

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

Name of Principal Mrs. Marguerite Myers-Killeen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Thomas G. Alcorn School
(As it should appear in the official records)

School Mailing Address 1010 Enfield Street
(If address is P.O. Box, also include street address)

Enfield CT 06082-3653
City State Zip Code+4 (9 digits total)

Tel. (860) 253-6501 Fax (860) 253-6506

Website/URL www.enfieldschools.org E-mail mmyers@enfieldschools.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* Dr. John Gallacher
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Enfield Public Schools Tel. (860) 253-6530

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. Kenneth Hilinski
(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

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: 9 Elementary schools
 1 Middle schools
 _____ Junior high schools
 2 High schools
 _____ Other (Briefly explain)
- 12 TOTAL
2. District Per Pupil Expenditure: \$ 8,193
- Average State Per Pupil Expenditure: \$ 8,457

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. 10 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 | 14 | 24 | 38 | 7 | | | |
| 1 | 15 | 34 | 49 | 8 | | | |
| 2 | 20 | 24 | 44 | 9 | | | |
| 3 | 17 | 15 | 32 | 10 | | | |
| 4 | 31 | 13 | 44 | 11 | | | |
| 5 | 15 | 16 | 31 | 12 | | | |
| 6 | 21 | 15 | 36 | Other | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 274 |

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>69</u> % White |
| <u>16</u> % Black or African American |
| <u>9</u> % Hispanic or Latino |
| <u>5</u> % Asian/Pacific Islander |
| <u>1</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 15.3 %

(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. | 29 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 14 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 43 |
| (4) | Total number of students in the school as of October 1 | 281 |
| (5) | Subtotal in row (3) divided by total in row (4) | 15 |
| (6) | Amount in row (5) multiplied by 100 | 150 |

8. Limited English Proficient students in the school: 2.1 %
6 Total Number Limited English Proficient

Number of languages represented: 4
Specify languages: Polish, Spanish, Romanian, and Korean

9. Students eligible for free/reduced-priced meals: 64 %
179 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: 17.7 %
50 Total Number of Students Served

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

| | |
|--------------------------------------|---|
| <u> 3 </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 1 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 13 </u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> 17 </u> Speech or Language Impairment |
| <u> 4 </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> 4 </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |
| <u> 4 </u> Neurological Impairment | <u> 4 </u> Developmentally Delayed |

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> | |
| Classroom teachers | <u> 16 </u> | <u> 4 </u> |
| Special resource teachers/specialists | <u> 9 </u> | <u> 2 </u> |
| Paraprofessionals | <u> 8 </u> | <u> 4 </u> |
| Support staff | <u> 6 </u> | <u> 3 </u> |
| Total number | <u> 40 </u> | <u> 13 </u> |

12. Average school student-“classroom teacher” ratio: 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

| | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96.7% | 94.2% | 97.2% | 97.2% | 96.9% |
| Daily teacher attendance | 95.6% | 95.2% | 94.1% | 94.2% | 94.9% |
| Teacher turnover rate | 8.0% | 4.0% | 4.0% | 13.0% | 6.0% |
| Student dropout rate | N/A | N/A | N/A | N/A | N/A |
| Student drop-off rate | N/A | N/A | N/A | N/A | N/A |

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.

The Thomas G. Alcorn School is one of nine elementary schools in the town of Enfield, Connecticut. Our school reopened in 1994 after being closed for remodeling and renovation for three years. The Thompsonville area community welcomed the reopening of our neighborhood school, which had always provided a haven of acceptance and belonging for its students. Since all of our students walk to and from school, the new Alcorn soon became the hub of academic and social activities for neighborhood families. Today Alcorn is a thriving K-6 community of learners with a population of 281 students, including the largest minority population in the district. Close to 60% of our students are eligible for free/reduced lunch. Therefore, the State of Connecticut classifies us as a priority school in a non-priority district making us eligible for state and federal grant awards.

