

REVISED 3-16-05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mrs. Kathleen C. Greider
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Henry C. Dwight Elementary School
(As it should appear in the official records)

School Mailing Address 585 Wethersfield Avenue
(If address is P.O. Box, also include street address)

Hartford, CT 06114-1992
City State Zip Code+4 (9 digits total)

County Hartford School Code Number* 007

Telephone (860) 695-3400 Fax (860) 296-2938

Website/URL www.hartfordschools.org E-mail kgreider@hartfordschools.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 2-3-05

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

District Name Hartford Public Schools Tel.(860) 695-8401

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 2-3-05

Name of School Board President/Chairperson Mr. Robert Long
(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 2-3-05

**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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

DISTRICT

1. Number of schools in the district: __27__ Elementary schools
 __5__ Middle schools
 __0__ Junior high schools
 __6__ High schools
 __1__ Other
- __39__ TOTAL

2. District Per Pupil Expenditure: \$10,734

Average State Per Pupil Expenditure: \$8,306

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. 4 Number of years the principal has been in her/his position at this school.

n/a If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	15	8	23	7			
K	56	29	85	8			
1	48	60	108	9			
2	46	49	95	10			
3	43	33	76	11			
4	33	33	66	12			
5	39	30	69	Other			
6	280	242	522				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							522

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>17</u> | % White |
| <u>21</u> | % Black or African American |
| <u>60</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 27 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	72
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	67
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	139
(4)	Total number of students in the school as of October 1	520
(5)	Subtotal in row (3) divided by total in row (4)	.267
(6)	Amount in row (5) multiplied by 100	27

8. Limited English Proficient students in the school: 25 %
127 Total Number Limited English Proficient

Number of languages represented: 15

Specify languages:

English, Spanish, Portuguese, Vietnamese, Chinese, Bengali, Albanian, Somali, Dari, Farsi, French, Serbo-Croatian, Basa, Italian and Polish

9. Students eligible for free/reduced-priced meals: 92 %

Total number students who qualify: 482

10. Students receiving special education services: 11 %
57 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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>12</u> Developmentally Delayed

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

Number of Staff

	Full-time	Part-Time
Administrator(s)	2	0
Classroom teachers	29	0
Special resource teachers/specialists	4	3
Paraprofessionals	9	0
Support staff	10	3
Total number	52	6

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	94%	99%	92%
Daily teacher attendance	6%	6%	8%	5%	8%
Teacher turnover rate	20%	36%	36%	21%	21%
Student dropout rate (middle/high)	n/a %				
Student drop-off rate (high school)	n/a %				

Explanation for high teacher turnover rate:
 During the school year 1999-2000, Dwight School received a new principal after a number of interim principals. The new principal put many policies and procedures in place to remedy the many issues that occurred during the time of instability (1997-1999). The new principal began to evaluate and document teachers who were not performing at a level of excellence expected at Dwight School. A new culture of high expectations and a focus on student achievement emerged. Staff members who were documented as not performing at the level of excellence expected transferred out, resigned, were terminated or retired (36% turnover in 2001-2002 and 2002-2003). Through a structured interview process, new staff members were hired who mirrored the focus on student achievement, excellence and high expectations that are required of every staff member at Dwight Elementary School. During the year 2003-2004, a 16% decline in teacher turnover was seen. This new trend is due to the stability of leadership, the hiring of new staff members aligned with Dwight’s mission, and a shared leadership model that is present today at Dwight School.

PART III - SUMMARY

Our mission statement reflects the unique culture of Henry C. Dwight Elementary School in its acknowledgement of diversity and commitment to celebrating student growth and cultural heritage. Visual representation of our mission can be seen in the many examples of individual student work and class projects that provide the print-rich environment of which our school is very proud. Our school theme, “Global Cooperative Society” and our students’ differing cultural backgrounds are valued and celebrated throughout the school year. We strive to increase students’ self-esteem and promote the characteristics of a good citizen through monthly Global Council Assemblies and our weekly Living Themes. Steps to Respect, the Getting Along Curriculum, Sporting Minds, and Cooperative Discipline programs are used to reinforce and teach our children the social skills necessary to become responsible citizens.

