

GREENWICH PUBLIC SCHOOLS
MONITORING REPORT
STUDENT ACHIEVEMENT: Reading (E-003)
November 20, 2008

I hereby present my monitoring report on the District Ends Policy "Student Achievement." I certify compliance and that the information contained in this report is accurate.

Signed: _____
(Betty J. Sternberg, Superintendent of Schools)

Date: _____

BROADEST POLICY PROVISION

The District shall establish an assessment system that is aligned with the District's Mission and Vision and provides a comprehensive, consistent and integrated system of student learner objectives / outcomes, assessment, analysis and reporting.

EXECUTIVE SUMMARY

In order to ensure that all students master the objectives of the Greenwich curriculum and achieve to their highest potential, student achievement in reading is assessed against four broad groups of indicators: 1) aggregate performance of standardized tests such as the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT), 2) preparation for post secondary options including average scores on the Scholastic Assessment Test (SAT 1) and Advanced Placement Tests (AP), 3) annual growth in achievement on CMT, and 4) performance disaggregated by student subgroup on CMT and CAPT.

Accomplishments include significant gains at Julian Curtiss and New Lebanon Schools at all levels. Across all elementary schools, there is a four percentage point increase at advanced, with six schools reaching 4 year highs. Greenwich showed significant gains in strands 3 and 4, a major focus of last year's professional learning. In DRG comparisons, Greenwich scored at or above DRG B averages at most levels in grades 3, 4 and 5 and equaled or surpassed DRG A averages in some grades and at some schools. In the middle schools, Greenwich posted five year highs at proficiency, goal and advanced.

Management issues focus on CAPT scores and efforts to improve them. CAPT scores in 07-08 fell dramatically and are a major disappointment. Significant efforts are underway at GHS to analyze results on a student-by-student, teacher-by-teacher basis to identify areas where additional focus is needed. In addition, we will administer a benchmark assessment to predict future CAPT reading outcomes and adjust interventions prior to the testing window. Finally, professional learning for staff will focus on developing strategies for improving student achievement in reading.

Other management issues include the continued refining of the GPS Comprehensive Literacy Framework and its implementation as well as preparations for the implementation of Response to Intervention (RTI).

Note: Descriptions of the measures discussed in the next three sections and data tables describing student achievement over the last five years are attached at the end of this report.

ACCOMPLISHMENTS / HIGHLIGHTS

1. Elementary school reading scores remain stable at the goal level. Middle school reading scores increased to five year highs in 2007-2008 at proficient, goal and advanced levels.
2. There has been a decrease in the achievement gap between Hispanic Students and their non-Hispanic counterparts.
3. As a response to 2006-07 CMT4 reading data, K-8 professional learning during the 07-08 school year focused on enhancing teacher's and administrator's instructional knowledge about how to help students make *reader-to-text connections* and respond to open-ended questions that are aligned to CMT-4. Learning strategies were successfully embedded into daily instruction. As a result, data for Reading Comprehension Strand C and Strand D indicate growth across the district in grades 3 to 8 (*Strand C: Making Reader-to-Text Connections* and *Strand D: Examining Content and Structure* both emphasize open-ended responses to text). Professional learning experiences included:
 - a. Pat Foley, the Reading and Language Arts consultant from the State Department of Education, met with K-8 literacy specialists and instructional coaches to help district staff calibrate learning expectations and increase teacher and student awareness about expectations for open-ended responses.
 - b. District staff (teachers and administrators) worked with Dr. Nancy Boyles (grades 3-8) and a C.E.S. consultant (grades K-3), to provide additional professional learning experiences on the construction of open-ended responses and alignment of student responses to the SDE rubric.
 - c. District administrators worked with staff to support this initiative by organizing professional book studies, facilitating grade-level meetings to analyze student work and focus instruction and by helping teams of teachers create anchor sets for *short-response to text* and exemplars to inform instruction (**reference Data Review Section #6: CMT-4 Reading Comprehension Strand Analysis**).
4. Specific reading initiatives in each of the schools celebrated the joys of reading. Students district-wide participated in the Governor's Summer Reading Celebration. Elementary initiatives included family "author nights," book-buddy partnerships, poetry readings and other "read-alouds," and "readers' theater." Middle school initiatives included story telling guests and the integration of reading strategies across all content-areas.

5. Continued refinement of the K-5 Comprehensive Literacy Program (reading workshop, writing workshop and word study): over the past few years it is evident that the district has worked extremely hard to create a vision of the Greenwich Public Schools' Comprehensive Literacy Program. This has resulted in greater instructional capacity and implementation of the Literacy Instructional Framework. Current initiatives will continue to build upon these strengths.
6. At GHS, several specific events or efforts to note:
 - GHS continues to honor reading and our distinguished readers through the annual Book Awards Program
 - English classes hosted noted author Jim Shepard who spoke with students about his short fiction
 - The student book group, *A Novel Idea*, maintained an active schedule of student selected readings
 - A reading and a media specialist, in an initiative to motivate a population of reluctant readers, launched "Guys Read," a group that meets for lunch with pizza, books and discussion.
7. English teachers continue to expand the curriculum to add contemporary works to the classic core.

