

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Melissa Jenkins

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

Official School Name High Horizons Magnet School

(As it should appear in the official records)

School Mailing Address 700 Palisade Avenue

(If address is P.O. Box, also include street address.)

Bridgeport

City

Connecticut

State

06610-3457

Zip Code+4(9 digits total)

County Fairfield

State School Code Number* 01545

Telephone (203) 576-7807

Fax (203) 337-0178

Web site/URL bridgeport.ct.schoolwebpages.com

E-mail mjenkins@bridgeportedu.net

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. John J. RamosEd.D.

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

District Name Bridgeport

Tel. (203) 576-7302

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Maximino Medina

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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

1. The school has some configuration that includes 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 30 Elementary schools
 _____ 0 Middle schools
 _____ 0 Junior High Schools
 _____ 3 High schools
 _____ 0 Other
 _____ 33 TOTAL
2. District Per Pupil Expenditure: _____ 11327
 Average State Per Pupil Expenditure: _____ 11558

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 are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 5 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
Pre K	0	0	0	7	20	29	49
K	22	28	50	8	25	25	50
1	22	25	47	9	0	0	0
2	28	21	49	10	0	0	0
3	24	25	49	11	0	0	0
4	23	25	48	12	0	0	0
5	20	28	48	Other	1	4	5
6	26	23	49				
TOTAL STUDENTS IN THE APPLYING SCHOOL							444

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 42 | % Black or African American |
| 34 | % Hispanic or Latino |
| 20 | % White |

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year 11 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	17
(2)	Number of students who transferred from the school after October 1 until the end of the year	31
(3)	Total of all transferred students [sum of rows (1) and (2)]	48
(4)	Total number of students in the school as of October 1	444
(5)	Total transferred students in row (3) divided by total students in row (4)	0.11
(6)	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 1 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 14

Specify languages: Arabic, Bengali, Creole-CapeVerdean, Creole-Haitian, English, French, Gujarati, Italian, Kurdish, Filipino, Portuguese, Spanish, Vietnamese, Yoruba

9. Students eligible for free/reduced-priced meals: 79 %

Total number students who qualify: 351

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: $\frac{3}{15}$ % Total Number of Students Served

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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>2</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>5</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>3</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>4</u>	Multiple Disabilities		

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

	Number of Staff	
	Full-time	Part-time
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>9</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support Staff	<u>11</u>	<u>11</u>
Total number	<u>46</u>	<u>20</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{23}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	98 %	96 %	95 %	95 %	95 %
Teacher turnover rate	22 %	9 %	17 %	5 %	19 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

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.

High Horizons Magnet is a K-8 elementary school in Bridgeport, CT that symbolizes urban excellence. This excellence is a product of the love and commitment of its students, families, and teachers. The school's mission is to offer every student quality instruction, emphasizing the academic areas with sound educational preparation and a life long love of learning required for student success. The nurturing, guiding, and challenging of our teaching will prepare our students to be well-informed, responsible citizens in our diverse society. With an emphasis on Reading and Language Arts, our instructional activities are geared toward enhancing all students' critical thinking and problem solving skills and to form a solid elementary foundation for higher education. We wholeheartedly embrace and support the district's mission to graduate all students 'college ready' and prepared to succeed in life.

A wealth of talent and excellence permeates the school. Talent is evident in the art room as students create optical illusions and Japanese masks. Talent is evident on the basketball court during our March Madness games, and during the science fair where over 200 investigations are presented. Talent is evident as students share their cultural heritage during social studies and when our math team wins 1st, 2nd, or 3rd place in the district wide competition among 30 schools. Talent is evident during our Young Authors and Readers Conference when each of our 450 students publishes a book. Academic excellence and talent are hallmarks of our school and our exceptional teaching staff helps to create the instructional magic.

The classroom is where the instructional magic begins. The content, process, and products our teachers orchestrate provide opportunities for rigorous learning. Content knowledge is the bedrock for extended learning. Extended learning includes problem-solving activities during math and science and authentic opportunities to read and write across the curriculum. Positive feedback and modeling support students as they strive for mastery. In addition to best practice instruction, the teachers are committed to after school tutoring, the annual math night extravaganza, and the most recent and newly added event Kids Night Out. As a magnet school, students come to the school from neighborhoods across the city and often do not see their school friends after school. The School Leadership Team, represented by teachers and parents, decided to host a Kids Night Out at least two times during the year to support student friendships. Quality instruction at High Horizons Magnet builds relationships as well as minds.

