

COLUMBUS Elementary School

School Growth Plan 2011-14

Executive Summary

Executive Summary -

Columbus Magnet School is a K-5 Bank Street Model/ Higher Order Thinking [HOT] intra-district magnet school located in the heart of South Norwalk. Our student body is comprised of students from all parts of Norwalk, and students enter via lottery selection. We believe all students benefit greatly from the critical thinking skills taught through our social studies based integrated, arts infused, hands on, project oriented, approach to learning. Furthermore, we also believe our unique model within the city of Norwalk is exemplary of exactly the type of teaching and learning which will be promoted via the adoption of the Connecticut Common Core State Standards in 2014.

Our 311 students' demographics are as follows:

White	Black	Hispanic	Asian	Economically Disadvantaged	Special Education	English Language Learner
46.9% (146)	26.4% (82)	16.4% (51)	10% (31)	30.5% (95)	6.8% (21)	3.5% (11)

In accordance with the Norwalk Public Schools District Improvement Plan our School Data Team, { comprised of Sue Zanone (K), Elaine Blanco (1), Andy Pearce (2), Misty Hofer (3), Steve O'Connell (3), Betsy Barosky (4), Dana Velez (5), Linda DiMeglio (Literacy Specialist), Alan Vaglivelo (Psychologist), Judy McArdle (Resource Teacher), Lorraine Lorusso (Instructional Teaching Assistant), Patti Mattera (Asst. Principal), and Emily Lopez (Principal) } works together to analyze progress toward meeting our school-wide goals in the areas of Literacy and Numeracy based upon the previous year's CMT data, Fall DRA2, and CBAS results. Through this analysis of data and the work of our instructional data teams, which meet weekly, our school-wide goals and instructional focus are determined. Once determined, our goals and plan are shared with stakeholders over the course of faculty meetings, governance council meetings, PTA meetings, and on our school webpage.

During the 2010 – 2011 school year, our focus in Literacy was on continuing to reduce the achievement gap between black and white students, as well as between economically disadvantaged and non-disadvantaged students while simultaneously improving overall student achievement. While we were successful in reducing the achievement gap in literacy between our economically disadvantaged and non-disadvantaged students, we did not do so between black and white students nor did our overall student achievement improve. We attribute this to our shift last year toward focussing on a specific strand in Literacy, that being Strand A – Forming a General Understanding, versus the targeting of individual students and their needs which had proven successful in raising student achievement rates in the two years prior. Nonetheless, consistent with previously existing trends, Columbus students continue to show cohort growth over their years at Columbus, with 5th grade students in 2011 achieving a higher percentage of proficiency than they did in 3rd grade in 2009. Furthermore, Columbus 5th grade students continue to exceed both local and state levels of proficiency on the CMT in Literacy.

In Numeracy, our focus during the 2010 – 2011 school year was on reducing the percent of students not achieving proficiency while simultaneously increasing the percent of students achieving goal. We did not achieve any aspect of this goal. We attribute this to not having a specific strand focus

for instruction school-wide but instead a focus on general effective teaching strategies. This is in comparison to the targeting of individual students and strands which had proven successful in raising student achievement rates in the two years prior. Current review of specific strand data across all three grade levels shows a school-wide weakness in strands 11, 15, and 25, estimating solutions to problems, approximating measures, and Mathematical applications respectively. It should be noted that vertical scale analysis continues to show the most recent CMS graduates making greater gains during their time at Columbus Magnet School than their peers within the district.