The mission statement guides the school’s planning and decision making regarding policies, procedures and programs as well as the social, academic and intellectual development of the students. Our commitment to respecting one another, the environment, the building of character and our dedication to instill the desire for life-long learning in our students, are all reflective of our mission statement. The multi-ethnic composition of our student body exemplifies the importance of developing respect and nurturing the potential of all students to become self-sufficient, productive learners in a culturally diverse world. We firmly believe that every child at Dwight Elementary School has the right to learn and is provided with high quality instruction in order to meet grade level success.

The administrators and staff set high expectations for social and academic learning. These expectations are articulated through the staff’s effective delivery of instruction and awareness of the individual needs of students. Students at Dwight are expected to reach and surpass the standard goals for each grade level. High academic standards for students are evidenced through consistent and measurable gains on the Connecticut Mastery Tests (CMT). These efforts affirm the belief that all students will become self sufficient, productive members of society.

The mission statement and expectations reflect the values of the entire community through a focus on high achievement and life long learning. This community values the importance of literacy, not only as it relates to reading, writing, speaking, but also in mathematics, the sciences and other content areas, including the arts and technology. The curriculum is the vehicle by which children will become literate and life long learners.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Connecticut Mastery Tests (CMT) is a criterion reference test that provides assessment of how well students statewide are reaching the standards of achievement that have been established by the State Board of Education in reading, writing and mathematics. The test began with a 1st and 2nd Generation test in the 1980’s and 1990’s to a 3rd Generation launched in the fall of 2000. The Connecticut (CT) State Department of Education has set high expectations for academic achievement for all students. The current 3rd Generation CMT is directly aligned to the Connecticut Mathematic and Language Arts Frameworks and assesses the skills mastered by the end of grades 3, 5, and 7. It should be noted that the CMT is administered in September of Connecticut students’ 4th, 6th and 8th grade academic year. Dwight is a Pre-K through 5th grade school; therefore, data is reported for only grade 4. Dwight School utilizes the data obtained from the CMT to drive instructional practices and impact student achievement. The standard CMT results are reported by the following levels for individual students as well as the school at large; Advanced, Goal, Proficient, Basic and Below Basic for reading, writing and mathematic

assessments. Performance levels that demonstrate meeting the standard are the Advanced, Goal and Proficient levels. Scale scores are used to determine results by level. Students “alternatively assessed” refer to special education students with an Individualized Education Plan (IEP) that requires alternative testing. In Connecticut, that test is a 2nd grade CMT. Subgroups have been analyzed by the Connecticut State Department of Education using the CMT since 2000. In order to have a subgroup reported, 20 or more students must be represented. Due to a small number of students in particular subgroups, an analysis and comparison by subgroup would only represent the appraisal of individual students’ performances as opposed to the understanding of how these subgroups generally perform on the CMT. The two subgroups reported for Dwight School are the Hispanic and Economically Disadvantaged subgroups. For example, in 2003, 68% of Hispanic students scored at or above proficient and 65% of Economically Disadvantaged students scored at or above proficient in reading. In mathematics, 86% of Hispanic students scored at or above proficient and 84% of Economically Disadvantaged students scored at or above proficient on the 2003 CMT.

The CMT mathematics assessment measures students’ mastery of basic math skills, their understanding of mathematics concepts, and their ability to use these skills to solve problems. Multiple choice questions as well as open-ended questions are represented on this test. In 2000, Dwight School’s CMT results in mathematics show that 39% of 4th grade students scored at or above the proficient level. In contrast, 81% of 4th grade students scored at or above the proficient level in math on the 2003 CMT. Students’ reading skills are measured with two tests. The Degrees of Reading Power (DRP) test assesses a child’s understanding of what has been read using nonfiction text. The second test is Reading Comprehension. This test assesses the students’ understanding of both fiction and nonfiction passages through multiple choice and open-ended questions. In 2000, the percentage of 4th graders at or above proficient in reading was 24% and in 2003, 60% of 4th graders were at or above the proficient level in reading at Dwight School. Writing skills are also assessed in two ways. The Direct Assessment of Writing requires students to draft a piece of writing in response to a given topic. The Editing and Revising test requires students to answer multiple-choice questions to show how well they can compose, revise and edit a written passage. In 2000, 39% of 4th graders at Dwight scored at or above proficient in writing while 81% scored at or above the proficient level in 2003. Dramatic gains in student achievement are the result of comprehensive, consistent and rigorous instruction that is aligned with data analysis and high expectations for student achievement. Incremental yearly progress is noted on pages 12-17 in all areas of the CMT. More detailed information on the state assessment system may be found at www.csde.state.ct.us as well as www.cmtreports.com.