With the reopening of Alcorn School, the new Principal and staff seized the opportunity to create “a safe cooperative, literate environment which respects individuality while promoting life long learning.” **This became our mission.** The Principal became an instructional leader who took the reins in leading her new team to become the living models of these words. Teachers continually engage in professional growth opportunities by taking graduate level courses, attending workshops and conferences and by reading professional literature. We maintain a large library of professional books, which teachers eagerly share. For several years, a large group of staff members, including the principal, attended a week long summer institute on Language Arts instruction. Teachers studied with such educators as Ken and Yetta Goodman, Connie Weaver, Bobbi Fisher, and Mem Fox. Excellent self-directed professional development opportunities such as this helped our new staff bond as we developed our common vision for Alcorn School. New learning and teaching strategies are shared with other staff members through staff meetings, building in-service times, teacher discussion groups, and in daily conversation. Alcorn teachers practice an “open door” policy through which they observe one another while discussing ways to differentiate and improve their instructional practice.

“A student must know that a teacher cares before a student learns.” We begin every school year with a reflection of this quote by Dr. Deb Smith. At Alcorn, we believe that a child's academic growth is directly related to his/her self-esteem. We want each child to know he or she is a valuable part of our school family. We nurture our students' academic and social growth daily through morning meetings in every classroom, a practice gleaned from our “Responsive Classroom” training. Alcorn celebrates the many accomplishments of our “Hornets” at bi-monthly Student of the Month or POPS (Power of Positive Students and Staff) assemblies. Alcorn teachers have developed a strong Character Education program, focusing each month on different traits such as acceptance, responsibility or perseverance. Students and staff embody these traits daily.

Alcorn School is a true community school linked to other agencies and services in the town. Through funding received from state grants, our students and families have access to an After School Program and the services/programs of a Family Resource Center. The Enfield Police and Fire Department also provide programs for students and spend time in our school establishing relationships with the children. Alcorn School is a very special place where all staff members work as an educational team to provide unique opportunities for all children to learn and grow. By addressing the needs of the “whole child” each day, our students have been able to improve to a level where they have earned a nomination as a Blue Ribbon School in the State of Connecticut.

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.

At the Thomas G. Alcorn School, we believe that the fundamental goal of teaching and learning should be that every child is guaranteed optimal instruction and the opportunity to reach his or her educational potential. We believe that assessment and evaluation practices are legitimate only to the extent that they serve this goal.

Since its development in 1984, the CMT has evolved into a third generation test in the year 2000. It is administered statewide to all public school students in grades 4, 6, and 8 in the areas of language arts (reading and writing) and mathematics. It is a criterion-referenced test that provides a measure of what each student knows and can do in relation to specific standards. It reflects a commitment to the development of strategic readers, writers and thinkers. The purposes of mastery testing are:

- to establish high expectations and standards for student outcomes
- to identify students strengths and weaknesses by testing a wide range of academic skills
- to provide feedback and support for each student
- to identify the need for intervention for students experiencing consistent difficulty
- to provide a professional and objective profile of a child's progress over a period of time
- to provide valuable test information about students, schools, and districts.

The curriculum of the Thomas G. Alcorn School is aligned to The Connecticut Frameworks for language arts and math. Since the Connecticut Frameworks are aligned with the CMT's, this assessment gives us an accurate overview of our educational program. We incorporate the CMT results with Enfield's district wide assessments to drive our instruction and to plan for each student's individual needs.

In analyzing three years of CMT scores in Math, it should be noted that for the school year 2002/2003, 100% of our students **not eligible for the free/reduced lunch program** scored at 10 points above Basic. It should also be noted that 95% of our **eligible** 4th grade students and 97% of our **eligible** 6th grade students showed similar improvement. In both 4th and 6th grades the percentage of students scoring in the Advanced/Goal category has also increased significantly. In grade 6 the scores have increased by 24 points in three years, while grade 4 has shown a 12 point increase. These figures indicate that we at the Thomas G. Alcorn School are successfully working toward closing the achievement gap.

