

PART I - ELIGIBILITY CERTIFICATION

11CT4

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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

11CT4

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 3 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
5 Total schools in district
2. District per-pupil expenditure: 15692

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 13
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	196	161	357
K	0	0	0		7	193	160	353
1	0	0	0		8	166	158	324
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								1034

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
8 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 0%

This rate is 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, 2009 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2009	1034
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 8

Number of languages represented, not including English: 4

Specify languages:

Spanish Korean Hebrew Thai

9. Percent of students eligible for free/reduced-priced meals: 1%
 Total number of students who qualify: 14

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%
 Total number of students served: 120

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>18</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>83</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>54</u>	<u>0</u>
Special resource teachers/specialists	<u>30</u>	<u>6</u>
Paraprofessionals	<u>16</u>	<u>3</u>
Support staff	<u>16</u>	<u>4</u>
Total number	<u>120</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	97%	98%	95%	96%	96%
Teacher turnover rate	4%	6%	4%	12%	10%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Our mission statement declares that Middlebrook School is a safe and nurturing environment and that we provide our community of learners with the foundation necessary to contribute to a rapidly changing world. It is within this mission statement, within this declaration, that one finds the heart of this vigorous and spirited learning community; and that heart is “*contribute.*” The culture here is clear: make a difference, a positive difference, every day and in everything you do. Students are here to learn how to do that and how to do it effectively. They understand that they are not learning simply to pass a test or score highly on a paper; they will not settle for that. They want to see and know how to apply every bit of what they are doing here to the world in which they live right now and to the future they are beginning to shape. Through rigorous academic and exploratory curricula, the goal is always to solidify the base and then to use that secure foundation to step out onto new ground. To accomplish this, it is understood in every situation that each person is responsible for himself and yet no one is ever working at it alone.

What makes Middlebrook unique is that here we are provided not only the comfort of knowing we are safe but also the thrill of always being encouraged to take that step beyond what is comfortable for us.

Middlebrook is energized by its thoughtful organization. A strong traditional department structure ensures that high standards of instruction are adhered to in every discipline; and at the same time an equally strong and innovative team structure ensures that current best practices for middle level instruction are employed in every situation. One result of this is the delivery of an interdisciplinary educational program focusing on the special needs and interests of early adolescents that involves students in diversified academic and creative experiences; another result is students and staff approaching teaching and learning with enthusiasm, creativity, commitment, and critical judgment.

This committed approach leads to positive and exciting experiences that have come to define life at Middlebrook. Each year, students and staff on every team collaborate on team projects that culminate in remarkable events such as the creation of laws by the congress of a newly formed country, the presentation and consideration of new proposals for reform by a united nations council, and the provocative conversation held among current and historic agents of change during a dinner party. As well every year, teams of staff and students devise and carry out a variety of service activities ranging from the collection of stuffed animals to be delivered to the Council of Indian Nations to comfort children caught in tragic circumstances, to the collection of coats to be delivered to local agencies to help keep the homeless warm in the winter, to the raising of funds that cover the cost of surgeries to restore a healthy and normal smile to the faces of children afflicted with physical deformities. Along with these, every year students compete and achieve at the highest level in academic contests and olympiads in each of their disciplines of study; and every year students compete and achieve at the highest level in juried art contests and adjudicated music competitions.

The citizens of Middlebrook School thrive on contributing. Everyone who walks through the door and into the hallways has that goal on his mind and in his heart and looks to his classmates and colleagues expecting and finding that same determination and enthusiasm. There is here a celebrated diversity of thought as to how to accomplish that goal; and at Middlebrook the expression “*e pluribus unum*” – “out of many, one” - is lived out and experienced minute by minute. That is a community worth celebrating, worth recognizing. That is a community of learners worthy of Blue Ribbon status.

1. Assessment Results:

We analyze assessment data in depth in order to provide targeted instruction for student improvement. Administrators, instructional leaders, and staff analyze grade level, class, and each individual student's standardized and in-house assessment results for the following purposes: to revise and refine curriculum and instructional practices, identify students in need of remediation or enrichment, create action plans to address areas of concern, and plan staff development.

As a school we compare favorably to the other schools in our state demographic reference group (DRG A). Additionally, for the last five years, Middlebrook School has achieved Adequate Yearly Progress (AYP) for the whole school and each reported subgroup as required by No Child Left Behind (NCLB).

In Connecticut, students from grade 3 to grade 8 are required to take the Connecticut Mastery Test (CMT) each spring. This past spring we participated in the fifth administration of the 4th generation CMT. All students in grades 6– 8 are tested in one of three ways. A majority of the students take the Standard CMT (Census) while a few special education students take the Modified Assessment System (MAS) or are assessed by a Skills Checklist, as indicated on their Individualized Education Plan. The MAS was piloted in 2009 and first administered in 2010.

