

Revised – March 28, 2005

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

Official School Name East Haven Academy
(As it should appear in the official records)

School Mailing Address 200 Tyler Street
(If address is P.O. Box, also include street address)

East Haven _____ Ct _____ 06512-2952 _____
City _____ State _____ Zip Code+4 (9 digits total)

County New Haven School Code Number* 0017

Telephone (203) 468-3299 Fax (203) 468-4961

Website/URL www.east-haven.k12.ct.us/eha/index/html E-mail d butcher@mail.east-haven.k12.ct.us

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

District Name East Haven Tel. (203) 468-3860

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 Finkle
(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)

*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 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

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
 1 Middle schools
 Junior high schools
 1 High schools
 1 Other

 11 TOTAL
2. District Per Pupil Expenditure: \$9,481.6

 Average State Per Pupil Expenditure: \$10,837.00

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. 8 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students 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				7	25	17	42
K				8	16	23	39
1				9			
2				10			
3	15	11	26	11			
4	18	15	33	12			
5	15	22	37	Other			
6	18	31	49				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							226

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| <u>88</u> | % White |
| <u>1</u> | % Black or African American |
| <u>7</u> | % Hispanic or Latino |
| <u>4</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100 | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	226
(5)	Subtotal in row (3) divided by total in row (4)	0%
(6)	Amount in row (5) multiplied by 100	1%

8. Limited English Proficient students in the school: 0 %
5 Total Number Limited English Proficient

Number of languages represented: 3
 Specify languages: Korean, Chinese, Russian

9. Students eligible for free/reduced-priced meals: 12 %
 Total number students who qualify: 28

If this method does not produce an 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: 4 %
 9 Total Number of Students Served

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

- | | |
|------------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 3 </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> 2 </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> 3 </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> 1 </u> Multiple Disabilities | |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 11 </u>	<u> </u>
Special resource teachers/specialists	<u> 5 </u>	<u> 2 </u>
Paraprofessionals	<u> </u>	<u> 2 </u>
Support staff	<u> 3 </u>	<u> 8 </u>
Total number	<u> 20 </u>	<u> 12 </u>

12. Average school student-“classroom teacher” ratio: 21
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	99%	100%	99%	97%	96%
Daily teacher attendance	4%	10%	6%	7%	6%
Teacher turnover rate	%	%	%	%	%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

A School Snapshot

East Haven Academy is nestled within the town of East Haven, which is part of the New Haven County. The population consists of 28,000 residents, 91% of which are white and 17% of which attained a Bachelor's Degree or Higher. Approximately 7% of the 446 Academy parents have attended college for two or more years. As educators, our role has been to educate our students and parents with respect to the need for and the importance of a challenging education in today's global economy.

Ninety-five percent of the students enter the Academy at the third and fourth grade level. These students fall within the average to below average level of ability and enter with basic foundational skills that require remediation and expansion. Over time, due to the efforts of a very committed and hard working staff, ability levels and talents are discovered and developed through the expansive educational program provided. Students are capable of meeting the high academic and behavioral expectations set through an effectively organized process of education. Over the last five years an average of 32% of grade eight students enter private high schools after promotion. Many of these high schools offer scholarships and seek out East Haven Academy students.

East Haven Academy is a school wide enrichment program that provides opportunities that develop the gifts and talents of all students in grades three through eight. Our vision is to create a safe, nurturing environment that builds on and strengthens the unique intellectual, emotional, social and physical potential of the WHOLE CHILD.

Through the involvement of character building exercises, students develop the social skills needed to work in cooperative and team learning situations. It is within the Academy's environment that students are expected to reach for higher understandings and application of knowledge. Societal needs directs educators to engage in systems thinking that fosters and emphasizes the HOW of learning (processes), that which values the collective intelligence of the group as well as the intelligence of each learner.

The academic goals of the Academy are to immerse our students in a print rich Integrated Language Arts curriculum. Implementing experimental and hands on discovery experiences in the Science and Math areas requires students to assimilate and apply their knowledge in both project and performance based assessments. Lessons are designed to provide active, high interest learning and address the multiple intelligences and wide range of learning styles of the students. High achievement is attained through instruction presented in a way that is motivating and relevant. Drama, music, and creative/artistic talents are enhanced and integrated into the curriculum.

In order for this school to achieve success, a unified commitment to the vision and philosophy must be a collaborative effort on the part of school, home, and community. To develop this, we capitalize on the talents and strengths of our qualified staff, family, and community members to provide the necessary linkage to real world experiences.