In analyzing the students' CMT scores in Reading for that same time period, our building wide reading scores are on the increase. In the 2000-2001 school year, 79% of our 4th grade students scored at or above Basic; by the school year 2002-2003, 94% were doing so. In the school year 2000-2001, only 37% of our 6th grade students scored in the Advanced/Goal level; in school year 2002-2003 65% were doing so. Statewide, the 2002-2003 school year saw 79% of grade 4 students scoring at or above the Basic Level. The figure for grade 6 was 82%. At Alcorn School those percentages were exceeded in both grade 4 (+15; 94%) and grade 6 (+10; 92%).

At the Alcorn School the ultimate respect for the uniqueness and wholeness of each child is the center to all assessment procedures. The process and product are valued and used as teaching tools. It is a collaborative, interactive process, encouraging the child to develop the habit of critical reflection and self-evaluation.

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

The Alcorn staff recognizes that assessment is the driving force of instruction. Teachers consistently use standardized test results as well as formal and informal assessments to improve instruction and student learning. Our entire school population is assessed by the Language Arts and Math consultants. The results of these assessments are analyzed by the consultants who then meet with the classroom teachers to plan an appropriate program for each child.

The results of the CMT tests are an important component in formulating our yearly School Improvement Plan. When the results of the fall testing are received, the staff meets to analyze the results, identifying areas of concern. Teachers then develop an instructional plan for each grade level, aimed at improving student learning in identified areas. At Alcorn, every grade level assumes the responsibility of preparing our students for the state assessment. We believe this shared responsibility has been the driving force behind the improvement in our test scores. We use the same format with school and district assessments throughout the year. Teachers frequently meet as a staff and at grade level to analyze data and use it to drive classroom instruction.

Classroom teachers use assessment on a daily basis to set learning goals and plan appropriate learning experiences. Teachers observe and collect information in a variety of ways such as anecdotal notes, notebooks or “state of the class” charts. Teachers evaluate daily and make judgments about the effectiveness of their teaching based on student outcomes.

A strong support staff and outstanding classroom teachers who regularly assess, analyze, and reflect are the keys to improving teaching and learning at Alcorn School.

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

Parent communication is a top priority at Alcorn School. Parents have an opportunity to meet their child’s teacher at Back to School Night, held in the first week of September. Teachers also meet with all parents at the December Report Card conference and regularly throughout the year as needed. Through these meetings, frequent phone calls and the Alcorn School postcards, parents are constantly informed of their child’s academic and social growth. Report cards are sent home in December, March and June and Progress Reports are sent home three times per year as well. Teachers use class newsletters to keep parents informed on classroom activities and the school and PTO also publish monthly newsletters. The results of District and State mandated assessments are reported to parents through conferences, progress reports and report cards.

Connecticut Mastery test results are mailed home to parents. Test scores and our School Improvement Plan will then be explained at a PTO meeting. The local newspapers report the test scores in a variety of formats including the local, state and ERG results. The Family Resource Center also offers informational meetings for parents, focusing on academic and behavioral issues of interest. Assessments are also shared with the staff of our Schools of the 21st Century LEAPS After School program to further enhance students’ instructional support services.

Our efforts to keep parents informed about student performance have proved successful, as evidenced by over 90% of parent participation in Parent/Teacher Conferences. Through these open lines of communication Alcorn parents and the entire Enfield community are kept informed.

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

At Alcorn, every staff member and every student is proud of the journey that has led us to our Blue Ribbon nomination. We have always been open to sharing our trials and successes with our colleagues. Alcorn teachers have offered in-service presentations on classroom practices such as “Literature Circles” (Harvey Daniels), “Strategies That Work” (Stephanie Harvey and Anne Goudvis) and our own “Reading Buddies” program. Teachers have presented at in-district conferences and larger venues such as NERA (New England Reading Association).