For the Standard CMT, scores are reported at five performance levels: Below Basic (Level 1), Basic (Level 2), Proficient (Level 3), Goal (Level 4), and Advanced (Level 5). Students who score at Goal (Level 4) or Advanced (Level 5) achieve Mastery. The state also only reports scores separately for any subgroup size greater than or equal to 20.

The MAS report of scores is different because there are only three levels: Goal (Level 3), Proficient (Level 2), and Basic (Level 1).

The NCLB benchmarks to achieve AYP are slightly different. For the last three years, in order to achieve AYP for Participation, 95% of students were required to participate in CMT testing. For Achievement Accountability, in Math 82% of students were required to score at or above Proficient (Level 3), in Reading 79% of students were required to score at or above Proficient (Level 3), and In Writing 70% of students were required to score at or above Basic (Level 2). These benchmarks in reading, writing, and math had to be met for the Total Group and all Subgroups in order to achieve Adequate Yearly Progress (AYP). Although an 8th grade Science test has been administered for the last three years, a benchmark has not been established. The subgroup size for NCLB reporting is 40. In 2011, NCLB benchmarks will increase to 91% in Math and 89% in Reading.

There has been an upward performance trend for the school in both CMT mathematics and reading scores over the past five years. This is most evident in the 6th grade. From March 2006 to March 2010, the 6th grade scores increased from 87% to 93% of students at goal plus advanced in mathematics. In reading, the 6th grade scores increased from 86% to 94% of students at goal plus advanced.

The 7th and 8th grade have also performed well. The 7th grade consistently scored in the low 90% in students at goal plus advanced in mathematics and the low to mid 90% in students at goal plus advanced in reading. The 8th grade scored in the low to mid 90% in students at goal plus advanced in mathematics and in reading.

There are two subgroups at Middlebrook School with a number of students greater than 10. The first is the Asian American subgroup. For the past five years, this subgroup has scored at the mid to high 90% for students at goal plus advanced in all grades for both mathematics and reading.

The second subgroup is special education. Last year, this subgroup scored approximately 20 to 40 percentage points below the whole school in mathematics and reading. Even with this gap, there are positive trends in both mathematics and reading. In mathematics, the percent of 6th grade students at goal plus advanced was above 53% for four of the five years. This is also true for the 7th and 8th grades in three of the five years. This past year, the percent of special education students who scored at the advanced level was the highest (20%) in five years. In reading, all three grades demonstrated positive trends over five years for the percent of students at goal plus advanced. The 6th grade increased 26 percentage points (45% to 71%). The 7th grade increased 16 percentage points (56% to 72%), and the 8th grade increased 18 percentage points (63% to 81%). As evidenced by this data, the gap in reading performance of the special education subgroup is closing.

Information on our state assessments may be found at www.ctreports.com.

2. Using Assessment Results:

Middlebrook School uses assessment data and the analysis of the results to monitor and evaluate student growth and to improve instruction. For example, reading and writing tracking systems are created each fall for each grade level using the recently published CMT results, and they are updated throughout the year with the results of district and in-house assessments, which include Educational Records Bureau (ERB) writing assessments and Degrees of Reading Power (DRP) reading assessments. This tracking system is used by the academic team teachers to monitor student progress and to determine the need for interventions and/or a referral to the Middlebrook Data Team.

The Middlebrook Data Team is responsible for analyzing student data with the goal of providing Scientific Research Based Interventions (SRBI) for students with identified academic and/or behavioral needs. The team meets weekly to identify Tier II and Tier III interventions based upon the SRBI Intervention Triangle and to chart student progress within each Tier and from Tier to Tier. Student progress is monitored closely to determine if interventions are successful or if more intense interventions are required. The Middlebrook Data Team works closely with the District Data Team to ensure consistency and continuity between and among the schools regarding the SRBI process.

Departments use assessment information to identify curriculum areas in need of improvement. Summer curriculum work in areas such as making reader/text connections in language arts or developing common assessments in mathematics is allocated to focus on targeted areas. This curriculum work enables the staff to create and organize materials to support both instruction and student achievement. Furthermore, this assessment information is used to identify professional development needs.

Assessment results are used to place sixth grade students entering Middlebrook into leveled mathematics courses. Students new to Wilton are also tested in the areas of mathematics and reading for placement and instructional purposes. Additionally, assessment results are used to identify students for the enrichment programs and for placement in high school courses.

All testing results for each student are available electronically in an individualized “testing history” format to support data-driven decision making, differentiation of instruction, collaboration among staff members, and the timely delivery of interventions by all staff. On-going professional development is provided to improve our data-driven decision making skills.

