

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [X] Choice

Name of Principal Mrs. Sheryl Ann Hershonik

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

Official School Name Worthington Hooker School

(As it should appear in the official records)

School Mailing Address 691 Whitney Avenue 180 Canner Street

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

City New Haven State CT Zip Code+4 (9 digits total) 06511-1324

County New Haven County State School Code Number* 0933811

Telephone 203-497-7200 Fax 203-497-7205

Web site/URL http://worthingtonhookerschool.we
ebly.com/ E-mail sheryl.hershonik@new-haven.k12.ct.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Mrs. Imma Canelli E-mail: Imma.Canelli@new-
(Specify: Ms., Miss, Mrs., Dr., Mr., haven.k12.ct.us
Other) _____

District Name New Haven Tel. 203-936-5200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Dr. Carlos Torre
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 31 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 15 High schools
 - 0 K-12 schools
- 49 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☒ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	1	1
K	32	20	52
1	19	33	52
2	24	28	52
3	22	26	48
4	23	22	45
5	22	26	48
6	27	22	49
7	21	22	43
8	28	23	51
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	218	223	441

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 27 % Asian
 - 12 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 52 % White
 - 2 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 13%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1	414
(5) Total transferred students in row (3) divided by total students in row (4)	0.126
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school: 15 %
67 Total number ELL
 Number of non-English languages represented: 26
 Specify non-English languages: Arabic, Bengali, Cantonese, Dari, Finnish, French, German, Hebrew, Hindi, Italian, Japanese, Kazakh, Kinyarwanda, Korean, Mandarin, Mongolian, Nepali, Persian, Polish, Portuguese, Punjabi, Russian, Serbo-Croatian, Spanish, Swahili, Telugu
8. Students eligible for free/reduced-priced meals: 14 %
 Total number students who qualify: 63

Information for Public Schools Only - Data Provided by the State

The state has reported that 100 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 7 %
33 Total number of students served

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The mission of our program is to create an engaging educational experience for our diverse student population, providing supports where needed and challenges where expected.

PART III – SUMMARY

Worthington Hooker is a K-8 New Haven Public School. A neighborhood school, we serve students and families in the East Rock Community however an additional 30% of our students come to us from other neighborhoods in the city. Our school is housed in two buildings. The K-2 program resides in the original restored turn of the century structure and the 3-8 program is housed in a newly constructed building, two blocks away. Both buildings are warm, alive, and inviting to the school community. We identify ourselves as one staff with a shared vision. We meet bi-weekly as a whole staff, in vertical teams and by department to facilitate the flow of information, ideas, and plan for our students. Our students are children of professionals, refugees, immigrants, and working families. The range of abilities and experiences presented by our students is expansive. Students come from families with significant resources and from families without any. The mission of our program is to equalize the educational experience for all students, providing supports where needed and challenges where expected. To this end we pay specific attention to reducing/eliminating the achievement gap inherent in the socio-economic and educational experiences our students bring to the table.

The school's strength lies in its diversity and educational programs. Our students come from over 30 countries and across the United States. With such a diverse population, the staff works to support students needing to acquire and become proficient in English as well as offering grade-level and enhanced curriculum for all students. We achieve this goal through collaboration, peer observation, debriefings, and interdisciplinary studies.

Throughout the year, students learn about the beliefs, contributions, and traditions of the world's cultures. Through these learning experiences our students discover our commonalities as world citizens. These traditions include our fall International Day Celebration, introducing students to the many cultures represented by their classmates; Revels, the winter holiday extravaganza highlighting the third and fourth grade students, now in its 25th iteration; and an African American History "informance" which includes offerings on a theme from all grade levels. Previous program themes have included: African Political and Social Communities of New Orleans in the 1700's and 1800's; Birth of Jazz; the Great Migration; Harlem Renaissance; and The Underground Railroad, with each "informance" highlighting the talent, intellect and resiliency of our African American and minority populations. Other traditions include monthly Town Meetings which showcase individual learning via multiple intelligences, and are an opportunity for students to express their learning. Community building events sponsored by our PTA such as ice skating parties, picnic socials, hootenanny, grade level celebrations, spring fair, annual gala, and the current development of our schoolyard habitat and gardening program all contribute to the rich educational and community experiences provided our students and their families. This engagement aids to glue students and their families to the school, creating a community safety net for the most vulnerable families, and solidifying the sense of belonging and ownership for all. Most importantly our school is part of a network of schools that emphasize an integrated arts approach to enhance learning and academic excellence called the Connecticut High Order Thinking Skills (HOTS) Schools. This model provides for student learning via three components: strong arts, arts integration and democratic practice. Through these components and the utilization of the multiple intelligences of our students, the arts become a bridge to the academic program, ensuring all students have the opportunity to access the curriculum and experience success and recognition of their learning. This interdisciplinary and arts infused approach to teaching reinforces learning in all disciplines, encouraging students to seek, establish and test connections, and allowing them to synthesize relationships between ideas, and to express themselves through different modalities.