Relationships are essential to our school. Student-student, student-teacher, and parent-teacher relationships are the pillars for a positive school climate. Parental relations are the reason the High Horizons Magnet School family exists. Our parents chose High Horizons Magnet for their child and they are major stakeholders in the school's success. Our parents send their children to school everyday, so we have one of the best attendance rates in the district. Our parents monitor their children's homework, coordinate events to bring families together such as Turkey Bingo and the Ethnic Potluck supper, and fundraise to support student activities. Our parents demonstrate leadership by actively communicating their vision for our school and student learning. The parent partnership at High Horizons makes the quality instruction mission complete.

Established in 1979, High Horizons Magnet School was the first intra-district magnet school in the city and one of the first magnet schools in the state. For almost 30 years, the parents, teachers, and students at High Horizons Magnet School have committed their energy to make this school a success. It is this energy that makes High Horizons 'Simply the Best!'

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Connecticut Mastery Test (CMT) is a standards-based assessment that is administered annually to students in grades three through eight to assess reading and mathematics skills that students are expected to have mastered at the time of testing. The reading and mathematics scores are reported to the public as required by the NCLB standard. Information on the state assessment can be found at www.state.ct.us/sde. Achievement is reported through five levels of performance: Advanced, Goal, Proficient, Basic and Below Basic. Students meeting plus exceeding standards have scored proficient or better in reading and/or mathematics.

Performance Level Descriptions for Mathematics

Proficient: Generally students who perform at this level demonstrate adequate knowledge of grade level content. These students demonstrate adequate conceptual understanding, computational skills and problem solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are adequate and include sufficient explanations.

Goal: Students demonstrate extensive knowledge and well-developed skills (as detailed in proficient).

Advanced: Students demonstrate exceptional knowledge of grade level content and advanced abilities.

Performance Level Descriptions for Reading

Proficient: Students who perform at this level are likely to demonstrate an adequate ability to read and respond to grade-appropriate literary, informational and reading-to-learn task texts with some assistance. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text. Students at this level demonstrate an adequate ability to analyze works in context to construct meaning from grade appropriate text.

Goal: Students demonstrate consistent abilities and use effective strategies (as detailed in proficient).

Advanced: Students demonstrate exceptional abilities and sophisticated strategies.

The data reported for the CMT test in this summary includes results from two forms of the test due to test revisions. The test revision increased the performance expectation on the CMT-4 edition.

Examining the results of the CMT-3 for grades four, six, and eight across the years 2002-2004 reveal that the average percentage of students meeting plus exceeding state standards across the grades for reading is 81%. The average percentage of students meeting plus exceeding state standards for math is 86%. Looking at the grades individually, the average for grade four reading was 73% and math 80%. The averages for grade four were lower than grade six and eight, however, the majority of the students made adequate yearly progress as measured by NCLB benchmark. An indicator of the school's success includes an increase of students meeting plus exceeding standards across grades four, six, and eight for the three years in both reading and mathematics.

The results for the CMT-4 for grades three through eight reveal that the average percentage of students meeting plus exceeding state standards in reading 81% and math 88%. The school has been able to change to meet the expectations of the new standards. Looking at the grades individually, the average for grade five reading for the two years was 68%. This average was due to the 2007 grade five cohort 64% average for meeting plus exceeding the state reading standards and the 2006 grade five cohort average of 72%. Looking at the data across the grades, the trend is a steady increase of students meeting plus exceeding the state standards for reading and mathematics with 92% of our eighth grade cohorts meeting plus exceeding state standards in reading and 91% in math.

Subgroup results were reported for the 2006 and 2007 testing period, while not for other years due to insufficient number of students. Hispanic students average performance across grades three through eight was 82% for reading and 90% for math. Black students average performance across grades three through eight was 74% for reading and 83% for math. Examining cohort data, the disparities between Hispanic and Black student performance are possibly attributed to teacher turnover, the learning styles differences between the subgroups, and curriculum changes. As a school, we are aware of the disparities and are examining

additional cause data to produce a different effect for all our subgroups. Overall, our students are learning and will continue to learn as we learn as a staff.

2. Using Assessment Results

At High Horizons Magnet School, we understand that assessment drives instruction and we use assessment data to make best practice instructional decisions. Remember, our mission is to offer every student quality instruction and what better way to assure quality instruction than through the analysis of data.