We look forward to sharing the strategies that have led us to our recent successes. We will volunteer to send staff members to other interested schools in Enfield to share such things as differentiated instructional methods and unique assessment tools. Other schools have joined us for school based programs such as “Responsive Classroom,” “Cooperative Learning” and “Don’t Laugh At Me.” We’ll encourage other schools to apply for grants, in order for them to receive appropriate monies for the school setting. We’ll invite our colleagues to visit our classrooms, as they have done in the past, or to attend one of our bimonthly assemblies, which showcase all areas of success in our school. At an assembly, visitors would see evidence of student learning, such as our Earth Day Assembly or Veteran’s Day program. Any visitor to Alcorn would readily observe the sense of closeness and commitment shared by the entire school community, which is the real reason for our success.

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).

At Alcorn School, we recognize the importance of a balanced curriculum to engage each student and achieve high standards. Enfield’s curriculum areas include Language Arts, Mathematics, Science, Social Studies, Art, Music, Health and Physical Education. These curricula are aligned with The Connecticut Framework – K-12 Curricular Goals and Standards. Alcorn teachers have taken an active role in revising and re-writing curriculum in the past few years. Our new Language Arts curriculum was completely revamped and adopted in 2002. A new Science curriculum was adapted this year while Math and Social Studies revisions are underway currently. K-6 teachers are encouraged to integrate across all curricular areas.

Language Arts is a balanced literacy curriculum, which is designed to help students develop into competent, literate, knowledgeable individuals. Through our Language Arts curriculum, students develop proficiency, confidence and fluency in reading, writing, listening, speaking and viewing. Phonics instruction is balanced with literature appreciation and response. Classroom teachers create a Language Arts block for instruction in reading, writing, grammar and spelling. At least one hour of this block is uninterrupted or “protected” time during which there are no outside distractions such as pull-out programs or visits to the nurse. The “protected” time may include direct instruction of skills and strategies, teacher read aloud, reading and responding to texts of all genres, and independent reading activities such as SSR or Literature Circles. Writing instruction uses a workshop approach that is based on how real writers write, taking students through the process from pre-writing to publishing. Writing is done across all areas of the curriculum. Students may keep math journals, write about the results of a science experiment, or even write a journal as if they were a young Tory or rebel during the American Revolution. Students are active participants in their learning. The goal at Alcorn is to create lifelong readers and writers.

Our math curriculum provides students with the preparation to formulate, analyze, and solve real-world problems numerically, algebraically, geometrically, and statistically. Students are always instructed with hands-on activities, as well as pencil and paper. Math software is used for instruction and practice. At Alcorn, we develop an appreciation and enjoyment of math through such activities as the “Principal’s Estimation Jar”, “Family Math Challenge” and “Math on Mondays.” A math consultant is available to provide services for every classroom in the building and also provide pull-out remedial services and inclusion lessons in the classrooms.

The Science curriculum provides opportunities for interpreting, synthesizing, and generating scientific information in connection with the Scientific Method. Students perform hands-on experiments from the earliest grades while studying earth science, life science, and physical science in an in-depth way. The Alcorn Science Fair provides an opportunity for students to showcase their work to the school community and outside visitors. Through our curriculum, students realize the importance of science and its relation to the world around them. They learn how events in the past relate to today’s world. Students learn principles and practices of good citizenship and how it applies to them. In Grades 4-6, students study government and the election process through the Youth Vote curriculum. Character Education is also integrated into many areas of our curriculum.

Special area curricula include Art, Music, Health, and Physical Education. Teachers in these areas promote an understanding and connection among the arts, other disciplines and daily life. Students use a variety of art media techniques, study basic music skills with an emphasis on performing, join the Instrumental program in grades 4-6, and learn about maintaining a healthy lifestyle. These curriculum areas are also integrated into classroom content areas.

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.

At the Thomas G. Alcorn School our approach to reading instruction is guided by the district's newly created comprehensive Language Arts Curriculum. This curriculum, which integrates the areas of Reading, Writing, and Spelling, was implemented in the 2002-2003 school year. Some Alcorn teachers served on the committee that completed this new document.

