses along with their instructional level, the most effective instruction may be planned. Our district's Language Art's Assessment Plan details which assessments are to be given at each grade level and the frequency of each. Assessments include use of the following: Marie Clay Observation Survey, Concepts about Print Test, phonological awareness screenings, the Developmental Reading Assessment (DRA), bi-monthly writing

prompts, and the Degrees of Reading Power (DRP) Assessment, benchmark and unit skills tests. In the area of math, oral assessments along with written assessments are administered every tenth and fifth lesson, respectively. Results are reviewed and appropriate intervention for students who are not succeeding is planned. Interventions may include the following: one-on-one tutoring by interns, literacy aide, or all school aides, small group work with classroom teacher, and/or small group work with literacy teacher. In the event that a student continues to have difficulty, a referral is made to the Early Intervention Team to discuss modifications which may be made to support the student. If it is determined that a number of students are having difficulty in a specific area, the principal conducts grade level meetings to discuss with teachers ways in which to change instruction to make it more effective.

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

Assessment of how children learn is a very important part of instruction at Mackrille. On an ongoing basis, teachers review grades with children, correct errors, and re-teach and retest students. Parents are informed of their children's daily progress through tests, notes, phone calls, emails and student achievement awards. Congratulatory letters are sent home for children that make the honor roll and a list of their names is submitted to the local newspapers. The Early Intervention Team meets once every ten days and assigns a case manager to assist the teacher with students struggling in on-level instruction. The team recommends strategies and interventions for students who are not meeting success. The team monitors students' progress through measurable goals and they continue to oversee the students' progress until success is evident. The Connecticut Mastery Test scores of students in grade 4 are reported to the parents of children in The Mackrille Community through individual students' profiles provided to the district by the Harcourt Education Services. Along with this information, parents are invited to a Parent Academy scheduled at school in the evening. This academy entitled C.M.T. and What They mean is conducted by the principal and is set up to explain the school's overall scores as well as to answer parents' particular questions.

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

At Mackrille School we are committed to our goal of creating life long learners. That commitment is not centered on students alone but the community as a whole – students, teacher, parents and administrator. The administrators in the district are called on to share their success by the Superintendent at monthly principal academies. The staff at Mackrille also has opened their doors to schools in the district and invited them to observe their successful Early Intervention Team. Mackrille staff continues to grow and learn about the process of connecting our instructional practice to student achievement results. We are eager and willing to share our knowledge through professional development in our district, through guest on-site visits as well as virtual visits through the Internet.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

The curriculum at Mackrille Magnet School is representative of the curriculum offered to all K-5 students in the West Haven School System. We offer instruction in the content areas: Language Arts, Mathematics, Science, Social Studies, Art, Music, Physical Education and Library Media. Our curriculum is comprehensive and diverse. **(Language Arts)** Language Arts is the foundation on which we build life long learners. It is a balanced basal program that stimulates the learner's curiosity through fiction and non-fiction genres as well as phonics and a whole language approach. It offers the students the opportunity to engage in reading and responding to trade book, newspaper, big books and computer software. The writing portfolios of the language arts block of time in all grades is based on the Empowering Writers Program. The staff is well versed in the requirements of each developmental stage of writing and is committed to writing, revising and editing on a daily basis. **(Mathematics)** Mathematics is a strong program. Our mathematics program is designed to help each child become familiar with the use of mathematics in everyday life. It is built on prior learning. New learning is presented in increments with time provided for practice. There are 5 instructional components of the math program. The math meeting, the lesson, guided class practice and homework, number fact practice and assessments. The students are actively engaged in hands on activities that clarify their thinking and develop confidence as mathematicians. **(Science)** As we move further into the informational age of the twenty-first century, science and technology become a more integral part of our society. Science is recognized as an adventure which all children from diverse culture can participate in and contribute to. The curriculum offers students the opportunity to explore living things. The earth within the universe, the physical world of matter and energy and the human body. Through our science curriculum, our students become scientifically literate through hands-on experience, they develop critical thinking and problem solving skills by observing collecting, organizing information interpreting and reporting information. **(Social Studies)** Social Studies instruction at Mackrille Magnet School begins with the child and family. It expands outward to the community workers, the city of West Haven, to the State of Connecticut, and the history of the United States. At Mackrille, we celebrate our cultural diversity through our annual International Night, where families share food, song, costume and dance. The social studies curriculum stresses an appreciation of the efforts and contributions of others and the ethic that stresses giving back to the community. **(Art)** Our art programs major emphasis of visual and performing arts is to develop creative thinkers and to develop problem solving skills through a variety of media techniques, movement and vocal music. Our 3rd grade students begin recorders to prepare them for instrumental music instruction in grades 4 and 5. The arts program also offers choral opportunities for all grade 4 and 5 students, as well as an opportunity to perform in an annual theater production.