As a result of our data analysis, the work of the Columbus Magnet School staff will be focussed on achieving Safe Harbor status at minimum in all subgroups, in both Literacy and Numeracy, if not AYP. To do so, we will be returning our focus to targeting specific students who are underperforming while looking to improve the achievement of our overall student body. Working with us to enhance our targeting of instruction for underperforming students will be data facilitator Lisa Valenzisi, who has begun and will continue to work with instructional data teams at each grade level on setting interim achievement goals and instructional plans based upon CFA results and student needs. Additionally, we've used the publication *Changing the Odds*, written by Bryan Goodwin for McRel, as a touchstone text for reflecting on the intentionality within our teaching. Our theory is that if we provide all students with a more explicit understanding of the goals and expectations within our constructivist model and teach to them with intention, then students who come to us with a smaller fund of knowledge will be more directed in their attainment of the goals. Furthermore, students who are already achieving at high levels will have additional guidance in enhancing the depth of their critical thinking skills on a given topic or subject. To support us in honing our intentional skills, staff members have made trips to visit Bank Street School for Children in New York City to conduct Instructional Walk Throughs with the lens of intentionality. Additionally, our November Professional Development Day was spent defining and reflecting upon our intentionality in teaching with consultants from Bank Street School for Children, as well as examining how intentionality in questioning skills further enhances students' critical thinking. The work of the school wide data team this year, in addition to reviewing instructional data team interim achievement data, will be to gather data and provide support to all staff members on intentional instructional practices through the Instructional Walk Through process.

Structurally, to provide support for this work, the school-wide master schedule was revised this year to give each grade level not only a minimum of 45 minutes weekly for instructional data team meetings, but also three 45 minute common preparation periods weekly. Furthermore, we have solicited a free pilot of the Words Their Way program for all first grade students and second grade students struggling with decoding.

Growth Plan Data Sheet - COLUMBUS Elementary School

Goal 1: Literacy NCLB Targets: 79% through 2010. NCLB Target: 89% in 2011 through 2013									
School Reading Scores - Percentage at or above Proficiency									
CMT	06-07	07-08	08-09	09-10	10-11	2011-12	District Targets		
	Actual	Actual	Actual	Actual	Actual	School Target	2011-12	2012-13	2013-14
Grade 3	68.9	77.8	71.4	69.6	68.6	75	74	78	80
Grade 4	75	60	80.6	83.1	74.5	80	73	77	81
Grade 5	72.9	77.4	76.4	80.3	78	84	78	80	84

Goal 2: Numeracy NCLB Targets: 82% through 2010. NCLB Target: 91% in 2011 through 2013									
School Math Scores - Percentage at or above Proficiency									
CMT	06-07	07-08	08-09	09-10	10-11	2011-12	District Targets		
	Actual	Actual	Actual	Actual	Actual	School Target	2011-12	2012-13	2013-14
Grade 3	73.8	79.4	79.7	81.4	80.8	84	86	88	90
Grade 4	83.6	78.5	83.6	89.6	86.8	86	86	89	91
Grade 5	71.2	79	80.7	90.2	86.4	90	90	91	93

SMART GOAL

The percentage of students performing at or above proficiency in whole school literacy will increase from 75% to 81% (unadjusted) while black students and economically disadvantaged students will increase their level of proficiency by 10% as measured by the March 2012 CMT.

Data Analysis:

- NCLB and AYP results show all grade levels declined in overall proficiency between the 2010 & 2011 CMT in Literacy, however as with historical trends, cohorts showed gains both between 3rd and 4th grade (2010 – 2011) and between 3rd and 5th grade (2009 – 2011).
- Economically disadvantaged students achieving proficiency or above on the CMT in Literacy increased from 65.6% in 2010 to 70.9% in 2011, closing the achievement gap between economically disadvantaged and non disadvantaged students.
- Average Vertical Scale Score analysis shows Columbus students making gains that continue to be above the average achievement level of the students of Norwalk Public Schools.
- Multi-year (2007- 2011) Literacy CMT analysis shows Columbus 5th grade students achieving above the Connecticut State Average percentage of students achieving proficiency on CMT.
- The percentage of students meeting proficiency on the DRA2 as measured in the fall of 2011 shows students in 4th and 5th grade performing better on the DRA2 than on the CMT, however in 3rd grade the scores mirror one another.
- Based upon CMT, DRA2 and CBAS data intentional instruction and intervention is needed in Strand 3, Reader Text Connections.