The Language Arts curriculum is implemented in a heterogeneously based classroom setting with flexible grouping instruction at students' developmental level. Some specific strategies used include guided reading, partner reading, read alouds, phonetic instruction, literature circles, etc. The strength of this grouping model allows the students to develop natural links between all areas of Language Arts as we strive to increase student outcomes. All Language Arts areas are, by nature, interrelated and will naturally reinforce each other. In addition Language Arts instruction is integrated into all other areas of the curriculum including technology.

Our school chose this particular approach to reading because it teaches our students to be proficient, confident, and fluent in reading, writing, and communicating in order to be a productive member of society. Through creative thinking, problem solving, and analyzing, students become competent, literate, and knowledgeable individuals. We celebrate different genres in our reading curriculum, engaging our students to be respectful of our school's various cultures. We strive to create a school curriculum and environment that support our community of lifelong learners.

The Thomas G. Alcorn School is fortunate to receive support from state and federal grants. A large portion of this money is used to provide reading support services to our at-risk readers through additional personnel and programs. The T.L.C. (Teaching for Literacy Competence) early intervention model is used as a support to our primary students. This one-on-one program uses trained reading tutors to deliver a diagnostic, prescription daily program under the supervision of a certified Language Arts consultant. In this ideal learning setting, many children have been able to close reading gaps and continue to work at grade level without need for further reading intervention. Many students are also supported in a small group format, which is directly correlated to the Language Arts instruction being delivered by regular classroom teachers.

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.

Our mission permeates all areas of the curriculum, including music. Our school has a K-6 vocal music teacher and a Grade 4-6 instrumental program as well. However, music education does not stop there. "Singing is not optional at Alcorn," is the mantra of Principal Myers-Killeen. Alcorn enjoys Morning Sing every other Friday, featuring a repertoire of familiar songs, as well as new material. Morning Sing often showcases students sharing songs based on other curriculum areas, such as Social Studies, with Martin Luther King or Science, with personal songs or "The Planets of the Sun." Students have had the opportunity to attend concerts by the Hartford and Springfield symphonies. We believe this promotes a lifelong interest in music and makes children aware of culture opportunities in our area. Students in grades 4-6 are invited to participate in two choral performances a year. Children present a Holiday Concert in December, which is both choral and instrumental. Students learn responsibility and cooperation, which they exhibit by attending early morning and after school rehearsals. Then, in February, students begin preparing for the annual spring production. They are engaged in all aspects of the theatrical experience, from learning new songs, studying lines, creating scenery, working backstage, to dance and even costume construction. This show, "Alcorn Kids Sing" involves the entire school community from students, to staff, to administration and, of course, to parents and community. Through these music curricular and extra-curricular activities, students learn the essential skills of music, while learning respect, responsibility and building healthy self-esteem.

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

The staff at the Thomas G. Alcorn School strives to improve student learning by utilizing a variety of instructional methods to maximize learning for all children. Within a regular classroom setting, we incorporate collaborative partnerships to deliver differentiated instruction.

Our team of specialists, special educators, and classroom teachers facilitate student learning in many ways. Some co-teaching options include station, parallel, and alternative teaching. Some of the varied instructional methods include peer tutoring, cross grade level instruction and cross-age peer assistance which uses the pairing of an intermediate grade with a primary grade or special needs child. These methods are used across the integrated curriculum subjects. Multiple intelligences are easily accessed using these diversified methods. Multi-modality techniques such as hands-on activities are used in whole group and small group instruction, cooperative learning and flexible grouping.

Since the school reopened in 1994, inclusion opportunities for exceptional students have steadily increased each year as we move toward the district goal of a full inclusion model. Alcorn staff prides itself in providing a continuum of services and instructional methods such as reverse mainstreaming for which a staff member was awarded “Excellence in Teaching” in recognition of her use of reversed mainstreaming in the Physical Education program. Cooperative Learning is a method that we use to teach children social skills and accountability. It ensures that all children have an opportunity to contribute and cooperate within their group. It allows them to experience success as an active participant in the classroom community. Cooperative Learning promotes acceptance and builds relationships with peers.