2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

In the 2000-2001 school year, the West Haven Public School System implemented the Scott Foreman Reading Program in grades K-2 followed by implementation in grades 3-5 the following year. This

approach was selected as it was determined that through its use, all students could receive explicit, systematic, ongoing instruction that aligns with state guidelines, national assessments, and research-based criteria in the following areas: Phonemic and phonological awareness (which includes phonics and spelling), vocabulary, fluency, and comprehension strategies. Through the use of basal, we can be certain that all students are receiving the same high quality instruction. Use of the basal also facilitates coordination with support staff so that students are receiving multiple exposures to the skills and vocabulary that they will need to be successful. Components of the program includes: systematically sequenced literature encompassing a variety of genres including a balance of fiction and non-fiction text, daily phonics lessons, guided reading texts in which vocabulary and phonics elements coordinate with the main selections to provide children with reading at their instructional level, phonics readers, and special intervention materials for ESL students and remedial students.

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

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

The mathematics curriculum is a hands-on, success oriented program that emphasizes manipulative and mental math. The curriculum uses a multisensory approach to teaching and is designed for heterogeneously grouped children. It is our goal to enable all children to develop a solid foundation in the language and basic concepts of mathematics. Students are encouraged to become good problem solvers, thinkers who question, investigate and explore solutions to problems. The curriculum integrates all areas of mathematics so that children see the interrelationships. The essential skills and knowledge in mathematics is core to the school's mission of preparing life long learners to be participants in our technological global society.

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

In order to improve student learning, the teachers at Mackrille School provide differentiated instruction. This involves providing instruction that meets the differing needs of our students. Having high expectations for all students who have varying abilities and needs is the goal. In all areas, teachers provide direct (explicit) instruction which includes modeling, guided practice and opportunities for students to apply what they've learned. At Mackrille, you can observe whole group instruction, flexible small group instruction based on the needs of the students, and one on one instruction. Students are expected to take responsibility for their learning as individuals, as well as to participate in group discussions, cooperative learning groups and as a partner with one other student. Tolerance and respect are cultivated by varying the types of interaction as well as the opportunity for students to learn from each other. Our math, reading, and process writing programs are developmental (and spiral) building on basic to more complex skills day to day, week to week, and year to year. In reading, whole group on grade instruction is done primarily through the use of the basal with leveled readers and paperbacks to meet the varying individual needs of our students. We have a comprehensive, integrated literacy, remedial reading, special education and tutoring program which provides struggling students support with classroom lessons. These teachers have daily or weekly contact with classroom teachers to monitor and assess student progress. Another important component of improving and maintaining student learning at Mackrille School is the communication with students' families about students' strengths and weaknesses. It is expected that students' families take an interest, monitor homework and play a partnership role with the school in the education of their student.

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

The professional development program at Mackrille School has been extensive for all of our grade K-5 classroom teachers as well as our support staff. Guided reading, phonemic awareness, and flexible grouping workshops have been provided. A workshop explaining strategies for improving reading comprehension has been very helpful for teachers in their classroom. After adopting a new reading series, a Scott Foresman representative met with all grade level teachers to explain the reading series, answer questions and offer suggestions to improve instruction. Follow up visits were also scheduled during the first year of implementation. Teachers have been trained in running records used for our Developmental Reading Assessment in grades 1-3. Our writing program has been strengthened through teacher workshops in the teaching of narrative and expository writing. These professional development workshops have allowed our teachers to provide all students, including our at-risk students, with the tools they need to be successful. Due to our on-going professional development, our teachers are extremely knowledgeable about the material they teach. As a result, the need of our diverse population have been met as evidence by our high performance on assessments.