East Haven Academy is an educational alternative that is committed to preparing our students for the 21st century. It requires a paradigm shift that moves from a traditional perspective to a more expansive approach to teaching and learning. It is our mission to broaden students' perspectives, expand and accelerate their talents, cognitive abilities, and depth of understanding that ultimately fosters diverse, creative thinkers who are confident and productive leaders of society.

Meaning of Schools Assessment Results

Prior to explaining the meaning of the school's assessment results in language and mathematics, it is important to understand what the Connecticut Mastery Test consists of and what defines a student's mastery level. The information that follows in the next two paragraphs is adapted and taken from the CMT administration interpretive guide.

The Connecticut Mastery Test is a criterion-referenced test that assesses how well each student is performing on those skills or content strands, identified by content experts and practicing educators as important for students entering the grade to have mastered. The scores are used to determine whether or not students have attained mastery on particular content strands. If a student's score is equal to or greater than the mastery criterion, the student is considered to have mastered that particular content strand. State standards have been established in the areas of Mathematics, Reading, and Writing. These state standards represent high expectations and high levels of achievement in Connecticut. In June, 2002, four standards were established by the Connecticut State Board of Education in the areas aforementioned, creating five levels of performance: Advanced, Goal, Proficient, Basic and Below Basic. The top two levels (Advanced and Goal) define the Goal Range, which is the same as what historically has been referred to as "at or above the goal."

The test content is consistent with and aligned with The Connecticut Framework: K12 Curricular Goals and Standards as well as The Connecticut Common Core of Teaching. These documents combine with the Connecticut Mastery Test to aid educators in designing instructional programs across all grades to bring about continued student improvement.

These instruments are the driving force of the curriculum at East Haven Academy. As educators, teaching to the test is not seen as a valid means to an end that being high levels of performance. The context of knowing what children should know and be able to do at each grade level permits the teachers to integrate the objectives into the major concepts using curriculum themes, problem solving activities, and project based assessments that require the use of sophisticated cognitive and language process skills. The teaching practices at East Haven Academy are designed to allow teachers to organize skills and concepts into units of study that motivates student learning.

Each year, the CMT scores at the Academy consistently meet the State goal in the proficient and advanced levels as evidenced on the assessment tables attached that compare school, district and state percentage of students reaching goal. At each grade level, 4, 6, 8, a performance percentile is given in reading, writing and mathematics. The percentile represents the students achieving mastery level at or above the goal, Advanced and Goal, at their grade level.

Essentially these scores affirm the teaching and instructional practices being implemented at the Academy. Students in grade six and eight continue to show the cumulative results of identifying clear lesson and learning objectives while clearly linking remediation opportunities to high expectations of learning outcomes.

Using the CMT scores to compare the growth of the same students (comparing students to themselves rather than to other groups of students), provides the teachers with the analysis to focus on the needs of the students and assess and refine instruction and teaching practices.

Information on the state assessment system may be found at www.state.ct.us/sde/

Assessment Data Analysis

Lesson plans are designed to include the Connecticut Frameworks: K-12 Curricular Goals and Standards that are aligned with the Connecticut Mastery Test Objectives. These documents define what students should know and be able to do. Students are expected to reach for higher understandings and application of knowledge.

In addition to the Connecticut State Assessments, multiple data sources, such as classroom observations, teacher made assessment tasks, rubrics, and project and performance based assessments are used to analyze student learning and work. Teachers share the assessment data with their grade level colleagues as a means of determining students' strengths and weaknesses as well as learning styles. This practice enhances instructional practices and learning outcomes. By analyzing student work over time, teachers are able to determine the instructional strategies needed to promote the desired learning of each student.

In addition, assessment data is shared with students. Students are asked to reflect on and write about the strengths and weakness they see in their academic performance and the quality of the work they produce. This practice creates an understanding that learning is not just the sole responsibility of the teacher but that it is a joint effort of commitment and responsibility by all parties involved in the teaching and learning process.

Since this school is comprised of an elementary level, grades three through six, and a middle level comprised of grades seven and eight, time is set aside during designated professional development days, to review student outcomes across the levels as a means of refining the curriculum standards and expectations. Teachers are analyzing student work and the school assessment data to determine what we want students to know and be able to do when they enter and exit each grade.

Communication of Assessment Data

The Commissioner of the Connecticut State Department of Education communicates statewide assessment data to the community through the media and a written report. Each district then receives the data applicable to each school within the district. The Principal of each school analyzes the data and a report is written and sent to each family and staff member. Within the report, comparisons of the data during a three-year period are explained and shown through the use of line graphs.

