

Greenwich Public Schools
Monitoring Report
Student Achievement: Physical Education/Health Education (E-003)
May 28, 2009

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.

I. Executive Summary

In order to ensure that all students master the instructional objectives of the Greenwich Public Schools’ curricula, student achievement in Physical Education and Wellness (Health Education) are assessed against the following local and *state* assessments:

- a. Physical Education Required Curriculum Objectives – Grades k – 10
- b. Physical Education Elective Course Objectives – Grades 11 – 12
- c. Greenwich Fitness Challenge – Grades 3, 5, 7, 9
- d. *Connecticut State Physical Fitness Assessment – Grades 4, 6, 8, 10*
- e. Health Education Required Curriculum Strands – Grades k - 8
- f. Wellness Education Required Grade Level Courses – Grades 9 - 12

Accomplishments include on-going comprehensive curriculum refinements and revisions, rigorous professional learning, research-based instructional practices, 21st century student assessment techniques, technology infusion and interdisciplinary programming.

Governance issues focus on facility challenges, graduation requirements and staffing reductions.

Management issues include secondary level program articulation, middle school scheduling issues, middle school assessment issues, fitness test inconsistencies across schools and the Health delivery model.

II. Accomplishments / Highlights

1. The Greenwich Public Schools Physical Education and Health Education Programs underwent comprehensive reviews during 2002 and 2003, respectively. The product of these reviews was the comprehensive development of two, k-12 curriculum documents, articulated vertically and horizontally using the Understanding by Design (UbD) model of curriculum design. All skills and knowledge are identified through a standards-based model and are built upon an age-appropriate developmental progression such that students receive consistent and systematic instruction in the essential objectives of learning in both disciplines.
2. In the Physical Education program, students complete tenth grade having acquired the skills and knowledge necessary to participate in 12 identified sports and activities that are transferable to an even wider range of lifetime sport and activity pursuits. Students are assessed quarterly and annually in fitness, skills, knowledge and sport concepts using locally developed assessment protocol. Beginning in the fourth grade and continuing every other year through tenth grade, students participate in the State of Connecticut Physical Fitness Assessment. Additionally, beginning in grade three and continuing every other year through ninth grade, students participate in the Greenwich Fitness Challenge – a locally developed fitness assessment designed to assess individual improvement in fitness components throughout the school year.
3. Rigorous professional learning has been a key underlying element in the enhancement of our instructional practices and strategies and in our on-going curriculum development. Offerings in the past three years include:
 - technology infused into the instructional program;
 - website development and maintenance;
 - liability and injury prevention in the PE setting;
 - inclusion in elementary and secondary PE;
 - obesity – issues and program implications;
 - sports injury prevention through prescriptive activities;
 - differentiated instructional practices;
 - service Learning;
 - heart rate telemetry;
 - tri-fit system assessments for improving student fitness;
 - adventure programming;
 - adventure racing;
 - social Emotional Learning/Character Education;
 - orienteering activities;
 - I-Movies for student self and peer assessment;
 - yoga;
 - SEL and adventure – practitioners seminar;
 - healthy habits;
 - pilates;

- self-esteem extremes – addressing body image, self-injury, and suicide prevention with adolescents;
- medicine ball fitness activities;
- common injuries to adolescents during physical activity-how to prevent and address;
- respectful communities in our schools – how to create them;
- GHS PLA Series - Nutrition, Conditioning, Fitness, Wellness at UCONN Stamford - 2008, 2009;
- functional fitness through sport; and
- guest speakers and presenters including:
 - Dr. Avery Faigenbaum, College of NJ
 - Steve Plisk- Velocity Sports & Yale Strength Coach
 - George Marom- Czech Sport Minister
 - Tom Bowler – Expert Witness – Liability Prevention
 - Dr. Betty B.Youngs – author – Stress in Children

4. **Pedometer Pen Pal Program and Orienteering Meet** - This multidisciplinary assured experience engages all fifth grade students in a district-wide program incorporating language arts, fitness, geography, mathematics, Spanish, Social Emotional Learning, orienteering, and adventure. Students are grouped with 2 – 3 other students in schools across the district that feed into the same middle school. They are only provided with the students’ names and school locations. Students must then use a map to calculate the route one must take from their school to each of the respective schools of their partners, convert the mileage into steps, and during the next few months, accrue sufficient steps to have traveled virtually from their school to each of the other two schools and back. The steps are accumulated during PE time and recess. Meanwhile, students generate letters: a biographical letter, a Spanish language letter, and a third letter identifying three areas of excitement and three challenges they anticipate as they head into middle school. The letters are exchanged with each of their partners during the course of the semester. A culminating event takes place in which students from each of the three clusters – EMS, CMS, and WMS gather on each of three days for an orienteering meet/adventure day. Students meet their partners in person for the first time and are paired with them in a day of problem-solving initiatives and fitness based activities.

CPR/First Aid Certification – The Health Education assured instructional experience provides articulated training and certification instruction for all students in grades 6, 8, and 10. Co-taught by Health Educators and GEMS instructors, students learn techniques for CPR, Heimlich maneuver and defibrillator use. The certification is effective for two years; given the training sequence, students are able to maintain their certification throughout their middle and high school years.

* Proposed coursework is in place for an elective course in Emergency Medical Technician training. This yearlong course would provide interested students with a program of instruction, certification, internship, and career option in emergency medical technician training.

5. Program highlights vary from school to school specific to students' needs, interests, and special training of physical educators.

Riverside School – features a “Specials-Special” course in which students enroll for a month-long concentrated experience in a specials area of choice. A supplement to the PE program, the “Specials-special” in PE includes dance, cardio-kickboxing, volley boot camp, and yoga.

The Riverside Rangers and Project Adventure program is now celebrating its 12th year. The Rangers program is an activity-based leadership development program for students in grade 5 at Riverside School. The program trains students in the spring of fourth grade to assume the responsibilities of playground game and sport coordinators. In the fall of grade 5, additional training provides these young leaders with strategies to share with grade 2 students. In addition, Rangers serve as greeters in the morning and conduct tours of the school for prospective students and their families. Riverside Rangers have also conducted parent informational meetings to explain the unique leadership opportunity. Rangers have been incorporated into an award winning ROPES social emotional learning program.

All **Cos Cob School** fifth graders participate annually in a gymnastics meet as a culminating experience for their gymnastics unit. Throughout their gymnastics experiences at Cos Cob, students are taught United States Gymnastics Federation routines. In their "meet," students perform a routine on a chosen piece of equipment (beam, parallel bars, rings, high bar, pommel horse or floor) and are given a score for their routine. Medals are awarded for the top 6 finishers on each piece of equipment and a team trophy is awarded for the class with the highest cumulative point total. This meet is run just like an official gymnastics meet.

Julian Curtiss Physical Educators have been the district leaders in Adventure-based programming and orienteering. A philosophy of cooperation, teamwork, leadership development, and social responsibility have been hallmarks of the instructional program supported by special events and supplemental programs which are designed to involve families, and service to the community.

ISD has infused the International Baccalaureate Model essential character traits into all disciplines of the instructional program. Activities such as “This is me being SAFE in PE”, “This is me being a THINKER in PE”, “This is me BEING CARING in PE”, “This is me being OPEN-MINDED in PE”, “This is me being PRINCIPLED in PE”, and “This is me being COOPERATIVE in PE” provide students with the opportunity to reflect on their behaviors as demonstrated in a wide range of activities, physical challenges, team sports, and motor challenges.

Various supplemental programs are incorporated into the instructional program such as the Ballet Partnership program that runs for 12 weeks, providing students with the opportunity to explore and express themselves through the modality of dance – specifically ballet.

North Street School – Physical Educators at North Street have infused and maintained a high level of enthusiasm in pursuit of the latest technological instructional strategies. Infused into daily instruction, students use pedometers, heart rate monitors, access websites, and develop fitness and skill DVDs, each of which is used for peer and self-assessment, and for innovative and motivational approaches to learning.

Additionally, programs such as Run for Life, Run Across America, Family Fitness Night, NCAA March Madness, Let’s Make A Meal Nutrition Assembly, and Adventure Based activities provide motivation and meaning for students in fitness and wellness. North Street PE teachers have also piloted the SPARK program, whereby they work with the school psychologist to create a program for enhancing academic performance in students with Attention Deficit Disorder (ADD) through regularly administered fitness challenges.

CMS - PE staff at CMS are working with a 7th grade team of students and staff to support math and fitness data. Students collect fitness data (times & scores) which are used to establish class norms for the 7th grade. Periodically during the school year CMS students go hiking in Pomerance. Once they become somewhat familiar with the trails, students learn orienteering skills and map reading, and then create their own maps of both the CMS building and grounds as well as at Pomerance.

CMS, EMS, WMS Health Education Programs feature a variety of local experts in areas such as nutrition, holistic health, relationship violence, and disease prevention.

GHS – Certification Courses are offered through the electives programs that include Lifeguard Training, Personal Training, Sports Medicine - Care and Prevention of Athletic Injuries. Students who have completed these courses have gone on to senior internships in the field at local orthopedic and rehabilitation clinics, lifeguarding jobs, and personal training careers. The **Self-Defense Course**, which was adopted in 2007, focuses on personal safety in the 21st century society. Students receive instruction on common sense prevention, identification of dangerous situations, critical thinking and problem solving for avoiding, and skill techniques to defend themselves in a dangerous situation.

Our GHS Medicine Ball Program has provided the framework for the books, “Med Ball For All” and “Med Ball For All Kids,” in addition to three DVDs on “Med Ball Training,” “Youth Fitness,” and “Strength Training for Students/Athletes,” all authored by Patrick Mediate. There also have been several articles published which were written by our GHS PE staff in professional journals such as JOHPERD, ACSM, and NSCA. Additionally, features on CNN, Nickelodeon and CNBC On Line showcased our curriculum initiatives specific to programs on youth fitness and Med Ball Training.

Over the last eight years, the **GHS OUTREACH Club**, (an extension of the Wellness classes at GHS), whose motto is “Keep it Real, Keep it Safe, Keep it Dry - PARTY SOBER” strive to get this message out by:

- organizing educational presentations;
- organizing school activities such as a In Memory of.... bulletin board;

- including Safe & Sober activities in Greenwich survey;
- conducting a public service announcement contest;
- supporting safe sober activities in conjunction with the Teen Center;
- talking to 8th graders about transitioning to GHS in a positive way; and
- organizing the Keep it Safe Campaign that includes students and community merchants.

III. Data Review

Instructional program, student assessments, and data descriptions

The **locally developed assessments** have been in place since the curriculum review of 2002; however, they have been revised every two to three years to better reflect evaluation of student learning of the curriculum objectives. We have set the indicator of success for the mastery standard at 80% in both physical education and health education. Physical Education data are collected under the National Standards of motor skills, learning concepts and game strategies, and fitness. The Health Education data are collected under three of the four strands – Human Growth and Development, Healthy and Active Lifestyle, and Injury and Disease Prevention for grades k – 5. Substance Abuse Prevention is taught and assessed in a cooperative learning team approach by Physical Educators in grades k - 5, such that all students are required to learn and master all objectives of the instructional program. In grades 6 – 12, students are assessed in each of the four strands, however, in high school, the assessments and associated data are not segregated into separate strands but are incorporated into one grade. The data (see appendix) identify the numbers and percentage of students who have reached this mastery standard during the past three to five years.

Each of the assessments in each standard in Physical Education have been developed using a four-tier rubric which collectively identifies the essential elements of skills and knowledge, and aligns directly with the report card grading system. Students are assessed on a formative basis through their weekly physical education instruction and on a quarterly basis for reporting student progress to parents and students. Because PE is a program that needs to be very responsive to the dynamic developmental progressions of children from birth through adulthood, skills acquisition is revisited frequently throughout the school year so that students can apply, practice, and master their learning through a variety of activity and sport pursuits. It is expected that students will achieve the 3rd or 4th tier of skill performance by the end of each school year.

Within a month of arriving to kindergarten, students participate in a baseline **kindergarten screening assessment**. Students who are not able to perform five or more of the fifteen test items are referred for supplemental instructional class which they attend until they have demonstrated mature skill acquisition in the deficiency areas. Likewise, students in first through fifth grades are scheduled for supplemental instruction as deemed necessary through indicators of the local assessment instruments and/or low fitness performance levels. As a result of the articulated nature of the curriculum, students are ensured common learning experiences across the district in every grade level and in every performance standard. Each grade level, beginning in third grade has three sports/activities identified for concentrated instruction and assessment. These sports/activities are articulated incrementally such that by the end of tenth grade students will have developed proficiency in a minimum of twelve sports/activities as well

as skills and knowledge transferred to a wide range of sport/activity pursuits. Instructional objectives, which are not tied to a specifically identified sport/activity in the articulation scheme, are taught through a wide range of sports/activities as deemed developmentally appropriate by the Physical Educators at each school. All skills and knowledge objectives follow a developmental progression articulated from kindergarten through tenth grade. Objectives in the electives program are developmentally and activity/sport specific and appropriate. Assessments for the certification courses are specific to the requirements of each focus area of certification.