In addition to these methods, the Alcorn staff has achieved great success reaching the whole child through the responsive classroom approach. Our daily primary focus is teaching the children to care about one another. This contributes to a safe, social community, which enables our students to freely participate in achieving their maximum potential.

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

Alcorn’s professional development program is part of the Enfield School district’s plan. Six days per year are dedicated to teacher in-service with two or three days occurring at the building level. Alcorn teachers have also engaged in professional studies at staff meetings and voluntary after school workshops.

The principal, for example, in her role as an instructional leader, offered a course in Cooperative Learning Practice, which many teachers attended over a ten week period. As a result of this, our students are able to exhibit teamwork in the classroom and in cross-grade level activities, such as “Reading Buddies.”

Our professional development has focused on three main areas: building community and social skills, academic/curriculum studies and establishing a safe learning environment. Alcorn’s “Responsive Classroom” in-service has been intensive and has reaped great rewards. As a result of this training, children have learned how to greet each other, share appropriately, discuss daily news events and understand logical consequences of their actions. Other current professional development has included reading practices such as Literature Circles, Running Records, Graphic Organizers and Guided Reading as well as Inclusion Practices, and working with Slow Learners. Finally, presentations and workshops concerning Child Abuse, Poverty Issues, and the Don’t Laugh at Me anti-bullying program have helped us fulfill our school mission. Students are safe, accepted and academically challenged at Alcorn School.

Test: Connecticut Mastery Test 3rd Generation
 Grades Administered: 4 and 6
 Test Year/Edition: 2000 Form L
 2001 Form M
 2002 Form M
 Publisher: Harcourt Educational Measurement

THOMAS G. ALCORN - CMT SCORES*
GRADE 4 – MATH

| Testing month: September | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|
| SCHOOL SCORES | | | |
| % At or Above Basic | 97% | 85% | 88% |
| % At or Above Proficient | 81% | 80% | 76% |
| % At Advanced/Goal | 50% | 39% | 38% |
| Number of students tested on level | 32 | 41 | 42 |
| Out of Level | 1 | 3 | 0 |
| Skills Checklist | 1 | 3 | 0 |
| Number Exempt | 0 | 0 | 0 |
| % of students tested on level | 94% | 87% | 100% |
| SUBGROUP SCORES | | | |
| 1. Eligible free/reduced | | | |
| % At or Above Basic | 95% | 80% | 84% |
| % At or Above Proficient | 74% | 72% | 72% |
| % At Advanced/Goal | 42% | 24% | 38% |
| Number of students tested | 19 | 25 | 32 |
| 2. Not eligible free/reduced | | | |
| % At or Above Basic | 100% | 94% | 90% |
| % At or Above Proficient | 92% | 94% | 90% |
| % At Advanced/Goal | 62% | 63% | 40% |
| Number of students tested | 13 | 16 | 10 |
| STATE SCORES | | | |
| State Mean Scaled Score | 248.7 | 248.7 | 250.1 |
| % At or Above Basic | 90% | 91% | 92% |
| % At or Above Proficient | 81% | 81% | 82% |
| % At Advanced/Goal | 60% | 61% | 60% |

***See attached sheets describing Connecticut's category designations.**

Test: Connecticut Mastery Test 3rd Generation
 Grades Administered: 4 and 6
 Test Year/Edition: 2000 Form L
 2003 Form M
 2004 Form M
 Publisher: Harcourt Educational Measurement