Implementation Indicators

1. If 100% of Instructional Teams meet twice monthly for discussion and planning based upon student Reading data, then instructional walkthrough data will show implementation of discussed strategies.
2. If 100% of instructional and mental health staff members are involved in determining, monitoring, and implementing Tier II and Tier III interventions for basic and below basic students, then Form B of the SRBI process will reflect interventions implemented by instructional and mental health staff members.
3. If 100% of instructional team members set interim achievement goals using the data team process, then 100% of instructional teams will be able to measure attainment of data cycle goals.
4. If 100% of instructional teams identify and implement research based teaching strategies for intentional instruction, then 100% of instructional decisions will be made with intention.
5. If 100% of instructional staff members participate in instructional walk-throughs, then teachers will participate in reflective conversations and dialogue on improving teaching and learning.

Indicators for 2012-2013:

To be determined in August 2012

Indicators for 2013-2014:

To be determined in August 2013

Results Indicators –

1. If all students participate actively in their learning of reading by using the strategies they are taught based on data driven instructional decisions, then student achievement will increase as measured on March 2012 Literacy CMT.
2. If all students that involved in the SRBI process are provided with “double and triple dosing of targeted instruction”, then students will increase their achievement as measured by pre and post assessments, progress monitoring, CBAS results, DRA2 results, and CMT results.
3. If all students apply skills taught to them based upon CFAs and pre/post assessments, then student achievement will increase to meet interim achievement goals as measured by CFAs and pre/post assessments.
4. If all students participate in learning opportunities taught with specific intention then students will be able to express what they are learning and why when asked.
5. If all students apply the skills taught to them as a result of the instructional walk-through, then student achievement will increase as measured by CMT, DRA2 assessments, CBAS, running records, classroom observations, conference notes, student work, and pre/ post assessments.

Indicators for 2012-2013:

To be determined in August 2012

Indicators for 2013-2014:

To be determined in August 2013

School Growth Plan - Implementation Timeline

Adult Action– are the steps necessary to complete the implementation indicator for each goal

Person Responsible – specifically names the person(s) responsible for the completion of the Adult Action

Resources – materials needed to complete the Adult Action

Evidence of Completion (Replaces: Monitor Notes/Implementation Indicators on Chart)

- Did the adults do what they said they would do?
- What evidence will you use to document that adult behaviors changed as a result of your actions?
- What evidence will you use to document that student outcome(s) is/are improving?

Implementation Timeline

Adult Actions (Specify Completion Date)	Person Responsible	Resources	Evidence of Completion
1. Instructional teams will meet twice monthly beginning in September.	Grade level team teachers and assistants, facilitated by SDT grade level liaisons	Time in master schedule for team meetings. Team data binders, student work and other relevant data	Team minutes and agendas, interim goal sheets, data driven lesson plans, instructional walk through data
2. Tier II and III interventions “double and triple dosing of targeted instruction” beginning in November.	Grade level team teachers and assistants, Judy McArdle, Joan Geyer, Linda DiMeglio, Nancy Fuzesi, Alan Vaglivero, Kate Roller	Leveled texts, Learning A-Z subscription, RAZ Kids subscription, HOT Readers, Lexia Seats, Reading Eggs, Words Their Way	Form B of SRBI process
3. Continued training and creation of CFA’s and pre and post assessment. 5 days over the course of the 2011 – 2012 school year	Lisa Valenzisi – Data Facilitator, Linda DiMeglio – Literacy Specialist, Craig Creller	Sample CFAs, Handouts from training, Language Arts Instructional Standards, CMT and	CFA, DRA2, CBAS, CMT results