Health Education assessments are locally developed and specific to the appropriate instructional strand/standard at each grade level. Indicators of success are set at the 80th percentile and have been revised every two to three years since the program review of 2003 to more accurately measure student learning at the 80th percentile. The curriculum is locally developed based on the national and state standards that have been adopted by the BOE. The delivery model requires approximately twelve to sixteen hours of instruction annually and students are assessed in each of the four strands – Human Growth and Development, Healthy and Active Lifestyle, Injury and Disease Prevention, and Substance Abuse Prevention. Students are expected to achieve levels 3 or 4 in the assessment rubric levels. As a result of the lower than expected assessment data reported for student performance in grades k – 5, coupled with teacher feedback on the lesson plans, a team of teachers met during the summer of 2008 to review the lessons and assessments. They revised and updated the lessons, materials, and assessments to address and measure the instructional objectives more appropriately. These lessons and assessments are in place this year and all teachers involved in the delivery of the curriculum will complete an evaluation instrument specific to the new lessons and student learning. These data will be collected in June for review.

Middle School health education instruction is delivered through dedicated health educators who generate their own lesson plans and student assessments specific to the instructional objectives of the curriculum in grades 6 and 8. Seventh graders do not receive any health education instruction except a couple of lessons in substance abuse prevention that is mandated annually by the State Department of Education. The delivery of all substance abuse prevention was formerly provided by group guidance counselors, however, with changes in leadership and staffing, this program has suffered oversight and needs to be addressed in the secondary review committee process. Due to inconsistencies in assessment reporting at the middle school level, (EMS uses a A/ Fail/Pass system whereas CMS and WMS use the A – F letter grading system) it is challenging to evaluate/compare/contrast/align student achievement across the district. It is anticipated that the secondary review process currently in place will address this discrepancy along with the inconsistent delivery of the substance abuse prevention lessons.

Standardize testing is administered annually in the fall to assess youth fitness through the Connecticut State Fitness Assessment instrument for students in grades 4, 6, 8, and 10. There are four assessment indicators – flexibility, strength and endurance, upper body strength and aerobic endurance. Test data are reflected through each test area as well as through a comprehensive score of students passing all four tests. The indicator of success for Greenwich Public Schools is set (as approved by the BOE in 2002) at 55% of students achieving mastery (4 of 4 tests). Data provided (see appendices) contrast Greenwich Public Schools performance

percentages against school districts in DRGs A and B. Data charts also identify student scores by school and test over the past five years and summative trend charts for each school and the district total over the past 10 years. Regarding the standardized testing of physical fitness, overall, the district fitness scores have maintained a steady upward trend over the past five years, ranging between 47 % and 51 % of the students passing on all four assessment areas. Prior to the infusion of the Med Ball Programming in 2002, and the Greenwich Med Ball Fitness Challenge, youth fitness scores were, in general, lower than their current level of 51 % of students passing on all four test instruments (see appendices specific to Fitness Test Results 1998/1999 – 2007/2008).

Our goal is to reach and surpass the 55% achievement level (which is addressed in management issues under Fitness Scores), striving to replicate the fitness levels of the youth of Naperville, Illinois. These youngsters are considered the “Fittest Youth in America” because of the indicators on their personal profiles. The Naperville School District prescribes Physical Education daily for 45 –60 minutes. Of that time period, 30 minutes is devoted to cardio-respiratory workouts coupled with rigorous monitoring of heart rate, blood pressure, body fat analysis, strength, endurance, flexibility, and maximum O2 exchanges. Through community and BOE support, a technology plan was put into place, which targeted \$450,000 toward the purchase of equipment that would enable the instructional team to develop programming specific to the improvement of youth fitness. This district serves as the national model for physical education and wellness programming.

The **Greenwich Medicine Ball Fitness Challenge** is a locally developed pre- and post-test inventory specific to measurement of individual student progress in fitness during the course of the school year. It incorporates 5 – 6 assessment areas that are administered in the fall and spring in alternate grades (3, 5, 7, 9) from the State Fitness Test (4, 6, 8, 10). Because it is locally developed, there are no standardized measures; however, scores are used as a baseline and motivational indicator from which students strive to improve their personal fitness during the course of the school year. The challenge is also used to prepare students for the State Fitness Test and as a means of motivating students to improve and maintain personal fitness achievement.

Analysis of Assessment Results

DRG A/DRG B Comparisons. Greenwich has maintained a position in the top 30% of DRG B and in the top 50 % of DRG A in fitness performance. Of the nine districts in DRG A, Greenwich scored better than six of the districts. Of the twenty-one districts in DRG B, Greenwich scored better than seventeen of the districts.

Greenwich Public School variances in the fitness test are the result of a wide range of variables – many of which are demographically related and beyond the influence and impact of the instructional program *as it currently is structured and delivered*. For example, physiological development, kinesthetic delays, sleep patterns, nutrition, home environment and allergens, lifestyle practices, etc. all affect an individual student’s fitness scores. The results in Naperville demonstrate that if there were more time devoted to youth fitness participation on a daily basis

and if that time were used in effective, “best practice” ways, the fitness scores of the Greenwich youth would improve significantly.

It is worth noting that the State of Connecticut has revised the state fitness assessment effective fall 2009, which will result in altering the testing protocol for several of the fitness test components. This revision came from concerns in the inconsistencies which were reported in the administration of several of the fitness test items as well as a general concern that the instruments were not accurate reflections of student achievement in one or more areas of fitness. Given this change of test protocol, the next few years will provide us with new data that will begin a fresh era of fitness test achievement and evaluation.

IV. Governance Issues

Facilities: The size and state of our facilities challenges our program delivery. Currently, limited space and scheduling force two or three classes to team for instruction in one gymnasium. Studies and research from best practice schools reveal that in the best case, facilities should include: two traditional gymnasiums or one large enough to be divided with a flexible partition, indoor and outdoor Adventure Courses, and a fitness center at every school, k-12. Additional features are cardio stations (treadmills, virtual bicycles, elliptical trainers, stationary bikes, etc) for 30 plus students and technology sufficient such that students can monitor their health and wellness profiles and track them over the middle and high school years. A recommendation is to conduct a comprehensive review of facilities and to draft a plan with specific suggestions and identified budgetary needs.

Technology: To ensure that full classrooms of students have opportunities for use of heart-rate monitors, website accessing, video-fitness activities, and computers for recording and tracking data, a long-range plan should be established to inventory necessary PE technology and budget for its implementation.

Staffing at the high school has been reduced by 3.5 teachers over the past four years which has impacted the delivery of the electives program. Because of the reduction in staffing, and the need to provide curriculum instruction in the required program, we cannot provide staffing for of our state of the art fitness center, which now is only used during 12 of the 48 instructional blocks possible during an eight-day cycle.

PE Grades at the High School are not a part of the GPA which impacts the program on many levels – from student participation and preparation for class creating a problem, to the recognition of students who excel in physical education and wellness courses and cannot incorporate this achievement in their GPA.

V. Management Issues

The Materials for Health Education has presented on on-going challenge that we are hoping will be rectified during the 2009 – 2010 school year. Because materials are shared at the elementary level, there was much added expense for replacement of materials that either were moved from school to school as teachers transferred, or were lost at their home school site. The Health Program budget has now replaced all materials and developed a system for use at each school, and effective in July 2009, the school site budgets will be responsible for replacement of lost or damaged materials.

The Health Education delivery model in the elementary schools presents a significant challenge in the consistent delivery of the instructional program (see chart attached). There are a wide variety of people involved in the delivery of instruction in each of the grade levels, most of whom are not trained in Health Education instruction. Additionally, time for professional learning for elementary classroom teachers competes with demands in core academic areas. The result is very little opportunity for consistent, on-going training in Health. One solution is to bring specialists and professionals into the classroom to assist in the delivery of some of the sensitive issues and personal growth and development aspects of the curriculum. Districts considered to exercise best practices have dedicated Health educators who provide all instruction in Health Education and Wellness.

Area of Focus	Where are we going ?	How will we get there?	How will we know we've arrived?	Timeline	Responsibility of
Student assessment – PE	Alignment with report card and skill assessment criteria – develop 5 tier rubric through revision of current 4 tier rubric	PE staff will revise rubric indicators during PLAs and growth and development opportunities	Completion of skill and grade level rubric indicators aligned with report card key	2009	Program Coordinator, PE teachers, DirCIPL
Student assessment – Health	Articulated across district and aligned with report card system	Meetings and discussions in Secondary Review committee, Meetings and discussions in supplemental Middle School Scheduling meetings, Agreed decision on consistent model	A district system for assessing and reporting student achievement will be in place in all middle schools	2009 - 2010	Secondary Review Committee, Program Coordinator, MS administration, DirCIPL
Research – based/best practice wellness education	Revise the current model of instruction for wellness education in the GPS	Research best practices, innovative scheduling, instructional models, 21 st century alignment for delivery of wellness education instruction	Implementation of best practices into the GPS at the middle and high school levels	2009 -2011	Secondary Review Committee, Program Coordinator, Health Educators, committee representatives. DirCIPL
Fitness Scores	Improve youth fitness and reduce gaps in school to school fitness test results	Identify best practices for improving youth fitness – locally and nationally; schedule visitations; explore facility improvement potential, identify exemplary programming initiatives; rigorous professional development	Implementation of rigorous fitness initiatives for all students; infusion of best practices into GPS programming; student fitness scores improve	2009 - 2011	Physical Educators, Program Coordinator, Site principals and assistant principals, DirCIPL
Professional	Improvement of	Schedule PLAs specific to	Improved	2009 - 2010	Program Coordinator,

Learning	instructional practices	technology, differentiation, best practices instruction, substance abuse prevention, fitness initiatives, SPARK	instruction, improved student achievement data		Health Educators, Physical Educators, Elementary Classroom teachers, DirCIPL
Middle School Physical Education	Revision of middle school PE programming model and content – Boot Camp, Conditioning and Weight Management, Running Club, Extreme Sports, Spark Aerobics, Personal Health Profile Assessment through comprehensive technology	Identify/correlate student need with creative programming initiatives; professional learning opportunities; teacher training; revisit MS scheduling	Overhauled program model for Middle School PE program delivery; improved student achievement; improved student fitness and skill acquisition	2009 - 2011	Program Coordinator, Site Administration, DirCIPL
High School Health Academy	Development of an academy for career pursuits in health education through a joint program with Greenwich Hospital	Develop program protocol, scheduling scheme, identify hospital rotations and key players, identify student selection protocol, align with criteria from national program in health career academy	Students identified for the three-year program will participate in regular classroom instruction supplemented with regular rotations through all areas of Greenwich Hospital – from facility management through Surgical and Emergency Room assignments. Final segment of rotation will focus on primary area of interest for student, including a report on proposals for improved operations submitted by students	2009 - 2012	Program Coordinator, Guidance Counselors, Greenwich Hospital Representatives, High School Health Educators, High School Administration, DirCIPL
Health Education Delivery Model	Revise the current delivery model for the instructional program k-5	Conduct review of current model, inclusive of staff training, content for endured understanding, scheduling of instruction and supplemental speakers/support persons, impact on student achievement, work with site principals and staff specific to ordering materials, delivery of instruction and assessing student achievement.	Revise/streamline delivery model for enhanced efficiency. Schedule required and optional opportunities for professional learning specific to content	2009-2011	Program Coordinator, Health Educators, Site principals, Classroom teachers, DirCIPL

Respectfully presented by Colleen E. Morey for Physical Education, Health and Wellness,
Family and Consumer Sciences, and Middle School Sports

Appendices (Data Tables)

HEALTH EDUCATION ASSESSMENT PERCENTAGES 2004-2008

Grade:	Kindergarten			
Assessment:	Healthy Active Lifestyle			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
4	81%	89%	90%	89%
3	14%	8%	8%	9%
2	2%	2%	1%	2%
1	0%	0%	0%	0%
0	2%	1%	0%	0%
Exempt	1%	0%	1%	0%
Assessment:	Human Growth & Development			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
3	89%	92%	92%	92%
2	7%	6%	6%	7%
1	2%	1%	0%	1%
0	1%	1%	1%	0%
Exempt	1%	0%	1%	0%
Assessment:	Injury & Disease Prevention			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
3	85%	86%	86%	87%
2	11%	11%	10%	12%
1	2%	1%	2%	1%
0	1%	2%	1%	0%
Exempt	1%	0%	1%	0%

Grade:	1st			
Assessment:	Human Growth & Development			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
3	70%	68%	76%	67%
2	27%	29%	22%	31%
1	2%	2%	1%	1%
0	1%	1%	0%	0%
Exempt	0%	0%	0%	1%
Assessment:	Injury & Disease Prevention			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
3	81%	76%	79%	75%
2	17%	22%	20%	23%
1	1%	1%	0%	0%
0	1%	1%	1%	0%
Exempt	0%	0%	0%	2%
Assessment:	Healthy Active Lifestyle			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
3	81%	81%	80%	85%
2	17%	18%	19%	14%
1	1%	1%	1%	0%
0	1%	0%	0%	0%
Exempt	0%	0%	0%	1%

HEALTH EDUCATION ASSESSMENT PERCENTAGES 2004-2008

Grade:	2nd			
Assessment:	Human & Growth Development			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
4	68%	58%	70%	71%
3	21%	34%	24%	21%
2	6%	5%	3%	5%
1	0%	1%	0%	0%
0	4%	1%	2%	0%
Exempt	1%	1%	1%	3%
Assessment:	Injury & Disease Prevention			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
4	49%	54%	55%	48%
3	39%	36%	35%	39%
2	4%	4%	4%	6%
1	0%	0%	0%	0%
0	5%	2%	3%	0%
Exempt	3%	4%	3%	7%
Assessment:	Healthy Active Lifestyle			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
4	65%	68%	69%	68%
3	29%	28%	26%	26%
2	4%	2%	2%	3%
1	0%	0%	0%	0%
0	1%	1%	2%	0%
Exempt	1%	1%	1%	3%