The arts integrated program is enriched by frequent visits from local artists. Together with classroom teachers in collaboration with the Music, Art, Drama and Library Media Specialist, visiting artists work with teachers to develop curriculum-based units that integrate the fine arts into all content areas. We have found that through the HOTS program we can reach each of our students, including Special Education, ELL and other subgroups, enabling all of our students to become active contributors to our learning community.

A final highlight of our school is our strong and ongoing home/school communication. During the school year we share weekly information sheets and monthly parent/family newsletters. These communications provide information on the accomplishments of the children; announcements of upcoming events, meetings, activities; and instructional strategies and steps for parents to support student work. Classroom teachers communicate with parents on a regular basis through newsletters, emails and conferences. Teachers inform parents of a child's needs and give parents materials and demonstrations to support learning at home, enriching the learning experience, and completing the loop connecting students to their school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

We follow the New Haven Public Schools core curriculum which reflects the standards of the Common Core. Teachers use district provided professional development to keep abreast of the advancements in programming. The K-5 math curriculum is based upon the Singapore Math Program which begins with visual representations of mathematical concepts and grows to the conceptual algorithmic level. Accelerated math studies begin in K-2 with a math enrichment program. A part time tutor meets with small groups of students weekly for math enrichment and intervention. The tutor utilizes strategies of logical and abstract thinking to solve mathematical problems. The children work together to determine relevant information, plan various solutions, carry out computations and evaluate their findings and explain their reasoning in detail. Target areas include numeration and operations, measurement, data analysis, probability, algebra and geometry. This focused foundation work for both our able and struggling students allow for achievement to the point where many of our students, over the course of their studies, earn high school credit in Algebra I Honors and Geometry Honors before graduating grade 8.

The reading program is individualized at the K-2 level and supported throughout the elementary school years. Our students come to us with a broad range of abilities and language facility. We depend upon our teachers to identify those who can excel and those in need of supports from the primary grades through middle school. We evaluate students for their reading comprehension and provide early intervention. These supports come in the form of the following programs: MoRRI for K-2, Leveled Literacy Intervention for grades 3-6 (and for our ELL students), and/or Achieve 3000 for our upper middle school students. All students participate in core reading of fiction and nonfiction, peer supported reading including literature circles, and reading workshop which includes independent reading of student-selected books. Literacy and math coaches provide small group instruction and support the classroom teacher in these specific areas through coaching, mentoring, and modeling.

The science curriculum focuses on hands on experiments and lab work with an emphasis on the Scientific Inquiry process. Students in grades k-5 incorporate science in their weekly program, cycling through lab kits (weather, soil, physics, etc.) that are delivered quarterly to our teachers. This hands-on program connects students to the study of science. We also utilize our School Yard Habitat, Gardening program, and outdoor classroom to supplement the science studies with observational and inquiry work. Our students designed and built these outdoor spaces with the support of a grant secured by our PTA and under the advisement of US Wildlife and Fisheries and the Audubon Society. Because of this work, we have been designated as an Urban Oasis. The efficacy of our school's science program is demonstrated by our student performance on the Connecticut Mastery Test (CMT). Our students, tested in grades 5 and 8, always outperform the district and state averages.

Our students build upon the previous year's learning and are challenged to apply this learning to independent projects. Part of the HOTs philosophy is the use of Democratic Practice. In terms of academics, our students are able to select topics of interest for their yearly research projects. In grades 6 through 8 students participate in the National History Day Program which is theme based and allows for students choice of topic as well as presentation mode. Students may choose to create a performance, documentary, website or exhibit board as well as write a traditional paper. This choice and skill development, supported by the collaboration with the Library Media Specialist, prepares ALL of our students to take on the academic challenges that are integral to our school culture. The middle school years are used for students to practice and refine their skills so that they will be successful independent learners in high school and beyond. In addition to History Day projects, all students submit a Science fair project in grades 6-8. We use these vehicles to refine the research and inquiry processes, work collaboratively in groups to share interesting research and ask questions worthy of scientific experiments. With years of experience, our students go on to receive recognition on the district, state, and on occasion, the national level for their work.