2. A system has been implemented by our teaching and administrative staff that requires a review of assessment data provided by the state, district and school in all curriculum areas. This system was developed to ensure that the needs of all students are addressed through staff professional development workshops, interventions, goal setting, and instructional methods. Data, both formal and informal, is collected by classroom teachers. Instructional conversations, based on this data, take place at weekly grade level meetings. These conversations focus on instructional methods that address any academic areas in need of improvement. All classroom data is shared and analyzed collaboratively by our students and their teachers. This data is then placed in the classroom’s data analysis area. Successes are celebrated, and both the teacher and students create goals to increase the classroom’s academic achievement. In addition, individual student conferences occur to share data with students and create goals that are housed in student portfolios. Student generated rubrics assist students in their daily understanding of exemplary work and guide students towards increased student achievement. All classroom and school data is placed in Dwight School’s Data Analysis Binder and is reviewed monthly by the Data Analysis Team. Data summaries and analyses are provided to all staff as well as the Leadership Team. Classroom, support and resource personnel use this data to plan instruction. The Leadership Team makes recommendations to administration and our School Improvement Team for future professional development workshops. Time

is provided at all staff meetings and professional development workshops to review our data. Our Literacy Facilitator keeps a comprehensive data base on all students in the area of literacy that includes data over the past four years. This comprehensive data base enables us to monitor every student's progress over time and ensure that continual progress is maintained. If needed, interventions such as one-on-one tutoring, after school programming, Student Assistance Team support, and/or mentoring take place to ensure student success.

3. Student progress is communicated to students, parents, staff and the community throughout the year in a variety of ways as outlined in our School Improvement Plan (SIP). A Parent Involvement Team ensures parent communication as a priority at Dwight School as defined in our SIP. Curriculum Nights, Parent Teacher Conferences, Monthly Multicultural Celebrations, Parent Teacher Organization (PTO) Monthly Workshops, Parent Video Library Sign Out, Weekly Highlights, and Student Planners are all opportunities for parents to receive information and try strategies to help their child at home. During Parent Teacher Conferences, teachers review assessment data and benchmark information to help parents understand the meaning of the data as it reflects their child's academic progress. Parents are provided suggestions by the teacher to assist students at home. Additional materials and/or videos are available to parents in our Literacy Resource Room. A vital component of fostering the link between parents and schools is to make consistent efforts to increase communication among teachers, school, and parents. The goal of teacher and school communication is to develop a positive connection to families to assist our students in making consistent progress towards attaining academic benchmarks. Whole school and classroom assessment results and strategies are shared with parents and the community via classroom displays, school displays and weekly submissions to the Hartford Public Access Channel. A monthly Family Calendar and bimonthly newsletter provides parents and the community with information about assessment results, learning strategies and general information about the school and upcoming events. Dwight School has been featured in the Hartford Courant, The Hartford Magazine and the Hartford Business Journal for their efforts in fostering successful community partnerships. Our consistent, purposeful and focused parent and community communication has created a successful, positive school environment where children flourish.

4. Dwight Elementary School has become a leader of innovative instructional techniques in the Hartford Public Schools district and seeks out opportunities to share its successes with other schools, especially inner city schools. Dwight has served as a model for school reform in the district, opening its doors for both teachers and administrators to observe classroom instruction, meet with our administrator or be provided mentoring. Recently, Dwight presented at a Principal's Conference where all schools in the district were represented. Our unique and innovative method of Standards Based Instruction was shared with all participants. This presentation is currently being shared with the State Department of Education and it may be shared with other districts. The principal at Dwight Elementary School has been appointed as a Team Leader Principal in the district. She mentors new principals to the Hartford Public Schools and shares best practices and leadership strategies with these principals on a monthly basis. This school year, Dwight School presented at the annual National Foundation for Excellent Schools Conference. This presentation included leadership strategies with which to improve college awareness and student achievement. Dwight School administration and staff look forward to sharing successful best practices both within Hartford and in other school districts.