Grade:	3rd			
Assessment:	Human Growth & Development			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
4	81%	86%	87%	91%
3	14%	8%	10%	7%
2	3%	3%	1%	1%
1	0%	1%	1%	0%
0	1%	2%	1%	0%
Exempt	1%	0%	0%	1%
Assessment:	Healthy Active Lifestyle			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
4	78%	66%	65%	69%
3	20%	32%	32%	29%
2	1%	1%	1%	1%
1	0%	0%	0%	0%
0	1%	1%	1%	0%
Exempt	0%	0%	1%	1%
Assessment:	Injury & Disease Prevention			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
4	73%	77%	79%	81%
3	17%	21%	20%	19%
2	1%	1%	0%	0%
1	0%	0%	0%	0%
0	9%	1%	1%	0%

HEALTH EDUCATION ASSESSMENT PERCENTAGES 2004-2008

Grade:	4th			
Assessment:	Human & Growth Development			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
4	34%	31%	40%	44%
3	45%	48%	41%	47%
2	17%	19%	19%	7%
1	2%	2%	0%	1%
0	1%	0%	0%	0%
Exempt	1%	0%	0%	1%
Assessment:	Injury & Disease Prevention			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
4	33%	37%	42%	43%
3	58%	55%	47%	48%
2	8%	6%	11%	7%
1	0%	1%	0%	0%
0	1%	1%	0%	0%
Exempt	0%	0%	0%	2%

Grade:	5th			
Assessment:	Human & Growth Development			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
4	30%	38%	38%	43%
3	49%	42%	45%	37%
2	18%	13%	14%	17%
8	1%	4%	1%	1%
0	1%	2%	1%	0%
Exempt	1%	1%	1%	2%
Assessment:	Injury & Disease Prevention			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
4	43%	35%	32%	40%
3	39%	47%	53%	50%
2	14%	12%	12%	8%
1	1%	3%	2%	0%
0	2%	1%	0%	0%
Exempt	1%	2%	1%	2%
Assessment:	Healthy & Active Lifestyle			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
4	48%	48%	54%	54%
3	45%	37%	37%	38%
2	5%	11%	6%	6%
1	0%	2%	1%	0%
0	1%	1%	1%	0%
Exempt	1%	1%	1%	2%

HEALTH EDUCATION ASSESSMENT PERCENTAGES 2004-2008

Grade:	6th			
Assessment:	Injury & Disease Prevention			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
A	Pilot	68%	35%	58%
B	Pilot	13%	48%	25%
C	Pilot	2%	8%	12%
D	Pilot	1%	7%	4%
F	Pilot	1%	2%	1%
P	Pilot	15%	0%	0%
Assessment:	Growth & Development			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
A	Pilot	56%	45%	57%
B	Pilot	3%	37%	29%
C	Pilot	4%	11%	10%
D	Pilot	1%	4%	3%
F	Pilot	1%	3%	1%
P	Pilot	35%	0%	0%
Assessment:	Healthy & Active Lifestyle			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
A	Pilot	71%	58%	58%
B	Pilot	12%	34%	26%
C	Pilot	4%	4%	8%
D	Pilot	5%	4%	6%
F	Pilot	1%	0%	2%
P	Pilot	7%	0%	0%
Assessment:	Substance Abuse			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
A	Pilot	64%	50%	52%
B	Pilot	15%	33%	27%
C	Pilot	8%	10%	16%
D	Pilot	3%	4%	3%
F	Pilot	3%	3%	2%
P	Pilot	7%	0%	0%

HEALTH EDUCATION ASSESSMENT PERCENTAGES 2004-2008

Grade:	8th			
Assessment:	Injury & Disease Prevention			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
A	Pilot	60%	56%	58%
B	Pilot	14%	33%	28%
C	Pilot	7%	7%	7%
D	Pilot	4%	3%	7%
F	Pilot	6%	1%	0%
P	Pilot	9%	0%	0%
Assessment:	Growth & Development			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
A	Pilot	49%	57%	51%
B	Pilot	19%	29%	37%
C	Pilot	7%	9%	8%
D	Pilot	4%	3%	3%
F	Pilot	6%	2%	1%
P	Pilot	15%	0%	0%
Assessment:	Healthy & Active Lifestyle			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
A	Pilot	52%	47%	58%
B	Pilot	22%	27%	30%
C	Pilot	10%	12%	9%
D	Pilot	7%	7%	2%
F	Pilot	6%	7%	1%
P	Pilot	3%	0%	0%
Assessment:	Substance Abuse			
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008
A	Pilot	59%	50%	49%
B	Pilot	19%	32%	28%
C	Pilot	5%	9%	19%
D	Pilot	3%	7%	3%
F	Pilot	5%	2%	1%
P	Pilot	9%	0%	0%

HEALTH EDUCATION ASSESSMENT PERCENTAGES 2004-2008

Grade:		9th			
Assessment:	Health Assessments				
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008	
4	Pilot	55%	60%	N/A	
3	Pilot	31%	26%	N/A	
2	Pilot	10%	10%	N/A	
1	Pilot	3%	4%	N/A	
0	Pilot	1%	0%	N/A	
Grade:		10th			
Assessment:	Health Assessments				
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008	
4	Pilot	44%	60%	N/A	
3	Pilot	39%	32%	N/A	
2	Pilot	17%	7%	N/A	
1	Pilot	0%	1%	N/A	
0	Pilot	0%	0%	N/A	
Grade:		11th			
Assessment:	Health Assessments				
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008	
4	Pilot	22%	31%	N/A	
3	Pilot	46%	48%	N/A	
2	Pilot	29%	19%	N/A	
1	Pilot	3%	2%	N/A	
0	Pilot	0%	0%	N/A	
Grade:		12th			
Assessment:	Health Assessments				
Year Ending	2004-2005	2005-2006	2006-2007	2007-2008	
4	Pilot	43%	49%	N/A	
3	Pilot	36%	34%	N/A	
2	Pilot	16%	13%	N/A	
1	Pilot	5%	4%	N/A	
0	Pilot	0%	0%	N/A	

HEALTH EDUCATION DELIVERY MODEL AND PROGRAM RESPONSIBILITIES

TOPIC/CURRICULAR FOCUS	GRADE LEVEL													RESPONSIBILITY OF
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Health Education Lessons - Injury and Disease Prevention	X	X	X	X	X	X								K - 5 Classroom Teachers
Health Education Lessons - Injury and Disease Prevention							X	X	X	X	X	X	X	Health Education Teachers
Health Education Lessons - Healthy and Active Lifestyle	X	X	X	X	X	X								K - 5 Classroom Teachers
Health Education Lessons - Healthy and Active Lifestyle							X	X	X	X	X	X	X	Health Education Teachers
Health Education Lessons - Human Growth and Development	X	X	X	X	X	X								K - 5 Classroom Teachers
Health Education Lessons - Human Growth and Development							X	X	X	X	X	X	X	Health Education Teachers
Health Education Lessons - Substance Abuse Prevention	X	X	X	X	X	X								Physical Education Specialists
Health Education Lessons - Substance Abuse Prevention							X	X	X					Middle School Guidance Counselors *
Health Education Lessons - Substance Abuse Prevention										X	X	X	X	Health Education Teachers
Selected First Aid Lessons				X	X	X								Physical Education Specialists
CPR Training							X		X		X			G.E.M.S. and Health Educators
Conflict Resolution Training				X	X	X	X	X	X	X	X	X	X	District Consultant TBD annually
***** SENSITIVE ISSUES *****														
TOPIC/CURRICULAR FOCUS	GRADE LEVEL													RESPONSIBILITY OF
	K	1	2	3	4	5	6	7	8	9	10	11	12	
HIV/AIDS			X			X								Classroom Teacher & Nurse**
HIV/AIDS								X		X				Health Educators
Puberty/Family Life						X								Classroom Teacher & Nurse**
Puberty/Family Life						X		X	X				X	Health Educators
Opt-out Letters			X		X	X		X	X	X			X	Principals
Parent Coffees			X		X	X		X	X	X			X	Principals
Sexual Abuse Prevention Lessons - <i>NO OPT-OUT</i>		X			X									Classroom Teacher & Psychologist***
Sexual Abuse Prevention Lessons - <i>NO OPT-OUT</i>												X		Health Educators
Opt-out Chart and Parent Coffee Dates		X	X			X	X		X	X	X		X	Principals -> Program Coordinator
Students' Assessment Results	X	X	X	X	X	X								Classroom Teachers -> Principals -> Program Coordinator
Students' Assessment Results							X	X	X	X	X	X	X	Health Education Teachers -> Program Coordinator

* This was the agreed upon model, however, it is not necessarily in effect in all Middle Schools

** The use of the School Nurse is determined by the classroom teacher

***The use of either School Psychologist or outside agency professional is determined by the site principal

GRADE K		HEALTH EDUCATION SCOPE AND SEQUENCE		2003
HUMAN GROWTH & DEVELOP.	INJURY & DISEASE PREVENTION	HEALTHY & ACTIVE LIFESTYLE	SUBSTANCE ABUSE PREVENTION	
Identify themselves as unique and capable individuals, with positive traits and qualities, worthy of care and respect.	Define the word germ and identify and practice ways to reduce transmission.	List ways to cooperate with others to promote a healthful environment at school, home, and in the community.	Define a drug as "any substance except food, that affects the way their minds or bodies work".	
Identify the ground rules used in the school environment.	Identify lice as easily transmitted and identify and practice ways to prevent this transmission.	Identify different types of nutritious foods for mealtime and snacks.	Identify substances commonly considered drugs e.g., aspirin, beer, cigarettes, vitamins, cough syrup, prescriptions.	
Identify that diverse backgrounds contribute to the uniqueness of individuals.	Identify ways to keep themselves safe from the sun's harmful rays.	Identify the ways that the media can be misleading regarding nutritional value of foods.	Define the word "medicine" as it pertains to the definition of drugs.	
State the importance of acknowledging emotions, and identify the ways of appropriately dealing with these emotions.	Define an emergency situation and identify emergency plans for schools including fire.	Identify the importance of physical activity and healthy ways to be resourceful in order to occupy their own time.	Identify the proper uses of medicines and state how helpful drugs can be harmful if misused.	
Identify trusted adults from whom to seek help in various situations.	Memorize full name, address, and phone number.		Identify alcohol and nicotine as drugs.	
Identify the appropriate functions of the teeth.	Identify potentially dangerous situations and ways to reduce their risk of injury.		State reasons for asking a trusted adult before taking any drug or doubtful substance and list the trusted adults they would ask.	
Identify the appropriate ways of taking care of their teeth and gums and state the need for regular medical and dental check-ups.	Identify the black-legged (deer) tick as the carrier of Lyme disease and list animals that may carry ticks.		State why a substance cannot be identified only by sight or taste.	
	Identify safe areas for outdoor play to prevent contracting Lyme disease.		State why medicines should be stored out of reach of children.	
	Choose appropriate clothing for outdoor activities.		Identify the school policy for taking medication.	
	Identify the importance of telling a trusted adult as soon as a tick is discovered.		Identify common household substances that are poisonous and identify local symbols for poison.	
			Identify 911 as the number to call in case of poisoning.	

GRADE 1		HEALTH EDUCATION SCOPE AND SEQUENCE		2003
HUMAN GROWTH AND DEVELOPMENT	INJURY & DISEASE PREVENTION	HEALTHY & ACTIVE LIFESTYLE	SUBSTANCE ABUSE PREVENTION	
Identify how their behavior may have an effect on themselves and others.	List and practice behaviors that promote good personal hygiene.	Explain that a wide variety of nutritious food is necessary for good health.	Restate the definition of a drug as any substance, except food, that affects the way the mind and body works and explain that ingested drugs travel to and affect all parts of the body.	
Describe the importance and uniqueness of families.	Identify the role health care providers play in preventing and treating disease.		Identify helpful and hurtful drugs and state that alcohol and nicotine are harmful and dangerous especially for children.	
Identify ways of dealing with problems and name adults who might be able to help.	List rules for fire safety and other emergency plans within the school and home environment.		Identify alcoholism as a treatable disease, state the effects of alcoholism on a family, and identify resources available to help people who have problems with alcoholism in their family.	
Define decisions (personal and adult directed) and identify how school and family rules play a part in their decision-making.	Identify the difference between safe and unsafe situations and behaviors.		Define second hand smoke and identify laws pertaining to second hand smoke.	
Identify the classroom as a community and describe ways of making all children feel included and valued as members of the group.	State that each individual is the boss of his/her own body and list ways of keeping themselves healthy and safe.		Define the word "habit" and discuss the difficulty in breaking a habit such as smoking.	
Describe why it is important to be sensitive to the physical and mental disabilities of others.	Identify the "uh-oh" feeling and state the importance of sharing uncomfortable feelings with a trusted adult.		Identify safety rules in the home and school and identify 911 and "0" as the emergency telephone numbers to call.	
Identify ways to keep teeth healthy through proper tooth brushing, flossing, using fluoride and sealant, and maintaining regular dental exams.	State that another person's inappropriate behavior is not their fault or responsibility.			
Describe the gradual loss of primary teeth and the process involved.	Identify procedures to follow if touched inappropriately: say "no", run away, and tell someone.			
	State the importance of staying away from strangers and identify skills to protect themselves.			
	Identify environmental factors that affect a person's health and list ways to protect themselves within their school, home, and community environment.			
	State reasons for recycling and describe advantages of recycling materials rather than discarding them.			