THOMAS G. ALCORN - CMT SCORES
GRADE 6 – MATH*

| Testing month: September | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|
| SCHOOL SCORES | | | |
| % At or Above Basic | 97% | 97% | 86% |
| % At or Above Proficient | 82% | 85% | 57% |
| % At Advanced/Goal | 61% | 62% | 37% |
| Number of students tested on level | 39 | 39 | 35 |
| Out of Level | 0 | 1 | 6 |
| Skills Checklist | 0 | 0 | 1 |
| Number Exempt | 1 | 1 | 0 |
| % of students tested on level | 98% | 95% | 83% |
| SUBGROUP SCORES | | | |
| 1. Eligible free/reduced | | | |
| % At or Above Basic | 97% | 97% | 96% |
| % At or Above Proficient | 76% | 87% | 78% |
| % At Advanced/Goal | 48% | 53% | 44% |
| Number of students tested | 29 | 30 | 27 |
| 2. Not eligible free/reduced | | | |
| % At or Above Basic | 100% | 100% | 100% |
| % At or Above Proficient | 100% | 100% | 88% |
| % At Advanced/Goal | 100% | 100% | 75% |
| Number of students tested | 10 | 9 | 8 |
| STATE SCORES | | | |
| State Mean Scaled Score | 255.1 | 255.3 | 249.8 |
| % At or Above Basic | 92% | 92% | 90% |
| % At or Above Proficient | 82% | 82% | 79% |
| % At Advanced/Goal | 61% | 61% | 58% |

***See attached sheets describing Connecticut's category designations.**

Test: Connecticut Mastery Test 3rd Generation
 Grades Administered: 4 and 6
 Test Year/Edition: 2000 Form L
 2005 Form M
 2006 Form M
 Publisher: Harcourt Educational Measurement

THOMAS G. ALCORN - CMT SCORES
GRADE 4 – READING*

| Testing month: September | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|
| SCHOOL SCORES | | | |
| % At or Above Basic | 94% | 69% | 79% |
| % At or Above Proficient | 62% | 51% | 62% |
| % At Advanced/Goal | 39% | 33% | 36% |
| Number of students tested on level | 31 | 40 | 40 |
| Out of Level | 2 | 4 | 2 |
| Skills Checklist | 1 | 3 | 0 |
| Number Exempt | 0 | 0 | 0 |
| % of students tested on level | 91% | 85% | 95% |
| SUBGROUP SCORES | | | |
| 1. Eligible free/reduced | | | |
| % At or Above Basic | 50% | 58% | 83% |
| % At or Above Proficient | 44% | 38% | 63% |
| % At Advanced/Goal | 22% | 17% | 37% |
| Number of students tested | 18 | 24 | 30 |
| 2. Not eligible free/reduced | | | |
| % At or Above Basic | 85% | 81% | 80% |
| % At or Above Proficient | 62% | 69% | 70% |
| % At Advanced/Goal | 62% | 56% | 40% |
| Number of students tested | 13 | 16 | 10 |
| STATE SCORES | | | |
| State Mean Scaled Score | 246.0 | 248.4 | 249.7 |
| % At or Above Basic | 79% | 81% | 80% |
| % At or Above Proficient | 69% | 71% | 71% |
| % At Advanced/Goal | 56% | 58% | 57% |

***See attached sheets describing Connecticut's category designations.**

Test: Connecticut Mastery Test 3rd Generation
 Grades Administered: 4 and 6
 Test Year/Edition: 2000 Form L
 2007 Form M
 2008 Form M
 Publisher: Harcourt Educational Measurement

THOMAS G. ALCORN - CMT SCORES
GRADE 6 – READING*

| Testing month: September | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|
| SCHOOL SCORES | | | |
| % At or Above Basic | 92% | 80% | 86% |
| % At or Above Proficient | 70% | 69% | 57% |
| % At Advanced/Goal | 65% | 58% | 37% |
| Number of students tested on level | 37 | 38 | 35 |
| Out of Level | 2 | 2 | 6 |
| Skills Checklist | 0 | 0 | 1 |
| Number Exempt | 1 | 1 | 0 |
| % of students tested on level | 93% | 93% | 83% |
| SUBGROUP SCORES | | | |
| 1. Eligible free/reduced | | | |
| % At or Above Basic | 89% | 76% | 81% |
| % At or Above Proficient | 59% | 62% | 52% |
| % At Advanced/Goal | 56% | 55% | 33% |
| Number of students tested | 27 | 29 | 27 |
| 2. Not eligible free/reduced | | | |
| % At or Above Basic | 100% | 89% | 100% |
| % At or Above Proficient | 100% | 67% | 75% |
| % At Advanced/Goal | 90% | 67% | 50% |
| Number of students tested | 10 | 9 | 8 |
| STATE SCORES | | | |
| State Mean Scaled Score | 251.5 | 253 | 249.7 |
| % At or Above Basic | 82% | 82% | 82% |
| % At or Above Proficient | 74% | 75% | 75% |
| % At Advanced/Goal | 64% | 64% | 62% |

