

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

Official School Name Windham Center School
(As it should appear in the official records)

School Mailing Address 45 North Road / Post Office Box 138
(If address is P.O. Box, also include street address)

Windham Connecticut 06280-0138
City State Zip Code+4 (9 digits total)

County Windham School Code Number* 11-163-05

Telephone (860) 465-2440 Fax (860) 465-2443

Website/URL http://www.windham.k12.ct.us E-mail jromeo@windham.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. Paul Perzanoski
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Windham Public Schools Tel. (860) 465-2443

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 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:

4	Elementary Schools
1	Middle Schools
	Junior High Schools
1	High Schools
	Other
6	TOTAL

2. District Per Pupil Expenditure: \$11,114

Average State Per Pupil Expenditure: \$9,663

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

Three 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			
K	18	28	46	8			
1	30	29	59	9			
2	27	25	52	10			
3	21	25	46	11			
4	22	22	44	12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							247

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

6. Racial/ethnic composition of the students in the school:	<u>37%</u>	White
	<u>2%</u>	Black or African American
	<u>59%</u>	Hispanic or Latino
	<u>1%</u>	Asian / Pacific Islander
	<u>1%</u>	American Indian / Alaskan Native
	<u>100%</u>	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: 23%

(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.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	43
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	56
(4)	Total number of students in the school as of October 1	246
(5)	Subtotal in row (3) divided by total in row (4)	.2276
(6)	Amount in row (5) multiplied by 100	23%

8. Limited English Proficient students in the school: 31%
76 Total Number Limited English Proficient

Number of languages represented: One

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 70%

Total number students who qualify: 172

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: 16%
40 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>1</u>	<u>Autism</u>	<u> </u>	<u>Orthopedic Impairment</u>
<u> </u>	<u>Deafness</u>	<u>9</u>	<u>Other Health Impaired</u>
<u> </u>	<u>Deaf-Blindness</u>	<u>12</u>	<u>Specific Learning Disability</u>
<u> </u>	<u>Hearing Impairment</u>	<u>17</u>	<u>Speech or Language Impairment</u>
<u>1</u>	<u>Mental Retardation</u>	<u> </u>	<u>Traumatic Brain Injury</u>
<u> </u>	<u>Multiple Disabilities</u>	<u> </u>	<u>Visual Impairment Including Blindness</u>
<u> </u>	<u> </u>	<u> </u>	<u>Emotional Disturbance</u>

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>15</u>	<u> </u>
Special resource teachers / specialists	<u>6</u>	<u> </u>
Paraprofessionals	<u>11</u>	<u>4</u>
Support staff	<u>3</u>	<u>1</u>
Total Number	<u>35</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio: 16

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	95%	94%	94%	94%	95%
Daily teacher attendance	95%	95%	94%	95%	95%
Teacher turnover rate	3%	9%	24%	40%	34%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Windham Center School is one of four elementary schools in the Windham Public School district. The school is located in a rural area on the outskirts of the city of Willimantic. For many years, Windham Center School's student population was comprised primarily of children from the village of Windham Center. Then, as part of a district reorganization to achieve racial and socio-economic equity at the elementary level, students from more diverse cultural and socio-economic backgrounds began to attend the school. Teachers recognized the need to adjust their instructional methods to accommodate the changing student population and took immediate steps to grow professionally. Windham Center School's mission statement addresses the recognition that children deserve a caring network of people who will provide a stimulating and positive environment for learning.

The school serves an ethnically and culturally diverse community of learners. The student population of 250 is comprised of 59% Hispanic or Latino, 37% Caucasian, with the remaining 4% being African American, American Indian, or Asian/Pacific Islander. Over 30% of the students are English learners and 70% receive public assistance through the free and reduced lunch program. Bilingual instruction is offered for English Language Learners in kindergarten, first, and second grade. Special education students are mainstreamed and receive the majority of their instruction in the regular education setting. The faculty and staff of the school take pride in their efforts to establish relationships with all families to create a united school community.

The staff at Windham Center School seeks opportunities to complement the core curriculum with additional learning activities involving the community. Members of our fourth grade class are involved with a yearlong intergenerational program with a neighborhood senior citizen center. The local Big Brothers / Big Sisters program is active in the school providing mentors to more than two dozen students. The school's Student Council frequently organizes events to help the town's less fortunate families. Other examples include our physical education teacher coordinating the annual Jump Rope for Heart activity, and a special education teacher who supports student involvement in the Special Olympics.