GRADE 2		HEALTH EDUCATION SCOPE AND SEQUENCE		2003
HUMAN GROWTH & DEVELOP.	INJURY & DISEASE PREVENTION	HEALTHY & ACTIVE LIFESTYLE	SUBSTANCE ABUSE PREVENTION	
Identify ways to take care of themselves and to keep themselves physically, mentally, and emotionally healthy.	Define bacteria and viruses as the cause of diseases and identify helper cells within the immune system as part of the body that fights germs.	Describe the effects of foods on fitness, growth, and well-being.	Explain why it is important to read and follow directions on all labels and state the reasons for asking a trusted adult before taking any medication, drug, or doubtful substance.	
Practice positive ways to ask for what you want from peers and adults.	List behaviors that help prevent some diseases e.g., eating properly, exercise, rest, good personal hygiene.	Plan and select healthy food choices for meals and snacks that provide energy for work and play.	List common substances, including plants, that are poisonous and that must be stored out of reach of children.	
Define choices and consequences and identify examples of positive and negative consequences for various behaviors.	Identify the various signs and symptoms of being sick. *	Explain the differences between natural and processed sugar and their effects on the body.	Identify local symbols for poisons and explain why these symbols are used.	
Identify ways to be a good friend and recognize the importance of cooperation and respect in friendships.	Explain that AIDS is a preventable illness, caused by a virus called HIV and is hard to catch. *	Identify the impact the media has on food selections and eating habits.	Describe alcoholism as a treatable disease and identify the effects of alcoholism on the drinker and those around the drinker .	
Demonstrate proper brushing and flossing techniques and explain the value of regular medical and dental check-ups.	Identify that although non-infected blood-to-blood contact cannot spread the AIDS virus, it is important to use a barrier in all situations involving blood. *		List trusted adults who can answer questions about alcoholism.	
	Explain that people with HIV may have contracted the virus through no fault of their own, (e.g., children born to infected mothers, transfusions, etc.) and that it is safe to be a friend with a person who has AIDS. *			
	Identify trusted adults to talk to about AIDS. *			
	Identify safety hazards and dangers in and around the home, and list strategies which will improve the safety of their home environment, e.g., fire, accident, bicycle.			
	Explain that illnesses caused by germs that can spread are called communicable and illnesses that are not caused by germs that spread are non-communicable.			

GRADE 3		HEALTH EDUCATION SCOPE AND SEQUENCE		2003
HUMAN GROWTH & DEVELOP.	INJURY & DISEASE PREVENTION	HEALTHY & ACTIVE LIFESTYLE	SUBSTANCE ABUSE PREVENTION	
Define put-ups and put-downs, discuss reasons why people give them, and identify healthy strategies for dealing with put-downs.	Identify the role of attitudes and behaviors in causing and preventing accidents, especially the dangers of taking a dare.		Define the steps of refusal skills that can be used to say "no" to drugs.	
Identify strategies for dealing with feelings, including anger, embarrassment, sadness, and disappointment.	Define first aid and explain the importance of staying calm in emergency situations.		Define chemical dependency and addiction and explain how they interfere with relationships.	
Identify the steps in the decision-making process including the influence of values.	Identify and demonstrate the steps of the Heimlich Maneuver.		Explain that medicines, nicotine, alcohol, and caffeine affect the brain, heart, lungs, liver, stomach, and kidneys.	
Define peer pressure and bullying and identify methods used by peers to exert pressure.	Identify the differences between communicable and non-communicable diseases and the relationship between personal behavior and preventing disease.		Explain the physical and behavioral effects of alcohol, nicotine and caffeine.	
Define conflict, identify situations in which conflict may arise, and list ways to avoid or manage it, i.e., compromise, getting help, taking turns, leaving, and giving in.	Describe the transmission and course of Lyme disease and recognize it's signs and symptoms.		Explain that some drugs speed up the body and some drugs slow down the body, e.g., nicotine, caffeine, and alcohol.	
	Identify preventative measures for Lyme disease, i.e., proper dress, use of tick repellants, body check.			
	Restate the importance of telling a trusted adult as soon as a tick is discovered.			

GRADE 4		HEALTH EDUCATION SCOPE AND SEQUENCE		2003
HUMAN GROWTH & DEVELOP.	INJURY & DISEASE PREVENTION	HEALTHY & ACTIVE LIFESTYLE	SUBSTANCE ABUSE PREVENTION	
Identify factors which influence decision-making and describe their effects, i.e., family, friends, teachers, media, community members, personal feelings and values.	Define wellness and healthy life style and acknowledge their role in keeping their bodies healthy and promoting good personal health and hygiene..		Identify risk factors for young people regarding drug use and describe strategies to reduce some of those risks..	
Identify and describe the way in which peer pressure influences decision-making.	Identify the dangers of being in unsafe areas and evaluate their own personal safety habits in school, home and community.		Define stimulants and depressants and list the effects on an individual.	
State that uncontrollable family circumstances are not the child's fault, e.g., divorce, job loss, injury, illness, birth of child, etc.	Define physical and sexual abuse.		Identify nicotine as the stimulant drug found in tobacco and describe the physical and behavioral effects of smoking and secondhand smoke.	
Identify feelings and coping strategies related to uncontrollable family circumstances.	State that their body is their own and you have a right to their own privacy and safety.		Discuss the short and long term effects of alcohol on the body and mind.	
Describe ways to protect teeth from accidents and appropriate dental emergency procedures.	State that often their feelings can tell them when situations are not safe and that in the case of touching problems it is important to talk about it even if it is uncomfortable.		Explain the effects of chemical dependency on members of the family and identify coping strategies.	
Explain proper tooth brushing and flossing techniques.	State that they have the right to protect themselves assertively in abusive situations.		Explain why children are at greater risk for becoming chemically dependent.	
	Identify sources of help in the family and school, which dealing with abusive situations.		Outline the steps and practice the refusal skills that can be used to say "no" to drugs.	
	Describe the steps to take in an emergency situation.		Describe personal responsibility for the consequences of their own behavior.	
	Identify first aid procedures for abrasions, bleeding, burns, bites, stings, bruises and falls.		Define assertiveness skills and demonstrate how they can be used in dangerous or unhealthy situations.	
	Identify look, listen, and feel as the procedure for recognizing if a person is breathing and practice the steps to open the airway of an unconscious victim.			
	Explain the steps of the Heimlich maneuver.			
	Identify healthy, safe, and legal activities one can do in order to have fun and identify potential trouble in seemingly fun activities.			

GRADE 5		HEALTH EDUCATION SCOPE AND SEQUENCE		2003			
HUMAN GROWTH & DEVELOP.		INJURY & DISEASE PREVENTION		HEALTHY & ACTIVE LIFESTYLE		SUBSTANCE ABUSE PREVENTION	
Identify and practice assertiveness skills i.e., verbal and non-verbal communication, which effectively communicates their thoughts, feelings, and decisions.		Describe healthy strategies that help to lower the risk of developing some communicable and non-communicable diseases, e.g., eating healthy foods, exercise, rest, personal hygiene, etc.		List factors to consider when choosing health products, services, and information, and explain the responsibility in making healthy consumer choices.		Distinguish between myths and facts regarding drugs and identify reliable sources of information about drugs.	
Define positive and negative stressors and identify associated feelings and healthy ways to cope.		Define the acronyms for HIV and AIDS and describe the cause/effect relationship. *		Identify advertising techniques used to sell products and services that may affect your health.		Classify helpful drugs by uses: (preventing disease, fighting disease, and maintaining health) and explain how drugs that don't are harmful and dangerous.	
Define adolescence as a physical, mental, emotional, and social time of change and identify the need for good nutrition, exercise, rest, and personal hygiene during adolescence.		Identify the functions of the blood and the immune system as they relate to HIV. *		Describe social and emotional, ethnic and cultural influences on attitudes about foods and eating habits.		Define inhalants and identify the health hazards in using them.	
Identify how family values and cultural beliefs play an important role in attitudes and behaviors as they go through puberty and adolescence.		Identify the routes of transmission of HIV, i.e., blood-to-blood contact, I.V. drug use, sexual activity, and mother to fetus or newborn, and dispel myths. *				Describe the short-term and long-term effects of alcohol, nicotine, and smokeless tobacco.	
Explain the interdependence of the body's systems. *		Explain that although there is currently no cure for people living with HIV/AIDS, there are treatments available. *				Identify the messages in music, movies, T.V., and advertisements and their influence on attitudes toward drinking and smoking.	
Identify the differences and similarities between male and female adolescent changes. *		Discuss that people living with HIV/AIDS deserve our concern, respect and care and identify feelings associated with extended illness, grief, and loss, especially related to HIV/AIDS. *				Describe situations in which friends may need help in dealing with substance use problems, e.g., alcohol, nicotine, and other drugs.	
Identify the physical, mental, emotional and social changes that occur during adolescence. *		Identify trusted adults within the home, school and community who can provide accurate information about HIV/AIDS. *				Practice refusal skills in hypothetical peer pressure situations, especially those involving drugs.	
Define puberty and identify the parts and functions of the male and female reproductive systems as they relate to puberty. *						Define labels and stereotypes and describe their effects on self-esteem, behavior, and the decision-making process.	

GRADE 6		HEALTH EDUCATION SCOPE AND SEQUENCE		2003
HUMAN GROWTH & DEVELOP.	INJURY & DISEASE PREVENTION	HEALTHY & ACTIVE LIFESTYLE	SUBSTANCE ABUSE PREVENTION	
Explain the acceptance of physical, mental, and emotional disabilities and/or limitations of others.	Identify and define the steps to take in an emergency, i.e., survey scene, primary survey, calling for help, secondary survey.	State the interrelatedness of physical, social, mental, and emotional health.	Describe a model for making responsible decisions.	
Describe their feelings about puberty changes. *	Identify first aid procedures for the following e.g., abrasions, cuts, animal bites, bee stings, blisters, burns, and sprains, hot and cold injuries, poisoning, tooth injuries, nose bleeds, fainting, and allergies.	Describe the relationship between daily stress and personal performance.	List the reasons why some people use drugs and alternatives to drug use.	
Explain the role of their family and peer influences during adolescence.	Define CPR and rescue breathing and identify appropriate steps.	Identify a variety of coping strategies when dealing with problems and disappointments.	Describe the short-term and long-term effects of nicotine, inhalants, and alcohol on the mind and body.	
Identify the different stages of the life cycle, i.e., infancy, childhood, adolescence and adulthood.	Demonstrate proficiency in CPR, rescue breathing, and Heimlich Maneuver for a conscious and unconscious victim.	Define depression and differentiate between depression and sadness.	State the school policy (infractions and consequences) concerning student drug use including OTC, prescription drugs, and discuss proper use of medication.	
Identify and describe school and community resources for information and support during adolescence.	Identify responsibilities and legal ramifications of applying first aid procedures in real life situations.	Describe the role that communication plays in coping with depression.	List the state laws that regulate the sale and use of nicotine and alcohol.	
Describe hygiene as it relates to changes during puberty. *	List family, school, and community resources, which provide help for adolescents.	Identify the positive habits and attitudes that are necessary to achieve success in school.	Identify resources in the school that can provide help for adolescents.	
State the physical, mental, emotional, social changes that occur during puberty. *	Differentiate between communicable and non-communicable diseases.	Describe how choosing goals and working toward reaching them are ways to gain self understanding and some control over their future.	Describe the dynamics of group behavior and explain that they have the right to maintain their individual values in the face of group pressure.	
	Describe symptoms, causes, prevention methods, and routes of transmission of communicable diseases, e.g., common cold, strep throat.	Explain how to choose and work toward achieving goals.	Practice using effective communication skills to cooperate and compromise with each other.	
	Identify the epidemiology (causes), signs and symptoms, treatments, and prevention of Lyme disease, rabies and West Nile.	Identify good health practices that promote well-being and develop personal strategies for developing a healthy lifestyle.	Identify and practice the steps of refusal skills in hypothetical peer pressure situations.	
	Identify steps to take if a tick is found on their body, e.g., get adult help to remove tick with tweezers at the head, go to the doctors, and bring tick for laboratory check.		Define the term chemical dependency and explain physical and psychological addiction.	

GRADE 7		HEALTH EDUCATION SCOPE AND SEQUENCE		2003
HUMAN GROWTH & DEVELOP.	INJURY & DISEASE PREVENTION	HEALTHY & ACTIVE LIFESTYLE	SUBSTANCE ABUSE PREVENTION	
			Identify the different pressures involved in the choice to use or not use drugs.	
			Describe the group pressure that is used to conform regarding decisions about drug use and practice the refusal skills needed to resist the pressures to use drugs. .	
			Identify resources in the community that can provide help with problems, especially those involving drug use.	
			Identify the school, state, and federal laws and consequences regarding the purchase, use, and possession of drugs.	