<p>beginning October 2011.</p>	<p>– District Math Instructional Specialist</p>	<p>DRA2 results</p>	
<p>3a. Instructional teams will implement CFAs and pre/post assessments over the course of the school year.</p>	<p>All classroom teaching staff</p>	<p>Teacher & district created CFAs, pre/post assessments,</p>	<p>Assessment results, DRA2, CBAS, and CMT results</p>
<p>4. Staff members will participate in professional development around defining, observing, and reflecting upon Intentional Instruction beginning August 2011 and continuing throughout the school year.</p>	<p>Emily Lopez, Principal Patti Mattera, Assistant Principal</p>	<p><i>Changing the Odds</i> by Goodwin for McRel, Substitute coverage for visits to Bank St. School for Children, Bank St. Consultant for PD Day</p>	<p>Professional Development Day Agendas, Staff attendance slips for professional day sub coverage, Faculty Meeting minutes</p>
<p>4a. Teachers and classroom assistants will provide intentional instruction using effective teaching strategies in the areas of student need daily over the course of the school year.</p>	<p>All classroom teachers All classroom instructional assistants Linda DiMeglio, Literacy Specialist Kate Roller, Priority Aide Jeryl Rosenblum, Priority Aide</p>	<p>Leveled texts, Lucy Calkins Units of Study for Reading, Comprehension Toolkit, A-Z subscription, Language Arts Standards, Words their Way, Study Island</p>	<p>Teacher’s lesson plans, observation and conference notes, instructional walkthrough data, assessment results, DRA2, CBAS, and CMT results</p>

<p>5. Staff members will participate in two instructional walk-throughs over the course of the 2011 – 2012 school year.</p>	<p>SDT Members or designees</p>	<p>Connecticut State Walkthrough Protocol, Principles of Learning from the Institute for Learning, handouts</p>	<p>Reflective conversations and dialogues at IDT/SDT meetings, CMT, DRA2 assessments, running records, classroom observations, conference notes, student work, and pre/ post assessments.</p>
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SMART GOAL

The percentage of students performing at or above proficiency in whole school numeracy will increase from 84% to 87% (unadjusted) while black students and economically disadvantaged students will increase their level of proficiency by 10% as measured by the March 2012 CMT.

Data Analysis:

- Whole school average met the 91% AYP target for students at or above proficiency however black students and economically disadvantaged students did not – in comparison to 2010 results during which all subgroups achieved AYP. Black students did show growth; however percent of growth did not equal 10% for Safe Harbor.
- The gap between black students and white students narrowed from 17.8% on the 2010 CMT in Numeracy to 15.7% on the 2011 CMT. It should be noted that 100% of white students scored at or above proficiency for the past two years.
- In 3rd and 4th grade the percentage of economically disadvantaged students scoring at or above proficiency improved, however in 5th grade this subgroup declined. Although the group declined, the cohort proficiency improved from 25% in 3rd grade in 2009 to 58.3% at or above proficiency in 5th grade in 2011.
- Strand analysis according to 2011 CMT results indicates a weakness in strands 11, 15, and 25, estimating solutions to problems and approximating measures, and Mathematical applications respectively.

Implementation Indicators

1. If 100% of Instructional Teams meet twice monthly for discussion and planning based upon student Numeracy data, then instructional walkthrough data will show implementation of discussed strategies.
2. If 100% of instructional and mental health staff members are involved in determining, monitoring, and implementing Tier II and Tier III interventions for basic and below basic students, then Form B of the SRBI process will reflect interventions implemented by instructional and mental health staff members.
3. If 100% of instructional team members set interim achievement goals using the data team process, then 100% of instructional teams will be able to measure attainment of data cycle goals.
4. If 100% of instructional teams identify and implement research based teaching strategies for intentional instruction, then 100% of instructional decisions will be made with intention.
5. If 100% of instructional staff members participate in instructional walk-throughs, then teachers will participate in reflective conversations and dialogue on improving teaching and learning.