PART V – CURRICULUM AND INSTRUCTION

1. The mission of Dwight School is derived from the school and community's beliefs in the value of education as a gateway to a productive future. The ultimate goal is to prepare the students of Dwight to be life long learners. All areas of our curriculum focus on our shared goal that students will become critical thinkers utilizing their reading, writing, and computing abilities throughout their lives. Students are

expected to be self-sufficient and productive workers, caring, responsible citizens, and respectful of diversity within cultures. The caring atmosphere at Dwight School fosters a safe learning environment that enables children to reach their full potential.

Teachers use a balanced literacy approach to language arts instruction during the Success For All/Readers and Writers Workshop. Teachers continually instruct and model the behaviors of good readers and writers through weekly standards based themes. This comprehensive literacy approach includes many opportunities for students to respond critically and thoughtfully to texts and learning. Within a balanced literacy program, the teacher provides learners with the skills, strategies, materials, and the social and emotional support that they need. Instructing, modeling, conferencing, and coaching, are all part of this model and are aligned to the Connecticut Language Arts Framework through the use of weekly learning themes. Students are explicitly taught the relationship between letters and sounds with equal importance given to the construction of meaning and the ability to think critically and creatively. Students' literacy growth is developed through authentic and interactive activities in listening, speaking, reading, writing, and viewing. Reading and writing are interwoven in all curriculum areas. Language Arts related activities permeate every aspect of academic life at Dwight School. At the heart of instruction is the celebration of diversity through which our staff nurtures students' self-esteem and student citizenship.

The mathematics curriculum is aligned with the Connecticut Mathematics Framework and the National Council of Teachers of Mathematics (NCTM). Instruction includes using hands-on activities with manipulatives, cooperative grouping, modeling, and direct instruction. Concepts and skills are taught based on the seven strands of the Connecticut Mathematical Framework : number sense, patterns and relationships, operations and computation (including problem solving), measurement, geometry, probability and statistics (including graphs, tables, and charts), and algebra. Higher order thinking skills and strategies are emphasized.

The science curriculum is kit-based, hands-on and is highly interactive. The science program is aligned with the Connecticut Framework for science and is endorsed by the National Science Foundation. The Kit-Based Science Program provides opportunities for students to develop an understanding of scientific inquiry learning and application of concepts. Students at each grade level participate in hands-on experiences with the Life, Physical and Earth Science kits.

The Social Studies curriculum is aligned with the National Council of Social Studies. The Social Studies program provides a course of study that encourages children to become informed and active citizens. The curriculum is multicultural and emphasizes the student as an active learner. A wide variety of activities such as, guided inquiry, interviewing, analyzing pictures and photos, reading and interpreting primary source materials, working with maps and completing projects maximize student involvement.

Art, Music and Physical Education curricula are aligned with State and National Standards. Interdisciplinary and thematic units are incorporated throughout the school year. The unified arts curricula provide a balance among verbal, analytical and intuitive experiences thus fostering creative thinking, problem solving, self-awareness, sensitivity, and personal expression. Our weekly learning themes that are aligned to the Connecticut Language Arts Framework are integrated into Art, Music and Physical Education. This creates connections for students and assist students with mastery of content knowledge.

2a. Reading instruction at Dwight School is organized using the theory of the balanced literacy model within the Success For All Reading Reform Model. This structure provides and cultivates the skills of reading, writing, thinking, speaking and listening for all students, thus meeting the needs and addressing the individual learning styles of all of our students. It involves several techniques of teaching reading and writing, whole class instruction directed by the teacher as well as small group instruction and independent

work in reading, writing, and oral language that are aligned with the Connecticut Language Arts Framework through weekly learning themes.