2. Other Curriculum Areas:

In accord with the HOTs philosophy of strong arts, all students receive weekly instruction in visual arts, and twice weekly instruction in Physical Education and music. In addition, students in grades 3-8 have a scheduled Drama class. Students in grade 6 are introduced to Chinese and Spanish in semester long language exploratory classes then, as 7th graders select either language for their world language course. Those students in need of a Reading support class are scheduled in Achieve 3000, a reading comprehension support program in lieu of a foreign language.

At the K-4 level, students work on integrated units that involve the collaboration between art, music, and classroom teachers. For example, a kindergarten unit centering on the book “The Very Hungry Caterpillar” includes art instruction as it connects with illustrations in the book. The Grade 1 students create a visual representation for their Rain Forest unit during the art class and create original songs in music class using vocabulary studied for the unit. The 2nd graders work with the Yale School of Forestry and a local high school to design a butterfly garden in collaboration with the arts instructors. Third grade students select an historical person of interest and transform themselves in to a living wax museum figure, sharing their research with the school community. These learning opportunities aid in the acquisition of the essential skills and knowledge that students draw upon when they are required to produce work independently as upper school students.

Beginning in Grade 5, all students are afforded the opportunity to participate in the beginning band program. Dependent upon their interests, most then continue on to concert band. During band lessons and rehearsals the discipline required to learn an instrument and be part of an ensemble solidifies positive habits for the students, connecting individual performance with group responsibility. We recognize that these positive habits and experiences carry over into a student’s academic achievement.

Teachers at Worthington Hooker collaborate with the arts instructors to use their medium as a bridge to connect students to the curriculum. Creating time for co-planning with the classroom teacher to enhance the learning experience and create connections for student learning is essential. This often occurs before or after school when the teachers are available. In addition, the Library Media Specialist and arts teachers meet monthly as the “HOTs Team”. This committee works to coordinate resources to bring to the classroom teachers and plan for the school wide culminating events. Through these experiences students are encouraged to express their learning musically, in video, in dramatic skits or an interpretive dance or tableau. As examples, the drama teacher guided the 6th grade class in writing and performing a vignette describing the incidents surrounding the Supreme Court case of Plessey vs. Ferguson. In music class 7th grade students learn to play the ukulele, supporting math concepts and music instruction. The PE teacher has students collect data about their performance in order to analyze where they may need to change practice. The art teacher supports 7th grade social studies content by teaching students to make Egyptian masks and then visiting the local art gallery to view exhibits related to this social studies unit.

While our technology is rather basic, 3 laptop carts and classroom overhead projectors, our Library Media Specialist skillfully introduces all students to research protocols and the library resources starting in kindergarten and building, year after year, upon the skill set. When students graduate from Worthington Hooker School, they have had yearly opportunities to pursue research on a topic of their choice. In grades 6-8, all students research for the History Day Fair and design a Science Fair project of their own interest. Research and writing experiences from grades k-5 prepare students with the skills needed to delve into a topic and produce a quality research project or experimental design. Participation in these events is required of all students, regardless of their academic prowess. The expectations are set high for every student and these experiences are essential for continued academic success. Our students come to us with an extraordinarily diverse background of knowledge and resources. It is incumbent upon us to recognize those students without the outside resources and equalize the playing field for them. To this end students are invited to stay after-school and participate in super tutoring sessions with staff members, access technology for their independent work and take advantage of any resources the school has to offer. We also call upon our partnership with the students of Yale University to provide mentors to the students, creating an additional layer of support and academic mentoring to those who need the help.