Indicators for 2012-2013:

To be determined in August 2012

Indicators for 2013-2014:

To be determined in August 2013

Results Indicators –

1. If all students participate actively in their learning of numeracy by using the strategies they are taught based on data driven instructional decisions, then student achievement will increase as measured on March 2012 Numeracy CMT.
2. If all students that are performing at basic or below basic, are provided with “double and triple dosing of targeted instruction” via the SRBI model, then students will increase their achievement as measured by pre and post assessments, Growing with Math Topic Assessments, and CMT results.
3. If all students apply skills taught to them based upon CFAs and pre/post assessments, then student achievement will increase to meet interim achievement goals as measured by CFAs and pre/post assessments.
4. If all students participate in learning opportunities taught with specific intention then students will be able to express what they are learning and why when asked.
5. If all students apply the skills taught to them as a result of the instructional walk-through, then student achievement will increase as measured by CMT, Growing with Math Topic Assessments, CBAS, running records, classroom observations, conference notes, student work, and pre/ post assessments.

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1. Instructional teams will meet twice monthly beginning in September.	Grade level team teachers and assistants, facilitated by SDT grade level liaisons	Time in master schedule for team meetings. Team data binders, student work and other relevant data	Team minutes and agendas, interim goal sheets, data driven lesson plans, instructional walkthrough data
2. Tier II and III interventions “double and triple dosing of targeted instruction” beginning in November.	Grade level team teachers and assistants, Judy McArdle, Joan Geyer, Linda DiMeglio, Nancy Fuzesi, Alan Vaglivello	Targeted strategy group instruction, Growing with Math curriculum, manipulatives, math games, Study Island	Form B of SRBI process
3. Continued training and implementation of CFA’s via clicker bags in Grades 2-5 and pre and post assessment over the course of the	Craig Creller – District Math Instructional Specialist, Sandra Fisher – District Math	District created Math CFAs, Clicker bags	Instructional Data Team Minutes, CFA results

<p>2011 – 2012 school year beginning in September 2011.</p>	<p>Coach, LeAnn Glick – District Math Coach</p>		
<p>3a. Instructional teams will implement CFAs and pre/post assessments over the course of the school year.</p>	<p>All classroom teaching staff</p>	<p>Teacher and district created CFAs, pre/post assessments,</p>	<p>GWM pre/post assessment results, CBAS, and CFA results</p>
<p>4. Needs based intentional flexible and individual small group instruction over the course of the school year.</p>	<p>All classroom teachers All classroom instructional assistants</p>	<p>Classroom observations, conference notes, student work, and CFA pre/post assessments</p>	<p>Teacher’s lesson plans, observation and conference notes, instructional walkthrough data, GWM topic assessment results, CFA, CBAS, and CMT results</p>
<p>4a. Teachers and classroom assistants will provide intentional instruction using effective teaching strategies in the areas of student need daily over the course of the school year.</p>	<p>Emily Lopez, Principal Patti Mattera, Assistant Principal</p>	<p><i>Changing the Odds</i> by Goodwin for McRel, Substitute coverage for visits to Bank St. School for Children, Bank St. Consultant for PD Day</p>	<p>Professional Development Day Agendas, Staff attendance slips for professional day sub coverage, Faculty Meeting minutes</p>
<p>5. Staff members will participate in two instructional walk-throughs over the course of the 2011 – 2012 school year.</p>	<p>SDT Members or designees</p>	<p>Connecticut State Walkthrough Protocol, Principles of Learning from the Institute for Learning, handouts</p>	<p>Reflective conversations and dialogues at IDT/SDT meetings GWM topic assessment results, CFA, CBAS, and CMT results classroom observations, conference notes, student work, and pre/ post assessments</p>

School Compliance Activities for 2011-2014

- All schools will have Instructional/Grade - Level Data teams (IDTs) and a School Data Team (SDT) operating at an Exemplary level, as measured by the CSDE rubric.
- School Growth Plans for 2011-2014 will be reviewed and rated at a minimum expected rating of Proficient by the DDDMT, as measured by a rating rubric designed for this purpose, by November 2011.
- Classroom Walkthroughs will be conducted at all schools in order to provide evidence that adult actions are focusing on the school and district goals.
- Family and Community engagement will use the District adopted survey to focus on improving school communication to support student learning.