Reading and writing lessons are delivered during a 2 ½ hour uninterrupted block of time and integrated in all subject areas. Instruction in grades K-3 includes one hour of reading instruction, one hour of writing instruction and ½ hour of phonics instruction. Literacy instruction in grades 4-5 consists of 90 minutes of reading instruction and one hour of writing instruction. Literacy instruction is characterized by the following:

- Instruction which provides reading to, with, and by children through reading aloud, shared reading, guided reading, literature study and independent reading.
- Instruction which provides writing for, with, and by children through modeled writing, interactive writing, shared writing, language experience approach and independent writing
- Continuous opportunities for students to read independently for extended periods of time to become fluent readers

Assessment is on-going and both formal and informal. A formal assessment (SRI-Scholastic Reading Inventory) is administered quarterly. Some of the informal assessment methods include; weekly story tests, graphic organizers, journal entries, projects, rubrics, running records, conferencing, book reports, book logs and checklists.

3. Writing is a necessary life long skill. As teachers, we share the responsibility and challenge of providing students with the experiences and knowledge to attain the skills needed for successful writing. Regardless of the subject matter being taught, writing skills can be addressed both formally and informally through instruction and modeling.

Our writing curriculum is aligned with the Connecticut Language Arts Framework and National Standards. The Empowering Writers program is used for instruction. Writing is taught as part of our balanced literacy program and is infused throughout the day in all content areas. The process approach to writing instruction (prewriting, first draft, revision, editing, and publishing) as well as modeled, shared, guided and interactive writing are used. Independent writing is a central component of our writing program. Students are afforded opportunities to write for a variety of purposes and a range of audiences. They analyze the styles of various authors by comparing and contrasting characters and themes. Authentic literature is used as author mentors as students write across a wide variety of genres. All students are required to write from various points of view as they respond to literature and answer open-ended questions.

Writing is an integral part of our mathematics curriculum. Students write to explain their thinking during problem-solving tasks in order to clarify their thinking process. In science and social studies both descriptive and expository writing are required as students write about current events, complete research reports, and record experiments.

Reading and writing activities not only help build literacy skills; they can also be used as a means for exploring ideas in content areas, analyzing information learned in content areas, and organizing this information for later retrieval. The focus on our weekly learning themes throughout the curriculum, help to integrate all areas of the curriculum and create literate, productive, independent learners.

4. A number of teaching methods and activities are used to help students meet grade level benchmarks. Which instructional method is “right” for a particular lesson depends on many factors, and among them are the age and developmental level of the students, what the students already know, what they need to know to succeed with the lesson, the subject matter content, the objective of the lesson, modifications for learners and the standards that need to be addressed. The following methods are utilized by staff:

- **COOPERATIVE LEARNING**- involves small heterogeneous student groups working together to solve a problem or complete a task. This teaching method promotes active participation, individual accountability, and student ability to work cooperatively and improves social skills.
- **DIRECT INSTRUCTION** - is used to help students learn concepts and skills. There are various models of Direct instruction but all include similar steps; introduction, presentation of new information, guided practice and independent practice
- **INDIRECT/INQUIRY BASED INSTRUCTION** - Inquiry, induction, problem solving, decision making, and discovery are terms that are used interchangeably to describe indirect instruction. In contrast to the direct instruction strategy, indirect instruction is mainly student-centered, although the two strategies can complement each other.
- **INTERACTIVE INSTRUCTION**-consists of a group of students exchanging information, opinions, or experiences and working toward a common goal or adding to common knowledge. Accountable talk rubrics are used for student self assessment of discussions. They are usually more structured than conversations.
- **EXPERIENTIAL LEARNING** - is inductive, learner centered, and activity oriented. Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning.
- **INDEPENDENT** - refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement.