3. Communicating Assessment Results:

We communicate information about student performance to parents starting in the first weeks of school. Early in September, parents are mailed their children’s Connecticut Mastery Test (CMT) results from the test that was administered in the previous spring. A letter is included in the mailing explaining the interpretation of the results and encouraging parents to contact their child’s counselor or administrator if they have questions or concerns. Department instructional leaders meet with parents if they have questions or require further information. Additionally, detailed articles regarding the CMT results are

published in the local newspapers. A comprehensive Testing Report is presented to the Board of Education in October, and all Board of Education meetings are open to the public as well as televised.

During the school year, parents and staff members have a variety of opportunities to either meet or communicate with each other regarding student performance. School events are listed on the school calendar which is available on the school's website and in the PTA Newsletter. The PTA newsletter also includes a message from the principal as well as information from the teams. An Open House is held in September to give parents an opportunity to meet their children's team teachers and to learn about the educational program. Approximately one-third of our parents come in for parent conferences in November. In addition, many other parents schedule team meetings during the year to meet with some or all of their child's teachers to discuss daily performance and overall progress. Students may be included at these meetings if either the parent or staff members deem it appropriate. School counselors and psychologists are always available to meet with parents to discuss their child's performance.

Report cards are issued quarterly and include teacher comments in addition to a grade. Midway through each marking period, interim reports are issued, which often include comments regarding areas of concern or specific progress. While phone calls are still used by staff members and parents to communicate, many parents now prefer to communicate by email, as it allows them to stay in contact from any location. Our use of technology continues to expand. In November, teachers began posting assignments online. In the fall, teachers will begin posting their test and quiz grades for students and parents to view online in PowerSchool (student information system).

4. Sharing Lessons Learned:

Middlebrook School recognizes that by sharing our results with others, we can continually learn more about improving our practices. Within the district this learning occurs at the Central Curriculum Council meetings of administrators and instructional leaders. These meetings provide opportunities for district leaders to share best practices and strategies for addressing common areas of concern. Student work is shared so all district leaders can discuss the goals of the work and the success of the students in reaching those goals.

Instructional leaders of science, social studies, and physical education at Middlebrook have the opportunity to articulate curricula both horizontally and vertically, K-12, while participating in the electronic curriculum-mapping initiative. This on-going process enables these instructional leaders, and those in the near future, to identify and address gaps in instruction based upon content standards. The District Data Team is another venue for representatives from the Middlebrook Data Team to share successful strategies in implementing SRBI for our students and learn from the experiences of others.

Celebrating student learning successes within our school and community contributes to the life of our school. We publicize student and staff achievements, programs like the Veterans Day Assembly, or the book collection for charities to honor Dr. Seuss in the newspapers, on the district's web site, and at televised Board of Education meetings. Whether it is a student's success in the PTA Reflections Contest on display at our town library, or the recognition of Middlebrook several times by the Governor's Summer Reading Challenge, we appreciate those who foster these achievements.

Our systems and practices are shared with schools outside of the district as well. For example, team teachers were invited to present the "Change Agents" interdisciplinary unit at the 2010 Connecticut Council for Social Studies Conference. Instructional leaders attend area meetings at Cooperative Educational Services to discuss issues regarding CMT's or the recently adopted national standards. In addition, as active members of the Tri-State Consortium, our administrators and teachers are trained "critical friends" and we visit other schools to assess programs and share best practices. Tri-State visits to Middlebrook have focused on evaluations of our language arts, science, and social studies programs. While we received strong commendations, we seriously considered the recommendations from our "critical friends" to support improvement of student achievement. If we were selected as a Blue Ribbon School, we would welcome the opportunity to share our lessons learned with other school communities.

1. Curriculum:

At Middlebrook School we believe in a balanced, rigorous, relevant, and standards-based curriculum and instructional methods that promote depth of understanding. Wilton Information and Technology Literacy Standards (WITLS) and 21st Century skills are embedded in all curriculum areas, and interdisciplinary team projects are the norm. Student performance data is used to inform instruction and evaluate curriculum. Curriculum is reviewed and revised based upon assessment data and recent standards.

The math curriculum is based upon the National Council of Teachers of Mathematics Standards (NCTM) and the CT Common Core State Standards. Multiple math courses are offered in each grade to challenge the students to reach their maximum potential. The majority of courses are based upon the University of Chicago textbooks and materials: *Everyday Mathematics* (grade six), *Transition Mathematics* (Pre-Algebra), *Algebra*, and *Geometry*. Other courses include Grade Seven Mathematics and General Mathematics. The math program is designed with a careful sequencing of skills and concepts to teach students to think mathematically and to see how mathematics applies to the real world.