Improve Individual School Communication with Families and Community	
Year 1: 2011-2012 School year	Conduct a School Communication needs assessment and review outcome
Year 2: 2012-2013 School year	Develop and Implement Plan to Improve School Communication
Year 3: 2013-2014 School year	Revise and Implement Plan to Improve School Communication

*****School Growth Plans will provide evidence that Compliance Activities are being addressed**

Columbus Magnet School Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Norwalk School District

Columbus Magnet School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient									
	Mathematics					Reading					Mathematics (91% proficient needed)					Reading (89% proficient needed)				
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	n	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	168	100.0	100.0	100.0	Yes	168	100.0	100.0	100.0	Yes	141	83.9	7.0	91.0	Yes	126	75.0	8.4	83.4	No
American Indian	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
Asian American	22	-	-	-	-	22	-	-	-	-	21	-	-	-	-	17	-	-	-	-
Black	43	100.0	100.0	100.0	Yes	43	100.0	100.0	100.0	Yes	29	67.4	16.8	84.3	No	20	46.5	18.0	64.5	No
Hispanic	29	-	-	-	-	29	-	-	-	-	21	-	-	-	-	24	-	-	-	-
White	74	100.0	100.0	100.0	Yes	74	100.0	100.0	100.0	Yes	70	94.6	6.6	100.0	Yes	65	87.8	9.4	97.2	Yes
Native Hawaiian	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
Two or More Races	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-	0	-	-	-	-
English Language Learners	12	-	-	-	-	12	-	-	-	-	7	-	-	-	-	8	-	-	-	-
Students with Disabilities	17	-	-	-	-	17	-	-	-	-	8	-	-	-	-	10	-	-	-	-
Economically Disadvantaged	45	100.0	100.0	100.0	Yes	45	100.0	100.0	100.0	Yes	27	60.0	17.2	77.2	No	24	53.3	17.6	70.9	No

Additional Academic Indicator: Writing	AYP Target Met?	Yes
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Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Connecticut Mastery Test