ASSESSMENT DATA FOR EDITH E. MACKRILLE SCHOOL

GRADE 4 READING

Test Information for the Connecticut Mastery Test Third and Second Generation						
Grade Assessed	Fourth					
Test Years Publication Year	2002	2001	2000	1999	1998	
Edition	Form M	Form M	Form L	Form I	Form I	
Publisher	Harcourt Educational Measurement					
What groups were exempt from testing?	ESL	ESL	ESL		Special Ed.	
# of students "out of level" assessment.	None	None	None	None	None	
% of students "out of level" assessment.	None	None	None	None	None	
Third Generation			Second Generation			
Testing Month	9/02	10/01	9/00	Testing Month	9/99	9/98
School Scores						
Total Fourth Grade Population	80	71	83	Total Fourth Grade Population	66	48
% Below Basic (Level 1)	6	N/A	N/A			
% At or Above Basic (Level 2)	5	3	6			
% At or Above Proficient (Level 3)	10	7	14		98	92
%.At Advanced/Goal (Level 4-5)	78	88	72	At or Above Goal	76	72
# Of students tested	79	70	83		66	47
% Of students tested	99	99	100		100	99
# Of students exempt	1	1	0		0	1
% Of students exempt	1	1	0		0	1
Subgroup Scores: State results available for more than 20 students						
1. White			1. White			
% Below Basic (Level 1)	4	0	6			
% At or Above Basic (Level 2)	2	2	8			
% At or Above Proficient (Level 3)	9	5	14			
% At or Above Advanced/Goal (L 4-5)	84	93	72	% At or Above Goal		
Number of Students Tested	45	44	66			
2. Black			2. Black			
% Below Basic (Level 1)	13	N.A.	N.A.			
% At or Above Basic (Level 2)	13	N.A.	N.A.			
% At or Above Proficient (Level 3)	13	N.A.	N.A.			
% At or Above Advanced/Goal (L 4-5)	63	N.A.	N.A.	% At or Above Goal		
Number of Students Tested	24	15	7			
3. Free/Reduced Lunch			3. Free/Reduced Lunch			
% Below Basic (Level 1)	16	0	17			
% At or Above Basic (Level 2)	8	5	3			
% At or Above Proficient (Level 3)	16	5	3			
% At or Above Advanced/Goal (L 4-5)	60	91	65	% At or Above Goal		
Number of Students Tested	25	22	29			
4. Full Price Lunch			4. Full Price Lunch			
% Below Basic (Level 1)	2	2	4			
% At or Above Basic (Level 2)	4	2	7			
% At or Above Proficient (Level 3)	7	8	15			
% At or Above Advanced/Goal (L 4-5)	87	87	74	% At or Above Goal		
Number of Students Tested	54	48	54			

STATE SCORES	9/02	10/01	9/00	STATE SCORES	9/99	9/98
% Below Basic (Level 1)	21	19	19			
% At or Above Basic (Level 2)	10	9	9			
% At or Above Proficient (Level 3)	12	13	13			
% At Advanced/Goal (Level 4-5)	55	57	56	% At or Above Goal	56	54

**ASSESSMENT DATA FOR EDITH E. MACKRILLE SCHOOL
GRADE 4 MATHEMATICS**

Test Information for the Connecticut Mastery Test Third and Second Generation						
Grade Assessed	Fourth					
Test Years Publication Year	2002	2001	2000	1999	1998	
Edition	Form M	Form M	Form L	Form I	Form I	
Publisher	Harcourt Educational Measurement					
What groups were exempt from testing?	ESL	ESL	ESL			
# of students "out of level" assessment.	None	None	None	None	None	
% of students "out of level" assessment.	None	None	None	None	None	
Third Generation CMT			Second Generation CMT			
Testing Month	9/02	10/01	9/00	Testing Month	9/99	9/98
School Scores						
Total Fourth Grade Population	80	71	83	Total Fourth Grade Population	66	48
% Below Basic (Level 1)	0	0	2			
% At or Above Basic (Level 2)	5	1	1			
% At or Above Proficient (Level 3)	18	11	16		97	100
%.At Advanced (Level 4-5)	77	87	80	At or Above Goal	89	79
# Of students tested	79	70	83		66	48
% Of students tested	99	99	100		100	100
# Of students exempt	1	1	0		0	0
% Of students exempt	1	1	0		0	0
Subgroup Scores: State results available for more than 20 students						
1. White			1. White			
% Below Basic (Level 1)	0	0	2			
% At or Above Basic (Level 2)	0	0	2			
% At or Above Proficient (Level 3)	16	7	14			
% At or Above Advanced (Level 4-5)	85	93	84	% At or Above Goal		
Number of Students Tested	45	44	66			
2. Black			2. Black			
% Below Basic (Level 1)	0					
% At or Above Basic (Level 2)	13					
% At or Above Proficient (Level 3)	29					
% At or Above Advanced (Level 4-5)	58			% At or Above Goal		
Number of Students Tested	24	15	7			
3. Free/Reduced Lunch			3. Free/Reduced Lunch			
% Below Basic (Level 1)	0	0	7			
% At or Above Basic (Level 2)	8	5	0			
% At or Above Proficient (Level 3)	20	9	24			
% At or Above Advanced (Level 4-5)	72	87	69	% At or Above Goal		
Number of Students Tested	25	22	29			
4. Full Price Lunch			4. Full Price Lunch			
% Below Basic (Level 1)	0	0	0			
% At or Above Basic (Level 2)	4	0	1			
% At or Above Proficient (Level 3)	17	13	15			
% At or Above Advanced (Level 4-5)	80	87	83	% At or Above Goal		
Number of Students Tested	54	48	54			
STATE SCORES				STATE SCORES		
% Below Basic (Level 1)	9	9	8		9/99	9/98
% At or Above Basic (Level 2)	9	9	10			
% At or Above Proficient (Level 3)	20	20	21			
% At Advanced/Goal (Level 4-5)	60	61	60	% At or Above Goal	64	61