The science curriculum aligns with the CT Science Curriculum Standards. This curriculum is designed for students to learn the how and why of science and the nature of scientific inquiry as they pursue the study of various topics in the life, earth, and physical sciences. Sixth grade topics include classification of living things, cells, bacteria, weathering and erosion, astronomy, forces and simple machines, and energy. Seventh grade topics include ecology, plate tectonics including earthquakes and volcanoes, beginning chemistry, cellular processes and reproduction, and the human body systems of respiration, excretion, regulation, and reproduction. Eighth grade topics include more abstract concepts like Newton's Law of Motion, genetics, meteorology, human body systems of skeleton and muscles, digestion, circulation, immunity, and electricity and magnetism. Students are involved in "minds-on" and hands-on" activities almost daily. They explore, observe, record, discuss, and reason about science, technology, and society.

The social studies curriculum aligns with the CT Social Studies Framework. Sixth grade students explore prehistoric and classical periods of history in order to understand the contributions from the world's first civilized societies to western civilization and the effects these civilizations have on our present day lives. Seventh grade students explore all regions of the world to help them understand other cultures and learn to respect and empathize with a wide variety of societal priorities and cultural norms. Eighth grade students learn Twentieth Century American Studies through a thematic, issues-oriented approach, based on four themes: The Development of the Law and the Constitution, Discovery and Exploration, The Growth and the Development of the American Economy, and Conflict in American History. Students are required to participate in differentiated project-based activities that require extensive research and presentation skills.

The language arts curriculum aligns with the CT Common Core State Standards. The program goal of all language arts courses is to increase each student's ability and desire to communicate effectively. To this end, classes are organized to provide time, instruction, and opportunity for all students to develop into strategic, critical, and responsive readers and writers. Another goal is to foster a lifetime love of reading and writing. Students participate in two language arts classes each year: English and Reading/Writing Workshop or Reading /Writing Lab.

The world language curriculum aligns with the CT World Language Curriculum Frameworks. Students in grades six, seven, and eight learn French or Spanish through a proficiency-based learning approach. This methodology provides students with a structural sequence in the development of the fundamental language skills that can be used in everyday life. In addition to acquiring specific language skills, other goals include studying world cultures and accepting the cultural diversity that exists in the world.

The visual and performing arts classes align with the National Standards for Arts Education and the CT Arts Curriculum Framework. Students participate in a three-year art program which includes basic artistic skills development, art history, and aesthetics. The three-year music program includes both performance classes (chorus, orchestra, and/or band) and non-performance classes (general music theory and general music vocal). Students frequently perform and participate in enrichment activities in the arts.

The physical education curriculum aligns with the CT Healthy and Balanced Living Curriculum Framework for Physical Education. Students learn positive attitudes toward physical activity as a foundation for a healthy quality of life. Students also participate in Project Adventure, a program that promotes trust building through physical challenges.

The health curriculum aligns with the CT Healthy and Balanced Living Curriculum Framework for Health. Students learn to develop healthy habits and study nutrition skills necessary to live a wholesome lifestyle. The seventh grade Family and Consumer Sciences curriculum also includes the study of nutrition.

2. Reading/English:

The goal of all language arts classes is to increase each student's ability and desire to communicate effectively. To this end, each student attends two language arts classes every day, and those classes dovetail to provide time, instruction, and opportunity for students to develop into strategic, critical, and responsive writers and readers. Writing in 6th grade focuses on expository pieces, and 7th and 8th grades focus on persuasive pieces, but all students write in a variety of modes over the course of the year. Writing-as-a-Process is at the heart of the writing work, and that work stretches across the curriculum into all team classes and interdisciplinary projects. Formal grammar instruction occurs in each grade level, reinforces previous instruction, and adds more complexity each year in order to support more complicated thinking and writing in all subjects. The "Vocabulary Workshop" program is used in all grades to support both the improvement of word choice in writing and comprehension in reading.

Reading in all three grades helps students learn the strategic behaviors of good readers before, during, and after reading. Teachers often read aloud to students, and the media specialist offers book talks to enhance student selection of books. Each grade level has numerous titles from which teachers and students can choose literature in order to study character development, plot, types of conflict, setting, and the relationship of the book's theme to all literary devices. Students also learn to vary their reading speed, depending on their purposes and the types of materials, while they make reader/text connections and practice critical interpretations as well.

An additional language arts class is available for students who have been identified with reading difficulties. Those students attend small classes and receive explicit and individualized instruction from reading specialists. They may move into one of the other language arts classes when the identified weak areas have shown improvement.

Sustained Silent Reading (SSR) occurs in the whole building every week to foster the love of reading. Opportunities are also provided for formal and informal speaking experiences as well as practice in listening, researching, and improving study skills. Students learn to use various literacy strategies independently, and, after reflecting on them, set goals for improvement not only in language arts classes, but also across the curriculum.

3. Mathematics:

There are six components of the mathematics curriculum at Middlebrook School:

- Careful sequencing of skills and concepts built upon a variety of student experiences.