This report is also sent to the district Central Office and reviewed by the Board of Education and Superintendent. A district report is presented to all parents interested as well as the news media.

The Principal consistently acknowledges the efforts of the students and staff through motivational messages that encourage students and teachers to move forward and maintain high standards of expectation and academic excellence each and every day.

Individual teachers, on a daily basis, also address student performance. Students and parents are given progress reports as needed; teacher communiqués are commonplace; conferences with students, parents and staff are held throughout the year. Students are required to lead the conference discussions that include an analysis of their performance. At the end of the conference, goals and an action plan for maintenance and/or improvement is determined.

Teachers submit multiple data assessments every three months for each student in their charge to the Principal. The teacher presents student work as evidence of learning mastery and/or a need for improvement. A conference is held to discuss the needs of the students, options for improvement and ways to constructively improve the teaching and learning process.

Sharing Successes

Once a year, an invitation to an information night is sent to the community at large. The Principal presents a snapshot view of East Haven Academy, its vision and mission. A short video depicts students using hands on discovery experiences.

Each year, grade seven and eight students share their unique science inventions with the community at large. This provides the community with an understanding of how students apply learned knowledge through performance-based assessments.

Several Academy teachers have invited individual teachers and/or teams of teachers to join with them in developing units of study in science and social studies. Elementary and middle school students are bussed to the Academy and are placed in multi-grade collaborative groups using the instructional practices aforementioned throughout this application.

Students and staff from schools within the district as well as the community at large are invited to attend two musical concerts and one elaborate musical/drama production every year. This is an opportunity to share the diverse talents and multiple intelligences of approximately half of the student population. During the musical production, an art exhibit of student work is displayed throughout the building.

In addition to what is presently in place for sharing our successes, our future goal is to share teaching and learning practices at the Academy with all middle and elementary school Principals in the district during regularly scheduled visits throughout the school year.

All teachers from those schools will be afforded professional development opportunities to spend time at the Academy observing the teaching and learning practices at all grade levels. Time will be provided for teachers to engage in reciprocal discussions and dialogue that focuses on lesson design and development and student outcomes. Teachers and curriculum coordinators in surrounding towns continue to visit the classrooms and meet with the Principal and teachers to discuss the teaching and learning practices at the Academy.

School's Curriculum

The Integrated Language Arts curriculum in grades three through eight is developed using a three-year curriculum map that consists of thematic units of study in social studies, history and science. The units of study are written and developed using *The National History and Science Standards* as well as the *CT State Department of Education Core Science Curriculum Framework*. Reading, writing, listening and speaking are integrated into the lessons presented.

The curriculum focuses on Essential Questions that involve students in relating historic themes to the issues facing the world today and possibly in the world of the future. Students are asked to make connections and broaden their perspectives and understanding of broad concepts by looking at patterns and cycles within the curriculum studied. Students are engaged as historians in researching concepts in authentic situations. Part of the teaching and learning process involves students in analyzing primary source documents, the reading of novels, responding to literature as well as taking part in simulations. Written reflections of learning and assessment of progress by students is done throughout the year.

The CT Core Science Curriculum Framework: For Teachers and Students to Explore Science and Its Role in Society is used to develop the curriculum. The science program reflects the importance of cycles, the interdependence of all living beings and the interconnectedness of everything on Earth and in the Universe. Students explore scientific concepts using the scientific method, hands on learning lab experiments, drawing conclusions and analyzing data, as well as applying knowledge to new situations i.e. projects, the creation of Power Point and I-Movies presentations and web sites.

The Mathematics Curriculum is developed using the *CT Mathematics Curriculum Framework*. Through hands on lessons and the use of math manipulatives, students develop essential concepts and skills at their level of understanding. Students work with abstract and concrete materials to develop number sense, identify patterns and relationships, perform computational operations, solve problems, use measurement and geometrical ideas, and analyze and interpret data. Mastery is reached by having the students apply knowledge to creative and newly developed models.

A foreign language program in Spanish in grades seven and eight is equal to a high school Spanish I class. This involves learning grammatical structures and vocabulary, which gradually lends itself to application of the language through speaking, reading, and writing. The students apply knowledge through projects and authentic, cultural presentations.

The Visual Arts Program is designed to foster an understanding and value for visual arts expressions throughout life. The objective is to increase the students' ability to express themselves through a visual language, to help students make connections to art of different artists, different cultures and different time periods, to foster student appreciation for different art forms, and to promote the recognition of visual art as a part of daily life.