Data is used to make informed instructional decisions at the school level, classroom level, and at the individual student level. Data is also utilized in the construction of a School Education Plan that functions as a 'living' document.

At the beginning of each school year, we analyze the results from the CMT. All staff members participate in the process of identifying data points for celebration, weaknesses, and priorities. Once we have established our priorities for the year, we identify indicators that will measure our progress. Progress indicators for each academic goal are established to measure growth as a school and across the subgroups. As a staff, we identify the percentage of students that will demonstrate proficiency or better on a focus area as a result of research-based quality instruction

At the classroom level, a district based online formative assessment is administered quarterly in grades three through eight and individual reading assessments are administered in grades K-3. We use the results to monitor students' academic progress toward school goals. Teachers review the online assessment data and reading scores individually and as a team to make new instructional decisions on how to accelerate student learning.

The online assessment data and reading assessments are also used to support individual student learning. Small groups of students are created to work on areas of need identified in the assessment results. Basically, we are looking to implement best practice cause data to produce an increase in student learning.

3. Communicating Assessment Results

Assessment results are communicated at the school level to parents, teachers, students, and the community.

At High Horizons Magnet, we communicate online assessment data to the school community through a data wall posted in the main corridor. The data wall contains assessment results from the online quarterly assessment administered at the district level. Students, staff, and parents are able to observe the progress of each class toward state standards.

CMT results are shared with parents at the beginning of each school year. Individual student results are mailed to student homes and a follow-up meeting to explain test objectives is held for parents. CMT results are also explained to parents individually at parent/teacher conference times. At monthly Parent Advisory Meetings and School Leadership Team meetings, data results are also reported and discussed.

Teachers regularly share performance expectations and results from online assessments with students. Rubrics are posted in the classrooms. Mid-marking period reports and report cards are provided to parents four times a year. Parents are informed of their child's progress every five weeks.

The school website is updated monthly and it contains links to teachers' web pages where information about assignments, homework, and weekly tests can be obtained. The website also contains a link to access state assessment information. In an effort to communicate with parents more effectively, assessment results for the school have also been e-mailed to families.

4. Sharing Success:

Success is shared through multiple venues. At the school, success is recognized during data analysis sessions. The staff's efforts are applauded on data points that reveal growth. Success is recognized during parent events. Parents are praised for their collaboration with teachers to produce results. Success is recognized and shared among teachers at district professional development activities as teachers exchange promising instructional practices. Success is shared during parent-teacher conferences when student efforts produce improved grades. Success is shared among administrators during workshops and principal meetings. Success is shared across grade levels when the middle school teachers meet with the ninth grade teachers to review students' transition to high school. Finally, success is shared with the community through the district's 'Great News' website. Our students win several district level competitions and their success is our success as a school. This information is shared with school district as 'Great News.'

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Math: The mathematics curriculum at High Horizons Magnet School reflects the importance of mathematical literacy for all students. We acknowledge that mathematics literacy entails being able to understand the role that mathematics plays in our community, to make well-thought-out decisions, and to use mathematics in ways that meet the needs of all our students. To achieve that goal, students are regularly engaged in meaningful mathematical tasks that engage students' interest and intellectual abilities to enable them to grow in their mathematics thinking.

We use mathematics as a tool for thinking and problem solving. In this curriculum, we are asking students to make connections to other subject areas and to real world applications. This involves asking students why or how they came up with the answer that they did. We are asking our students to be thinkers rather than imitators; and, we are asking that they write and talk about their thinking and learning. The goal is to give students a variety of new ways to approach mathematics, by accommodating a range of learning styles and making content more accessible for all students. Throughout this process, students will be able to recognize the rich connections that can be made between mathematical concepts, computation strategies, logical thinking and problem solving in other academic subjects.

Science: The science curriculum is integrated throughout grades K-5, with a specific content focus of Earth, Life, and Physical science in grades six, seven and eight, respectively. In grades 1-5, students utilize inquiry based science kits to develop a deeper understanding of science concepts, focusing upon depth of content as opposed to breadth. The curriculum is aligned with national and state frameworks with a strong emphasis dedicated to inquiry-based science instruction. The purpose of the science curriculum is to educate all the students we serve through high-quality instructional science programs and to produce scientifically literate citizens. Students are afforded powerful learning opportunities within formal and informal science educational settings, for example, the school based science fair and the district science fair, where they can showcase their scientific accomplishments.