- Mastery of algorithms – rules with understanding.
- Development of an intuitive sense of number.
- Problem solving – the ability to relate and apply mathematics to the world in which we live.
- Communication and reasoning – being able to think and communicate with others using the language of mathematics.
- Close monitoring of student progress.

To challenge our students and help them reach their maximum mathematical potential, we offer multiple courses in each grade. The majority of our courses use University of Chicago materials.

In grade six, we offer three math courses. Approximately 80% take Grade Six Mathematics, which uses *Everyday Mathematics* and emphasizes “mathematical modeling” of situations from everyday life.

Approximately 17% take Transition Mathematics, which uses the *Transition Mathematics* textbook and has three content themes: applied mathematics, pre-algebra, and pre-geometry. Approximately 3% take General Mathematics, which is a skills based program in a small group setting that uses a variety of materials with students working below grade level.

In grade seven, we offer four math courses. Approximately 15% take Algebra, which also includes a significant amount of work on statistics, probability, and geometry. Approximately 40% take Grade Seven Mathematics, which is designed to give students the power to solve problems by using a wide variety of problem solving strategies. In addition, approximately 40% take Transition Mathematics and 5% take General Mathematics, both of which were described above.

In grade eight, we offer four courses. Approximately 13% take Geometry. Coordinates, transformations, measurement formulas, three-dimensional figures, and proof work are all emphasized. For the rest of our students, approximately 41% take Algebra, 43% take Transition Mathematics, and 3% take General Mathematics.

Improving the mathematical skills of students who are performing below grade level has been a major focus. In addition to offering small group General Mathematics classes, we developed a series of three Universal Screenings during Summer, 2010, to be given in September, January, and May. These are taken by all sixth and seventh grade students to identify students in need of Scientific Research-Based Interventions (SRBI). Students identified by the screenings are then targeted for additional support by their teachers in math fluency, whole number, fraction, and decimal computation, and problem solving.

4. Additional Curriculum Area:

Our science curriculum helps students acquire the knowledge and skills necessary to become informed and active citizens, so that they may contribute to the rapidly changing world of the 21st century. Throughout our rigorous, inquiry-based science curriculum, students collaborate as they analyze and interpret the data that they gather in laboratory activities. Students conduct both teacher-directed and student-directed full inquiry labs. Students in each grade complete research projects using primary and secondary sources. They share knowledge with one another in both small collaborative group discussions and during whole class discussions facilitated by the science teachers.

In science, students use technology to gather and analyze information. In labs, students use digital probe ware and electronic balances to collect experimental data. Students produce lab reports written in MS Word that include graphs created using Excel. Students conduct on-line research for many projects; whenever using internet resources, students must assess the credibility and possible bias of the source. A formal Works Cited document is always required for research projects. For many projects the

students synthesize their knowledge and understanding in a power point presentation. Students can access their assignments on our website, and at times, submit their work to their science teacher electronically.

At each grade level, science content is paired with conceptual understanding as students study various topics in life, earth, and physical sciences. We use science themes such as “Matter Cycles, Energy Flows” to help students see the interconnectedness of concepts. We believe this helps the students to understand and remember those concepts more effectively than if they experienced science as a series of isolated facts. Important and timely topics of study include spread of disease and resistance to antibiotics, global climate change, earthquake preparedness, genetic engineering, and circulatory system health. Topics such as these, and the problem-solving approach with which they are studied, help students to understand the issues that they will have to consider and make decisions about as they enter adulthood.

5. Instructional Methods:

Differentiation lies at the heart of instructional delivery at Middlebrook School. Throughout the year, departments use standardized tests, formative assessments, and benchmark analysis to determine the needs of each student. To ensure that each unique learner’s needs are honored and met, each student is part of an interdisciplinary team. During a common planning period, that team of teachers discusses student needs and also plans units of instruction that cross disciplines and effectively challenge each learner. Carefully designed schedules ensure that special education teachers meet regularly with team teachers. Further, an interdisciplinary team of teachers, the Enrichment Support Team, meets regularly to discuss current research related to meeting the needs of advanced learners. This team shares resources with the general staff and serves as an integral part of planning staff development experiences focusing on enrichment and differentiation of instruction.

Technology allows teachers to differentiate proactively and efficiently. Teachers throughout the school engage students by using Smart Board technology. By offering the use of handheld digital camcorders, teachers help reach those students interested in developing creative performance-based responses to assignments. Media center specialists help reach struggling or reluctant readers by instructing them in the proper use of Kindle e-book readers and Playaway audiobooks. All teachers use an integrated website that allows students to submit homework, surveys, and interactive assignments online.