The Art Program provides experiences with a variety of media and techniques, explores themes relevant to age and units of study in the school wide curriculum as well as art curriculum.

The Technology program is designed to give students an opportunity to use computers in a productive way that enhances learning. Technology is incorporated into the language arts and science classes as well as taught to the students at each grade level. The curriculum is comprised of the developmental skills and concepts, basic to advanced, at each grade level. These concepts and skills are taught during one period a week. A second period is used to teach the students how to incorporate and integrate the skills and concepts learned to all core subject curriculum areas. Teachers collaborate with the technology teacher to have students conduct research, create Power Point presentations, build web sites, complete Web Quests, and explore various interactive sites.

Reading Curriculum

The Reading Curriculum at East Haven Academy is a comprehensive Integrated Language Arts program that incorporates reading, writing, listening, and speaking. Thematic units are comprised of History/Social Studies and Science. These units are developed as a means of enhancing the students' perspectives and connections to the world in which they live. Each unit includes an overarching theme, a guiding question, and the concepts students are expected to learn. The purpose of these units is to bring students to higher levels of understanding and thinking that fosters their ability to make connections to the past and present world and how it creates and influences the world of the future.

The neuroscience brain research has indicated that student learning is maximized when learning is authentic. This approach promotes the use of thought provoking fiction and non-fiction literature. These materials provide opportunities for in depth discussions, character analysis, problem solving and critical thinking. In addition, students are taught to use primary and secondary sources when undertaking research in preparation for individual and collaborative presentations and projects. Through the analysis of student work, teachers determine what discrete skills and concepts need to be taught through mini-lessons and/or learning centers. Mini-lessons and/or learning centers are developed to teach the discrete skills and concepts the students need. Student needs are determined by teachers through an analysis of student work.

The students are actively involved in simulations that bring history to life. Students are able to “live” and make authentic connections to the past. Student involvement and participation provides them with a process that connects to big ideas and advances toward a comprehensive understanding of the world they live in today.

Instrumental Music Program

The music program at East Haven Academy provides students with an opportunity to realize and develop their individual musical talents while performing in ensembles with their peers. Students in grades four through eight have the opportunity to study musical instruments in the context of both small group lessons and full ensembles, including three Concert Bands, two Choirs, a Jazz Ensemble, and a Pit Band, which performs as a part of the school's annual musical theatre production. These ensembles provide students with an opportunity to study and perform music from a variety of styles and cultures. While the music program is largely a performance-based program the learning process (the “how” of learning) is emphasized throughout the rehearsal process. During rehearsals, students are encouraged to think about musical repertoire in terms of its cultural and historical significance, how it was composed, and how they can perform it to best communicate the composer's ideas. In addition, students have the opportunity to develop their creative skills through composition and improvisation activities. The music program promotes citizenship among the students offering them opportunities to share their talents with the larger community. Examples of this include performances at Woolsey Hall in New Haven, CT in collaboration with the New Haven Symphony Orchestra; the Hagan Memorial Library in East Haven, as part of the library's anniversary celebration; and several nursing homes and senior centers in East Haven.

Different Instructional Methods

Comprehension is developed within the context of meaningful stories and novels, using an integrated, language-enriched curriculum. Historical thematic units are developed and print rich literature is used as a means of teaching students how to explore new ideas that are relevant and meaningful. Through reflective practices, drawing inferences, analyzing characters, and a shared inquiry method that allows for dialogue of thoughts and diverse perspectives, students are provided with a forum to expand their knowledge, share varied experiences, and articulate their ideas verbally and in written form. Students acquire knowledge through active participation in simulation lessons that give breadth and depth to the content being taught. Learning centers are used as a means of extending, expanding, and accelerating differentiation within the curriculum. This provides teachers with time to address students needing more direct and guided instruction in the core subjects. Collaborative group activities are used to develop students' skills in constructing meaning, applying reading strategies, critical thinking and analysis. Bloom's Taxonomy is incorporated into lesson designs as a means of developing higher order thinking strategies. In addition to writing across the curriculum, time is scheduled to teaching the writing process. Individual portfolios containing samples of students' written work are used to guide instruction and provide teachers with a clear understanding of the students' strengths and weaknesses. Flexible groups are organized by individual needs based on conceptual mastery and/or need for direct and guided instruction in all subject areas. Hands on materials are used to enhance instructional methods in all curriculum areas. Journals are also used as a means of assessing students' conceptual understanding. Students must explain the process used in written form. Lesson designs are developed to include opportunities that foster success through diverse learning styles and multiple intelligences of all students.