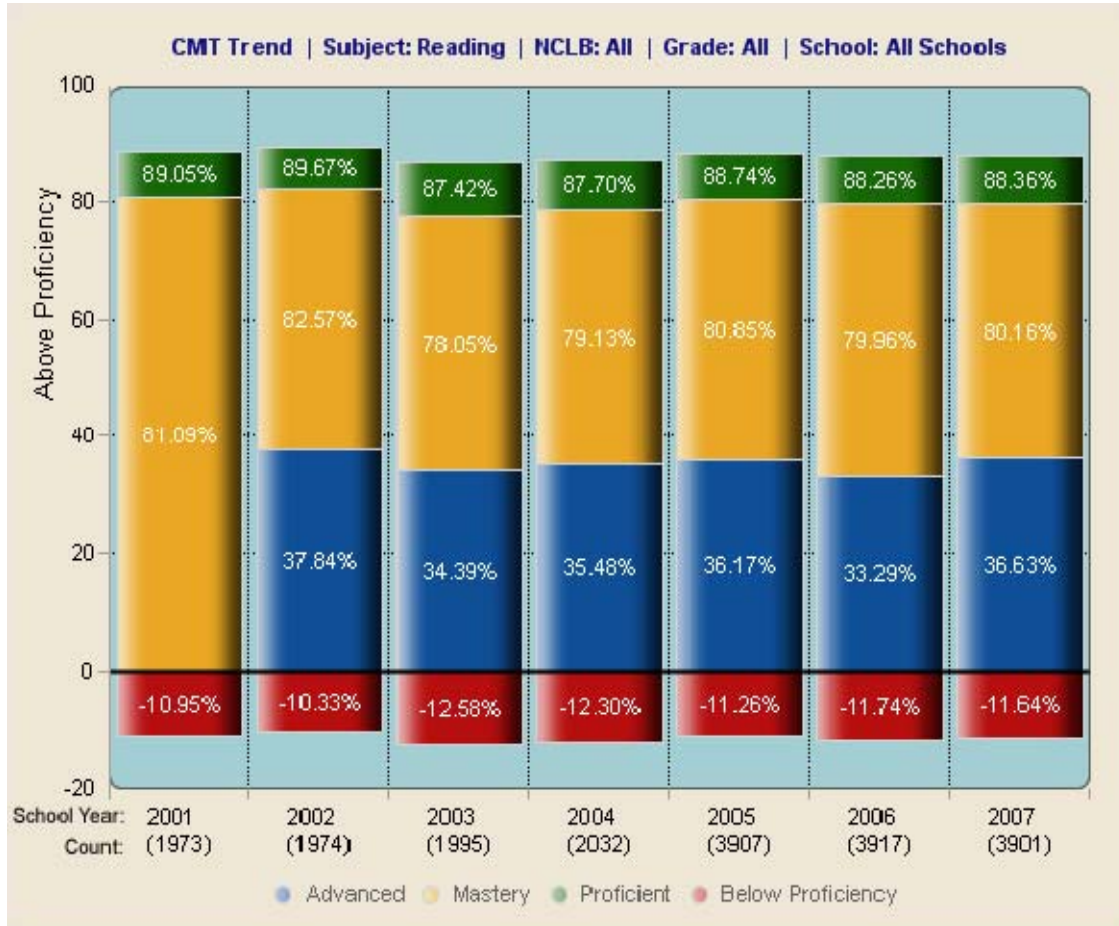
DATA REVIEW

I. CMT results – district (3-8)

1. Overall, CMT reading scores in grades 3-8 have been relatively flat over the past five years. In 2007-08, 88% of students scored at proficient and above, 80% at goal and above, and 37% at advanced (**for more information, refer to Management Issue #1: Research-based Core Literacy Instruction**).

TABLE 1: CMT-4 Reading – DISTRICT: 2001-02 through 2007-08

*(The “years” below indicate the fall of the school year in which the CMT was taken. Starting in 05-06 the CMT was taken in the spring of that school year.)



II.a. ELEMENTARY

CMT results – elementary-

- 2. Hamilton Avenue:** We will revisit Hamilton Avenue scores next year to see if 07-08 was an aberration caused by factors outside of the school’s control or the beginning of a downward trend.
- 3. By school at proficient:** Scores at the proficient range were mostly flat across the district. However, data indicate that Julian Curtis and New Lebanon continue to demonstrate a significant increase in the percentage of students scoring proficient or higher. Although Riverside and Parkway continue to perform at relatively high levels, data indicate a slight decline in the percentage of students scoring proficient or higher at both schools. Focused assistance will continue to be provided to these schools (**refer to Management Issue #2: A**

Systematic Response to Intervention for more information). (Reference: Appendix Table #5)

- 4. By school at goal:** Scores of students at the goal level on CMT-4 remain relatively flat across the district. However, New Lebanon had a 10 percentage point increase in the number of students scoring at goal. Both North Street and Old Greenwich data indicate a slight trend upward in the percentage of students performing at goal. Parkway and Riverside data indicate a high percentage of students scoring at proficient or higher; however, these scores are trending slightly downward (see **Management Issue # 3: Differentiated Instruction for further information**). (Reference: Appendix Table #5)
- 5. By school at advanced:** Overall, district data indicate a 4 percentage point increase for the number of students scoring at the advanced level. Seven of the eleven elementary schools realized increases at the advanced level over the previous year with six schools reaching four year highs. Glenville, Julian Curtis, North Street and Old Greenwich had particularly large increases. New Lebanon scores indicate a 2 percentage point increase from 2007-2008. ISD, North Mianus and Riverside also had slight increases in the percentage of students scoring at advanced, yet these schools remain mostly flat over the past five years. Cos Cob and Parkway saw slight decreases in the percentage of students reaching the advanced level. These scores indicate a slight minor downward trend. Focused assistance will continue to be provided to these schools (**for more information, refer to Management Issue # 3: Differentiated Instruction**). (Reference: Appendix Table #5)
- 6. CMT-4 Reading Comprehension Strand Analysis:** Relative to the 2006 CMT-4 data, there were significant percentage point increases for the mastery on the Reading Comprehension Content Strands in grades 3 through 5 (Strand A= Initial Understanding, Strand B=Developing and Interpretation, Strand C=Making Reader to Text Connections and Strand D=Content and Structure). These gains can be attributed to the extensive professional learning focused on the open-ended nature of the responses in these strands (see Accomplishment/Highlight 4). (Reference: Text Table 2: CMT-4 Reading Comprehension Strand Analysis)
- 7. CMT-4 Degrees of Reading Power (DRP) Data*:** District Degrees of Reading Power data for grades 2 to 5 indicate flat scores at all levels. The percentage of students scoring at the advanced level decreased by 1 percentage point. The DRP data at the individual schools follow similar data trends found within the CMT-4 (**for further information, refer to Management Issues #1, 2, and 3**). (Reference: Text Table 2 and Appendix Table #2)
*Grade 2 DRP is administered by district

Table 2: CMT-4 Reading Comprehension Strand Analysis

Grade	Year	DRP		Reading Comprehension					Average # of Content Strands Mastered
		Number Tested	Average Unit Score	Number Tested	% Mastery by Content Strand				
					A	B	C	D	
3	2007	689	56.0	690	81	87	38	48	2.2
	2008	676	55.4	676	79	88	69	75	3.1
4	2007	663	66.7	662	91	78	50	79	3.0
	2008	682	65.9	682	91	84	71	79	3.3
5	2007	660	68.9	661	90	88	58	91	3.3
	2008	637	66.3	638	89	85	76	94	3.4

8. DRG Comparisons (3-5): Elementary CMT results demonstrate very strong comparisons to DRG A and B at the advanced level and mixed results at goal and proficient levels.