While teachers use powerful methods to differentiate within the classroom, the school’s instructional program also offers separate classes for both advanced and struggling learners. Students with exceptional math skills can take classes up to two levels above grade-level (and beyond, in exceptional cases). Struggling readers are offered reading classes specifically designed to motivate them while offering explicit instruction on strategies for successful readers.

Student choice drives many assignments at Middlebrook School. We understand that interest level, skill level, learning style, and social needs might direct a student’s choice, and we trust and help students to find the right balance for growth. By acting as facilitators, teachers encourage and guide students toward what may be the most appropriate challenge, but they understand that students learn best when motivated. For that reason, differentiated options are neither exclusive nor restrictive. Teachers design instruction they expect will motivate, engage, challenge, and inspire students.

6. Professional Development:

In order to ensure that each student performs at optimum levels, the Wilton Professional Development Program provides opportunities for teachers and administrators to continue to work toward their full potential as educators. The program is ongoing, comprehensive, and extensive enough to create a school system where professional staff move together toward higher expectations both for students and themselves. At Middlebrook School, the Instructional Leadership Team, which includes administration as well as department and team leaders, determines professional development needs for the faculty based upon system priorities, new initiatives, and the unique needs of each department, team, and individual staff member.

With the expectation for the implementation of Scientific Research Based Interventions (SRBI), administrators and faculty participated in multiple professional development offerings to understand this complex initiative. Concurrently, job-embedded professional development has occurred through the work of the Data Team to identify and address individual student's academic and behavioral needs.

A major standards-based literacy initiative involved a series of professional development offerings by the English Instructional Leader over several years culminating in "The Road Across the Content Areas to Better Literacy: Part 8: Expanding the Base of Literacy Instruction" in 2009. As members of the Tri-State Consortium, administration and faculty have the opportunity to observe best practices in other school districts and participate in visits as "critical friends." Last year, Middlebrook School participated in professional development in preparation for a Tri-State Consortium visit to assess the district's Literacy Program.

Another major initiative has been professional development for the implementation of the Wilton Information and Technology Standards across all content areas as well as the use of technology to enhance student learning. The Middlebrook Technology Committee recommends specific programs and offers on-going staff development in this area.

Team leaders are responsible for leading professional study groups for the purpose of analyzing student work based upon an essential question. They also lead the design and implementation of interdisciplinary projects based upon Harvard's Project Zero Teaching for Understanding Model.

All new teachers are expected to participate in professional development prior to the beginning of the school year. Teacher mentors are involved in professional development to implement the new Teacher Education and Mentoring (TEAM) Program from the Connecticut State Department of Education.

A comprehensive Professional Development Report including information from each school and the district is presented to the Board of Education in the spring.

7. School Leadership:

A collaborative leadership structure leads Middlebrook School to informed decision-making based on constant reflection involving a myriad of perspectives. The program being delivered, how that program is being delivered, the atmosphere in which teaching and learning occur, and the measurable results in student achievement are under constant scrutiny at Middlebrook School. Our principal manages and coordinates our intricate system of ongoing assessment.

One component of our leadership structure, the administrative guidance team meets regularly throughout the year to review data, program implementation, and the success with which we are addressing current student needs. At the heart of Middlebrook's systematic approach to informed decision-making are the department and academic team instructional leaders. Department instructional leaders meet monthly with their department members as they oversee the development and delivery of an appropriate and rigorous program of studies. Through daily team meetings, team leaders coordinate the operation of the interdisciplinary academic teams that exist here. Finally, twice a month, department instructional leaders, team leaders, and building administrators meet as the building leadership team; these meetings provide the vehicle for the coordination of communication and the sharing of perspectives that inform every decision made at Middlebrook.

Overseen by our building principal, decisions regarding program development are made constantly and carefully through the leadership structure. An example of this is how individualized student programs are developed, implemented, and monitored. Another example is how each student at Middlebrook is assured a rich and engaging common experience regardless of how his or her three years at our school are scheduled.

Another strength of Middlebrook's leadership structure is how intricately parents and students are involved in shaping life at our school. Middlebrook's Student Council regularly develops program proposals which council members bring to the building leadership team for consideration. Student and parent representatives sit on Middlebrook's Progress Review Team, a group charged with overseeing our implementation of the District Strategic Plan. In addition, parent and student representatives join staff members and administrators in the consideration of proposals for how to use funds generated by our yearly fundraising activity to improve the student experience at Middlebrook.