A strong relationship exists with the school and local universities. The majority of Windham Center School's staff is certified to serve as mentors to new teachers or supervisors for student-teachers. Additionally, many of our classrooms routinely host university students during field placements or internships.

The teachers recognize the critical importance of creating a strong partnership between the home and school. Therefore, family involvement is highly encouraged. Conferences for all students are held regularly in the fall and spring each year. Parent and community volunteers are an integral part of the school's daily operation. Regularly published newsletters are sent home to inform families of important school events. Evening outreach activities are held throughout the year to support family involvement. This partnership is aligned with the school's mission of ensuring the home, school, and community work cooperatively to help children acquire the attitudes, behaviors, and abilities necessary to function successfully in a global society.

PART IV – INDICATORS OF ACADEMIC SUCCESS

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. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.

The staff of Windham Center School believes that academic excellence is measured one child at a time. With this in mind, many different types of academic assessments are used to guide our instructional practices. The Connecticut Mastery Test (CMT) is perhaps the most widely known assessment used at Windham Center School. The Connecticut State Department of Education mandates a statewide mastery test to be administered annually in the fall to all public school students enrolled in grades 4, 6, and 8. The CMT was designed to measure student performance in the areas of Mathematics, Reading, and Writing.

To assist in reporting and analyzing school data, the State Department of Education developed Education Reference Groups (ERGs), which are designed to compare groups of schools and districts that have similar characteristics. They are used to place resources and student achievement into perspective. The state’s 166 school districts have been divided into nine groups, based on socioeconomic status, indicators of need and enrollment. As expected, Windham Public Schools have been placed in ERG I, along with the most impoverished and racially diverse cities and towns in the state.

In examining the assessment results of Windham Center School over the past few years, there is strong evidence of outstanding student achievement in the area of reading and mathematics. In every instance, the students of Windham Center School have outperformed their peers in comparable schools and districts. This is a direct tribute to the work of the staff in overcoming challenges presented by poverty, barriers to language, and the transient nature of some of the Windham Center School families.

Looking at analysis of the student scores at Windham Center on the CMT – Third Generation, the following is evident:

- an average of 46% of the students at Windham Center School scored at or above the proficient range in reading as compared to an average of 38% of the students in our Educational Reference Group.
- an average of 66% of the students at Windham Center School scored at or above the proficient range in mathematics as compared to an average of 61% of the students in our Educational Reference Group.
- Although writing scores for Windham Center School are slightly below the Educational Reference Group average, there has been noteworthy improvement in reducing the equity gap which had existed between those eligible for free or reduced lunch and those not eligible. During the 2001-2002 test administration, only 8% of those eligible for free or reduced lunch scored in the proficient range compared with 54% not eligible. During the most recent test administration, 40% of those eligible for free or reduced lunch scored in the proficient range.

Disparities among subgroups are extremely difficult to calculate due to the Connecticut State Department of Education’s practice of not reporting equity gaps for subgroups with less than 20 students tested. In a given year, the majority of subgroups at Windham Center School are less than twenty. Although this prevents detailed subgroup trend analysis, it supports our practice of measuring academic excellence one child at a time.

Show how the school uses assessment data to understand and improve student and school performance.

Windham Center School teachers and staff administer a variety of assessments to students to gauge current levels of achievement. This information is used for the purposes of gearing classroom instruction to meet the individual needs of students.

Among the assessments that are given at Windham Center School in reading are the Developmental Reading Assessment, the Dynamic Indicator of Basic Early Literacy Skills, which measures skills in reading. A writing prompt which mirrors the Connecticut Mastery Test is given to our students periodically throughout the school year and scored using a holistic rubric. Teachers in the Windham Public Schools have designed a Math Benchmark Assessment, portions of which are given at set intervals during the year. The data generated by the assessments are used by individual teachers, but are also reported for use by the school's Teacher Assistance Team.

The Teacher Assistance Team looks at assessment data for individual students and provides support and guidance to teachers for modifying instructional strategies. Specialists in the area of reading, writing, math, and special education comprise the core of the team. This data driven process is a precursor to potential special education referrals and serves to provide students with every instructional advantage.