Social Studies: The Social studies curriculum is aligned to state standards and reflects opportunities for students to make real world applications. For example, in the history courses students are exposed to the work of the discipline using primary and secondary sources to develop greater understanding of historical events.

Foreign Language: The foreign language offered at High Horizons Magnet is Japanese. Japanese is studied at the middle school level. Students learn to communicate in a language other than English orally and in writing. Students also gain knowledge and an understanding of the Japanese culture. Through the use of art and science, students have been able to connect the Japanese language other areas of study. The curriculum also provides students with the opportunity to understand the nature of language and culture through comparisons with the English language.

Music: Our curriculum provides the music teacher with a plethora of information designed to provide the students with a balanced and functional music program. Singing, playing, listening, creating, movement and reading are all necessary as part of the music program so that they will blend into a worthwhile musical experience for the students. It is also important that these musical experiences correlate with the other areas of study.

All sections of the curriculum are tied to the Connecticut standards and provide the teachers with essential and focus questions to guide instruction. Additional resources are given to assist the teacher in further providing a balance of skills and opportunities.

The music Program is divided into four levels:

Primary- Grades K-3

Music in the primary grades is important in laying the foundation of structured informality as

a part of a child's daily classroom work and play. Attitudes and feelings towards music develop at this time and continue through life. It is therefore important that we begin proper guidance at this level before sexual differences become a factor and before outside forces impose more restricted attitudes and feelings upon the children.

Intermediate- Grades 4-6

During these years, a child needs the opportunity to develop potential of expression through exploration, experimentation, exposure and enrichment. A greater variety of worthwhile musical experiences must be properly presented. Beginning instrumental and vocal performing groups are organized at this level.

Middle- Grades 7 and 8

These grade levels may be the student's last exposure to the study of music for many students. The attempt is made to help the children acquire necessary skills and concepts to become informed consumers and/or performers; and to expand opportunities for personal growth and self-expression. At this grade level a concentrated effort is made toward the development of the personal contribution to, and rewards of performance group membership involving self-discipline, pride and service to the school community.

Art: All students participate in art classes which include the study of various works of art, techniques and styles. Art education for the early childhood student is exploratory in nature and uses the child's enthusiasm and inquisitiveness to build art concepts. At the intermediate and middle school levels, a more in depth study of a variety of media, techniques and historical artists is fostered. Projects often have a multicultural emphasis which helps to develop a sense of appreciation and respect for all cultures and artistic endeavors. Projects are integrated with learning taking place in other academic disciplines.

Physical Education: Students participate in a physical education program that supports the application of human movement. Student physical activities include a variety of sports, swimming, and Adventure Based Learning. During Adventure Based Learning, students work together to climb a wall. This activity helps to develop teamwork, sportsmanship, and physical coordination. The physical education program is valuable for the development of healthy attitudes and it addresses the needs of the kinesthetic learners.

2a. **(Elementary Schools) Reading:**

The school's reading curriculum is based upon the Bridgeport Public School's Comprehensive Literacy Plan (CLP) that is a compendium of the essential literacy components in a comprehensive framework. This plan incorporates a ninety minute, uninterrupted literacy block that is governed by a research-based framework that is in response to recent reading research and current Connecticut legislation, as well as state and national standards. It consists of fiction and non-fiction interactive read alouds, shared reading, independent reading, and guided reading linked to the Harcourt Trophies Anthology. Each mode of reading is paralleled with a modeled writing approach that can be incorporated throughout the content areas. Sample lesson plans are provided, along with a daily pacing guide, which includes assessments and expectations aligned with the objectives of the Connecticut Mastery Test.

Teachers are expected to incorporate the philosophy of this document into their daily planning as they identify student needs, set high expectations for all students, and use ongoing assessment to evaluate their reading achievement. Ancillary materials are identified by staff that address students' interest, as well as independent reading levels, to increase their recreational reading.

The Literacy Plan is based upon nine week pacing guides that provide a framework of teaching for each individual grade level. Teachers use these pacing guides in conjunction with current student data to identify the appropriate delivery of instruction, which includes differentiation of instructional arrangements, flexible grouping, and levels of proficient learning. Differentiation of instruction is based upon a three-tier approach to intervention, matching students' immediate need with an optimal learning/teaching arrangement for the mastery of grade level skills aligned with the CLP.