GRADE 8		HEALTH EDUCATION SCOPE AND SEQUENCE		2003
HUMAN GROWTH & DEVELOP.	INJURY & DISEASE PREVENTION	HEALTHY & ACTIVE LIFESTYLE	SUBSTANCE ABUSE PREVENTION	
Explain how family values and cultural beliefs play an important role in attitudes and behaviors as they go through adolescence.	Define sexually transmitted disease (STD) as a communicable disease and list the more common one's, e.g., chlamydia, gonorrhea, syphilis, genital herpes, and genital warts. *	Describe the influence of bonding, communications, and responsibility in enhancing self-esteem.	Identify ways to channel risk-taking energies into positive behaviors.	
Compare and contrast the similarities and differences between males and females and how they relate to personal achievement and growth.	Describe symptoms, causes, routes of transmission, treatment and prevention methods of STD's and HIV. *	Identify depression as a possible outcome/feeling of stress.	Describe how drug use affects one's health and behavior, e.g., alcohol, nicotine, marijuana, prescription drugs, and designer drugs.	
Differentiate between behaviors that protect the body and behaviors that potentially can harm the body as it grows and develops.	Define HIV and AIDS and describe how HIV attacks the immune system. *	Identify situations in which one is able to help a friend and demonstrate appropriate ways to get help using family, school, and community resources.	Describe the synergistic effects of combining drugs.	
Identify the male and female reproductive systems. *	Identify the physiological, psychological, and social effects of AIDS. *	Identify healthy eating and benefits and evaluate daily food intake in terms of nutritional requirements for adolescents.	Describe the relevant laws and policies regarding the purchase, use, and possession of crack/cocaine and compare and contrast to the laws regarding nicotine, alcohol, inhalants, and marijuana.	
Identify key characteristics of friendship, various levels of friendship, and personal strategies to enhance their ability to be a good friend.	Identify available resources for obtaining information regarding STD & pregnancy prevention. *	Compare the relationship between diet and exercise to their personal lifestyle.	State reasons for abiding by the laws in the framework of the wider community.	
Differentiate between healthy and unhealthy relationships.	Identify sexual assault and potential risks associated with new roles and activities, e.g., jobs, camps, babysitting, dating, and internet use.	Define calorie as a measure of energy and define metabolic rate as the rate at which the body burns calories.	Describe how group pressure to conform influences decisions about behavior and drug use.	
Describe how group activities are important in the social and emotional development of the early teen.	Identify and practice skills in order to handle abusive situations, including assertiveness, communication, decision-making, problem solving, and refusal skills.	Identify and discuss temporary and long-term health problems associated with poor food choices, fad diets, and eating habits, i.e., cardio-vascular disease, cancer, diabetes and hypertension.	Identify and practice the skills needed to resist social pressures in real-life situations, including those involving drug use.	
State the purpose of dating and that interest in the opposite sex may vary among individuals. *	State the importance of reporting sexual assault, including harassment, and the proper steps to follow.	Identify reasons for eating, i.e., sustaining life, enjoyment, habit, boredom, anxiety, low self-image, etc.	Identify appropriate ways to help a friend who may be using drugs.	
State that one has control over what happens before, during and after a date and identify guidelines that can make dating a more positive experience. *		Identify the impact the media has on eating habits and self-image.		
Identify "risky situations" and discuss the importance of, and ways of, avoiding these situations.		Identify anorexia, bulimia, and compulsive overeating as eating disorders and identify their effects on health.		

GRADE 8 Continued	HEALTH EDUCATION SCOPE AND SEQUENCE			2003 Draft II
HUMAN GROWTH & DEVELOP.	INJURY & DISEASE PREVENTION	HEALTHY & ACTIVE LIFESTYLE	SUBSTANCE ABUSE PREVENTION	
Identify the pressures from their peers, which influence their sexual decision-making behaviors. *		Identify emotional and stressful eating patterns and disorders and identify where to go for help.		
Describe the use of sexuality in TV, music, and in advertising. *		Identify and discuss the nutritional value in cultural and ethnic foods.		
List and practice assertiveness techniques for dealing with sexual pressures. *				
Explain how abstinence from sexual activity that poses a pregnancy risk and/or infection is the only healthy choice in teen relationships. *				

GRADE 9		HEALTH EDUCATION SCOPE AND SEQUENCE		2003
HUMAN GROWTH & DEVELOP.	INJURY & DISEASE PREVENTION	HEALTHY & ACTIVE LIFESTYLE	SUBSTANCE ABUSE PREVENTION	
List ways to enhance their self-esteem through involvement in various activities at GHS.	Identify situations in which people need help and discuss ways to respond (e.g., substance use, fights, harassment, depression, eating disorders.)		Compare the relationships between their knowledge, attitudes, and behaviors regarding substance use.	
Compare the relationship between behavior and others' perceptions of that behavior.	List the signs and symptoms of Lyme disease and explain the course of Lyme disease from its onset to treatment.		Differentiate between drug use, drug misuse, and drug abuse.	
Identify the importance of "I" statements and incorporate these into personal communication.	Describe the actions to take to prevent Lyme disease.		Categorize various drugs under appropriate classification and discuss their effects on physical, mental, emotional, and social health.	
Apply conflict resolution and effective communication skills in response to conflict with others.	Describe the social, emotional, and educational ramifications of Lyme disease.		Identify the short-term and long-term effects caused by nicotine use, including second hand smoke, alcohol use, including binge drinking and marijuana use.	
Compare and contrast the concept of human sexuality and sex. *	Identify steps to take if a tick is found on one's body.		Identify and practice refusal skills that can be used to resist substances.	
Identify the characteristics of self-worth and self-esteem and how they contribute to the development of healthy relationships and positive attitudes toward sexuality. *			Describe how alcohol and marijuana use interferes with regular brain function, learning ambition and attainment of goals.	
Compare and contrast gender roles and their influence on the development of their sexual attitudes and behaviors. *			Compare physical and psychological drug dependence and describe the progression of chemical dependency.	
Identify the physical, mental/emotional and social aspects of health and how they play a role in decision-making.			Describe situations in which outside help is needed for a chemically dependent person and his/her family.	
List behaviors that will protect or harm their reproductive health. *			Identify family, school and community resources associated with substance use, e.g., AA, Alanon, Alateen, Youth Options, TADAC, Kids In Crisis.	
Identify the pressures from peers, which influence sexual decision-making. *			Identify Greenwich High School Cardinal Rules governing substance use including infractions and consequences.	
Describe the media's role in shaping attitudes toward love and sex. *				
Identify abstinence from sexual behavior as the healthiest decision for a teenage relationship. *				
Identify and discuss personal family values as they relate to their sexual identity. *				
Describe the interrelationship between values and decision-making as it relates to personal, social, and life choices. *				

GRADE 10		HEALTH EDUCATION SCOPE AND SEQUENCE		2003
HUMAN GROWTH & DEVELOP.	INJURY & DISEASE PREVENTION	HEALTHY & ACTIVE LIFESTYLE	SUBSTANCE ABUSE PREVENTION	
Describe the importance of cooperation, respect, and responsibility to the success of a group.	Identify the cause, transmission, symptoms, effects on body systems, diagnosis, treatment, and complications for these STD's: chlamydia, gonorrhea, syphilis, genital herpes, genital warts, trichomoniasis, pubic lice, viral hepatitis, and HIV/AIDS. *	Categorize various foods according to their nutrient value and healthy benefits.	Describe and compare strategies used by tobacco and alcohol companies to entice teenagers to smoke and drink.	
Describe how emotions affect the mind-body connection.	Identify the act of giving blood as safe and discuss the procedure the American Red Cross follows for all blood donors. *	List and describe the Dietary Guidelines that promote health and reduce the risk of developing cancer, cardiovascular diseases, diabetes, and osteoporosis.	Create an advertisement that tells the real truth about smoking in order to change society's attitude about cigarettes in order to live a tobacco free life.	
Identify anger triggers and anger management skills, the physiological response to anger, and positive and negative ways of dealing with anger.	Identify personal behaviors when dealing with sexual activity, substance use, and other "risky" behaviors and discuss abstinence as the safest and healthiest decision when confronting these behaviors. *	Develop a plan for using the Dietary Guidelines when eating out at restaurants, eating fast food, or eating ethnic foods.	Compare the relationship between alcohol use and risk taking behaviors, including driving, boating, sexual activity, sporting events, school events, etc.	
State the implications of how a person's behavior affects all those with whom he/she comes into contact.		Formulate a daily personal nutrition plan based on health benefits and dietary guidelines.	Identify strategies to avoid getting into a car with a drunk driver.	
		Identify ways to determine desirable weight and body composition and maintain a healthy weight.	Identify the harmful effects of abusing prescriptions and over-the-counter drugs.	
		Define anorexia nervosa, bulimia, and compulsive over-eating, including obesity and the causes, symptoms, associated health problems, and treatment.	Identify the laws that regulate purchase, use, and possession of controlled substances and penalties that pertain to substance use and youth.	
			Define anabolic steroids, identify reasons for steroid use, and identify the short and long-term effects associated with their use.	
			List other supplements, such as creatine, and identify their effects on the body.	

GRADE 11		HEALTH EDUCATION SCOPE AND SEQUENCE		2003
HUMAN GROWTH & DEVELOP.	INJURY & DISEASE PREVENTION	HEALTHY & ACTIVE LIFESTYLE	SUBSTANCE ABUSE PREVENTION	
Explain how beliefs and attitudes affect their behavior regarding conflict, violence and peaceful resolution.	Identify the relationship between sexual acts and issues of force, consent, and power.	Contrast the differences between distress and eustress and list the changes that are most stressful for teens.	Describe the implications of underage drinking on physical, mental, emotional and social health.	
Review and apply the problem solving process to given scenarios regarding conflict.	Describe the range of feelings experienced by individuals in sexual abuse situations.	List the three stages of general adaptation syndrome as it pertains to stress.	Describe the effects on the brain of alcohol, ecstasy, cocaine, and other designer drug use.	
Identify stereotypical behaviors associated with target populations that have occurred throughout history.	Explain the concept of sexual abuse with regard to date rape and sexual harassment.	Explain ways prolonged stress can affect physical, mental, emotional, social and health.	Discuss factors that influence underage drinking, e.g., family, friends, media, and society.	
Differentiate between and describe the dynamics underlying prejudice, including differences in assumptions and perceptions toward various groups of people.	List Connecticut laws regarding sexual assault and penalties for sexual assault crimes.	List and practice stress management skills that can be used to prevent and control stress.	State the regulations for the State of Connecticut regarding tobacco sales, use, and possession and compare to other states.	
Identify the role of leaders and followers within a group and the dynamics of diversity within a group.	Identify possible solutions to potential sexual abuse situations, including ways to avoid these situations and ways to say "NO".	Differentiate between types of depression (i.e., clinical, bi-polar, S.A.D., situational) and identify causes, signs, symptoms and treatment.	Analyze the warning signs and progression of addiction or chemical dependency.	
Identify and discuss various types of violent acts and why violence occurs.	Identify ways to help friends who may be victims of sexual abuse.	Identify warning signs and symptoms of youth suicide and ways to get help for themselves and others.	Identify personal behaviors that may hurt them or others with regard to chemical use and addiction.	
Identify factors that increase the likelihood that a person will become a perpetrator or victim of violence and describe protective factors that reduce the likelihood that a person will become a perpetrator or victim of violence.	Identify and assess the need for community services and utilize the services, as needed, including situations related to the medical, psychological, and legal needs of a sexually abused person.		Compare enabling and confrontive behaviors regarding substance use.	
			Identify and discuss resources that they can access in the referral process.	

GRADE 12		HEALTH EDUCATION SCOPE AND SEQUENCE		2003			
HUMAN GROWTH & DEVELOP.		INJURY & DISEASE PREVENTION		HEALTHY & ACTIVE LIFESTYLE		SUBSTANCE ABUSE PREVENTION	
Compare and contrast the characteristics of a healthy vs. unhealthy relationship.		Define breast cancer; identify the risk factors associated with the disease, and describe breast self-examinations and other practices which promote reproductive health.		Define 'responsibility' and apply the concept of responsibility to the attainment of present and future goals.		Describe the issue of drinking alcohol and using other drugs in college and its affects on learning and academic success, and create drug policies that would help to decrease college alcohol and other drug use/abuse.	
Describe the advantages of sexual abstinence in teen relationships. *		Define testicular cancer; identify possible symptoms associated with the disease, and describe testicular self-examinations and other practices which promote reproductive health.				Explain that using alcohol makes it more difficult to conduct one's interpersonal relationships with a sense of respect and responsibility.	
Analyze the need for emotional maturity and personal growth prior to parenthood. *						Identify drug testing practices, legal ramifications, and associated consequences of drug use in the workplace.	
Describe various methods of contraception. *						Identify the medical, economic, and social problems caused by alcohol, nicotine and other drugs.	
Describe the growth of a fetus in utero and the importance of proper nutrition, adequate rest, regular doctor visits, and abstinence from nicotine, alcohol, and other drugs. *							

PHYSICAL EDUCATION ASSESSMENT PERCENTAGES 2004-2008

Grade: K					
Assessment:	Motor Skills				
Year Ending	2004	2005	2006	2007	2008
3	60%	66%	63%	63%	N/A
2	38%	33%	36%	37%	N/A
1	2%	1%	1%	0%	N/A
Assessment:	Fitness				
Year Ending	2004	2005	2006	2007	2008
3	66%	70%	58%	69%	N/A
2	32%	29%	40%	31%	N/A
1	2%	1%	2%	0%	N/A
Assessment:	Principles & Concepts				
Year Ending	2004	2005	2006	2007	2008
3	60%	58%	54%	54%	N/A
2	38%	41%	44%	45%	N/A
1	1%	1%	1%	1%	N/A