Cohort Comparison - Report Table

Print Date: 11/29/2011

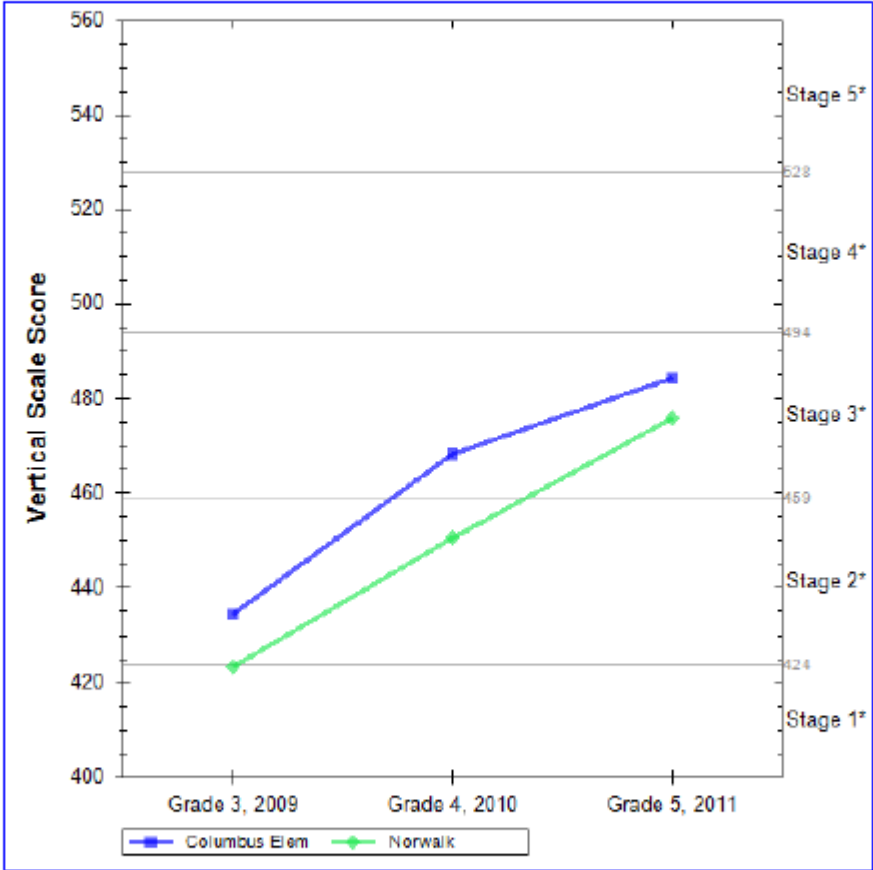
Group	Grade	Year	Mathematics								Reading							
			Number Matched	Percent by Level					Number Matched	Percent by Level								
				Below Basic	Basic	Proficient	Goal	Advanced		Below Proficient	At/Above Proficient	Below Basic	Basic	Proficient	Goal	Advanced	Below Proficient	At/Above Proficient
Columbus Elem	3	2009	50	4.0	10.0	10.0	40.0	36.0	14.0	86.0	49	10.2	12.2	10.2	42.9	24.5	22.4	77.6
	4	2010	50	2.0	4.0	10.0	44.0	40.0	6.0	94.0	49	8.2	8.2	14.3	42.9	26.5	16.3	83.7
	5	2011	50	4.0	10.0	10.0	36.0	40.0	14.0	86.0	49	12.2	6.1	14.3	40.8	26.5	18.4	81.6
F/R Meals	3	2009	7	14.3	42.9	28.6	0.0	14.3	57.1	42.9	6	50.0	0.0	16.7	16.7	16.7	50.0	50.0
	4	2010	8	12.5	12.5	12.5	62.5	0.0	25.0	75.0	7	42.9	14.3	14.3	28.6	0.0	57.1	42.9
	5	2011	8	12.5	37.5	12.5	37.5	0.0	50.0	50.0	7	14.3	14.3	57.1	14.3	0.0	28.6	71.4
Full Price	3	2009	43	2.3	4.7	7.0	46.5	39.5	7.0	93.0	43	4.7	14.0	9.3	46.5	25.6	18.6	81.4
	4	2010	42	0.0	2.4	9.5	40.5	47.6	2.4	97.6	42	2.4	7.1	14.3	45.2	31.0	9.5	90.5
	5	2011	42	2.4	4.8	9.5	35.7	47.6	7.1	92.9	42	11.9	4.8	7.1	45.2	31.0	16.7	83.3

Note: This report does not include ELL-exempt students.