At the advanced level in grade 3, Greenwich students performed 3 percentage points higher than students in DRG B and 3 percentage points lower than DRG A students. In Grade 5, students performed 6 percentage points higher than DRG B students and only 1 percentage point lower than DRG A students. Additionally, at the advanced levels, Greenwich students surpassed other DRG B students by 6 percentage points and scored equal to DRG A students.

At the goal level, Greenwich equaled or surpassed the DRG B average but remains between 4 to 7 percentage points below the DRG A average.

At the proficient level, Greenwich is slightly lower than DRG B averages in grades 3 and 4. Grade 5 students are scoring 3 percentage points higher than other DRG B students and 1 percentage point lower than DRG A students (**for more information, refer to Management Issues #1, 2, and 3**). (Reference: Text Table 3: Elementary DRG Comparisons)

Table 3: Elementary DRG Comparisons

Advanced	Grade 3		Grade 4		Grade 5	
	07	08	07	08	07	08
DRG A	30	34	32	34	40	37
DRG B	24	28	27	29	30	31
Greenwich	26	31	30	35	34	37
Goal	Grade 3		Grade 4		Grade 5	
	07	08	07	08	07	08
DRG A	79	79	84	82	87	87
DRG B	73	71	77	76	80	80
Greenwich	73	71	80	79	81	82
Proficient	Grade 3		Grade 4		Grade 5	
	07	08	07	08	07	08
DRG A	91	90	93	91	93	93
DRG B	86	84	87	87	88	89
Greenwich	85	83	89	86	89	92

**Greenwich Public Schools
Connecticut Mastery Test Reading
Grades 3-5 March 2008
All Students**



9. Elementary Growth Analysis: A comparison of grade 4 and 5 students who took the CMT in both 2007 and 2008 reveals that 28% of the students moved up one or more levels, 59% stayed on the same level and 30% moved down one or more levels. From 2007 to 2008, 165 students moved from the goal to the advanced level.

Table 3: Elementary Growth Data

Spring 2008	Spring 2007					Total
	Advanced	Goal	Proficient	Basic	Below Basic	
Advanced	233	165	4			402
Goal	58	331	74	18	8	489
Proficient	2	31	29	13	14	89
Basic		8	10	9	21	48
Below Basic		1	6	7	53	67
Total	293	536	123	47	96	1095

Up One or More Levels	28%
Same Level	59%
Down One or More Levels	11%

	2007	2008
Advanced	293	402
Goal	536	489
Proficient	123	89
Basic	47	48
Below Basic	96	67

II.b. MIDDLE SCHOOL

CMT results – middle school

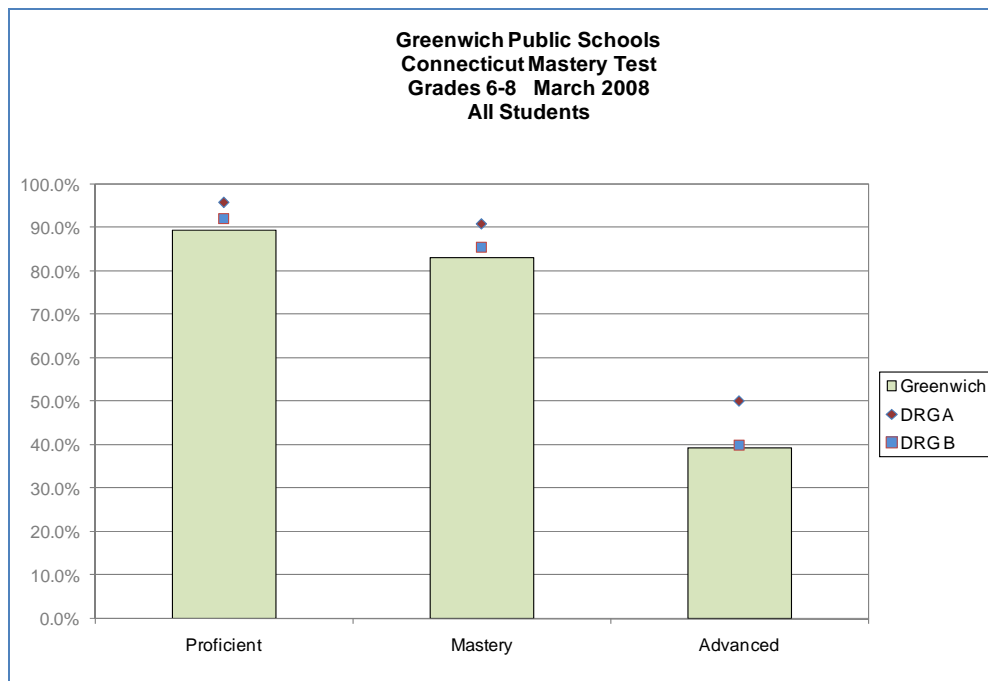
10. Across the district, Middle School Reading scores increased to five year highs in 2007-2008 at the proficient, goal and advanced levels. Grade 6 data indicate an increase in the percentage of students scoring at the advanced level; however, the data also show a 2-3 point decrease in the percentage of students scoring at proficient and goal levels. Grade 7 saw a significant increase in the percentage of students at all three levels (proficient, goal and advanced). Grade 8 remained relatively stable with a slight decrease in the percentage of students scoring at the advanced level (**refer to Management Issue #4: Informal Internal Review of Adolescent Literacy Program**). (**Reference: Appendix Table #6**)

11. DRG Comparisons: In general, Greenwich Public School Middle Schools performed below the DRG B and DRG A averages for the percentage of students at the proficient, goal and advanced levels. The exception is grade 8 students at the advanced level where Greenwich students scored 2 percentage points above the DRG B average but still 7 points below the DRG A average (**refer to Management Issues 1, 2, 3, and 4**). (**Reference: Text Table 4 and Chart 1**)

Table 4: 2007-2008 DRG and Grade Level Comparisons

Advanced	Grade 6		Grade 7		Grade 8	
	07	08	07	08	07	08
DRG A	42	49	50	57	49	45
DRG B	32	39	39	45	37	36
Greenwich	30	36	40	43	41	38
Goal	Grade 6		Grade 7		Grade 8	
	07	08	07	08	07	08
DRG A	90	90	91	92	92	90
DRG B	83	84	84	88	85	85
Greenwich	81	79	82	88	84	83
Proficient	Grade 6		Grade 7		Grade 8	
	07	08	07	08	07	08
DRG A	95	96	95	96	96	96
DRG B	91	91	91	93	92	93
Greenwich	88	86	88	92	90	90