Grade: 1st					
Assessment:	Motor Skills				
Year Ending	2004	2005	2006	2007	2008
3	70%	68%	65%	73%	N/A
2	30%	31%	35%	27%	N/A
1	1%	1%	0%	0%	N/A
Assessment:	Fitness				
Year Ending	2004	2005	2006	2007	2008
3	70%	74%	64%	75%	N/A
2	29%	25%	36%	25%	N/A
1	1%	1%	0%	0%	N/A
Assessment:	Principles & Concepts				
Year Ending	2004	2005	2006	2007	2008
3	75%	64%	59%	66%	N/A
2	25%	36%	41%	33%	N/A
1	0%	0%	0%	1%	N/A

Grade: 2nd					
Assessment:	Motor Skills				
Year Ending	2004	2005	2006	2007	2008
4	42%	36%	37%	46%	N/A
3	50%	45%	40%	33%	N/A
2	8%	18%	23%	21%	N/A
1	0%	1%	0%	0%	N/A
Assessment:	Fitness				
Year Ending	2004	2005	2006	2007	2008
4	44%	43%	38%	49%	N/A
3	43%	39%	36%	31%	N/A
2	12%	17%	26%	18%	N/A
1	1%	0%	0%	1%	N/A
Assessment:	Principles & Concepts				
Year Ending	2004	2005	2006	2007	2008
4	45%	44%	40%	41%	N/A
3	47%	44%	36%	34%	N/A
2	7%	12%	24%	25%	N/A
1	1%	0%	0%	1%	N/A

Grade: 3rd					
Assessment:	Motor Skills				
Year Ending	2004	2005	2006	2007	2008
4	42%	39%	43%	46%	N/A
3	46%	48%	40%	34%	N/A
2	11%	13%	17%	19%	N/A
1	0%	0%	0%	0%	N/A
Assessment:	Fitness				
Year Ending	2004	2005	2006	2007	2008
4	40%	44%	41%	46%	N/A
3	41%	43%	41%	33%	N/A
2	18%	13%	16%	21%	N/A
1	1%	0%	1%	1%	N/A
Assessment:	Principles & Concepts				
Year Ending	2004	2005	2006	2007	2008
4	49%	46%	46%	45%	N/A
3	46%	46%	43%	45%	N/A
2	5%	8%	11%	10%	N/A
1	0%	0%	0%	0%	N/A

PHYSICAL EDUCATION ASSESSMENT PERCENTAGES 2004-2008

Grade:	4th				
Assessment:	Motor Skills				
Year Ending	2004	2005	2006	2007	2008
4	45%	46%	40%	52%	N/A
3	45%	43%	49%	33%	N/A
2	10%	10%	11%	15%	N/A
1	0%	0%	0%	0%	N/A
Assessment:	Fitness				
Year Ending	2004	2005	2006	2007	2008
4	48%	56%	42%	51%	N/A
3	36%	33%	44%	30%	N/A
2	14%	11%	13%	19%	N/A
1	1%	0%	0%	1%	N/A
Assessment:	Principles & Concepts				
Year Ending	2004	2005	2006	2007	2008
4	56%	56%	45%	52%	N/A
3	39%	39%	48%	39%	N/A
2	5%	5%	7%	9%	N/A
1	0%	0%	0%	0%	N/A

Grade:	5th				
Assessment:	Motor Skills				
Year Ending	2004	2005	2006	2007	2008
4	52%	54%	47%	52%	N/A
3	36%	36%	40%	35%	N/A
2	12%	11%	13%	13%	N/A
1	0%	0%	0%	0%	N/A
Assessment:	Fitness				
Year Ending	2004	2005	2006	2007	2008
4	46%	59%	49%	50%	N/A
3	37%	31%	38%	33%	N/A
2	17%	10%	13%	16%	N/A
1	1%	0%	0%	1%	N/A
Assessment:	Principles & Concepts				
Year Ending	2004	2005	2006	2007	2008
4	58%	62%	53%	57%	N/A
3	38%	34%	42%	37%	N/A
2	4%	4%	5%	6%	N/A
1	0%	0%	0%	0%	N/A

Grade:	6th				
Assessment:	Motor Skills				
Year Ending	2004	2005	2006	2007	2008
A	Pilot	Pilot Revised	42%	65%	N/A
B	Pilot	Pilot Revised	46%	26%	N/A
C	Pilot	Pilot Revised	9%	6%	N/A
D	Pilot	Pilot Revised	3%	2%	N/A
F	Pilot	Pilot Revised	0%	1%	N/A
Assessment:	Fitness				
Year Ending	2004	2005	2006	2007	2008
A	Pilot	Pilot Revised	40%	54%	N/A
B	Pilot	Pilot Revised	51%	32%	N/A
C	Pilot	Pilot Revised	6%	10%	N/A
D	Pilot	Pilot Revised	3%	4%	N/A
F	Pilot	Pilot Revised	0%	0%	N/A
Assessment:	Principles & Concepts				
Year Ending	2004	2005	2006	2007	2008
A	Pilot	Pilot Revised	67%	74%	N/A
B	Pilot	Pilot Revised	22%	18%	N/A
C	Pilot	Pilot Revised	8%	6%	N/A
D	Pilot	Pilot Revised	2%	2%	N/A
F	Pilot	Pilot Revised	1%	0%	N/A

Grade:	7th				
Assessment:	Motor Skills				
Year Ending	2004	2005	2006	2007	2008
A	Pilot	Pilot Revised	43%	66%	N/A
B	Pilot	Pilot Revised	46%	20%	N/A
C	Pilot	Pilot Revised	7%	10%	N/A
D	Pilot	Pilot Revised	4%	4%	N/A
F	Pilot	Pilot Revised	0%	0%	N/A
Assessment:	Fitness				
Year Ending	2004	2005	2006	2007	2008
A	Pilot	Pilot Revised	44%	56%	N/A
B	Pilot	Pilot Revised	45%	32%	N/A
C	Pilot	Pilot Revised	9%	7%	N/A
D	Pilot	Pilot Revised	2%	3%	N/A
F	Pilot	Pilot Revised	0%	2%	N/A
Assessment:	Principles & Concepts				
Year Ending	2004	2005	2006	2007	2008
A	Pilot	Pilot Revised	52%	61%	N/A
B	Pilot	Pilot Revised	25%	17%	N/A
C	Pilot	Pilot Revised	19%	14%	N/A
D	Pilot	Pilot Revised	3%	8%	N/A
F	Pilot	Pilot Revised	1%	0%	N/A

PHYSICAL EDUCATION ASSESSMENT PERCENTAGES 2004-2008

Grade: 8th					
Assessment:	Motor Skills				
Year Ending	2004	2005	2006	2007	2008
A	Pilot	Pilot Revised	48%	61%	N/A
B	Pilot	Pilot Revised	38%	24%	N/A
C	Pilot	Pilot Revised	11%	11%	N/A
D	Pilot	Pilot Revised	3%	3%	N/A
F	Pilot	Pilot Revised	0%	1%	N/A
Assessment:	Fitness				
Year Ending	2004	2005	2006	2007	2008
A	Pilot	Pilot Revised	48%	53%	N/A
B	Pilot	Pilot Revised	35%	25%	N/A
C	Pilot	Pilot Revised	12%	13%	N/A
D	Pilot	Pilot Revised	5%	8%	N/A
F	Pilot	Pilot Revised	0%	1%	N/A
Assessment:	Principles & Concepts				
Year Ending	2004	2005	2006	2007	2008
A	Pilot	Pilot Revised	68%	70%	N/A
B	Pilot	Pilot Revised	24%	15%	N/A
C	Pilot	Pilot Revised	6%	11%	N/A
D	Pilot	Pilot Revised	1%	3%	N/A
F	Pilot	Pilot Revised	1%	1%	N/A

Grade: 9th					
Assessment:	Performance				
Year Ending	2004	2005	2006	2007	2008
4	Pilot	Pilot Revised	66%	62%	N/A
3	Pilot	Pilot Revised	30%	24%	N/A
2	Pilot	Pilot Revised	1%	8%	N/A
1	Pilot	Pilot Revised	3%	6%	N/A
Assessment:	Fitness				
Year Ending	2004	2005	2006	2007	2008
4	Pilot	Pilot Revised	54%	71%	N/A
3	Pilot	Pilot Revised	35%	16%	N/A
2	Pilot	Pilot Revised	8%	7%	N/A
1	Pilot	Pilot Revised	3%	6%	N/A
Assessment:	Knowledge				
Year Ending	2004	2005	2006	2007	2008
4	Pilot	Pilot Revised	62%	69%	N/A
3	Pilot	Pilot Revised	22%	19%	N/A
2	Pilot	Pilot Revised	12%	8%	N/A
1	Pilot	Pilot Revised	4%	4%	N/A

Grade: 10th					
Assessment:	Performance				
Year Ending	2004	2005	2006	2007	2008
4	Pilot	Pilot Revised	34%	57%	N/A
3	Pilot	Pilot Revised	30%	26%	N/A
2	Pilot	Pilot Revised	22%	10%	N/A
1	Pilot	Pilot Revised	14%	7%	N/A
Assessment:	Fitness				
Year Ending	2004	2005	2006	2007	2008
4	Pilot	Pilot Revised	59%	70%	N/A
3	Pilot	Pilot Revised	26%	18%	N/A
2	Pilot	Pilot Revised	11%	6%	N/A
1	Pilot	Pilot Revised	4%	6%	N/A
Assessment:	Knowledge				
Year Ending	2004	2005	2006	2007	2008
4	Pilot	Pilot Revised	60%	65%	N/A
3	Pilot	Pilot Revised	22%	20%	N/A
2	Pilot	Pilot Revised	14%	9%	N/A
1	Pilot	Pilot Revised	4%	6%	N/A

Grade: 11th					
Assessment:	Performance				
Year Ending	2004	2005	2006	2007	2008
4	Pilot	Pilot Revised	83%	63%	N/A
3	Pilot	Pilot Revised	11%	17%	N/A
2	Pilot	Pilot Revised	2%	11%	N/A
1	Pilot	Pilot Revised	4%	9%	N/A
Assessment:	Fitness				
Year Ending	2004	2005	2006	2007	2008
4	Pilot	Pilot Revised	69%	62%	N/A
3	Pilot	Pilot Revised	19%	19%	N/A
2	Pilot	Pilot Revised	8%	10%	N/A
1	Pilot	Pilot Revised	4%	9%	N/A
Assessment:	Knowledge				
Year Ending	2004	2005	2006	2007	2008
4	Pilot	Pilot Revised	64%	63%	N/A
3	Pilot	Pilot Revised	28%	18%	N/A
2	Pilot	Pilot Revised	7%	10%	N/A
1	Pilot	Pilot Revised	1%	9%	N/A

CONNECTICUT PHYSICAL FITNESS ASSESSMENTS COMPARISON BY SCHOOL 2003-2008

School:	Cos Cob	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	57	83	54	90	58	89	57	81	53	93
Test:	Strength & Endurance	63	91	58	97	59	91	57	81	53	93
Test:	Upper Body Strength	51	74	52	87	55	85	57	81	50	88
Test:	Aerobic Standard	44	64	56	93	51	78	62	89	52	91
Test:	All Four Tests	35	51	51	85	46	71	47	67	46	81
School:	Dundee	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	53	85	38	69	53	88	36	58	54	86
Test:	Strength & Endurance	59	95	50	91	57	95	57	92	51	81
Test:	Upper Body Strength	54	87	47	85	48	80	47	76	49	78
Test:	Aerobic Standard	45	76	30	55	31	52	41	66	36	57
Test:	All Four Tests	39	63	22	40	24	40	20	32	31	49
School:	Glenville	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	63	82	50	74	53	84	38	79	58	87
Test:	Strength & Endurance	69	90	58	85	52	83	36	75	54	81
Test:	Upper Body Strength	60	78	41	60	47	75	36	75	40	60
Test:	Aerobic Standard	51	66	42	62	37	59	26	54	35	52
Test:	All Four Tests	42	55	34	50	33	52	17	35	25	37
School:	Hamilton Avenue	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	31	70	40	93	23	68	38	100	18	36
Test:	Strength & Endurance	33	75	36	84	23	68	26	68	30	60
Test:	Upper Body Strength	32	73	36	84	26	76	24	63	30	60
Test:	Aerobic Standard	17	39	17	40	11	32	12	32	7	14
Test:	All Four Tests	13	30	15	35	6	18	11	29	4	8