In addition to looking at data for individual students and classrooms, the school's teachers explore data on a building-wide basis. Comparing the performance of our students with students in the district, the region, and the state provides meaningful information about the success of our instructional strategies. Further, time is spent with disaggregated state reports about the performance of Windham Center School students for the purpose of identifying any possible equity gaps for gender, special education, or socio-economic status.

Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

Windham Center School recognizes the importance of communicating student performance to parents, students, and the community. The school utilizes a variety of vehicles to convey the academic success of our students.

As part of the No Child Left Behind (NCLB) Act, the school constructs a comprehensive report which includes school-wide data relative to student performance on the Connecticut Mastery Test and the school's growth to meet Adequate Yearly Progress goals. A detailed Strategic School Profile is completed annually which contains information on measures of student needs, resources, and student and school performance. These documents are available to the public on-line and in paper format. Students at Windham Center School participate in the Connecticut Mastery Testing program in fourth grade. Reports are distributed for each student with progress outlined in the areas of reading, writing, and mathematics.

Classroom teachers hold parent – teacher conferences two times each year. The conferences are scheduled in conjunction with the distribution of report cards to guide the conversation around student achievement. Teachers also communicate with parents regularly via email, by phone, through classroom newsletters, and notes. Teachers can also have parents contacted directly by the school principal regarding their child's academic accomplishments by submitting a Positive Referral note.

Displaying student work throughout the school is another means in which we honor the academic accomplishments of our students. In addition, monthly school-wide assemblies are held to spotlight student achievement.

Describe in one-half page how the school has shared and will continue to share its successes with other schools.

The Windham Center School staff continually collaborates with colleagues in education from preschool through the university level. The teachers understand that in addition to their need for continual professional growth, they have a responsibility to share knowledge with others in the educational community.

The primary level teachers are active participants in the Windham Early Childhood Initiative which plans for the smooth transition from preschool to elementary school for the youngest students and their families. Elementary teachers are provided time throughout the school year to interact with peers in the district for the purpose of curriculum development and implementation. The staff has provided professional development support for colleagues in the district on a variety of topics. The building leadership team members meet regularly with district leaders to facilitate the overall growth of the school system. The majority of the teaching staff has been trained as mentor teachers for those new to the profession. There is also a strong relationship with two local universities in which teachers routinely serve as hosts to student-teachers and student interns.

Many teachers are active participants in local, state, and national organizations designed to further their knowledge and share learning with others. Membership in the organizational affiliations of the teaching staff range from the Board of Directors at the local library to membership in the International Reading Association.

The school communicates success with student families through a variety of means. In addition to regularly published school and classroom newsletters, a developing website serves as an additional vehicle for sharing the success of the school community. Regularly scheduled meetings of the school's Parent-Teacher Organization serve to further spotlight the wonderful things happening in the areas of teaching and learning.

PART V – CURRICULUM AND INSTRUCTION

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.

The Windham Center School faculty and staff value the importance of presenting a rigorous curriculum to our students with the goal of preparing them for academic success. Windham Public School’s curriculum areas include Language Arts, Mathematics, Social Studies, and Science. In addition, students receive instruction in the unified arts areas of Library, Art, Music, Enrichment, Health and Physical Education. These curricula topics are aligned with The Connecticut Framework – K-12 Curricular Goals and Standards. To support a coordinated approach to the delivery of curricula, a full-time instructional consultant is on staff.

Windham Center School engages students in a rich variety of experiences in an integrated Language Arts program. The major focus is to develop students who can read, write, listen, speak, and view effectively. The curriculum is closely aligned with the objectives and expectations of the Connecticut Mastery Test. Assessment is a major component of language arts and drives the instruction, often delivered in small groups. The district recently invested in the LeapFrog program to further individualize instruction and provide up-to-date assessments of student progress. The school’s Literacy Center provides abundant resources for classroom teachers to select leveled text for students.

Our Mathematics instruction revolves around the Everyday Mathematics program and is aligned with the Connecticut Mastery Test objectives as well as the vision of the NCTM standards. The scope of the K-6 Everyday Mathematics curriculum includes the following mathematical strands: Algebra, Data, Geometry, Measurement, Numeration, Patterns, and Operations. Math instruction emphasizes the application of mathematics to real world situations. Each day’s lesson provides time for whole-group as well as small group, partner, or individual activities. Throughout the curriculum, students are encouraged to explain and discuss their mathematical thinking. Finally, appropriate uses of technology are integrated into students’ mathematical experiences.