Through an inclusive leadership structure, overseen and guided by our principal, and based on a clear building philosophy, life at Middlebrook School is vigilantly monitored; and decisions, made in a timely manner, are based on the careful consideration of all available information.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Connecticut Mastery Test
Edition/Publication Year: 2010 Publisher: ctreports.com

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Goal plus % Advanced	93	93	92	90	87
% Advanced	64	61	60	62	49
Number of students tested	346	342	324	330	357
Percent of total students tested	97	97	99	98	99
Number of students alternatively assessed	10	7	3	5	1
Percent of students alternatively assessed	3	2	1	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Goal plus % Advanced	53	63	53	40	55
% Advanced	20	17	13	13	13
Number of students tested	30	30	38	45	47
5. English Language Learner Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
6. Asian American Students					
% Goal plus % Advanced	100	100	96	100	91
% Advanced	82	91	64	100	46
Number of students tested	27	23	22	10	11
NOTES: Results are not presented for groups fewer than 10 students. CMT MAS was administered as a pilot in 2009 and as an alternative assessment to the Standard CMT in 2010. This leads to an increase in students alternatively assessed in 2009 and 2010. CMT MAS students are not included in the Special Education Sub Group data because they did not take the Standard CMT.					

11CT4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Connecticut Mastery Test

Edition/Publication Year: 2010 Publisher: ctreports.com

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Goal plus % Advanced	94	95	90	89	86
% Advanced	54	50	52	41	39
Number of students tested	340	342	324	329	357
Percent of total students tested	96	97	99	98	99
Number of students alternatively assessed	16	9	3	5	1
Percent of students alternatively assessed	4	3	1	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Goal plus % Advanced	71	70	45	40	45
% Advanced	25	10	13	7	2
Number of students tested	24	30	38	45	47
5. English Language Learner Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
6. Asian American Students					
% Goal plus % Advanced	89	100	96	100	100
% Advanced	59	83	64	60	18
Number of students tested	27	23	22	10	11
NOTES: Results are not presented for groups fewer than 10 students. CMT MAS was administered as a pilot in 2009 and as an alternative assessment to the Standard CMT in 2010. This leads to an increase in students alternatively assessed in 2009 and 2010. CMT MAS students are not included in the Special Education Sub Group data because they did not take the Standard CMT.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: Connecticut Mastery Test

Edition/Publication Year: 2010 Publisher: ctreports.com

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Goal plus % Advanced	93	93	90	91	93
% Advanced	65	59	60	51	60
Number of students tested	342	318	332	357	316
Percent of total students tested	97	98	98	100	98
Number of students alternatively assessed	9	7	4	1	2
Percent of students alternatively assessed	3	2	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Goal plus % Advanced			70		
% Advanced			60		
Number of students tested			10		
4. Special Education Students					
% Goal plus % Advanced	67	41	40	53	53
% Advanced	7	3	9	3	19
Number of students tested	27	29	45	40	36
5. English Language Learner Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
6. Asian American Students					
% Goal plus % Advanced	96	100	100	94	
% Advanced	96	81	79	75	
Number of students tested	24	21	14	16	
<p>NOTES: Results are not presented for groups fewer than 10 students. CMT MAS was administered as a pilot in 2009 and as an alternative assessment to the Standard CMT in 2010. This leads to an increase in students alternatively assessed in 2009 and 2010. CMT MAS students are not included in the Special Education Sub Group data because they did not take the Standard CMT. In 2008, the Hispanic student population was 10. In 2006, the Asian American student population was below 10.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Connecticut Mastery Test

Edition/Publication Year: 2010 Publisher: ctreports.com

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Goal plus % Advanced	96	95	92	90	92
% Advanced	65	63	61	54	49
Number of students tested	344	316	332	357	317
Percent of total students tested	98	98	98	100	98
Number of students alternatively assessed	7	9	4	1	2
Percent of students alternatively assessed	2	3	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Goal plus % Advanced			70		
% Advanced			40		
Number of students tested			10		
4. Special Education Students					
% Goal plus % Advanced	72	59	47	45	56
% Advanced	10	19	13	8	8
Number of students tested	29	27	45	40	36
5. English Language Learner Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
6. Asian American Students					
% Goal plus % Advanced	96	100	100	94	
% Advanced	88	71	79	56	
Number of students tested	24	21	14	16	
NOTES: Results are not presented for groups fewer than 10 students. CMT MAS was administered as a pilot in 2009 and as an alternative assessment to the Standard CMT in 2010. This leads to an increase in students alternatively assessed in 2009 and 2010. CMT MAS students are not included in the Special Education Sub Group data because they did not take the Standard CMT. In 2008, the Hispanic student population was 10. In 2006, the Asian American student population was below 10.					