2b. **(Secondary Schools) English:**

3. Additional Curriculum Area:

Additional Curriculum Area: High Horizons Magnet School's theme is Reading and Language Arts. Under this theme, our students receive enriched instructional opportunities for reading, writing, speaking, listening, and viewing. Each year, every student in grades K-8 publishes a book. Students write concepts books, realistic fiction, oral history, memoirs, and mysteries. A writer in-residence works with students individually and in small groups to help improve their craft. Students are recognized as authors at the High Horizon's annual Young Authors and Readers Picnic. This picnic allows both the school and home families to come together to celebrate our success. In addition, 'The Horizon View', our school newspaper, is published four times a year by our sixth, seventh, and eighth grade students.

Since the emergence of the digital age, computer literacy has become an essential component of our curriculum. Our students are proficient with the use of the Microsoft programs and utilize these programs to produce brochures, PowerPoint presentations, and graphs to support the communication of their ideas in content areas. In the multimedia class, students in grades five through eight produce movie clips using the Windows Moviemaker software. Visual literacy is a valued component of our Reading and Language Arts program.

Library media is an additional part of our curriculum. Students enjoy reading Nutmeg Award winning texts and they participate in a book buddy program, in which students in grades seven and eight read to students in grades K, 1, & 2.

4. Instructional Methods:

Instructional Methods: Our school uses a variety of instructional methods to improve student learning. Teachers on all levels use most of these strategies throughout the school year. Teachers activate prior knowledge, utilize steps for teaching an effective lesson, use the IFL Principles of Learning, (organizing effort, clear expectations, academic rigor, and accountable talk), use of concept maps, KWL strategies, data walls, the writing process, rubrics and criteria charts. Read aloud, shared reading and writing, interactive reading and writing, guided reading and writing, reader's response, independent reading, and literature circles make up the core of our reading and writing instruction. Teachers think aloud to make comprehension transparent. Student choice is encouraged through journaling, learning centers, and differentiated instruction. Quality instruction is our mission so our instructional methods are constantly refined through professional development.

5. Professional Development:

Professional Development: Professional development takes place on a regular basis. District-mandated professional development sessions occur on two half days and two full days during a school year. Teachers also participate in professional development sessions on the first, second, and fourth Wednesdays of each month. Topics include Looking at Student Work, Creating Data Walls and Classroom Websites, Developing the School Education Plan, Young Authors Reading Conference Planning, CMT Overview, and Best Practice Instructional Strategies. Professional development allows teachers to learn strategies that they are able to employ immediately in classroom lessons. Student achievements are impacted by increased knowledge and practice that teachers receive at professional development sessions.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test CMT