Science instruction provides students with opportunities to learn through a variety of techniques including questioning, experimenting, observing, recording, analyzing, predicting, and, perhaps most importantly, learning from the unexpected, as well as the expected. An inquiry-based curriculum is utilized to expand the interests, knowledge, understanding, abilities, and experiences of students. At each grade level, students are exposed to topics in life science, physical science, earth science, and the human body. These experiences are frequently integrated with other curricula areas to foster an interdisciplinary approach to teaching and learning.

In Social Studies, the goal is to prepare all students for responsible citizenship, further learning and productive employment in our global, modern economy. Students develop a comprehensive understanding of the world: its history, peoples, cultures, and civilizations. The Windham Public Schools’ social studies curriculum provides a coordinated, systematic study of history, geography, culture, civics, economics, psychology, and sociology. Teachers integrate social studies concepts into other content areas, most notably language arts, to strengthen student mastery of key skills.

Our Unified Arts Specialists teach curricula in the areas of Enrichment, Art, Music, Health, Library, and Physical Education. Teachers in these areas develop an appreciation and connection among the arts and the lives of our students. These curriculum areas are also routinely integrated into classroom instruction.

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

The guided reading approach is the primary vehicle used for reading instruction at Windham Center School. This approach was selected, in part, for its effectiveness at providing a balanced approach to literacy. Teachers have access to additional reading materials from our Literacy Lab with books leveled according to Fountas and Pinnell and the DRA reading levels. The school also has a large selection of books written in Spanish to support the reading development of English Language Learners.

Small group instruction forms the backbone of the reading program. The master schedule supports large blocks of time dedicated to reading instruction. Schedules for reading teachers, special education teachers, and paraprofessionals are designed to ensure that students receive direct support during the reading block.

Assessment is an important component of the reading program and students participate in the Developmental Reading Assessment at scheduled times throughout the school year. Additionally, teachers administer running records periodically to gauge growth in reading. Students not performing at grade-level in reading receive supplemental instruction in programs such as Wilson Reading.

Technology plays a key role in reading instruction through the use of LeapPad Learning System. Each child in the school has access to a LeapPad, a tool which generates personal learning paths based on assessment data. This method of skill reinforcement ensures that each child is engaged in activities which are geared to their individual learning needs.

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

The district mathematics curriculum is closely aligned with the goals and objectives measured by the Connecticut Mastery Test. The math program used is the Everyday Mathematics, a research-based curriculum developed by the University of Chicago School Mathematics Project. A full-time mathematics teacher is on staff to support and coordinate math instruction at the school.

The math curriculum emphasizes the application of mathematics to real world situations which is aligned with our school's goal of developing problem solving expertise. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. Math lessons include time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice. During math instruction students are encouraged to explain and discuss their mathematical thinking, in their own words. Opportunities to verbalize their thoughts and strategies give students the chance to clarify their thinking and gain insights from others. Technology is integrated into math instruction at Windham Center School through the use of calculators.

Another integral component to the math program is the home-school connections which provide opportunities for family members to participate in the students' mathematical learning. Staff members further promote this home-school connection through the annual Family Math Night program.

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

Instructional experiences at Windham Center School are designed to meet the needs of individual learners within the context of a regular education classroom. Students are exposed to a wide variety of instructional groupings throughout the school day. Teachers design learning activities for whole class, small groups, partners, and individual students depending on the goals for the lesson.

The master schedule is thoughtfully crafted to ensure instructional assistants are on hand to support students during language arts and math instruction. Students also benefit from the expertise of reading and math consultants as well as special education teachers who provide instruction alongside classroom teachers throughout the day.

With a large majority of students learning English as a second language, the Sheltered Instruction Observation Protocol has been implemented in all classrooms. In a sheltered class, teachers use specific strategies to teach a content area in ways comprehensible to the students while promoting their English language development. This strategy not only benefits the bilingual students, but supports the academic development of their native language peers.

Teachers at Windham Center School involve families in the learning process through nightly homework activities, as well as long and short term assignments.

Describe the school's professional development program and its impact on student achievement

Windham Public Schools promotes the continuous professional growth of our certified and non-certified staff through a comprehensive staff development program carefully designed to advance student performance.