11CT4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: Connecticut Mastery Test

Edition/Publication Year: 2010 Publisher: ctreports.com

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Goal plus % Advanced	94	91	92	96	91
% Advanced	61	60	55	63	58
Number of students tested	320	328	351	326	325
Percent of total students tested	99	98	100	99	99
Number of students alternatively assessed	7	8	1	1	2
Percent of students alternatively assessed	2	2	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Goal plus % Advanced	50	44	55	66	53
% Advanced	11	9	15	17	7
Number of students tested	28	43	40	35	30
5. English Language Learner Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
6. Asian American Students					
% Goal plus % Advanced	100	100	94	92	
% Advanced	82	79	67	77	
Number of students tested	22	14	18	13	
<p>NOTES: Results are not presented for groups fewer than 10 students. CMT MAS was administered as a pilot in 2009 and as an alternative assessment to the Standard CMT in 2010. This leads to an increase in students alternatively assessed in 2009 and 2010. CMT MAS students are not included in the Special Education Sub Group data because they did not take the Standard CMT. In 2006, the Asian American student population was below 10.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Connecticut Mastery Test

Edition/Publication Year: 2010 Publisher: ctreports.com

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Goal plus % Advanced	95	93	92	93	92
% Advanced	60	51	53	51	39
Number of students tested	318	322	351	326	325
Percent of total students tested	98	96	100	99	99
Number of students alternatively assessed	9	13	1	1	2
Percent of students alternatively assessed	3	4	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Goal plus % Advanced	81	61	55	54	63
% Advanced	12	3	13	14	7
Number of students tested	26	38	40	35	30
5. English Language Learner Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
6. Asian American Students					
% Goal plus % Advanced	96	100	89	77	
% Advanced	64	79	56	39	
Number of students tested	22	14	18	13	
NOTES: Results are not presented for groups fewer than 10 students. CMT MAS was administered as a pilot in 2009 and as an alternative assessment to the Standard CMT in 2010. This leads to an increase in students alternatively assessed in 2009 and 2010. CMT MAS students are not included in the Special Education Sub Group data because they did not take the Standard CMT. In 2006, the Asian American student population was below 10.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Goal plus % Advanced	94	93	91	92	90
% Advanced	63	60	58	58	56
Number of students tested	1008	988	1007	1013	998
Percent of total students tested	98	98	99	99	99
Number of students alternatively assessed	26	22	8	7	5
Percent of students alternatively assessed	3	2	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Goal plus % Advanced	83				
% Advanced	17				
Number of students tested	12				
2. African American Students					
% Goal plus % Advanced		91	100		
% Advanced		45	36		
Number of students tested		11	11		
3. Hispanic or Latino Students					
% Goal plus % Advanced	100	80	58	76	91
% Advanced	53	47	42	35	27
Number of students tested	15	15	19	17	11
4. Special Education Students					
% Goal plus % Advanced	57	49	49	52	54
% Advanced	13	10	12	11	13
Number of students tested	85	102	123	120	113
5. English Language Learner Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
6. Asian American Students					
% Goal plus % Advanced	99	100	96	95	96
% Advanced	86	85	69	82	63
Number of students tested	73	58	54	39	27
<p>NOTES: Results are not presented for groups fewer than 10 students. CMT MAS was administered as a pilot in 2009 and as an alternative assessment to the Standard CMT in 2010. This leads to an increase in students alternatively assessed in 2009 and 2010. CMT MAS students are not included in the Special Education Sub Group data because they did not take the Standard CMT. In 2006, 2007, and 2010, the African American student population was below 10. In 2010, Free and Reduced Lunch Sub Group population was above 10 for the first time in five years.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Goal plus % Advanced	95	94	91	91	90
% Advanced	60	54	56	48	42
Number of students tested	1002	980	1007	1012	999
Percent of total students tested	97	97	99	99	99
Number of students alternatively assessed	32	31	8	7	5
Percent of students alternatively assessed	3	3	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Goal plus % Advanced	83				
% Advanced	42				
Number of students tested	12				
2. African American Students					
% Goal plus % Advanced		82	91		
% Advanced		36	45		
Number of students tested		11	11		
3. Hispanic or Latino Students					
% Goal plus % Advanced	100	100	74	77	82
% Advanced	44	46	37	24	9
Number of students tested	16	13	19	17	11
4. Special Education Students					
% Goal plus % Advanced	75	63	49	46	53
% Advanced	15	10	13	9	5
Number of students tested	79	95	123	120	113
5. English Language Learner Students					
% Goal plus % Advanced					
% Advanced					
Number of students tested					
6. Asian American Students					
% Goal plus % Advanced	93	100	95	90	100
% Advanced	70	78	65	51	37
Number of students tested	73	58	54	39	27
<p>NOTES: Results are not presented for groups fewer than 10 students. CMT MAS was administered as a pilot in 2009 and as an alternative assessment to the Standard CMT in 2010. This leads to an increase in students alternatively assessed in 2009 and 2010. CMT MAS students are not included in the Special Education Sub Group data because they did not take the Standard CMT. In 2006, 2007, and 2010, the African American student population was below 10. In 2010, Free and Reduced Lunch Sub Group population was above 10 for the first time in five years.</p>					

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