School's Professional Development Program and Its Impact on Student Learning

Three years ago, the school district and CT State Department of Education instituted a teacher evaluation plan that shifted from distinguishing between the skills and practices of teachers to distinguishing student progress and the positive and/or negative impact that resulted due to effective or ineffective teaching skills and practices.

As a result, the school district implemented a professional development program that provides five full professional development days for all staff members. Teachers are given a variety of workshops and options to choose from. There are three half days for staff at individual schools to use in refining their individual and team competencies as they address student learning outcomes and teaching practices at the school level.

These three days are used to assess the goals of the five-year school improvement plan, which primarily focuses on assessment, and how it not only must be linked to curriculum and instruction but how it must be used to measure student progress. One of the school goals is to use multiple data sources that inform instruction and guides student learning. The second goal is to match content with students' interests, abilities and learning styles through the use of differentiation of instruction. As a result, the staff has been involved in the following professional development workshops: Looking Collaboratively at Student Work, Using Assessment to Inform Instruction, Designing Assessment to Improve Student Learning, and Use of Multiple Data Sources in Teacher Evaluation.

During the three building level half days, teachers meet as an entire staff for part of the day, and then break into teams to discuss current practices and how it relates to the information received during prior professional development opportunities. Through honest dialogue and reflection, refinement of teaching practices and student outcomes are established. The challenges have become greater but a commitment to work as a collective team and develop the professional competencies needed has helped us maintain high levels of student achievement.

The Administrator uses, through the teacher evaluation process, the inquiry method to guide, direct, and empower teachers to look at their teaching practices through reflective and analytical practices.

The challenges in education have become greater. A commitment to work as a collective and collaborative team to develop the professional competencies necessary for student achievement sustains and drives high levels of student performance.

**1999 - 2003
East Haven Academy
Student Performance**

% Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the State Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards										
	2003 - 2004		2002 - 2003		2001 - 2002		2000 - 2001		1999 - 2000	
Grade 4	Math	Reading								
Testing Month	Sept.	Sept.	Sept.	Sept.	Oct.	Oct.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES										
% At or Above Proficient	26	9	31	21	11	13	22	15	5	16
% At or Above Goal	34	51	44	44	87	84	78	83	95	84
% At Advanced	31	26	18	21	NA*	NA*	NA*	NA*	NA*	NA*
Number of students tested	35	35	39	39	38	38	41	39	38	38
Percent of total students tested	100	100	100	100	95	95	100	95	100	98
STATE SCORES										
% At Proficient	80	69	81	69	81	71	82	71	NA*	NA*
% Within Goal Range	58	54	60	56	61	38	60	57	64	56
SUBGROUP SCORES All data for subgroups are not at sufficient numbers to be statistically significant.										
	2003 - 2004		2002 - 2003		2001 - 2002		2000 - 2001		1999 - 2000	
Grade 6	Math	Reading								
Testing Month	Sept.	Sept.	Sept.	Sept.	Oct.	Oct.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES										
% At or Above Proficient	10	2	17	0	10	4	13	13	17	8
% At or Above Goal	73	78	57	70	85	96	79	87	83	90
% At Advanced	15	15	26	28	NA*	NA*	NA*	NA*	NA*	NA*
Number of students tested	41	41	46	45	48	47	39	39	52	52
Percent of total students tested	100	100	100	98	97	96	100	100	98	98
STATE SCORES										
% At Proficient	82	74	82	74	82	75	79	75	NA*	NA*
% Within Goal Range	62	62	61	64	61	64	57	62	55	66
SUBGROUP SCORES All data for subgroups are not at sufficient numbers to be statistically significant.										
	2003 - 2004		2002 - 2003		2001 - 2002		2000 - 2001		1999 - 2000	
Grade 8	Math	Reading								
Testing Month	Sept.	Sept.	Sept.	Sept.	Oct.	Oct.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES										
% At or Above Proficient	11	2	8	5	0	3	8	3	10	5
% At or Above Goal	54	59	57	70	100	95	89	95	90	95
% At Advanced	33	37	35	22	NA*	NA*	NA*	NA*	NA*	NA*
Number of students tested	46	46	37	37	38	38	37	37	42	42
Percent of total students tested	100	100	100	100	100	100	98	98	95	95
STATE SCORES										
% At Proficient	80	77	81	78	81	77	82	77	NA*	NA*
% Within Goal Range	56	67	56	68	55	66	55	66	59	66
SUBGROUP SCORES All data for subgroups are not at sufficient numbers to be statistically significant.										