***See attached sheets describing Connecticut's category designations.**

GRADE 4
UNDERSTANDING THE SCALE SCORES FOR MATHEMATICS
CMT THIRD GENERATION

| | |
|--|---|
| Scale Score 242-400 Advanced/Goal | Students who score at this level are performing at or above the statewide goal in mathematics. These students possess the knowledge and skills necessary to perform the tasks and assignments expected of 4 th graders independently or with minimal teacher assistance. Generally, these students demonstrate well-developed computational skills, conceptual understanding and problem-solving skills. |
| 210-241 Proficient | Students who score at this level are performing below the statewide mathematics goal. Generally, students who score at this level demonstrate well-developed computational skills, adequately developed conceptual understanding, but only partially developed problem-solving skills. |
| 187-209 Basic | Students who score at this level are performing well below the statewide basic mathematics goal. Generally, students who score at this level demonstrate adequately developed computational skills, but limited conceptual understanding and problem-solving skills. |

GRADE 4
UNDERSTANDING THE SCALE SCORES FOR READING
CMT THIRD GENERATION

| | |
|--|--|
| Scale Score 243-400 Advanced/Goal | Students who score at this level are performing at or above the statewide reading goal. They possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of a student at the grade level with minimal teacher assistance. Generally, they can comprehend textbooks and other materials typically used at grade 4 or above. |
| 225-242 Proficient | Students who score at this level are performing below the statewide reading goal. Generally, students who score at this level comprehend (with some teacher assistance) textbooks and other materials typically used at grade 4 or below. |
| 109-224 Basic | Students who score at this level are performing well below the statewide reading level. Generally, students who score at this level can comprehend, with varying degrees of difficulty, materials written below a grade 4 level. |

GRADE 6
UNDERSTANDING THE SCALE SCORES FOR MATHEMATICS
CMT THIRD GENERATION

| | |
|--|---|
| Scale Score 245-400 Advanced/Goal | Students who score at this level are performing at or above the statewide goal in mathematics. These students possess the knowledge and skills necessary to perform the tasks and assignments expected of 6 th graders independently or with minimal teacher assistance. Generally, these students demonstrate well-developed computational skills, conceptual understanding and problem-solving skills. |
| 215-244 Proficient | Students who score at this level are performing below the statewide mathematics goal. Generally, students who score at this level demonstrate well-developed computational skills, partially developed conceptual understanding, but only partially developed problem-solving skills. |
| 191-214 Basic | Students who score at this level are performing well below the statewide basic mathematics goal. Generally, students who score at this level demonstrate partially developed computational skills, limited conceptual understanding and very limited problem-solving skills. |

GRADE 6
UNDERSTANDING THE SCALE SCORES FOR READING
CMT THIRD GENERATION

| | |
|--|--|
| Scale Score 239-400 Advanced/Goal | Students who score at this level are performing at or above the statewide reading goal. They possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of a student at the grade level with minimal teacher assistance. Generally, they can comprehend textbooks and other materials typically used at grade 6 or above. |
| 222-238 Proficient | Students who score at this level are performing below the statewide reading goal. Generally, students who score at this level can comprehend (with some teacher assistance) textbooks and other materials typically used at grade 6 or below. |
| 208-221 Basic | Students who score at this level are performing well below the statewide reading level. Generally, students who score at this level can comprehend, with varying degrees of difficulty, materials written below a grade 6 level. |