5. Dwight School's professional development (PD) program is designed to enable all of our staff to work collaboratively to discuss best practices, problem solve, reflect on practice, and take responsibility for improving student learning. PD is linked to our SIP, as well as to the district's priorities and goals. Our Leadership Team works collaboratively with the Data Analysis Team and administration to make decisions about PD programs and initiatives. PD is never an isolated activity. All sessions are results oriented and provide opportunities to build knowledge, refine skills, practice new learning, receive coaching and evaluate results in terms of its impact on improving student learning. Each professional development workshop begins with a Book Talk of PD resource material (professional books, articles, etc.) that reflect best practice and current research. This keeps staff on the "cutting edge" of innovative instructional strategies and gives us a common language to discuss instructional practices. The goal of our professional development workshops is to strengthen staff skills by utilizing data to determine priorities, establish plans, monitor progress, and adjust daily instruction to meet the needs of our students. Increased student achievement over the last four years is a direct result of this professional development model. This understanding is then applied to creating productive learning environments that are responsive to student unique talents, strengths and needs. PD deepens staff knowledge of subject area content and provides them with research-based instructional strategies that support improved student learning. PD activities have clear purposes related to improving practice and are evaluated in terms of their impact on student learning. Professional development activities enable Dwight staff members (classroom, resource, support, unified arts staff and paraprofessionals) to coordinate curriculum within and across grade levels to provide coherent and developmentally sound programs

PART VII - ASSESSMENT RESULTS

Subject Math Test Connecticut Mastery Test

Edition/Publication Year CTB/McGraw Hill: 2003
Harcourt Educational Measurement: 1999-2002
Connecticut State Board of Education

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES				
% At or Above Basic	94	90	97	66
% At or Above Proficient	84	81	86	48
% At Advanced	15	3	17	0
Number of students tested	62	79	64	90
Percent of total students tested	100	92	92	71
Number of students alternatively assessed	0	1	1	11
Percent of students alternatively assessed	0	1	1	12
Number Exempt (Non-English and less than 10 months in the U.S.)	0	5	4	12
Percent Exempt (Non-English and less than 10 months in the U.S.)	0	6	3	13
SUBGROUP SCORES				
1. <u>Hispanic</u> (specify subgroup)				
% At or Above Basic	93	88	96	64
% At or Above Proficient	87	86	83	44
% At Advanced	6	2	8	0
Number of students tested	33	52	39	46
2. <u>Economically Disadvantaged</u> (specify subgroup)				
% At or Above Basic	96	89	96	66
% At or Above Proficient	86	80	87	50
% At Advanced	18	3	17	0
Number of students tested	51	65	54	55
STATE SCORES				
% At or Above Basic	90	90	91	92
% At or Above Proficient	80	81	81	82
% At Advanced	19	21	21	18

*2004-2005 data will be sent as soon as all data is available.

Subject Reading Grade 4 Test Connecticut Mastery Test

Edition/Publication Year CTB/McGraw Hill: 2003
Harcourt Educational Measurement: 1999-2002
Connecticut State Board of Education

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month				
SCHOOL SCORES				
% At or Above Basic	69	63	56	36
% At or Above Proficient	60	47	42	24
% At Advanced	3	1	2	2
Number of students tested	62	79	64	90
Percent of total students tested	100	92	92	71
Number of students alternatively assessed	0	1	1	11
Percent of students alternatively assessed	0	1	1	12
Number Exempt (Non-English and less than 10 months in the U.S.)	0	5	4	12
Percent Exempt (Non-English and less than 10 months in the U.S.)	0	6	3	13
SUBGROUP SCORES				
1.Hispanic (specify subgroup)				
% At or Above Basic	79	63	51	27
% At or Above Proficient	64	47	33	17
% At Advanced	3	2	0	0
Number of students tested	33	51	39	48
2.Economically Disadvantaged (specify subgroup)				
% At or Above Basic	71	63	59	37
% At or Above Proficient	63	48	44	26
% At Advanced	2	2	2	2
Number of students tested	51	65	54	56
STATE SCORES				
% At or Above Basic	80	79	81	80
% At or Above Proficient	69	69	71	71
% At Advanced	16	19	20	22

*2004-2005 data will be sent as soon as all data is available.