**Connecticut Mastery Test
Average Vertical Scale Score, Reading**

Print Date: 11/30/2011

Norwalk: Columbus Elem, Norwalk

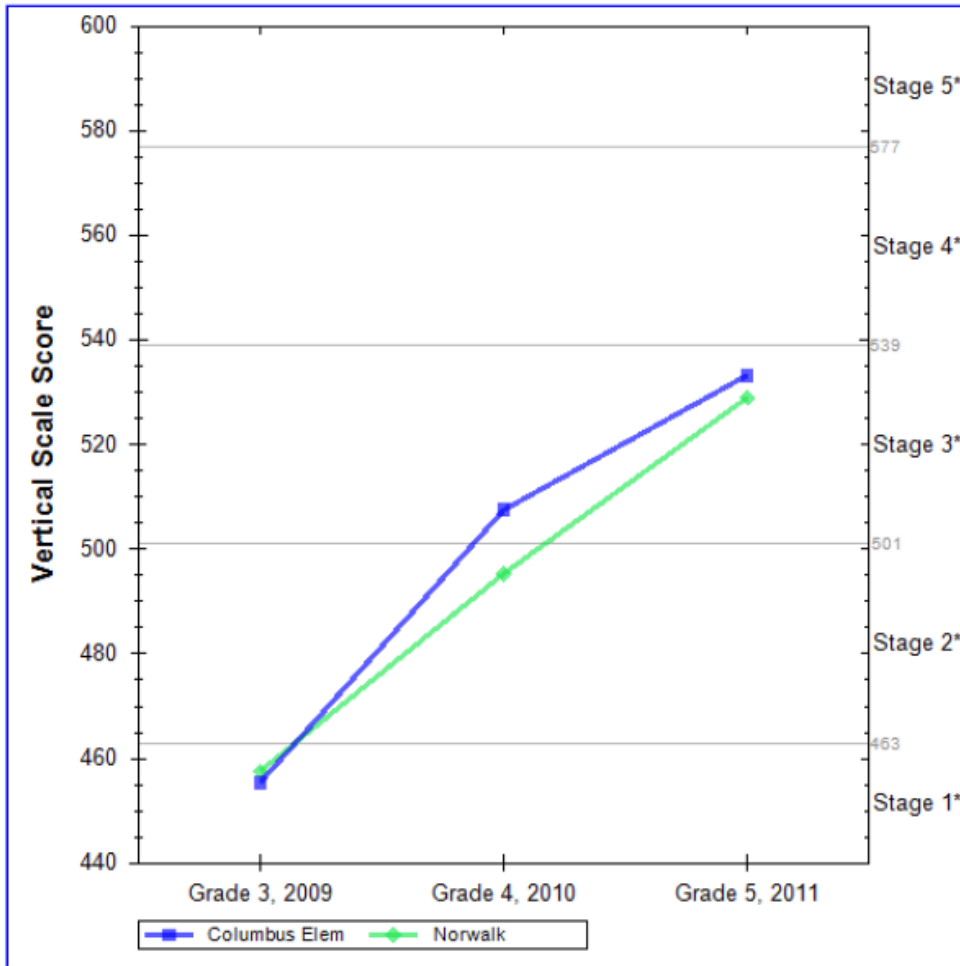


Group	Grade 3, 2009		Grade 4, 2010		Grade 5, 2011		2009-2011		2010-2011	
	N Tested	Mean VS	N Tested	Mean VS	N Tested	Mean VS	N Matched	Growth	N Matched	Growth
Columbus Elem	63	434	65	468	59	484	57	48	57	18
Norwalk	767	423	755	451	737	476	676	53	702	26

**Connecticut Mastery Test
Average Vertical Scale Score, Mathematics**

Print Date: 11/29/2011

Norwalk: Columbus Elem, Norwalk



Group	Grade 3, 2009		Grade 4, 2010		Grade 5, 2011		2009-2011		2010-2011	
	N Tested	Mean VS	N Tested	Mean VS	N Tested	Mean VS	N Matched	Growth	N Matched	Growth
Columbus Elem	64	455	67	508	59	533	57	70	58	23
Norwalk	770	458	759	495	742	529	685	71	710	33

			Mathematics							Reading						
			Total	Percent by Level						Total	Percent by Level					
			Number	Below					% at/above	Number	Below					% at/above
Group	Grade	Year	Tested	Basic	Basic	Prof.	Goal	Adv.	Proficiency	Tested	Basic	Basic	Prof.	Goal	Adv.	Proficiency
Columbus	3	2009	64	6	7	7	23	21	79.7	63	10	8	5	25	15	71.4
	4	2010	67	4	3	7	27	26	89.6	65	7	4	8	31	15	83.1
	5	2011	57	5	6	12	23	11	80.7	59	8	5	8	24	14	78
Black	3	2009	16	3	3	4	4	2	62.5	15	4	2	3	5	1	60
	4	2010	16	2	2	3	5	4	75	15	3	3	2	6	1	60
	5	2011	12	0	3	4	3	2	75	12	3	3	4	2	0	50
White	3	2009	31	1	1	2	15	12	93.5	31	2	2	2	16	9	87.1
	4	2010	33	0	1	2	17	13	97	33	1	1	3	20	8	93.9
	5	2011	29	1	1	3	11	13	93.1	29	3	1	0	15	10	86.2