3. Instructional Methods and Interventions:

The first line of instruction and intervention is the classroom teacher. The staff carefully reviews the student assessment data in order to best address each child's learning needs. The review begins at the end of each school year where, in vertical teams, teachers share insights, work, and analysis of each student's strengths and challenges with the receiving teacher. At the beginning of the school year, teachers conduct assessments to determine whether there was regression over the summer months and to plan and create small groups for instruction. Regularly, teachers employ running records to monitor each child's progress and to assign new students to appropriate instructional groups. Through observation and assessment, teachers identify students for Tier 2 intervention. On the K-2 level, this means additional small group instruction focusing on specific reading strategies through the MoRRI program. At the 3-8 level, students who score below grade level on the SRI (Scholastic Reading Inventory) receive Tier 2 instruction which consists of either Leveled Literacy Instruction (LLI) or Achieve 3000 (a web-based support). As warranted, a regular education student may be part of a pull out support program with his/her special education peers. This serves the dual purpose of eliminating any sense of "otherness" for the special education students while serving the needs of the regular education student. Students receive specialized instruction until such time as they achieve grade level proficiency. Often we may continue supports for a time beyond this point until we are confident the student can successfully transition out of the supports.

Our committee work is designed to address the needs of specific students. The SRBI (Scientifically Research Based Intervention) team is comprised of Administrators, Special Ed instructors, the ELL teacher, grade level classroom teachers, and coaches. When the team meets with a teacher to discuss specific students of concern, the expertise around the table crafts an intervention to implement that addresses that specific student's needs. This collaboration and conversation allows us to focus on one student at a time, tailoring an intervention specific to his/her needs. These meetings provide a time to analyze student work and review a student's growth and achievement, with an opportunity to create, modify, and monitor an individual student's plan. If and when all regular education supports have been exhausted and the student has not demonstrated significant growth, then a student would be recommended for PPT evaluation.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Over time we have been able to stabilize student performance across demographic and student subgroups. On average, 60% of the students who enter kindergarten graduate 8th grade from our school leaving a 40% variability in population. The variability in population contributed to some of the challenging scores reflected in the table. For example the population of refugee ELL students of African and Middle Eastern descent who arrived in 2010 without recent formal education contributed to the lower subgroup results for our 3rd grade population. In addition, the drop in grade 6 scores can be attributed to the fact that several students leave Hooker for private school, opening slots for other New Haven students to enroll, many without the same skill set as their Hooker classmates. Our scores indicate that the longer a student stays with us, the more consistent the growth observed. Overall, students in their respective subgroups either met or are very close to achieving the comparison goal of a <10% differential in performance. If one follows a cohort group across the 5 year period, the identified gap groups continue to gain ground each year. By the 8th grade, most subgroup students catch up to their non-subgroup peers. They develop a well integrated set of skills and are ready to take on the challenges of high school (note the 90% + proficiency results for our 8th grade students in both math and reading across the years). We attribute this cumulative effect to our work in early identification of, and specialized intervention for struggling students. We are encouraged by the performance of students who join us later in their school career, regardless of a subgroup designation or skill set. It is deeply satisfying to see them adjust to our academic culture of high expectations and challenging course work while being embraced by a community of kindness and tolerance.

Note: There are no CMT scores for the 2013-2014 academic year. Our school participated in the SBAC pilot testing. Note: The ELL population exceeded 10% in the 2008-09, 2013-14, and 2014-15 school years. Many of these students are in grades k-2. The data in the tables represent the number of ELL students in grades 3-8 who took the test and were in the United States more than 9 months. Students in the country less than 9 months are not required to take the ELA portion of the CMT.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

We use various tools to assess the progress of our students and the effectiveness of our instructional practices. Being a priority district, we previously used the Developmental Reading Assessment (DRA) in grades K-3 and as needed in 4-8, to assess student reading progress focusing on students' accuracy, comprehension and fluency. Current state mandates require that the assessments align to common core standards. Consequently, this year the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was administered to students in K-3. The DIBELS measures are powerful indicators of foundational early literacy skills. Students are also assessed using: Degrees of Reading Power (DRP), Connecticut State Mastery Tests in Science, district Quarterly Exams in Reading, Math, Social Studies and Science. Our school participates in Smarter Balance testing, the results of which are shared with the community as a public measure of school performance.

The district requires K-3 teachers to administer monthly running records to track student reading progress where teachers analyze student miscues and check comprehension and to guide their planning and instruction. K-8 students complete performance tasks based on curricular units. Along with benchmark and summative assessments across curriculum, teachers use many formative assessments to monitor both student progress and the effectiveness of their instructional strategies. Teachers meet with small groups and individual students during conferring sessions and strategies groups where students are given opportunity to practice what they have been taught in whole group lessons. Through quick writes, entrance and exit slips, discussion, rubrics and conferring, teachers are able to assess their students' level of understanding. At school grade level team meetings, teachers, coaches and principals, confer monthly to review data and plan appropriate strategies and instructional practices for students, sharing student progress with families through Power School, the district sponsored online program that allows parents to review and monitor their child's performance on assessments.