Chart 1: 2008 DRG Comparisons



12. Eastern Middle School. Eastern’s CMT scores remain at high levels and most grades meet or exceed DRG A averages. Data indicate a 4 point increase in the percentage of students scoring at the advanced level. The percentage of students scoring goal and proficient remain stable or near five year highs. **(Reference: Appendix Table #6)**

13. Central Middle School. Central’s scores also reflect a relatively stable percentage of students at goal and a 1 percentage point decrease in students scoring at the advanced and proficient levels. CMS scores meet but do not exceed DRG B averages. **(Reference: Appendix Table #6)**

14. Western Middle School. Western Middle school made inroads in closing the achievement gap within the district. From 2007 to 2008, CMT scores reflect an increase in the percentage of students scoring at all three levels (proficient, goal and advanced). Data indicate a 5 percentage point increase at the advanced level this year. The five year trend at WMS is up at the advanced and goal levels and stable at the proficient level. WMS students continue to score below other DRG A and DRG B students. **(Reference: Appendix Table #6)**

15. CMT-4 Reading Comprehension Strand Analysis: Relative to the 2006-2007 CMT-4 data, there was an increase in the percentage of students who mastered all four content strands (Strand A= Initial Understanding, Strand B=Developing and Interpretation, Strand C=Making Reader to Text Connections and Strand D=Content and Structure). Similar to trends found in the elementary data, there were significant increases in both strands C and D. These gains can be attributed to the extensive professional learning focused on the open-ended nature of the responses in these strands. **(Reference: Text Table #5)**

16. CMT-4 DRP Analysis: DRP data indicate that from 2006-2007 to 2007-2008 there was a slight decrease in the percentage of students scoring at the advanced and goal levels on the DRP. The average DRP unit scores decreased in all three grade levels. There was about a one point increase in the percentage of students scoring at the proficient level. **(See Management Issues #3 and #4 for further discussion.) (Reference: Text Table #5 and Appendix Table #3)**

Table 5: Middle School Reading Comprehension Strand Analysis

Grade	Year	DRP		Reading Comprehension Strands					Average # of Content Strands Mastered
		Number Tested	Average Unit Score	Number Tested	% Mastery by Content Strand				
					A	B	C	D	
6	2007	654	72.2	654	85	77	48	82	2.9
	2008	643	71.0	643	89	85	53	87	3.1
7	2007	634	73.1	637	81	73	38	82	2.7
	2008	645	72.4	646	83	87	72	86	3.3
8	2007	634	73.1	637	81	73	38	82	2.7
	2008	645	72.4	646	83	87	72	86	3.3

17. Growth Analysis (6-8): A comparison of middle school students who took the CMT in both 2006-2007 and 2007-2008 reveals that 23% of the students moved up one or more levels, 66% stayed on the same level and 10% moved down one or more levels. 204 of our middle school students moved from the goal to the advanced level and 79 of our middle school students moved from proficient to goal.

Table 6: Middle School Growth Data

Spring 2008	Spring 2007					Total
	Advanced	Goal	Proficient	Basic	Below Basic	
Advanced	485	204	1			690
Goal	89	520	79	30	15	733
Proficient		36	28	28	13	105
Basic		17	11	10	16	54
Below Basic		7	8	6	69	90
Total	574	784	127	74	113	1672

Up One or More Levels	23%
Same Level	66%
Down One or More Levels	10%

	2007	2008
Advanced	574	690
Goal	784	733
Proficient	127	105
Basic	74	54

III. NARROWING GAPS (3-8)

18. Analysis of subgroups, aggregated over grades 3-8, reveals mixed results on the reading CMT. A slight reverse gap between Asians and the district as a whole remains with Asians out-performing district percentages at all three levels. Scores of Hispanic students (13.5% of the GPS population) show increases at all three levels (proficiency, goal and advanced). Therefore, the gap between Hispanic students and the district as a whole continues to narrow. Scores for Free and Reduced Lunch (F/R) students (8.8% of the GPS population), are trending up, but with very small increases. Scores of Black students (2.4% of the GPS population) remain flat, but there was a slight decrease in the number of students scoring at proficient (4 percentage points). Scores for ELLs continue to increase in both the proficient and goal levels; however, a significant gap between ELLs and the district as a whole remains. Scores for Special Education students remain relatively flat with a slight increase in percentage of students scoring at or above goal. With the exception of Asians, all subgroups remained below the general GPS population by relatively wide margins (**refer to Management Issue #2 for further information**). (**Reference: Appendix Table #4**)

19. CMT-4 subgroup data indicate that there continues to be a gap in the performance of males and females on CMT reading at all levels. In 2006-2007, girls scored 4.5 percentage points higher than boys at the advanced level, 13 percentage points higher than boys at the goal level and 4.2 percentage points higher than boys at the proficient level. Comparing 06-07 to 07-08 data, boys closed the gap somewhat at the advanced level, but widened the gap at the goal level. The gap remains unchanged at the proficient level (refer to Management Issue # 2). (Reference: Appendix Table #4)

IV. CAPT RESULTS

20. On the 2008 CAPT, the percentage of Greenwich High School students achieving at the advanced level decreased by 13.18 percentage points (from 41.17 to 27.99), at the goal level by 10.14 percentage points (70.96 to 60.82) and at the proficient level by 2.64 percentage points (from 93.41 to 90.77). (refer to Management Issue # 5). (Reference: Appendix Table #7)

21. GHS CAPT scores were below the DRG B average by 9.3 percentage points at the advanced level, by 8 percentage points at the goal level, and by 3.8 percentage points at proficiency. GHS scores were below the DRG A average by 23 percentage points at the advanced level, by 20.9 at goal, and by 7.4 at proficiency. (refer to Management Issue # 5). (Reference: Text Table #7 and Chart #2)