Edition/Publication Year 2002-2005, 200 Publisher Measurement, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Meeting' plus 'Exceeding' State Standards	76	70			
% "Exceeding" State Standards					
'Exceeding' State Standards	43	54			
Number of students tested	49	50			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	68	81			
% "Exceeding" State Standards					
'Exceeding' State Standards	37	63			
Number of students tested	19	16			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	71	68			
% "Exceeding" State Standards					
'Exceeding' State Standards	35	47			
Number of students tested	17	19			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Meeting' plus 'Exceeding' State Standards	86	84			
% "Exceeding" State Standards					
'Exceeding' State Standards	45	46			
Number of students tested	49	50			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	84	94			
% "Exceeding" State Standards					
'Exceeding' State Standards	47	38			
Number of students tested	19	16			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	88	79			
% "Exceeding" State Standards					
'Exceeding' State Standards	35	47			
Number of students tested	17	19			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Meeting' plus 'Exceeding' State Standards	88	64	82	66	72
% "Exceeding" State Standards					
'Exceeding' State Standards	67	53	47	40	56
Number of students tested	49	47	49	50	50
Percent of total students tested	100	100	100	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. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	71	59			
% "Exceeding" State Standards					
'Exceeding' State Standards	94	77			
Number of students tested	17	17			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	83	47			
% "Exceeding" State Standards					
'Exceeding' State Standards	61	47			
Number of students tested	18	19			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Meeting' plus 'Exceeding' State Standards	98	79	84	74	82
% "Exceeding" State Standards					
'Exceeding' State Standards	65	40	51	36	40
Number of students tested	49	47	49	50	50
Percent of total students tested	100	100	100	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. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	100	88			82
% "Exceeding" State Standards					
'Exceeding' State Standards	77	53			41
Number of students tested	17	17			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	94	63			
% "Exceeding" State Standards					
'Exceeding' State Standards	56	21			
Number of students tested	18	19			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Meeting' plus 'Exceeding' State Standards	64	72			
% "Exceeding" State Standards					
'Exceeding' State Standards	48	53			
Number of students tested	50	47			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	79	85			
% "Exceeding" State Standards					
'Exceeding' State Standards	58	77			
Number of students tested	19	13			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	52	61			
% "Exceeding" State Standards					
'Exceeding' State Standards	43	33			
Number of students tested	21	18			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Meeting' plus 'Exceeding' State Standards	92	89			
% "Exceeding" State Standards					
'Exceeding' State Standards	62	57			
Number of students tested	50	47			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	95	92			
% "Exceeding" State Standards					
'Exceeding' State Standards	74	62			
Number of students tested	19	13			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	91	83			
% "Exceeding" State Standards					
'Exceeding' State Standards	43	39			
Number of students tested	21	18			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Meeting' plus 'Exceeding' State Standards	88	86	79	83	86
% "Exceeding" State Standards					
'Exceeding' State Standards	71	72	68	58	70
Number of students tested	49	50	47	48	50
Percent of total students tested	100	100	100	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. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	79	93			
% "Exceeding" State Standards					
'Exceeding' State Standards	64	93			
Number of students tested	14	14			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	90	74			
% "Exceeding" State Standards					
'Exceeding' State Standards	70	63			
Number of students tested	20	19			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Meeting' plus 'Exceeding' State Standards	92	82	91	88	96
% "Exceeding" State Standards					
'Exceeding' State Standards	59	46	57	65	76
Number of students tested	49	50	47	48	50
Percent of total students tested	100	100	100	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. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	93	79			
% "Exceeding" State Standards					
'Exceeding' State Standards	50	50			
Number of students tested	14	14			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	95	74			
% "Exceeding" State Standards					
'Exceeding' State Standards	60	42			
Number of students tested	20	19			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Meeting' plus 'Exceeding' State Standards	94	86			
% "Exceeding" State Standards					
'Exceeding' State Standards	82	80			
Number of students tested	50	49			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	93	85			
% "Exceeding" State Standards					
'Exceeding' State Standards	86	80			
Number of students tested	14	20			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	96	85			
% "Exceeding" State Standards					
'Exceeding' State Standards	80	75			
Number of students tested	25	20			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Meeting' plus 'Exceeding' State Standards	84	90			
% "Exceeding" State Standards					
'Exceeding' State Standards	62	55			
Number of students tested	50	49			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	93	95			
% "Exceeding" State Standards					
'Exceeding' State Standards	79	50			
Number of students tested	14	20			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	76	80			
% "Exceeding" State Standards					
'Exceeding' State Standards	56	46			
Number of students tested	25	20			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Meeting' plus 'Exceeding' State Standards	88	96	96	85	88
% "Exceeding" State Standards					
'Exceeding' State Standards	75	82	90	72	65
Number of students tested	48	49	49	47	50
Percent of total students tested	100	100	100	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. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	100	100			80
% "Exceeding" State Standards					
'Exceeding' State Standards	78	81			55
Number of students tested	18	16			20
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	75	89			
% "Exceeding" State Standards					
'Exceeding' State Standards	65	72			
Number of students tested	20	18			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	October	October	October
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Meeting' plus 'Exceeding' State Standards	90	92	94	77	90
% "Exceeding" State Standards					
'Exceeding' State Standards	63	55	74	60	62
Number of students tested	48	49	49	47	50
Percent of total students tested	100	100	100	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. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	94	81			
% "Exceeding" State Standards					
'Exceeding' State Standards	61	50			
Number of students tested	18	16			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
'Meeting' plus 'Exceeding' State Standards	80	94			
% "Exceeding" State Standards					
'Exceeding' State Standards	50	44			
Number of students tested	20	18			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

**FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 3 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.	0	0	0	0	0
Number of students tested	0	0	0	0	0
2.	0	0	0	0	0
Number of students tested	0	0	0	0	0
3.	0	0	0	0	0
Number of students tested	0	0	0	0	0
4.	0	0	0	0	0
Number of students tested	0	0	0	0	0

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATIO	0	0	0	0	0

Subject Reading (LA) Grade 4 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.	0	0	0	0	0
Number of students tested	0	0	0	0	0
2.	0	0	0	0	0
Number of students tested	0	0	0	0	0
3.	0	0	0	0	0
Number of students tested	0	0	0	0	0
4.	0	0	0	0	0
Number of students tested	0	0	0	0	0

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATIO	0	0	0	0	0