Part VI School Support

1. School Climate/Culture

We work together as a learning community – a school community committed to continual reflective practice towards improvement and educational excellence. Our school culture and environment is activated and sustained throughout the many small learning groups in which the students, teachers, administrators, support staff and parents are involved.

As a HOTS school, in addition to delivering curriculum through integrating the arts and interdisciplinary learning experiences, we strive to recognize each stakeholder's talent and use that strength to promote a child's social/emotional as well as academic learning. Part of the HOTS philosophy includes Tribes, a social development program that begins in Kindergarten and is used throughout the primary grades. In the K-5 classrooms, during morning meetings, teachers utilize the Tribes philosophy characterized by the four domains of attentive listening, appreciation/no puts down, the right to pass, and mutual respect. This time is used to focus on developing collaborative skills, creating community agreements, and encouraging meaningful participation.

Upper school students are recognized through our monthly "High Five" meetings where students are congratulated for their achievement in the areas of Leadership, Citizenship, Academics, Service, and Growth. Students receive recognition for demonstrating kind and considerate behavior. They receive a "paw" (our school mascot is a lion) and their names are displayed prominently in the front hallway each month. Students never know when their name may appear as any staff member can recognize a student for their considerate behavior.

We take time to mediate conversations between students when conflicts arise in order to promote self advocacy and positive problem solving skills, making our environment one that is safe and supportive for all students.

Our community extends beyond the school walls and as such students participate in varied community activities (Saint Jude's Math-a-thon, Heavenly Hats, Food Drive, Clothing Drive, Trick or Treat for Unicef) and are encouraged to give back to the community that supports them.

As school leaders, we are deeply appreciative of the commitment our teachers bring to their work each day. We work together to resolve issues and value the experiences and opinions of our staff members knowing that the answer is "in the room" and a valued staff member is a productive staff member. Our teachers are creative and innovative professional educators who share experiences, collaborate and work together to provide the optimal learning environment for their students. They participate in leadership teams and bring a vital perspective to the table.

2. Engaging Families and Community

Worthington Hooker School enjoys a well developed home/school communication system. Parents participate in open houses and curriculum related meetings where school programs are explained. They receive a Parent/Student Handbook, attend orientation sessions at the beginning of each school year, and receive our weekly "Green Sheet" the school newsletter, which provides information regarding upcoming events, meetings, activities along with instructional strategies for parents and news of the many accomplishments of our students. Classroom teachers communicate with parents on a regular basis via classroom newsletters, emails, phone calls, and report card conferences. Parents are able to monitor their child's progress with access to the online grading program and communicate frequently with teachers regarding their child's work and growth at school. Parents have a voice in our ongoing work with school reform and improvement via their representatives on the School Planning and Management Team, SPMT. School special events are well attended by our community. In addition to evening programs and family showcases, parents are invited to participate in special events such as HOT School Town Meetings, the HOTS Summer Institute, performances, and workshops and our newest Kindergarten parents attend a

“First Day” celebration to learn about school expectations.

Parents are encouraged to share their talents. For example, parents are invited to volunteer in classrooms or the media center. They help organize and chaperone field trips, offer their expertise for classroom presentations, organize and coordinate our Family Science Fun Night, and Science Fair as well as a variety of other activities. Two years ago, our parents formed the Worthington Hooker Garden group to support school gardening projects and were instrumental in securing grants to support the effort. Funded by the grant they helped us forge a partnership with US Fisheries and Wildlife, the Audubon Society and the local Common Ground High School to enable our students to design and build a School Yard Habitat for indigenous birds and insects. This work supports our commitment to educating the children about the environment and the responsibility of stewardship of our natural habitats and neighborhoods.

Lastly, in collaboration with Yale University, we are provided a student intern who facilitates Yale volunteers to help with our ELL students and specific classroom projects. We also welcome student interns and student teachers from Southern CT State University, University of New Haven and Albertus Magnus College providing rich teaching and learning experiences for prospective teachers.