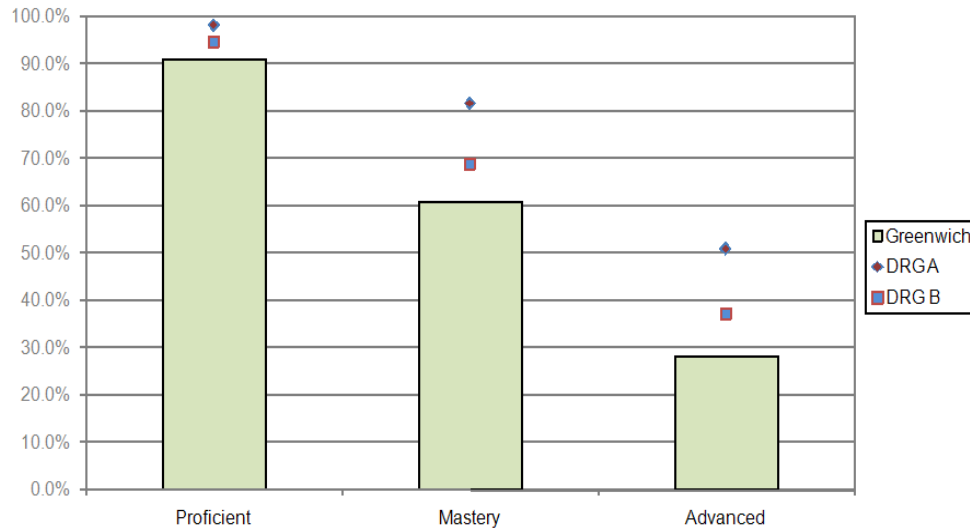
Table 7: 2007-2008 DRG Comparisons

Advanced	CAPT	
	07	08
DRG A	*	51.0
DRG B	33.7	37.3
Greenwich	41.2	28.0
Goal	CAPT	
	07	08
DRG A	*	81.7
DRG B	66.9	68.8
Greenwich	71.0	60.8
Proficient	CAPT	
	07	08
DRG A	*	98.2
DRG B	93.5	94.6
Greenwich	93.5	90.8

- 2007 CAPT data were not calculated for DRG A.

CHART #6

Greenwich Public Schools
Connecticut Mastery Test Reading
Grades 10 March 2008
All Students



22. Each subgroup was consistent with the overall lower performance, with the exception of the percentage of Asian students meeting goal. (refer to **Management Issue # 6**). (Reference: **Appendix Table #7**)

V. SCHOLASTIC ACHIEVEMENT TEST (SAT I) VERBAL/READING

23. 90 percentage of our graduating seniors tested, with a mean score of 562, up 4 points from last year's 558. (Reference: **Appendix Table #8**)

VI. ADVANCED PLACEMENT

24. On the May 2008 Advanced Placement Exams in English Literature and Composition, students continued to perform well, though slightly fewer students tested. The mean score was 3.9, up .3, with 146 students testing (Reference: **Appendix Table #9**).

In 2008-2009 we have five nationally audited teachers teaching seven sections of AP English.

GOVERNANCE ISSUES

1. There are no governance issues.

MANAGEMENT ISSUES

1. Continued Refinement of GPS' Research-based Core Comprehensive Literacy Framework

Progress on this issue:

- Building-level literacy specialists will review expectations for GPS Comprehensive Literacy Framework (Reading Workshop, Writing Workshop and Word Study) with teachers and the corresponding Standards of Practice (explicit teacher and student expectations) with all teachers. They will conduct a needs assessment and appropriate job-embedded Professional Learning Activities will be created to meet teacher needs.
- **Reading Workshop Component:**
 - Continued job-embedded training on formative assessments, student conferences, accountable talk, and effective student feedback
- **Word Study Component (2006-2008):**
 - K-2: *Phonics and Friends* (explicit, systematic, and multi-sensory instructional approach to phonemic awareness and phonics instruction)
 - Haskins Laboratories Phonemic Awareness and Phonics Instruction Training for all PreK-1 teachers (October 10, 2008)
 - 3-5: Adoption of *Intermediate Word Study Program* (Spelling for Writers and supplemental resources for phonics/word analysis, vocabulary, fluency, and spelling).
 - Early Reading Success Grant (100K) for job-embedded training from Haskins Reading Laboratories that will provide additional literacy expertise professional learning support for PreK-2 classroom teachers and the before/after school intervention program for K-1 struggling readers at Hamilton Avenue.
- **Open-ended Responses:** in 2007-2008 Nancy Boyles conducted a workshop on strategies for responding to open-ended questions for teachers and administrators in grades 3 through 8. The program will continue to implement these strategies and build upon the successes found on the 2008 CMT data.
- **Research-based instruction: TEPL, Training Connected to Reading:** additional focused work will build upon the district's TEPL initiative. Three leverage indicators, discussion/work groups, content organization/delivery, and feedback, have been identified as a focus for 2008-2009 school year. Student discourse and feedback are critical components to effective comprehensive literacy instruction. Therefore, literacy specialists will work with teachers to enhance these areas of instruction. Additionally, a focus group has been formed to identify the district needs for units of instruction to organize and connect student learning in a meaningful way.

2. A Systematic Response to Intervention PreK-12 (RTI):

Progress on this issue:

- **A District-wide RTI Committee was formed in August, 2008:**
 - Review of current programs, assessments and interventions
 - Based on the review, personnel will receive additional training in multi-sensory, systematic approaches to reading instruction that are designed to meet student learning needs (Project Read, Orton-Gillingham, etc...).

- RTI –Awareness Training Sessions at the district and building levels to build capacity
 - Students Assistance Teams (SAT) procedures and Individual Student Intervention Plans (ISIPs) will be utilized as part of the RTI process to bridge sub-group gaps and decrease the number of students not meeting proficiency.
 - RTI district-teams will attend additional training from SERC
- **K-5 Comprehensive Assessment Matrix & Early Intervention:** a draft of the document was formed this summer. This document delineates district-level student learning benchmarks in all 5 areas of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). This will facilitate the process of early identification for struggling learners.

3. Differentiated Instruction

Progress on this issue (see Kristy, Mary & Pat):

The reading and language arts coordinator will work with the ALP, Special Education, and ESL/FLES coordinators to increase teacher effectiveness in the area of differentiated instruction (content, process, and product). An emphasis will be placed on increasing the rigor for all students so that students at all levels demonstrate growth (below goal to proficient, proficient to goal, and from goal to advanced). Specific attention will focus on differentiated instruction to meet the needs of minority and male students.