Subject Writing Test Connecticut Mastery Test

Edition/Publication Year CTB/McGraw Hill: 2003
Harcourt Educational Measurement: 1999-2002
Connecticut State Board of Education

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month				
SCHOOL SCORES				
% At or Above Basic	94	89	98	72
% At or Above Proficient	81	75	79	39
% At Advanced	15	8	16	0
Number of students tested	62	79	64	90
Percent of total students tested	100	92	92	71
Number of students alternatively assessed	0	1	1	11
Percent of students alternatively assessed	0	1	1	12
Number Exempt (Non-English and less than 10 months in the U.S.)	0	5	4	12
Percent Exempt (Non-English and less than 10 months in the U.S.)	0	6	3	13
SUBGROUP SCORES				
1. Hispanic (specify subgroup)				
% At or Above Basic	94	88	97	72
% At or Above Proficient	85	76	71	39
% At Advanced	12	6	10	0
Number of students tested	33	51	39	46
2. Economically Disadvantage (specify subgroup)				
% At or Above Basic	94	89	98	75
% At or Above Proficient	82	77	81	39
% At Advanced	18	9	15	0
Number of students tested	51	65	54	55
STATE SCORES				
% At or Above Basic	95	92	93	92
% At or Above Proficient	83	81	82	80
% At Advanced	22	20	20	14

*2004-2005 data will be sent as soon as all data is available.

REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 4 Test Connecticut Mastery Test

Edition/Publication Year CTB/McGraw Hill: 2003
Harcourt Educational Measurement: 1999-2002
Connecticut State Board of Education

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES				
Total Score	247	235	247	207
Number of students tested	62	73	59	64
Percent of total students tested	100	92	92	71
Number of students alternatively assessed	0	1	1	11
Percent of students alternatively assessed	0	1	1	12
Number Exempt (Non-English and less than 10 months in the U.S.)	0	5	4	12
Percent Exempt (Non-English and less than 10 months in the U.S.)	0	6	3	13
SUBGROUP SCORES				
1.Hispanic (specify subgroup)	242	232	238	204
Number of students tested	33	51	39	46
2.Economically Disadvantage (specify subgroup)	251	235	249	208
Number of students tested	51	65	54	55

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	n/a	n/a	n/a	n/a
NATIONAL STANDARD DEVIATION	n/a	n/a	n/a	n/a

*2004-2005 data will be sent as soon as all data is available.

Subject Reading Grade 4 Test Connecticut Mastery Test

Edition/Publication Year CTB/McGraw Hill: 2003
Harcourt Educational Measurement: 1999-2002
Connecticut State Board of Education

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES				
Total Score	232	221	220	198
Number of students tested	62	73	59	66
Percent of total students tested	100	92	92	71
Number of students alternatively assessed	0	1	1	11
Percent of students alternatively assessed	0	1	1	12
Number Exempt (Non-English and less than 10 months in the U.S.)	0	5	4	12
Percent Exempt (Non-English and less than 10 months in the U.S.)	0	6	3	13
SUBGROUP SCORES				
1.Hispanic (specify subgroup)	235	223	212	192
Number of students tested	33	51	39	48
2.Economically Disadvantaged(specify subgroup)	234	221	222	199
Number of students tested	51	65	54	56

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	n/a	n/a	n/a	n/a
NATIONAL STANDARD DEVIATION	n/a	n/a	n/a	n/a

*2004-2005 data will be sent as soon as all data is available.

Subject Writing Grade 4 Test Connecticut Mastery Test

Edition/Publication Year CTB/McGraw Hill: 2003
Harcourt Educational Measurement: 1999-2002
Connecticut State Board of Education

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES				
Total Score	246	238	252	211
Number of students tested	62	73	58	64
Percent of total students tested	100	92	92	71
Number of students alternatively assessed	0	1	1	11
Percent of students alternatively assessed	9	1	1	12
Number Exempt (Non-English and less than 10 months in the U.S.)	0	5	4	12
Percent Exempt (Non-English and less than 10 months in the U.S.)	0	6	3	13
SUBGROUP SCORES				
1.Hispanic (specify subgroup)	248	238	242	211
Number of students tested	33	51	39	46
2.Economically Disadvantage (specify subgroup)	250	238	252	212
Number of students tested	51	65	54	55

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	n/a	n/a	n/a	n/a
NATIONAL STANDARD DEVIATION	n/a	n/a	n/a	n/a

*2004-2005 data will be sent as soon as all data is available.