CONNECTICUT PHYSICAL FITNESS ASSESSMENTS COMPARISON BY SCHOOL 2003-2008

School:	Julian Curtiss	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	47	89	54	83	49	75	41	76	48	92
Test:	Strength & Endurance	43	81	53	82	51	78	41	76	44	85
Test:	Upper Body Strength	37	70	47	72	51	78	40	74	42	81
Test:	Aerobic Standard	39	74	40	62	35	54	39	72	34	65
Test:	All Four Tests	29	55	35	54	29	45	31	57	28	54
School:	New Lebanon	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	28	78	26	68	44	98	30	94	40	89
Test:	Strength & Endurance	29	81	32	84	31	69	29	91	43	96
Test:	Upper Body Strength	30	83	38	100	43	96	32	100	44	98
Test:	Aerobic Standard	19	53	18	47	18	40	18	56	27	60
Test:	All Four Tests	17	47	15	39	18	40	18	56	27	60
School:	North Mianus	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	70	91	62	94	67	92	44	98	68	84
Test:	Strength & Endurance	73	95	63	95	70	96	40	89	75	93
Test:	Upper Body Strength	61	79	52	79	67	92	33	73	59	73
Test:	Aerobic Standard	58	75	58	88	52	71	31	69	49	60
Test:	All Four Tests	48	62	47	71	46	63	24	53	40	49
School:	North Street	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	71	93	85	96	57	93	84	92	59	84
Test:	Strength & Endurance	70	92	88	99	60	98	89	98	64	91
Test:	Upper Body Strength	73	96	89	100	60	98	87	96	62	89
Test:	Aerobic Standard	51	67	68	76	53	87	66	73	52	74
Test:	All Four Tests	47	62	68	76	51	84	66	73	48	69

CONNECTICUT PHYSICAL FITNESS ASSESSMENTS COMPARISON BY SCHOOL 2003-2008

School:	Old Greenwich	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	52	91	65	84	46	88	52	76	43	75
Test:	Strength & Endurance	50	88	74	96	49	94	62	91	52	91
Test:	Upper Body Strength	46	81	66	86	50	96	59	87	57	100
Test:	Aerobic Standard	45	79	56	73	37	71	35	51	34	60
Test:	All Four Tests	41	72	37	48	33	63	28	41	20	35
School:	Parkway	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	74	97	79	94	68	96	54	100	44	96
Test:	Strength & Endurance	75	99	81	96	70	99	54	100	45	98
Test:	Upper Body Strength	70	92	77	92	68	96	52	96	42	91
Test:	Aerobic Standard	62	82	68	81	61	86	43	80	39	85
Test:	All Four Tests	56	74	67	80	58	82	43	80	36	78
School:	Riverside	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	41	72	58	94	58	77	42	62	81	84
Test:	Strength & Endurance	57	100	62	100	71	95	51	75	85	89
Test:	Upper Body Strength	47	82	58	94	68	91	53	78	78	81
Test:	Aerobic Standard	45	79	42	68	61	81	59	87	81	84
Test:	All Four Tests	33	58	33	53	46	61	26	38	61	64

CONNECTICUT PHYSICAL FITNESS ASSESSMENTS COMPARISON BY SCHOOL 2003-2008

School:	Central MS 6th Grade	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	172	78	144	66	159	81	163	88	134	63
Test:	Strength & Endurance	189	86	176	81	174	89	202	93	174	82
Test:	Upper Body Strength	176	80	136	62	148	76	189	87	175	83
Test:	Aerobic Standard	134	61	116	53	129	66	169	78	135	64
Test:	All Four Tests	101	46	77	35	69	35	131	60	80	38
School:	Central MS 8th Grade	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	141	64	154	67	144	71	161	85	128	63
Test:	Strength & Endurance	163	74	205	90	194	96	182	96	193	95
Test:	Upper Body Strength	150	68	170	74	162	80	159	84	185	91
Test:	Aerobic Standard	122	55	118	52	107	53	145	77	134	66
Test:	All Four Tests	60	27	87	38	58	29	122	41	83	41
School:	Eastern MS 6th Grade	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	139	67	151	67	149	61	142	63	158	68
Test:	Strength & Endurance	185	89	200	97	226	92	208	92	220	95
Test:	Upper Body Strength	172	83	198	96	198	81	187	83	187	81
Test:	Aerobic Standard	162	78	172	76	166	68	174	77	168	73
Test:	All Four Tests	82	40	101	44	102	42	99	44	95	41
School:	Eastern MS 8th Grade	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	149	76	131	65	128	64	123	54	143	62
Test:	Strength & Endurance	188	95	184	92	192	96	215	95	213	92
Test:	Upper Body Strength	153	78	161	80	170	85	197	87	200	86
Test:	Aerobic Standard	129	65	130	65	120	60	152	67	168	72
Test:	All Four Tests	83	42	79	39	85	43	87	38	103	44

CONNECTICUT PHYSICAL FITNESS ASSESSMENTS COMPARISON BY SCHOOL 2003-2008

School:	Western MS 6th Grade	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	160	81	132	78	136	84	122	71	116	69
Test:	Strength & Endurance	174	88	141	83	152	94	149	87	160	96
Test:	Upper Body Strength	141	72	110	65	140	86	127	74	136	81
Test:	Aerobic Standard	111	56	84	49	117	72	111	65	111	66
Test:	All Four Tests	98	50	68	40	105	65	91	53	88	53
School:	Western MS 8th Grade	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	154	76	154	82	165	87	106	62	150	86
Test:	Strength & Endurance	175	87	167	89	176	93	155	90	169	97
Test:	Upper Body Strength	134	66	120	64	167	88	133	77	148	85
Test:	Aerobic Standard	87	43	101	54	138	73	113	66	126	72
Test:	All Four Tests	79	39	88	44	113	59	86	50	111	64
School:	GHS 10th Grade	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%	#	%	#	%
Test:	Flexibility Standard	324	83	289	89	529	74	447	84	193	85
Test:	Strength & Endurance	349	89	300	93	551	77	500	93	221	97
Test:	Upper Body Strength	316	81	269	83	488	68	453	85	190	84
Test:	Aerobic Standard	229	59	190	59	379	53	402	75	169	74
Test:	All Four Tests	190	49	148	46	299	42	274	51	133	59

**GREENWICH PUBLIC SCHOOLS
PERCENTAGE PASSING ALL FOUR
PHYSICAL FITNESS TESTS
1998-2008**

YEAR	%
1998-1999	39.1
1999-2000	40.1
2000-2001	38.2
2001-2002	42.8
2002-2003	49.0
2003-2004	47.6
2004-2005	47.1
2005-2006	47.5
2006-2007	51.8
2007-2008	51.0

Test:	All Four Tests				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
	%	%	%	%	%
Cos Cob	51.0	85.0	71.0	67.0	81.0
Dundee	63.0	40.0	40.0	32.0	49.0
Glenville	55.0	50.0	52.0	35.0	37.0
Hamilton Avenue	30.0	35.0	18.0	29.0	8.0
Julian Curtiss	55.0	54.0	45.0	57.0	54.0
New Lebanon	47.0	39.0	40.0	56.0	60.0
North Mianus	62.0	71.0	63.0	53.0	49.0
North Street	62.0	76.0	84.0	73.0	69.0
Old Greenwich	72.0	48.0	63.0	41.0	35.0
Parkway	74.0	80.0	82.0	80.0	78.0
Riverside	58.0	53.0	61.0	38.0	64.0
CMS 6th Grade	46.0	35.0	35.0	60.0	38.0
CMS 8th Grade	27.0	38.0	29.0	41.0	41.0
EMS 6th Grade	40.0	44.0	42.0	44.0	41.0
EMS 8th Grade	42.0	39.0	43.0	38.0	44.0
WMS 6th Grade	50.0	40.0	65.0	53.0	53.0
WMS 8th Grade	39.0	44.0	59.0	50.0	64.0
GHS 10th Grade	49.0	46.0	42.0	51.0	59.0
Total GPS	47.6	47.1	47.5	51.8	51.0

**PERCENTAGE PASSING
ALL FOUR PHYSICAL FITNESS TESTS
BY DISTRICT 2003-2007**

District/DRG A	2003-2004	2004-2005	2005-2006	2006-2007
Darien	47.4	48.1	44.6	48.8
Easton	44.4	49.6	52.9	41.3
New Canaan	35.1	55.7	61.1	66.0
Redding	55.1	55.5	60.4	54.1
Ridgefield	38.0	47.0	39.0	38.6
Weston	32.9	41.5	42.0	38.7
Westport	43.9	42.3	42.2	41.3
Wilton	40.2	57.3	51.5	54.1
Region 9	N/A	N/A	N/A	N/A
State Average	34.6	35.2	35.6	36.1
District/DRG B	2003-2004	2004-2005	2005-2006	2006-2007
Avon	37.4	42.5	35.8	33.4
Brookfield	45.7	44.9	46.5	52.0
Cheshire	48.5	43.1	45.7	44.4
Fairfield	41.0	44.7	46.4	45.7
Farmington	52.8	49.9	51.4	51.6
Glastonbury	49.8	52.4	49.1	51.7
Granby	42.6	40.4	44.2	47.1
Greenwich	47.6	47.1	47.5	51.8
Guilford	44.3	43.7	46.7	52.2
Madison	42.7	42.7	50.1	43.1
Monroe	38.6	37.2	38.6	46.8
New Fairfield	42.0	42.0	37.9	45.4
Newtown	36.2	37.7	43.9	44.5
Orange	42.0	46.3	54.2	49.7
Simsbury	46.1	41.4	50.0	47.9
S. Windsor	37.9	29.4	29.1	28.9
Trumbull	44.9	47.7	44.1	47.0
W. Hartford	36.1	37.5	36.9	39.0
Woodbridge	20.0	33.7	38.6	51.8
Region 5	41.6	52.7	51.4	51.6
Region 15	49.4	44.0	52.3	46.6
State Average	34.6	35.2	35.6	36.1

italicized and bold = higher than or same as Greenwich

CONNECTICUT PHYSICAL FITNESS ASSESSMENT BY PERCENTAGES BY TEST 2003-2008

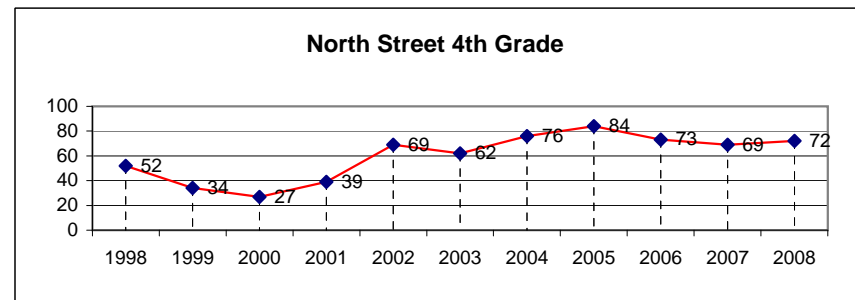
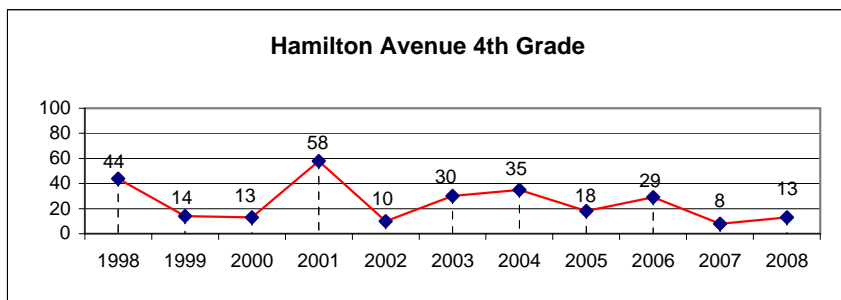
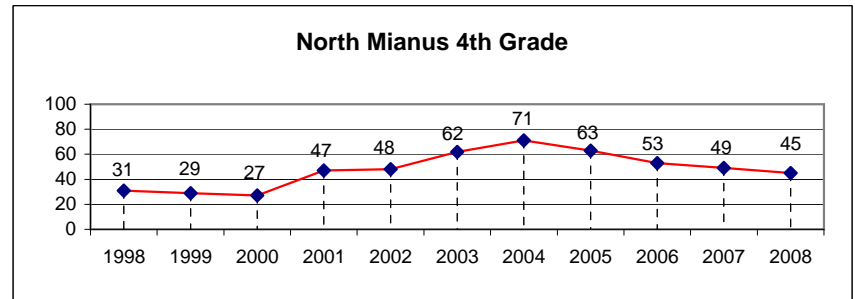
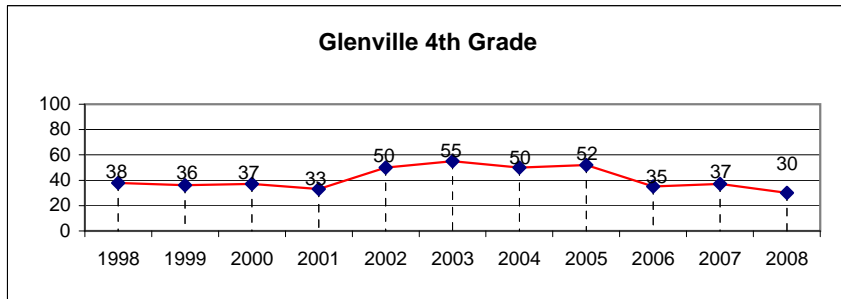
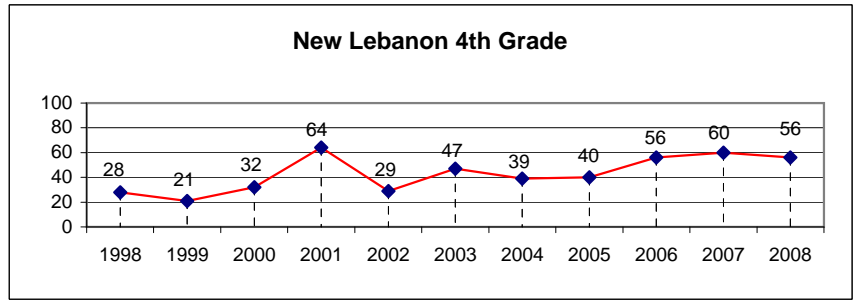
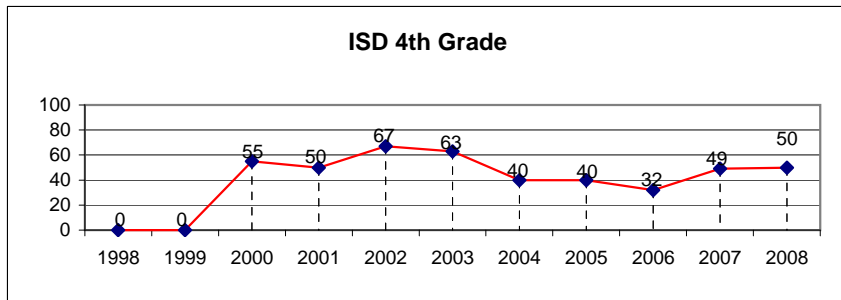
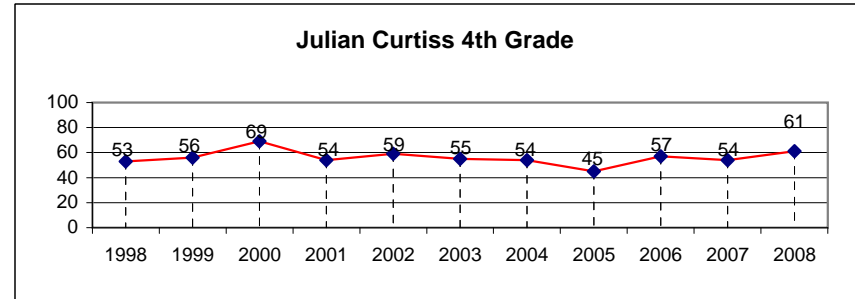
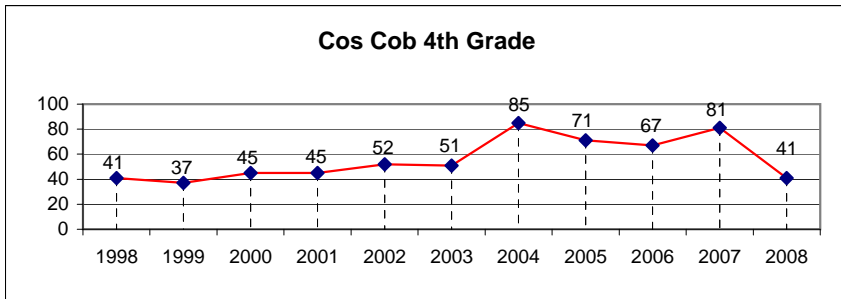
Test:	Flexibility Standard				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
	%	%	%	%	%
Cos Cob	83.0	90.0	89.0	81.0	93.0
Dundee	85.0	69.0	88.0	58.0	86.0
Glenville	82.0	74.0	84.0	79.0	87.0
Hamilton Avenue	70.0	93.0	68.0	100.0	36.0
Julian Curtiss	89.0	83.0	75.0	76.0	92.0
New Lebanon	78.0	68.0	98.0	94.0	89.0
North Mianus	91.0	94.0	92.0	98.0	84.0
North Street	93.0	96.0	93.0	92.0	84.0
Old Greenwich	91.0	84.0	88.0	76.0	75.0
Parkway	97.0	94.0	96.0	100.0	96.0
Riverside	72.0	94.0	77.0	62.0	84.0
CMS 6th Grade	78.0	66.0	81.0	88.0	63.0
CMS 8th Grade	64.0	67.0	71.0	85.0	63.0
EMS 6th Grade	67.0	67.0	61.0	63.0	68.0
EMS 8th Grade	76.0	65.0	64.0	54.0	62.0
WMS 6th Grade	81.0	78.0	84.0	71.0	69.0
WMS 8th Grade	76.0	82.0	87.0	62.0	86.0
GHS 10th Grade	83.0	89.0	74.0	84.0	85.0
Total GPS	80.9	80.7	81.7	79.1	77.9