3. Professional Development

Our district provides a yearlong calendar of professional development training for teachers and administrators focusing on K- 12 district initiatives and priorities. Content area supervisors in collaboration with curriculum area coaches develop Curriculum Instruction and Assessments (CIA) meetings focusing on grade level curriculum implementation and strategies. These series of workshops are presented on selected days during and after school. In addition, our grade levels meet twice a month for specific training for math, literacy and HOTS unit planning. Our coaches model and facilitate new initiatives through the district as well as supporting classroom teachers through coaching, co-teaching, and modeling. Teachers share celebrations, concerns, questions and data from their curriculum and instruction with the coaches. The team discusses strategies, suggestions and feedback for struggling as well as high achieving students. Suggestions include strategies and activities that use a range of modalities (visual, kinesthetic, oral and auditory) to enhance and support student achievement.

The district has developed curriculum that aligns directly with the Common Core State Standards. Curriculum meetings and professional development has provided staff with the tools needed to deliver the revised curriculum. K-8 teachers have been studying the workshop model (Reading and Writing Workshop) where a mini lesson is delivered and teachers are conferring with individual students as well as meeting with small groups. Students are engaged in a variety of reading and writing tasks. Professional study groups were also developed where teachers engaged in professional reading and discussions. Protocols were set for classroom observations and peer feedback to deepen the learning and collegiality. Teacher lead groups focused on the definition of close reading and what it looks like in the classroom. Teachers participated in book studies, researched, watched videos, and discussed best practices based on classroom observation and feedback.

In addition to our district and school based professional development training, our staff participates in a week long HOTS Summer Institute, HOTS TAC Day and HOTS Leader shops. These opportunities provide administrators, teachers and parents’ different ways to enhance students’ learning, utilizing a differentiated approach. This experience also emphasizes the value of professional learning communities that promote collaboration and participation in the sharing of ideas to promote students’ achievement. Together classroom teachers collaborate with Music, Art, Drama and the Library Media Specialist to develop curriculum-based units that integrate fine arts into the learning experiences of our students.

4. School Leadership

We are a community of educators. We acknowledge each other’s expertise and call our strengths in order to create a vibrant learning environment for students and staff. The leadership recognizes the professional commitment of the teaching staff and value their input, observations, and opinions. Our leadership team is

comprised of two building leaders, one at each site, with over 40 years of teaching experience. Their experience enables them to relate to the challenges of the classroom. They foster the development of innovative measures to address the needs of the students. By recognizing the professional judgment of the teachers, they encourage the teachers to take risks, develop new strategies and employ extraordinary measures to achieve the academic goals of their students. They are committed to giving teachers the flexibility to pursue new ideas and implement programs that will engage students and help us to reach our goals.

All of our teachers participate or take leadership roles in school wide committee work. Teachers are represented on the School Planning and Management Team (SPMT). The SPMT meets monthly with stakeholders from staff and parent groups to oversee the governing process of the school. This team reviews and makes recommendations on issues of budgeting, programming, and staffing. Teachers take the lead as Teacher Facilitators working with small Professional Learning Community teams, driving the discussion and sharing best practices. They are integral members of the Student Staff Support Team (SSST) the team which reviews teacher referrals of students presenting with social, emotional, or other issues that have a negative impact on their learning. In addition, teachers accept leadership roles in the school and in the district as Curriculum Coordinators and afterschool Super Tutors, teachers who provide measured and specific instruction to students in need of support.

The Building Data and Leadership Team (BDLT) meet monthly and have representatives from grades K-2, 3-5, 6-8, support and the coaching staff. This team reviews school wide data and brings the classroom perspective to the analysis of this information. The BDLT work is critical to making informed decisions that will be carried through on behalf of the students. Finally, as previously mentioned, our support staff are critical members of our SRBI team, analyzing individual student data and suggesting strategies to employ when working with specific students.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Connecticut Mastery Test- 4th generation</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Connecticut Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	88	95	96	100	93
Advanced	88	81	72	91	86
Number of students tested	45	46	49	47	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	64	93	97	100	93
Advanced	64	86	69	86	87
Number of students tested	11	14	29	22	15
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	100	100	0	0	25
Advanced	100	100	0	0	25
Number of students tested	4	1	0	4	1
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	25	100	86	100	71
Advanced	25	50	50	83	43
Number of students tested	4	6	14	6	7
6. Asian Students					
Proficient and above	100	100	100	100	100
Advanced	100	100	100	100	100