4. Informal Review of Adolescent Literacy (6-12)

Progress on this issue:

- **RTI Analysis:** The Reading and Language Arts Coordinator is working with middle school and high school reading and language arts staff to review critical components of program, instruction and assessments at each Middle School and at the High School.
- **Build Instructional Capacity:** The Reading and Language Arts Coordinator is working to build instructional capacity through job-embedded professional learning. We are working to identify a model for exemplary adolescent literacy instruction. The following strategies support this initiative:
 - **Professional Learning Groups (key professional literature)**
 - Taking Action on Adolescent Literacy (Irvin, Meltzer and Dukes, 2007)
 - When Kids Can't Read (Beers, 2005)
 - Professional articles to support teacher effectiveness
 - ***Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Area*** (CSDE, 2007): Professional learning will continue to build upon the work that has begun at the various building to integrate literacy across all content-areas.
 - Department presentations and sharing
 - Building-level professional learning experiences
 - Collaboration with all content-areas (science, social studies, etc...)
 - **Adolescent Literacy Team Building:** The Reading and Language Arts Coordinator is working with middle school administrators and building-level reading specialists to build a cohesive instructional team in grades 6 through 12. The following strategies will support this effort:

- Collaborative attendance at CES' Adolescent Literacy Council District-wide meetings

5. CAPT Results

Progress on this issue:

As a Pre-K -12 institution, we recognize that the 2008 CAPT results warrant a serious plan to improve our reading scores. We have committed to the following actions.

1. Review of scores and released CAPT tests, with subsequent use of those data to inform instruction. Ninth and tenth grade teachers have been given their individualized class results to analyze and report on.
2. Administer diagnostic Reading CAPT of each sophomore by November first. We will devote the professional learning day on November fourth to CAPT training for the whole department, featuring a department member fresh from the state CAPT training session in October. The diagnostic CAPT will be scored and used to intervene as needed on an individual student basis, and to assess department needs.
3. Additional activities will also address student reading:
 - Increase emphasis on nonfiction reading. Seminar skills classes are particularly appropriate for this, as the CAPT Reading for Information selections are articles from newspapers, periodicals, or online sources, with topics from popular science to current events.
 - Increase in class reading time with immediate response.
 - Increase frequency of regular written responses to check for reading completion and for the dimensions assessed on the CAPT: understanding, interpretation, connection and evaluation.
 - Use CAPT elements in January exams as a mid-term reading assessment.
 - Increase collaboration with literary specialists in and out of class.
 - Collaborate closely with Language Arts Coordinator Jennifer Mitchell; increase articulation with the middle school reading programs.
 - Collaborate with special education staff.
4. Provide GHS teachers in 2008-2009 with several professional learning opportunities focused on reading. One will bring teachers of both English and Social Studies together to build a unit on teaching a new text, *Persepolis*. Another is a workshop on strategies in engaging readers through curriculum and instruction.
5. Provide time for teachers to collaborate on student reading, including program, afternoon and November professional learning sessions.

6. Subgroup Analysis

Progress on this issue

The following gap closing measures provide targeted assistance to students in underperforming subgroups: ISIP's, literacy specialists, Skills for Success, CAPT seminars and learning centers. We are also working to implement the AVID program, an intervention program designed to develop the academic and social skills of targeted students.

EXCEPTIONS

1. None

DESCRIPTION OF STANDARDIZED MEASURES

The **Connecticut Mastery Test (CMT)** is a state-mandated program that assesses and reports the achievement of students in grade three through grade eight in three areas: Mathematics, Reading, and Writing. Prior to the 2005-2006 school year, the CMT was administered in grades four, six and eight. The CMT assesses core academic competencies and serves as a key indicator of a student's readiness to successfully access the high school curriculum. Student scores are characterized by performance level: 5-Advanced, 4-Goal, 3-Proficient, 2-Basic and 1-Below Basic. Students scoring at the advanced level are performing at the top of all students across the state. Students scoring in the goal category possess the knowledge, ability, and skill necessary to successfully perform the tasks and assignments appropriately expected of a student with minimal teacher assistance. Students who score in the proficient category are able to successfully participate in their regular grade appropriate course work. The proficient standard is used to calculate adequate yearly progress under No Child Left Behind (NCLB). Students scoring below the proficient level require intervention to accelerate their academic progress.

The **Connecticut Academic Performance Test (CAPT)** is a state-mandated program that assesses and reports the achievement of tenth grade students in four areas: Mathematics, Science, Reading Across the Disciplines, and Writing Across the Disciplines. Student scores are characterized by performance level: 5-Advanced, 4-Goal, 3-Proficient, 2-Basic and 1-Below Basic. Students scoring at the advanced level are performing at the top of all students across the state. Students scoring in the goal category possess the knowledge, ability, and skill necessary to successfully perform the tasks and assignments appropriately expected of a student with minimal teacher assistance. Students who score in the proficient category are able to successfully participate in their regular grade appropriate course work. The proficient standard is used to calculate adequate yearly progress under No Child Left Behind (NCLB). Scoring at the proficient level or higher on the mathematics, reading and writing subtests is required for graduation from Greenwich High School. Students scoring below the proficient level require intervention to accelerate their academic progress.

The **Scholastic Assessment Test (SAT I)** is a measure of developed verbal and mathematical skills important for success in college. Scores are reported on a scale from 200 to 800. SAT I is a college entrance examination and student participation is voluntary.

Advanced Placement (AP) is a College Board-sponsored program administered and operated by Educational Testing Service. The AP Program gives high school students an opportunity to take college-level courses and exams, and earn credit, advanced placement, or both for college. Greenwich High School offers sixteen advanced placement classes in five different disciplines. Examinations are administered in May and scored by the Educational Testing Service. AP Examination grades are reported on a 5-point scale as follows: 5-Extremely well qualified, 4-Well qualified, 3-Qualified, 2-Possibly qualified, 1-No recommendation.

Appendices

Table 1: Degrees of Reading Power by Student Subgroup (%)