Test:	Upper Body Strength				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
	%	%	%	%	%
Cos Cob	74.0	87.0	85.0	81.0	88.0
Dundee	87.0	85.0	80.0	76.0	78.0
Glenville	78.0	60.0	75.0	75.0	60.0
Hamilton Avenue	73.0	84.0	76.0	63.0	60.0
Julian Curtiss	70.0	72.0	78.0	74.0	81.0
New Lebanon	83.0	100.0	96.0	100.0	98.0
North Mianus	79.0	79.0	92.0	73.0	73.0
North Street	96.0	100.0	98.0	96.0	89.0
Old Greenwich	81.0	86.0	96.0	87.0	100.0
Parkway	92.0	92.0	96.0	96.0	91.0
Riverside	82.0	94.0	91.0	78.0	81.0
CMS 6th Grade	80.0	62.0	76.0	87.0	83.0
CMS 8th Grade	68.0	74.0	80.0	84.0	91.0
EMS 6th Grade	83.0	96.0	81.0	83.0	81.0
EMS 8th Grade	78.0	80.0	85.0	87.0	86.0
WMS 6th Grade	72.0	65.0	86.0	74.0	81.0
WMS 8th Grade	66.0	64.0	88.0	77.0	85.0
GHS 10th Grade	81.0	83.0	68.0	85.0	84.0
Total GPS	79.1	81.3	84.8	82.0	82.8

Test:	Strength & Endurance				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
	%	%	%	%	%
Cos Cob	91.0	97.0	91.0	81.0	93.0
Dundee	95.0	91.0	95.0	92.0	81.0
Glenville	90.0	85.0	83.0	75.0	81.0
Hamilton Avenue	75.0	84.0	68.0	68.0	60.0
Julian Curtiss	81.0	82.0	78.0	76.0	85.0
New Lebanon	81.0	84.0	69.0	91.0	96.0
North Mianus	95.0	95.0	96.0	89.0	93.0
North Street	92.0	99.0	98.0	98.0	91.0
Old Greenwich	88.0	96.0	94.0	91.0	91.0
Parkway	99.0	96.0	99.0	100.0	98.0
Riverside	100.0	100.0	95.0	75.0	89.0
CMS 6th Grade	86.0	81.0	89.0	93.0	82.0
CMS 8th Grade	74.0	90.0	96.0	96.0	95.0
EMS 6th Grade	89.0	97.0	92.0	92.0	95.0
EMS 8th Grade	95.0	92.0	96.0	95.0	92.0
WMS 6th Grade	88.0	83.0	94.0	87.0	96.0
WMS 8th Grade	87.0	89.0	93.0	90.0	97.0
GHS 10th Grade	89.0	93.0	77.0	93.0	97.0
Total GPS	88.6	90.8	89.1	87.9	89.6

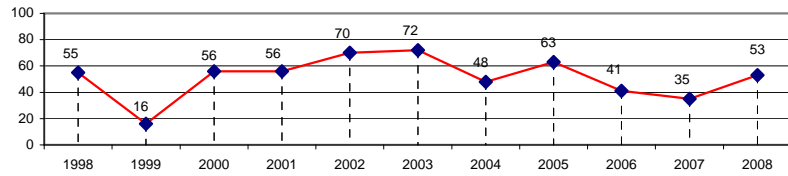
Test:	Aerobic Standard				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
	%	%	%	%	%
Cos Cob	64.0	93.0	78.0	89.0	91.0
Dundee	76.0	55.0	52.0	66.0	57.0
Glenville	66.0	62.0	59.0	54.0	52.0
Hamilton Avenue	39.0	40.0	32.0	32.0	14.0
Julian Curtiss	74.0	62.0	54.0	72.0	65.0
New Lebanon	53.0	47.0	40.0	56.0	60.0
North Mianus	75.0	88.0	71.0	69.0	60.0
North Street	67.0	76.0	87.0	73.0	74.0
Old Greenwich	79.0	73.0	71.0	51.0	60.0
Parkway	82.0	81.0	86.0	80.0	85.0
Riverside	79.0	68.0	81.0	87.0	84.0
CMS 6th Grade	61.0	53.0	66.0	78.0	64.0
CMS 8th Grade	55.0	52.0	53.0	77.0	66.0
EMS 6th Grade	78.0	76.0	68.0	77.0	73.0
EMS 8th Grade	65.0	65.0	60.0	67.0	72.0
WMS 6th Grade	56.0	49.0	72.0	65.0	66.0
WMS 8th Grade	43.0	54.0	73.0	66.0	72.0
GHS 10th Grade	59.0	59.0	53.0	75.0	74.0
Total GPS	65.1	64.1	64.2	68.6	66.1

CONNECTICUT PHYSICAL FITNESS ASSESSMENTS 1998-2008 BY SCHOOLS

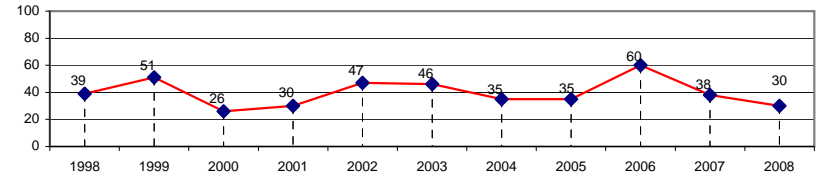


CONNECTICUT PHYSICAL FITNESS ASSESSMENTS 1998-2008 BY SCHOOLS

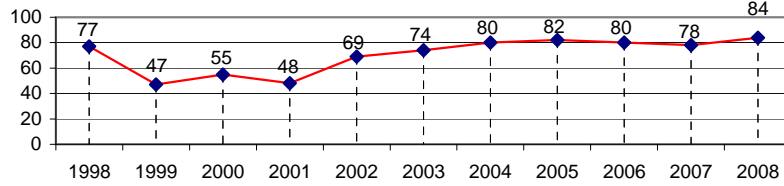
Old Greenwich 4th Grade



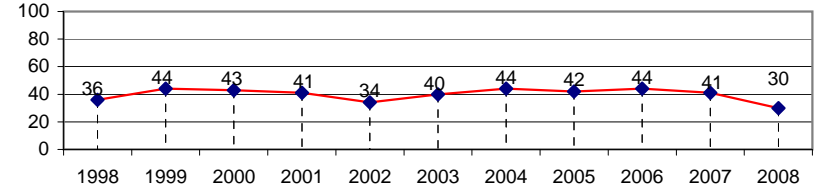
Central 6th Grade



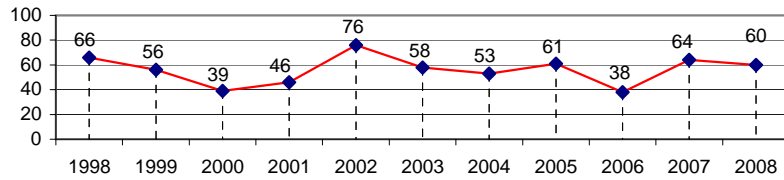
Parkway 4th Grade



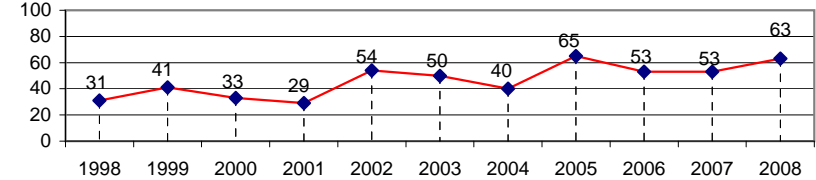
Eastern 6th Grade



Riverside 4th Grade

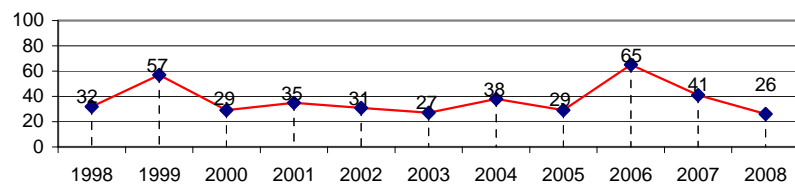


Western 6th Grade

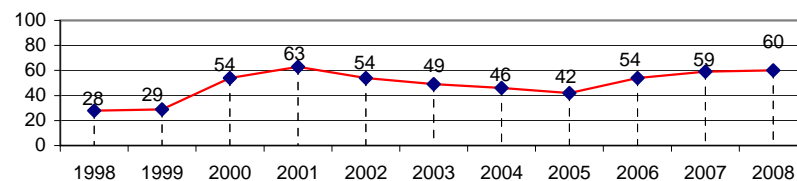


CONNECTICUT PHYSICAL FITNESS ASSESSMENTS 1998-2008 BY SCHOOLS

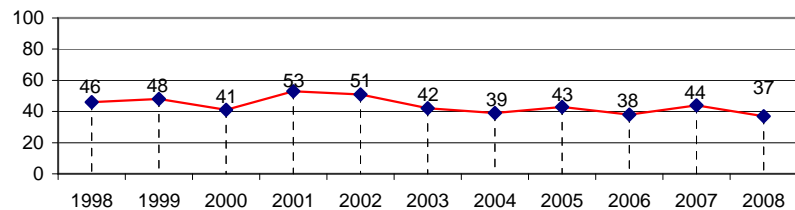
Central 8th Grade



Greenwich High 10th Grade



Eastern 8th Grade



Western 8th Grade