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested	13	6	6	10	12
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	91	93	100	100	95
Advanced	91	86	78	88	90
Number of students tested	21	28	27	24	19
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Connecticut Mastery Test- 4th generation</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Connecticut Department of Ed.</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	95	88	98	98	94
Advanced	87	77	96	91	75
Number of students tested	43	44	49	46	51
Percent of total students tested	98	100	100	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	6	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	67	84	97	96	100
Advanced	50	72	93	84	65
Number of students tested	6	25	30	25	20
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	67	0	100	0	100
Advanced	67	0	100	0	100
Number of students tested	3	0	4	0	1
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	80	77	100	90	83
Advanced	60	54	100	60	50
Number of students tested	6	13	5	10	12
6. Asian Students					
Proficient and above	100	100	100	100	100
Advanced	100	100	100	100	100
Number of students tested	5	3	12	14	8
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	97	92	96	100	96
Advanced	90	85	96	100	77
Number of students tested	29	26	27	15	28
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Connecticut Mastery Test- 4th generation</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Connecticut Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	89	100	98	100	96
Advanced	77	90	93	94	87
Number of students tested	39	44	45	50	47
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	75	100	97	100	90
Advanced	63	89	90	91	80
Number of students tested	8	27	29	22	10
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	0	100	0	0	100
Advanced	0	100	0	0	100
Number of students tested	0	2	0	0	1
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	85	100	92	100	93
Advanced	62	80	75	85	67
Number of students tested	13	5	12	13	15
6. Asian Students					
Proficient and above	100	100	100	100	100
Advanced	100	100	100	100	100
Number of students tested	2	10	12	6	10
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	89	100	100	100	95
Advanced	83	92	100	96	95
Number of students tested	18	24	16	26	19
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Connecticut Mastery Test- 4th generation</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Connecticut State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	100	93	100	96	81
Advanced	94	79	86	88	72
Number of students tested	37	42	46	50	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	2	8	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	100	92	100	94	69
Advanced	100	81	81	75	69
Number of students tested	6	26	21	16	13
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	0	50	100	100	0
Advanced	0	0	100	100	50
Number of students tested	0	2	3	1	2
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	100	85	100	88	63
Advanced	100	54	67	63	50
Number of students tested	4	13	12	16	16
6. Asian Students					
Proficient and above	100	100	100	100	100
Advanced	100	100	100	100	100
Number of students tested	11	9	7	11	4
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	94	100	100	100
Advanced	94	88	92	100	93
Number of students tested	18	17	24	19	14
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Connecticut Mastery Test- 4th generation</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Connecticut State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	93	98	98	95	93
Advanced	93	86	88	83	83
Number of students tested	42	44	45	45	30
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	6	4	8	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	90	100	95	91	80
Advanced	90	86	84	71	60
Number of students tested	10	21	19	21	10
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	0	0	0	100	100
Advanced	0	0	0	100	100
Number of students tested	1	1	0	2	1
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	85	100	93	93	82
Advanced	85	55	64	67	64
Number of students tested	13	11	14	15	11
6. Asian Students					
Proficient and above	100	100	100	100	100
Advanced	100	100	100	100	100
Number of students tested	7	5	7	6	3
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	100	100	100	100
Advanced	94	100	100	100	100
Number of students tested	17	24	20	16	10
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Connecticut Mastery Test- 4th generation</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Connecticut State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	94	100	97	97	82
Advanced	83	92	72	81	78
Number of students tested	48	40	36	35	33
Percent of total students tested	100	100	95	100	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	7	12	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	100	96	91	67
Advanced	75	94	65	64	56
Number of students tested	8	16	23	11	9
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	50	100	100	100	0
Advanced	50	0	100	100	0
Number of students tested	2	1	1	1	0
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	85	100	93	92	43
Advanced	54	85	36	67	29
Number of students tested	13	13	14	12	7
6. Asian Students					
Proficient and above	100	100	100	100	100
Advanced	100	100	100	100	100
Number of students tested	6	6	15	3	5
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	96	100	100	100	100
Advanced	92	100	100	92	100
Number of students tested	26	17	15	12	14
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Connecticut Mastery Test- 4th Generation</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Connecticut Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	90	93	92	100	93
Advanced	88	88	81	98	79
Number of students tested	45	46	49	47	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	64	85	90	100	87
Advanced	64	79	79	96	60
Number of students tested	11	14	29	22	15