		Spring 04	Spring 05	Spring 06	Spring 07	Spring 08
District (all schools and grades)	Advanced	65.1	66.5	67.4	66.2	64.7
	Goal	79.9	81.2	80.5	79.8	79.5
	Proficient	88.9	90.0	89.2	88.1	89.7
Asian	Advanced	72.0	70.3	64.8	61.0	64.0
	Goal	86.7	85.9	76.1	73.1	79.1
	Proficient	94.1	91.0	85.1	81.1	91.0
Black	Advanced	31.1	29.5	27.8	28.6	30.8
	Goal	45.6	45.3	43.5	45.5	41.9
	Proficient	65.1	66.3	58.3	63.4	67.5
Hispanic	Advanced	38.8	37.6	38.0	38.6	37.4
	Goal	58.4	58.2	55.6	57.7	58.0
	Proficient	75.3	76.4	74.3	73.7	77.4
White	Advanced	68.8	71.4	73.4	72.5	70.6
	Goal	83.0	85.1	85.9	85.3	84.5
	Proficient	90.9	92.6	92.9	92.1	92.3
Female	Advanced	64.7	67.0	68.0	65.4	65.4
	Goal	80.6	82.6	81.4	80.4	80.2
	Proficient	89.4	91.7	90.9	89.4	90.8
Male	Advanced	65.5	66.1	67.0	66.8	64.1
	Goal	79.3	79.8	79.7	79.2	78.9
	Proficient	88.5	88.5	87.7	86.9	88.6
Special Education	Advanced	24.3	23.4	27.2	22.8	21.9
	Goal	40.9	40.3	42.3	38.4	39.3
	Proficient	57.3	56.2	58.7	52.6	56.2
English Language Learners	Advanced	Subgroup < 20	17.4	14.6	15.9	17.5
	Goal	Subgroup < 20	38.2	29.2	29.3	37.7
	Proficient	Subgroup < 20	55.6	49.3	47.4	60.4
Free or Reduced Lunch	Advanced	22.3	24.0	26.3	25.8	25.5
	Goal	42.6	48.2	48.4	46.5	41.5
	Proficient	61.6	66.4	67.8	66.4	68.3

Table 2: Degrees of Reading Power by Elementary School (%)

		Spring 04	Spring 05	Spring 06	Spring 07	Spring 08
District (all schools grades 2-5)	Advanced	64.0	65.5	67.2	65.6	64.5
	Goal	78.7	80.4	80.1	79.2	80.2
	Proficient	88.4	90.2	88.9	88.2	90.0
Cos Cob	Advanced	62.9	59.0	60.3	57.4	61.9
	Goal	76.6	75.8	74.2	74.1	80.6
	Proficient	86.3	85.8	83.9	81.8	90.5
Glenville	Advanced	54.0	56.5	59.3	61.3	66.8
	Goal	68.4	72.2	75.0	74.2	78.8
	Proficient	83.8	88.2	85.1	84.7	86.7
Hamilton Avenue	Advanced	28.0	39.7	46.9	41.0	32.8
	Goal	46.7	59.6	61.7	61.2	51.6
	Proficient	66.7	75.3	79.0	78.1	73.1
Dundee	Advanced	71.7	75.3	72.1	72.5	70.1
	Goal	81.0	88.1	84.1	81.3	83.1
	Proficient	88.5	93.0	90.1	88.8	91.3
Julian Curtiss	Advanced	60.2	63.7	61.2	62.7	67.3
	Goal	76.3	80.7	76.0	75.4	77.9
	Proficient	85.3	89.6	85.2	86.0	88.9
New Lebanon	Advanced	31.7	36.8	41.9	40.9	40.3
	Goal	56.3	50.7	62.6	56.5	65.9
	Proficient	73.2	70.8	74.2	74.0	83.0
North Mianus	Advanced	68.6	67.2	66.2	62.5	63.6
	Goal	87.5	86.1	81.4	80.7	81.8
	Proficient	96.1	94.2	92.9	89.8	91.3
North Street	Advanced	73.0	73.1	74.0	76.7	70.1
	Goal	87.0	87.5	84.4	88.2	86.0
	Proficient	95.1	96.3	93.3	93.9	92.4
Old Greenwich	Advanced	71.7	73.7	78.8	73.3	69.1
	Goal	84.7	88.3	87.1	85.7	85.3
	Proficient	92.5	91.9	93.4	93.8	94.0
Parkway	Advanced	73.2	69.8	74.7	66.7	63.6
	Goal	87.6	83.4	86.0	83.6	81.8
	Proficient	94.7	94.6	92.2	91.8	92.1

Riverside	Advanced	76.3	80.6	82.1	83.0	79.5
	Goal	87.1	89.2	92.2	91.4	90.1
	Proficient	91.7	95.5	96.4	96.0	96.2

Table 3: Degrees of Reading Power by Middle School (%)

		Spring 04	Spring 05	Spring 06	Spring 07	Spring 08
District (all schools grades 6-8)	Advanced	66.7	67.9	68.0	67.3	65.1
	Goal	81.5	82.2	81.3	80.9	78.7
	Proficient	89.5	89.8	90.0	88.4	89.3
Central	Advanced	63.7	69.0	69.1	70.9	68.0
	Goal	80.9	83.6	81.8	83.8	80.2
	Proficient	89.5	91.2	89.8	91.2	91.0
Eastern	Advanced	77.8	78.2	76.6	77.5	75.5
	Goal	88.8	89.6	88.4	88.9	87.5
	Proficient	93.7	94.9	94.3	93.6	94.7
Western	Advanced	57.8	54.1	55.2	48.8	46.4
	Goal	74.0	71.6	71.1	66.4	64.3
	Proficient	84.6	81.9	84.3	77.8	79.5

Table 4: Connecticut Mastery Test Reading by Student Subgroup (%)

		03-04	04-05	05-06	06-07	07-08
District (all schools and grades)	Advanced	34.4	35.5	36.2	33.3	36.6
	Goal	78.1	79.1	80.9	80.0	80.2
	Proficient	87.4	87.7	88.7	88.3	88.4
Asian	Advanced	36.8	43.4	44.2	38.5	39.8
	Goal	78.3	77.6	80.3	78.0	79.6
	Proficient	88.0	85.5	86.8	86.1	89.2
Black	Advanced	5.1	6.0	11.6	8.7	11.5
	Goal	41.0	42.0	45.4	44.6	46.9
	Proficient	59.0	56.0	54.7	59.8	57.3
Hispanic	Advanced	8.7	13.7	14.2	12.6	13.6
	Goal	51.8	56.1	59.0	56.4	58.3
	Proficient	68.7	71.4	75.3	73.8	75.1
White	Advanced	38.0	39.1	39.4	36.9	41.0
	Goal	82.2	84.1	85.3	85.1	84.9
	Proficient	90.4	91.5	92.0	91.7	91.5
Female	Advanced	39.1	39.8	39.7	36.0	39.0
	Goal	81.1	82.6	84.3	82.2	83.0
	Proficient	89.6	90.5	91.8	90.5	90.6
Male	Advanced	30.2	31.7	32.9	30.8	34.5
	Goal	75.3	76.1	77.8	77.9	77.6
	Proficient	85.5	85.3	86.0	86.3	86.4
Special Education	Advanced	4.8	5.3	8.6	6.1	6.2
	Goal	34.2	33.2	40.7	36.5	38.7
	Proficient	55.1	45.2	53.9	51.1	51.2
English Language Learners	Advanced	Subgroup < 20	2.2	4.7	1.0	3.1
	Goal	Subgroup < 20	11.1	35.3	24.1	29.8
	Proficient	Subgroup < 20	31.1	56.3	43.4	52.2
Free or Reduced Lunch	Advanced	3.6	5.7	4.8	6.4	6.8
	Goal	39.7	41.7	49.8	46.5	46.2
	Proficient	58.9	56.6	65.3	62.6	66.9

Table 5: Connecticut Mastery Test Reading by Elementary School (%)

		03-04	04-05	05-06	06-07	07-08
District (all schools grades 3-5)	Advanced	34.3	30.3	33.3	29.9	34.0
	Goal	77.1	75.8	79.1	77.9	77.2
	Proficient	86.8	86.9	87.9	87.8	87.3
Cos Cob	Advanced	36.8	40.3	28.6	29.2	25.8
	Goal	80.9	80.7	71.9	72.3	71.1
	Proficient	86.8	87.1	81.3	83.1	84.7
Glenville	Advanced	33.3	17.4	18.8	19.4	32.2
	Goal	84.0	71.0	67.4	73.3	72.9
	Proficient	94.7	89.9	81.8	81.1	80.8
Hamilton Avenue	Advanced	7.3	13.3	14.0	15.2	12.8
	Goal	51.2	40.0	61.4	62.9	51.8
	Proficient	70.8	60.0	77.2	84.1	66.8
Dundee	Advanced	45.9	38.6	46.0	40.5	42.0
	Goal	85.3	82.5	83.5	82.0	81.4
	Proficient	91.8	89.5	90.9	88.2	89.4
Julian Curtiss	Advanced	29.4	18.5	31.4	29.6	38.0
	Goal	62.8	70.8	77.8	75.4	76.7
	Proficient	74.5	87.7	84.3	83.2	88.0
New Lebanon	Advanced	11.8	5.4	14.4	13.7	15.7
	Goal	29.4	54.1	58.5	51.3	61.8
	Proficient	52.9	62.2	71.2	73.5	82.4
North Mianus	Advanced	39.7	26.9	32.0	26.3	33.5
	Goal	86.3	82.1	83.3	77.9	78.5
	Proficient	94.5	91.0	95.1	89.2	90.0
North Street	Advanced	36.5	38.9	33.3	34.6	39.3
	Goal	83.8	82.2	84.4	85.0	86.0
	Proficient	90.5	94.4	90.7	93.2	92.2
Old Greenwich	Advanced	41.0	35.1	39.9	34.3	43.1
	Goal	82.0	79.2	89.6	84.6	87.1
	Proficient	90.2	90.9	94.0	93.1	95.2
Parkway	Advanced	38.9	38.1	42.3	37.0	35.1
	Goal	81.9	81.0	85.1	83.3	79.2
	Proficient	91.7	86.9	91.5	93.2	88.3

Riverside	Advanced	34.9	40.3	50.0	37.7	39.9
	Goal	82.5	86.6	90.6	90.4	84.2
	Proficient	88.9	94.0	96.5	94.6	91.4

Table 6: Connecticut Mastery Test Reading by Middle School (%)

		03-04	04-05	05-06	06-07	07-08
District (all schools grades 6-8)	Advanced	34.6	38.6	39.2	36.9	39.4
	Goal	78.7	81.3	82.7	82.3	83.3
	Proficient	87.9	88.5	89.7	88.9	89.4
Central	Advanced	34.9	43.0	41.3	41.6	40.7
	Goal	80.0	84.0	81.9	84.8	84.7
	Proficient	90.0	90.9	89.1	91.7	90.7
Eastern	Advanced	45.2	45.7	45.8	44.2	48.1
	Goal	85.5	88.3	88.8	90.3	90.4
	Proficient	90.9	93.7	94.6	94.0	94.4
Western	Advanced	21.6	24.7	27.6	20.8	25.3
	Goal	69.3	69.6	75.5	68.1	71.2
	Proficient	81.7	79.3	83.9	78.5	80.7

Table 7: Connecticut Academic Performance Test Reading (%)

		03-04	04-05	05-06	06-07	07-08
GHS (Grade 10)	Advanced	39.7	31.3	38.5	41.4	28.2
	Goal	67.3	69.0	71.0	71.6	61.3
	Proficient	90.1	89.7	91.3	94.1	91.1
Asian	Advanced	52.5	31.3	45.2	42.2	41.3
	Goal	72.5	70.8	73.8	73.3	82.6
	Proficient	85.0	95.8	92.9	97.8	95.7
Black	Advanced	The number of students in this subgroup is insufficient for reporting purposes.				
	Goal					
	Proficient					
Hispanic	Advanced	10.8	11.5	8.5	20.5	10.4
	Goal	32.3	44.9	36.2	44.3	28.6
	Proficient	67.7	74.4	76.6	80.1	75.3
White	Advanced	42.9	35.5	45.1	46.2	30.7
	Goal	71.7	74.0	79.8	78.2	66.0
	Proficient	93.6	92.5	94.6	96.8	94.3
Female	Advanced	45.7	40.8	45.7	47.6	33.2
	Goal	73.8	77.0	77.3	79.7	65.5
	Proficient	91.8	93.4	94.5	95.9	94.7
Male	Advanced	33.8	22.4	31.9	35.8	23.3
	Goal	61.0	61.3	65.3	64.2	57.1
	Proficient	88.5	86.3	88.4	92.4	87.6
Special Education	Advanced	7.8	10.0	7.6	11.4	3.9
	Goal	23.3	24.2	22.8	38.6	28.2
	Proficient	66.0	65.0	59.5	80.0	66.0
English Language Learners	Advanced	The number of students in this subgroup is insufficient for reporting purposes.				
	Goal					
	Proficient					
Free or Reduced Lunch	Advanced	6.7	6.7	7.9	12.3	3.8
	Goal	28.9	35.6	31.6	33.3	18.9
	Proficient	64.4	62.2	72.4	68.4	67.9

Table 8: Scholastic Assessment Test 1 Verbal/Reading

	03-04	04-05	05-06	06-07	07-08
% of Graduates Tested	92%	88%	91%	93%	90%
Mean Score	554	555	563	558	562

Table 9: Advanced Placement English

		03-04	04-05	05-06	06-07	07-08
English	# Tested	128	129	144	172	146
	Mean Score	3.5	3.5	3.7	3.6	3.9