Every educator in the school is supported in the development of a Professional Growth Plan directly connected to improved student learning. The options for these plans include activities such as the participation in a study group, the development of an action research project, the preparation and presentation of a Staff Development Program, or work toward National Board Teaching Certification. Teachers learning and growing together form the backbone of our professional development goals. To support the continued professional growth of our teachers, the school's staff includes a full-time instructional consultant and two full-time reading consultants and a full-time math consultant. In addition, grade level teachers are provided with common planning time each school day. Twelve half-days of professional development are distributed through the school calendar for district-based and building-based initiatives. Recent activities include workshops on research based reading programs and uses of instructional technology. In addition, the district has provided training for all teachers on the Sheltered Instruction Observation Protocol, which provides a framework for creating lessons to support the content acquisition of English Language Learners.

Beginning teachers are supported through Connecticut's Beginning Educator Support and Training Program (BEST), a three-year comprehensive induction program of support and assessment for those new to the profession. In addition to the wide-ranging state requirements, Windham Public Schools supports new teachers with monthly professional development activities and assigns each teacher with a trained BEST Mentor.

Integrated into the overall plan is the opportunity for educators to attend outside conferences and workshops geared toward improving their understanding of best practices.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS RESULTS READING RESULTS

Subject: Reading Grade: Fourth Test: Connecticut Mastery Test
Edition/Publication Year: 3rd Generation Publisher: Harcourt Educational Measurement

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
% Approaching Basic (Level 1)	100%	100%	100%	100%	100%
% At or Above Basic (Level 2)	63%	56%	61%	59%	63%
% At or Above Proficient (Level 3)	44%	43%	47%	50%	50%
% At or Above Goal (Level 4)	19%	33%	33%	37%	33%
% At Advanced (Level 5)	3%	11%	6%	9%	13%
Number of students tested	32	38	49	46	46
Percent of total students tested	100%	100%	98%	94%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Eligible for Free and Reduced Lunch					
% Approaching Basic (Level 1)	*	100%	100%	100%	*
% At or Above Basic (Level 2)	*	35%	40%	33%	*
% At or Above Proficient (Level 3)	*	17%	24%	20%	*
% At or Above Goal (Level 4)	*	13%	16%	12%	*
% At Advanced (Level 5)	*	4%	4%	4%	*
Number of students tested	16	23	25	24	17
2. Not Eligible for Free and Reduced Lunch					
% Approaching Basic (Level 1)	*	*	100%	100%	100%
% At or Above Basic (Level 2)	*	*	84%	87%	86%
% At or Above Proficient (Level 3)	*	*	71%	82%	69%
% At or Above Goal (Level 4)	*	*	50%	64%	45%
% At Advanced (Level 5)	*	*	8%	14%	17%
Number of students tested	16	15	24	22	29
EDUCATIONAL REFERENCE GROUP SCORES					
% Approaching Basic (Level 1)	**	100%	100%	100%	100%
% At or Above Basic (Level 2)	**	57%	52%	56%	45%
% At or Above Proficient (Level 3)	**	40%	36%	43%	32%
% At or Above Goal (Level 4)	**	24%	22%	31%	16%
% At Advanced (Level 5)	**	3%	3%	7%	2%
STATE OF CONNECTICUT SCORES					
% Approaching Basic (Level 1)	**	100%	100%	100%	100%
% At or Above Basic (Level 2)	**	79%	79%	80%	79%
% At or Above Proficient (Level 3)	**	68%	69%	71%	70%
% At or Above Goal (Level 4)	**	54%	56%	58%	56%
% At Advanced (Level 5)	**	16%	19%	20%	21%

* The Connecticut State Department of Education (CSDE) does not present results for subgroups N<20

** Scores for 2004-05 were not available from CSDE at time of application

**STATE CRITERION-REFERENCED TESTS RESULTS
MATHEMATICS RESULTS**

Subject: Mathematics Grade: Fourth
Edition/Publication Year: 3rd Generation

Test: Connecticut Mastery Test
Publisher: Harcourt Educational Measurement

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
% Approaching Basic (Level 1)	100%	100%	100%	100%	100%
% At or Above Basic (Level 2)	94%	77%	82%	73%	78%
% At or Above Proficient (Level 3)	81%	66%	60%	64%	69%
% At or Above Goal (Level 4)	47%	45%	36%	39%	41%
% At Advanced (Level 5)	9%	16%	6%	6%	11%
Number of students tested	32	38	50	48	46
Percent of total students tested	100%	100%	100%	98%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Eligible for Free and Reduced Lunch					
% Approaching Basic (Level 1)	*	100%	100%	100%	*
% At or Above Basic (Level 2)	*	64%	72%	72%	*
% At or Above Proficient (Level 3)	*	47%	36%	60%	*
% At or Above Goal (Level 4)	*	21%	20%	33%	*
% At Advanced (Level 5)	*	4%	0%	4%	*
Number of students tested	16	23	25	26	17
2. Not Eligible for Free and Reduced Lunch					
% Approaching Basic (Level 1)	*	*	100%	100%	100%
% At or Above Basic (Level 2)	*	*	92%	87%	92%
% At or Above Proficient (Level 3)	*	*	84%	82%	89%
% At or Above Goal (Level 4)	*	*	52%	59%	58%
% At Advanced (Level 5)	*	*	12%	9%	17%
Number of students tested	16	15	25	22	29
EDUCATIONAL REFERENCE GROUP SCORES					
% Approaching Basic (Level 1)	**	100%	100%	100%	100%
% At or Above Basic (Level 2)	**	81%	81%	76%	89%
% At or Above Proficient (Level 3)	**	58%	57%	58%	69%
% At or Above Goal (Level 4)	**	29%	30%	30%	30%
% At Advanced (Level 5)	**	5%	5%	5%	5%
STATE OF CONNECTICUT SCORES					
% Approaching Basic (Level 1)	**	100%	100%	100%	100%
% At or Above Basic (Level 2)	**	90%	90%	91%	92%
% At or Above Proficient (Level 3)	**	80%	80%	82%	82%
% At or Above Goal (Level 4)	**	58%	60%	62%	60%
% At Advanced (Level 5)	**	19%	21%	21%	18%

* The Connecticut State Department of Education (CSDE) does not present results for subgroups N<20

** Scores for 2004-05 were not available from CSDE at time of application

**STATE CRITERION-REFERENCED TESTS RESULTS
WRITING RESULTS**

Subject: Writing Grade: Fourth
Edition/Publication Year: 3rd Generation

Test: Connecticut Mastery Test
Publisher: Harcourt Educational Measurement

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
% Approaching Basic (Level 1)	100%	100%	100%	100%	100%
% At or Above Basic (Level 2)	94%	86%	85%	90%	82%
% At or Above Proficient (Level 3)	72%	52%	65%	59%	58%
% At or Above Goal (Level 4)	47%	44%	41%	28%	28%
% At Advanced (Level 5)	0%	5%	2%	6%	0%
Number of students tested	32	38	49	49	46
Percent of total students tested	100%	100%	98%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Eligible for Free and Reduced Lunch					
% Approaching Basic (Level 1)	*	100%	100%	100%	*
% At or Above Basic (Level 2)	*	78%	76%	86%	*
% At or Above Proficient (Level 3)	*	35%	44%	38%	*
% At or Above Goal (Level 4)	*	26%	16%	8%	*
% At Advanced (Level 5)	*	0%	0%	4%	*
Number of students tested	16	23	25	27	17
2. Not Eligible for Free and Reduced Lunch					
% Approaching Basic (Level 1)	*	*	100%	100%	100%
% At or Above Basic (Level 2)	*	*	96%	95%	93%
% At or Above Proficient (Level 3)	*	*	88%	86%	75%
% At or Above Goal (Level 4)	*	*	67%	54%	41%
% At Advanced (Level 5)	*	*	4%	9%	0%
Number of students tested	16	15	24	22	29
EDUCATIONAL REFERENCE GROUP SCORES					
% Approaching Basic (Level 1)	**	100%	100%	100%	100%
% At or Above Basic (Level 2)	**	88%	82%	85%	83%
% At or Above Proficient (Level 3)	**	65%	62%	64%	61%
% At or Above Goal (Level 4)	**	41%	35%	35%	35%
% At Advanced (Level 5)	**	7%	5%	6%	5%
STATE OF CONNECTICUT SCORES					
% Approaching Basic (Level 1)	**	100%	100%	100%	100%
% At or Above Basic (Level 2)	**	95%	92%	93%	92%
% At or Above Proficient (Level 3)	**	83%	82%	82%	79%
% At or Above Goal (Level 4)	**	66%	62%	61%	57%
% At Advanced (Level 5)	**	22%	20%	20%	14%

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** Scores for 2004-05 were not available from CSDE at time of application