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	100	100	0	0	25
Advanced	100	100	0	0	25
Number of students tested	1	4	0	1	4
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	50	83	86	100	72
Advanced	25	50	71	83	29
Number of students tested	4	6	14	6	7
6. Asian Students					
Proficient and above	100	100	100	100	100
Advanced	100	100	100	100	83
Number of students tested	13	6	6	10	12
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	91	93	93	100	100
Advanced	91	93	82	100	95
Number of students tested	21	28	27	24	19
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>CT Mastery Test- 4th generation</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Connecticut Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	92	91	98	98	89
Advanced	90	79	89	82	70
Number of students tested	43	44	49	46	52
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	0	6	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	67	84	97	96	86
Advanced	67	80	83	68	62
Number of students tested	6	25	30	25	21
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	67	0	75	0	100
Advanced	67	0	75	0	0
Number of students tested	3	0	4	0	1
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	60	92	100	90	73
Advanced	60	62	100	50	55
Number of students tested	5	13	5	10	11
6. Asian Students					
Proficient and above	100	100	92	100	100
Advanced	80	100	83	93	89
Number of students tested	5	3	12	14	9
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	97	89	100	100	92
Advanced	97	85	93	93	69
Number of students tested	29	26	27	15	26
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Connecticut Mastery Test-4th generation</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Connecticut State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	91	98	91	95	96
Advanced	89	91	89	86	87
Number of students tested	39	45	46	47	47
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	2	13	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	100	87	90	90
Advanced	100	89	83	75	80
Number of students tested	8	27	30	20	10
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	0	100	0	0	0
Advanced	0	50	0	0	0
Number of students tested	0	2	0	0	1
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	77	100	67	83	93
Advanced	69	100	58	67	73
Number of students tested	13	5	12	12	15
6. Asian Students					
Proficient and above	100	100	100	100	90
Advanced	100	80	100	100	90
Number of students tested	2	10	12	6	10
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	96	100	100	100
Advanced	100	92	100	96	100
Number of students tested	18	25	17	24	19
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Connecticut Mastery Test- 4th generation</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Connecticut State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	100	95	96	96	86
Advanced	100	88	84	92	77
Number of students tested	37	42	46	51	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	2	8	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	96	95	88	67
Advanced	100	89	81	77	67
Number of students tested	6	26	21	17	12
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	0	50	67	100	0
Advanced	0	0	67	100	0
Number of students tested	0	2	3	1	1
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	100	92	91	88	75
Advanced	100	77	73	75	56
Number of students tested	4	13	11	16	16
6. Asian Students					
Proficient and above	100	100	100	100	75
Advanced	100	100	86	100	75
Number of students tested	11	9	7	11	4
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	94	100	100	100
Advanced	100	88	92	100	100
Number of students tested	18	17	25	20	13
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Connecticut Mastery Test- 4th generation</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Connecticut State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	93	91	98	90	86
Advanced	93	91	96	82	83
Number of students tested	42	45	46	44	30
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	4	2	10	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	80	86	95	81	80
Advanced	80	86	90	71	80
Number of students tested	10	23	20	21	10
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	0	0	0	50	0
Advanced	0	0	0	50	0
Number of students tested	1	1	0	2	1
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	85	82	93	80	73
Advanced	85	82	86	73	73
Number of students tested	13	11	14	15	11
6. Asian Students					
Proficient and above	100	100	100	83	67
Advanced	100	100	100	83	67
Number of students tested	7	5	7	6	3
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	100	100	100	100
Advanced	94	100	100	100	100
Number of students tested	17	25	21	15	10
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Qualifying subgroups vary each year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Connecticut Mastery Test 4th generation</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2006</u>
Publisher: <u>Connecticut Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	94	98	87	100	82
Advanced	87	93	76	91	78
Number of students tested	48	41	37	35	33
Percent of total students tested	100	100	97	100	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	3	5	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	75	100	84	100	56
Advanced	75	88	72	82	56
Number of students tested	8	17	25	11	9
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above	50	0	0	100	0
Advanced	50	0	0	100	0
Number of students tested	2	1	2	1	1
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	92	100	86	100	29
Advanced	77	85	64	75	29
Number of students tested	13	13	14	12	7
6. Asian Students					
Proficient and above	100	100	67	100	100
Advanced	100	100	67	100	100
Number of students tested	6	6	6	3	5
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	92	100	100	100	100
Advanced	89	100	100	100	100
Number of students tested	26	18	14	12	14
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: