

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. James Quinn

Official School Name: Thomas Hooker School

School Mailing Address:
70 Overlook Road
Meriden, CT 06450-6935

County: New Haven State School Code Number*: 10

Telephone: (203) 237-8839 Fax: (203) 630-4114

Web site/URL: www.meriden.k12.ct.us/hooker E-mail: James.quinn@meriden.k12.ct.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Ms. Mary Cortright

District Name: Meriden Tel: (203) 630-4171

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Mark Hughes

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 8 | Elementary schools |
| 2 | Middle schools |
| | Junior high schools |
| 2 | High schools |
| | Other |
| 12 | TOTAL |

2. District Per Pupil Expenditure: 11501

Average State Per Pupil Expenditure: 12151

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 1 Number of years the principal has been in her/his position at this school.

7 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	47	63	110	8			0
1	64	63	127	9			0
2	50	43	93	10			0
3	27	34	61	11			0
4	40	26	66	12			0
5	37	15	52	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							509

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 6 % Asian
 _____ 3 % Black or African American
 _____ 44 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 47 % White
 _____ % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 9 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)].	44
(4)	Total number of students in the school as of October 1.	509
(5)	Total transferred students in row (3) divided by total students in row (4).	0.086
(6)	Amount in row (5) multiplied by 100.	8.644

8. Limited English proficient students in the school: 39 %

Total number limited English proficient 197

Number of languages represented: 11

Specify languages:

Spanish, Lao, Arabic, Chinese, Gujarati, Korean, Philipino, Tamil, Telugu, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 243

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 54

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>0</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>3</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>5</u>
Paraprofessionals	<u>17</u>	<u>0</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>58</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	95%	95%	92%	94%
Daily teacher attendance	99%	98%	98%	98%	98%
Teacher turnover rate	15%	20%	26%	19%	10%

Please provide all explanations below.

Daily student attendance: In 2004-05, there were 5 delayed opening school days due to snow. A late opening negatively impacts attendance due, in part, to parents having to arrange daycare. In 2003-04, no data was available. Attendance has been high over the last three years with 98% last year.

Teacher Turnover rate:

2004-05 - (4) 1 reading teacher transferred by district, 2 retired, 1 transferred

2005-06 - (9) 3 retired, 3 resigned, 2 transferred by district, 1 transferred

2006-07 - (6) 2 retired, 2 resigned, 2 transferred

2007-08 - (7) 1 promotion, 4 transferred, 2 retired

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

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

PART III - SUMMARY

Standing in front of our traditional two story brick building, you might think Thomas Hooker Elementary School in Meriden, Connecticut, was similar to any other elementary school across the nation. Through this application, we hope to open our doors and invite you in to share our creativity, our sense of teamwork, and our efforts to close the gap between minority and majority achievement in a multicultural, urban school. Thomas Hooker School is comprised of children from diverse ethnic and economic backgrounds representing every neighborhood of Meriden. We are fortunate to house the system-wide bilingual program for students in kindergarten through Grade 2. This rich mix of students and families makes Thomas Hooker School unique and teaches children valuable lessons in respect, consideration, and appreciation of differences. Our present enrollment of approximately 500 students encompasses Grades K-5. For the 2007-2008 school year, 48% of our students received free/reduced lunch, 53% were minority with Hispanics representing the largest subgroup and 39% of our students were not fluent in English.

Entering our classrooms, you will observe children actively involved in learning. Teachers from our general and bilingual programs have established partnerships to promote social and academic interactions. Some of the shared activities include writing biographies, buddy reading, art projects, and field trips. Through these planned interactions, our school has developed a strong sense of community. You will also observe teachers using SMARTboard technology, PowerPoint, and the internet in our efforts to provide urban students with the experiences and learning opportunities that might otherwise not be possible. Stay with us after school and you will continue to hear the buzz of teachers and students extending the school day with tutoring and homework activities. Students participate in a variety of enriching academic experiences that extend beyond the classroom including, Student Council, Mathletix, Safety Patrol, Enrichment Saturday, Senior Citizen Book Buddies, concerts and chorus. Family Fun Nights, Math/Science and Literacy Nights, multicultural assemblies and events such as the yearly Cinco de Mayo celebration and Famous Author/Illustrator visits have become traditions at our school.

But it is not just teachers and parents who put in extra hours before and after school. We have an enthusiastic contingent of parent volunteers committed to quality education. Parents are members of our School Improvement/Data Team and Assembly Committee and volunteer in our classrooms. In addition to monthly meetings, our Parent Teacher Group (PTG) provides many educational programs and events which support curriculum through their comprehensive fundraising efforts. The PTG sponsors enrichment assemblies and hosts a Family Picnic, Field Day, Parent/Son and Parent/Daughter Nights annually.

Last year, our school implemented the Positive Behavior Supports (PBS) approach to school discipline. Students are expected to show respect for themselves, respect for others and respect for our school. The continuous reinforcement and recognition of positive behaviors using pink slips, called "Husky Hearts" in honor of our school mascot, and monthly "Top Dog" winners, have resulted in less than one office referral per day and optimal time spent on instruction.

An important milestone for the district was reached when Thomas Hooker Elementary School, demonstrating continuous growth, became the first school to make Adequate Yearly Progress under No Child Left Behind legislation for three consecutive years. This noteworthy accomplishment is due largely in part to our strong leadership, talented and caring teachers, viable curriculum, effective school literacy team and focused grade level data teams. These factors, coupled with our involved parent community and the district's commitment to success for all children, clearly attest to the mission for Thomas Hooker School – "a learning community where the mind is nurtured, the self is respected and the diversity of others is embraced."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Our district testing plan provides ongoing assessment information to maximize instruction and student learning. This plan incorporates state-mandated testing in conjunction with local criterion-referenced testing which is designed to provide diagnostic information. The state-mandated Connecticut Mastery Test (CMT) was administered to Grade 4 in 2003-04 and to Grade 3 and Grade 5, starting in 2005-06. The CMT assesses essential mathematics and language arts skills by measuring student performance on specific learner objectives. There are five performance levels for each content area: Advanced (exceptional knowledge of grade level content), Goal (extensive knowledge of grade level content), Proficient (adequate knowledge of grade level content), Basic (partially developed knowledge of grade level content), and Below Basic (limited knowledge of grade level content). The websites for state assessments and vertical scale growth scores information are: <http://www.csde.state.ct.us/public/cedar/assessment/index.htm>; and <https://solutions1.emetric.net/cmtpublic/default.aspx>. The state website, however, excludes ELL exempt students in mathematics which we include under NCLB.

Thomas Hooker Elementary School has met Adequate Yearly Progress (AYP) under No Child Left Behind legislation for three consecutive years. Our school was above the state average on CMT testing in mathematics and reading in Grades 3, 4, and 5 for 2008. On CMT mathematics, Grade 3 had 82% scoring at/above proficiency compared to the state percentage of 81%; Grade 4 had 98% compared to 82% and Grade 5 had 90% compared to 83%. On CMT reading, Grade 3 had 71% scoring at/above proficiency compared to the state percentage of 68%; Grade 4 had 79% compared to 70% and Grade 5 had 84% compared to 74%. Our school showed remarkable growth when examining the same cohort of children over time. Vertical scale scores were used to measure average mathematics and reading growth of a Grade 3 student cohort (2005-06) which remained in our school through Grade 5 (2007-2008). The cohort's average growth in mathematics increased by 103 points, well above the state's average growth of 72 points; in reading, the cohort's average growth was 72 points, again above the state's average growth of 53 points.

Mathematics: Grade 3 CMT data over two years indicated strong student growth in the Proficient/Advanced level increasing from 63% in 2006 to 82% in 2008, and in Advanced (only) level increasing from 6% in 2006 to 27% in 2008. While subgroup numbers were small, students in the Economically Disadvantaged and Hispanic subgroups evidenced impressive growth, increasing in Proficient/Advanced level from 23% in 2006 to 79% in 2008 and from 26% in 2006 to 69% in 2008 respectively. Over a four-year period, Grade 4 students increased in Proficient/Advanced level from 94% in 2004 to 98% in 2008. Subgroup numbers for Grade 4 were too small to analyze with the exception of the Economically Disadvantaged subgroup where students increased in Proficient/Advanced level from 75% in 2007 to 100% in 2008. Grade 5 students' scores remained high while fluctuating in growth in the Proficient/Advanced level ranging from 87% in 2006 to 96% in 2007 to 90% in 2008.

Reading: Grade 3 CMT data over two years showed improvement where percentages increased from 56% in Proficient/Advanced level in 2006 to 71% in 2008. Results also increased for Economically Disadvantaged and Hispanic subgroups from 33% at Proficient/Advanced in 2006 to 62% at Proficient/Advanced in 2008 and from 27% in 2006 to 58% in 2008 respectively. Examination of Grade 4 and Grade 5 reading results indicates small fluctuations with scores remaining consistently high and above the state average. In Grade 4, 81% of students were performing in the Proficient/Advanced level in 2004, and at 79% in 2008 and in Grade 5, 87% were performing in the Proficient/Advanced level in 2006, and at 84% in 2008.

2. Using Assessment Results:

Our former principal was certified by the Center for Leadership and Learning to be a trainer for Data Driven Decision Making. Building upon this training, our school instituted a data driven approach to improve teaching and learning. We developed monthly time slots for grade level teachers to meet as data teams. These teams analyze student work and test data in order to make effective instructional decisions and monitor student progress. We also began to use data walls to showcase our students' academic performance.

The district Office of Research and Evaluation breaks down our CMT data into performance levels by school, grade, class, student and subgroup. The Meriden District Assessments (MDA) in Reading Comprehension and Mathematics are administered in Grades 2-5 three times per year. These assessments are useful diagnostic measures for teachers in assessing student learning and are also used as teaching tools to improve specific skills in reading comprehension and mathematics. The Office of Research and Evaluation provides diagnostic information on the MDA in terms of an item analysis of students' cognitive errors and misconceptions by school, grade, class and individual student. Our data teams analyze CMT data, Meriden District Assessments data and Common Formative Assessments to monitor student progress and identify and address those areas that need increased emphasis on instruction. Some examples of using data to improve instruction were our focused instruction in mathematics on problem solving in Grade 5 and in reading on making reader/text connections in Grade 4, both identified areas of weakness on the CMT.

In addition, the district has implemented INFORM which is a data warehouse that produces graphic analyses of assessments. Using this program, our principal and data teams can view results of multiple assessments over time by subgroup characteristics and CMT performance levels for the school, grade, class and individual student.

3. Communicating Assessment Results:

During our Open House in the fall, teachers discuss the testing program and how they use test results to better help students achieve success. Throughout the year, the principal sends letters home explaining the testing process and the importance of a good night's sleep and a healthy breakfast. Individual reports from the Connecticut Testing Program are mailed to the parents, followed with a Parent Night devoted to explaining the results of the Connecticut Mastery Test (CMT). Parents are encouraged to schedule a conference with the principal and teacher to discuss any questions regarding the results of assessments. The Director of Research and Evaluation for the district presents CMT results annually at a public Board of Education meeting which is televised for the community. The presentation includes both state-mandated and local district tests as well as vertical scale score growth results. Data are disaggregated and reported by the federally defined subgroups under NCLB requirements.

Parent conferences are held twice a year to discuss report cards and interpret test results. Shortened school days allow teachers to meet with parents in the afternoons into the evening hours. At these conferences, parents are informed about the specific needs of their children and are often provided with home support activities. Teachers communicate on a one-to-one basis with students regarding their own work and call parents on a regular basis to share their child's successes as well as discuss any concerns. To communicate effectively with our bilingual parent population, all of our home correspondence is translated into Spanish and calls to parents are made with the assistance of the bilingual home/school aide. In addition, regularly scheduled parent meetings, newsletters and inclusion of information on our school website all contribute toward informing parents and the community about the school and its performance.

4. **Sharing Success:**

For several years, Meriden's Superintendent of Schools has invited our principal and teachers to a Board of Education meeting to be recognized publicly for the school's high achievement and for continuing to make AYP each year under the NCLB legislation. A quality core curriculum, meaningful and local diagnostic assessments, effective teaching strategies and high level conversations among teachers focused on student work have contributed to the improvement of student learning at Thomas Hooker Elementary School.

At district monthly elementary principal meetings, our principal often shares instructional strategies and best practices which have contributed to our successes. Faculty meetings have been used for professional development at which time our reading teachers and two mathematics coaches present research-based strategies to inform instruction. The reading staff also presents workshops after school and on school-based professional development days.

One of our teachers was selected as Meriden's Teacher of the Year for 2007 and several teachers serve on the district's Mathematics and Social Studies Curriculum Revision Committees contributing their expertise to strengthen curricula. In ten years, nine teachers have been honored at Meriden's Exemplary Achievement Project Award reception recognizing outstanding achievements of staff members in developing and implementing educational programs to enhance learning. Our "data wall" highlighting our Grade 2 successful achievement data in writing was exhibited at the Second Annual Connecticut Data Showcase Conference sponsored by the CT State Department of Education.

We celebrate our successes and look forward to continuing to share our best practices with other schools in our district through principal/teacher visitations as well as presentations at Meriden's professional development days and after school inservices. If awarded Blue Ribbon School Status, we would welcome the opportunity to invite visitations from elementary schools throughout Connecticut and to present at local Boards of Education, school faculty meetings, PTA meetings, state workshops and national conferences.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Language Arts Curriculum, consisting of Reading Workshop, Writing Workshop and the Harcourt Trophies Program, aligns with scientifically-based reading research and the CT Language Arts Framework. The Reading and Writing Workshop Models involve students in authentic reading and writing experiences. Literacy experiences for all students are provided through direct instruction and time for students to practice being “real readers and writers.” The Harcourt Trophies Program provides a scope and sequence of skills and strategies taught in the context of literature. Our literacy program addresses systematic and explicit instruction in the five major components of literacy: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Our school has a daily language arts block of 2.5-3 hours with a protected, uninterrupted time for guided reading instruction.

Our Mathematics Curriculum has been developed using A Balanced Curriculum (ABC) design and is aligned to the CT Mathematics Framework and areas on the CMT. The primary and intermediate source texts are Mimosa’s Growing With Mathematics and Scott Foresman-Addison Wesley Math. The curriculum is available on the ABC website. State standards provide the basis of our curriculum. In algebraic reasoning, students describe classifications and patterns through written rules and algebraic expressions; in numeric reasoning, students demonstrate understanding of place value of whole numbers, decimals, and fractions and compute these numbers in real world contexts; in geometry and measurement, students compare properties of shapes as well as measure and estimate measurements in both customary and metric systems; and in data and probability, students create and interpret data from charts and graphs and compute probability for outcomes for events. Daily mathematics instruction is scheduled for one hour in intermediate grades, and up to an hour in primary grades.

The Social Studies Curriculum is aligned with the CT Framework for Social Studies and appears on Meriden’s A Balanced Curriculum website. A conscious effort was made to integrate social studies into the language arts curriculum, particularly at the primary level. The curriculum emphasizes history, geography, economics and map/reference skills with a focus on culture and the relation of people to their environments. Multicultural activities are integrated into the regular program.

Our Science Curriculum is under revision to better align with the CT Framework for Science. Physical, earth and life sciences are the major areas of student exploration. Opportunities for students to pursue scientific inquiry utilizing the scientific method are provided within the classroom. Hands-on science kits include Plant Growth and Development, Water, Physics of Sound, Rocks and Minerals, Magnetism and Electricity, Levers and Pulleys, Human Body, Mixtures and Solutions, and Measurement. The internet provides access to numerous activities while non-fiction trade books integrate science with language arts.

The Art and Music Curriculum documents are aligned to the National Standards for Arts Education and the CT Framework for the Arts. Art and music are taught once a week by specialists, supplemented by the classroom teacher. Our music program reinforces reading through songs that relate to stories, mathematics through lessons in rhythm and staff construction, social studies through songs about other cultures, and science with lessons about how sound travels. Art reinforces reading through recognizing art as communication, building an art vocabulary and connection of fiction and non-fiction literature to realistic and fantasy art work; mathematics through repetition and identification of patterns, constructing 3D shapes and utilizing geometric shapes, symmetry, perspective and angles, and science through mixing colors, and effects of water, air, light, shadow, and transparent and opaque on art productions. Our students are recognized annually for their artistic talents at a statewide Celebration of the Arts sponsored by the Connecticut Association of Schools.

2a. (Elementary Schools) Reading:

Reading Workshop is the major component of our Language Arts curriculum accounting for approximately 120 minutes of the time allocated for daily literacy instruction. This nationally recognized approach is supported by both research and theory in the field of Reading. The Harcourt Trophies Program was chosen to provide a balanced and systematic approach to reading instruction throughout the district. Within the Reading Workshop structure is Guided Reading. Guided Reading is the central means for advancing student reading achievement for all students. In guided reading, students are flexibly grouped according to their instructional level and receive direct explicit instruction in specific areas of skill need. Because of its critical importance, each classroom teacher meets with three guided reading groups every day. Struggling readers receive additional guided reading instruction utilizing a “push in” model from two skilled reading specialists (one of whom serves as a bilingual support reading teacher) and our special education teachers. Also important is the need for our students to read for at least 20 minutes each day at their Independent Level of reading. We strongly believe that it is through Independent Reading that students increase their background knowledge, language usage, fluency and reading comprehension, while engaged in “just right texts.” The Accelerated Reader Program provides a large number of leveled texts to support independent reading with students able to take reading comprehension tests online and chart their progress throughout the year. A supplemental vocabulary program has been implemented to strengthen and increase vocabulary acquisition, an identified need for urban students. The Language Arts Supervisor meets monthly with our Literacy Team, consisting of the principal, reading specialists and classroom teacher representatives. These meetings serve as a forum for discussion, in-depth clarification for literacy instruction and assessment results, and as a venue for teacher questions and answers.

3. Additional Curriculum Area:

The district Mathematics Curriculum has been revised which included prioritizing and unwrapping the standards so that focused instruction, common pacing, and assessments could be developed. Three faculty members from Thomas Hooker worked on this district committee in creating and revising the curriculum. Members had to create lessons to address gaps in our source texts with the standards of the CT Frameworks. Two faculty members are currently part of a three-year grant to be trained as mathematics coaches. As a result of their training, they have provided coaching to new teachers in the building as well as provided professional development at faculty meetings. To further support students who are not demonstrating proficient performance in mathematics, an after-school tutoring program has been implemented. Students are selected based on scores on unit tests and district math assessments as well as teacher recommendations. Students meet three times a week in grade level groups. The lessons for the tutoring program have been purposefully created based on performance on specific items on our district math assessment. Thomas Hooker School participates in the district Mathletix program, an enrichment activity where students compete individually and as a group in solving problems that are advanced beyond the grade level curriculum. About 10% of the students in grades three to five who have demonstrated strong performance in mathematics participate once a week. The District Math Curriculum Specialist meets with our staff in grade level meetings throughout the year. These meetings serve for clarification of the curriculum, discussion of effective instructional strategies, and to collect feedback and analyze the fidelity of the curriculum in specific topics. These meetings also serve as an opportunity for the curriculum specialist to model effective instructional strategies in essential skills requested by the grade level teams.

4. Instructional Methods:

Mathematics instruction is differentiated in numerous ways with the classroom teachers modifying content and unit assessments based on individual needs. If a student is exceeding grade level expectations, then extended instruction is offered to meet the student’s needs. An after school tutoring program in mathematics has also been established with the focus on the CMT priority standards of place value, estimation and measurement. Students not meeting grade level expectations receive academic support in small groups of five students. The intent of the tutoring is to give each student individualized attention and to make mathematics a fun activity. For example,

students are given a pretest on place value. If a student does not do well, the teacher provides a lesson related to the concept, followed by more practice. Often, the additional practice may take the form of a game or a hands-on activity related to place value.

Differentiation is integral to Reading and Writing Workshop. Following a whole class mini-lesson, reading and writing instruction is differentiated for small groups of students in guided reading and for the individual student through independent reading. Students are grouped according to skill and strategy levels where they receive targeted instruction at their reading level. Independent reading and writing time blocks allow students to read at their comfort level in books of their choice. Teachers confer with each student addressing his or her specific reading and writing needs. For students needing further assistance, the reading teacher and special education teacher provide additional small group instruction which focuses on specific interventions. Also, an after school tutoring program in reading, taught by certified teachers, is provided for identified students with reading skill deficits. A reading teacher, assigned to the bilingual classroom, works directly with bilingual students in a small group setting to provide an additional period of focused instruction.

5. Professional Development:

Our long-standing commitment to professional development is inherent in our belief that learning is a life-long process which contributes to the well-being of the individual, the school and our students. Three contracted professional development days are used annually for system wide and school-based initiatives. After school workshops and release time provide additional opportunities. Reading and Mathematics instruction, Positive Behavior Supports, Data Driven Decision Making, and areas identified in our School Improvement Plan have been addressed in recent inservices.

Reading inservice has focused on implementing Reading Workshop and CT state modules of Phonological Awareness, Reading Comprehension, Fluency, Oral Language Development and Vocabulary Development. These inservices, coupled with extensive follow-up support from our reading teachers, Literacy Team and Data Teams have improved classroom instruction as evidenced by increased student gains on state and local assessments. We are confident that student growth will continue as effective teaching practices become systematic and consistent across grade levels.

For the last two years, the main thrust of mathematics inservice has occurred on release days where grade level teams meet with the district mathematics specialist to discuss best practices and effective mathematics instruction. Two teachers who receive training as math coaches under a state grant provide additional support at faculty and data team meetings. Students have evidenced impressive gains on the CMT, especially in targeted areas of the curriculum. The successful implementation of Positive Behavior Supports, with follow-up consulting services from the May Institute and a district team with teacher representation, has contributed toward increasing student time on task. Our data teams have become more experienced in analyzing data to inform instruction with technical support from the CT State Department of Education and the Leadership and Learning Center. Other inservices, including the use of Common Formative Assessments, all contribute to the delivery of focused instruction.

6. School Leadership:

The leadership of Thomas Hooker School is based on the principles of professional learning communities. In an effort to build capacity, our principal has implemented instructional practices that support our mission, collaboration, continuous improvement efforts and focus on results. Key to facilitating our improvement in student achievement is the data team process. Faculty works in grade level teams and follows a structured process to examine data, prioritize needs, set and revise goals, identify strategies to meet goals and determine results indicators for strategies. The principal takes an active role in facilitating these meetings which include participation by support services professionals. This data-driven decision making process enabled us to

transform our instructional practices, student learning and even student behavior. It is the main forum through which the district and school improvement plans are disseminated.

Our data teams, with other school resources, are also able to provide leadership and respond appropriately to support student growth. These resources include mathematics and literacy coaches, teacher mentors, our instructional associate and a variety of committees. We are supported by the solid expertise of our principal who knows all the children by name, is in classrooms frequently giving his support and strongly believes that one of the most important aspects of leadership is maximum involvement with children.

Students and families also play critical roles in our school's quest for excellence. Student leaders assume roles within our student council, safety patrol and extracurricular activities. By participating in such after school activities as Mathletix, homework club and tutoring, students become exemplars of what all students can achieve. Our Parent Teacher Group has been instrumental in supporting our school's strides to raise the bar. We are proud of our school where students feel valued and respected, staff feels appreciated and empowered and parents feel welcomed and important.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: CMT

Edition/Publication Year: 2006

Publisher: Measurement, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month					
SCHOOL SCORES					
% Proficient plus % Advanced	82	79	63		
% Advanced	27	19	6		
Number of students tested	62	62	63		
Percent of total students tested	98	96	95		
Number of students alternatively assessed	2	0	1		
Percent of students alternatively assessed	3	0	2		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	79	59	23		
% Advanced	14	9	4		
Number of students tested	14	22	26		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	69	39	26		
% Advanced	15	6	0		
Number of students tested	13	18	23		
3. (specify subgroup): LEP					
% Proficient plus % Advanced		15	6		
% Advanced		0	0		
Number of students tested		13	17		
4. (specify subgroup): Special Education					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State testing for grade 3 did not start until 2005-2006 school year. Test results for subgroups not to be reported for less than 10 students.

Our bilingual program (LEP) is K-2 or K-3 depending on year (see Summary, page 7)

Subject: Reading
Edition/Publication Year: 2006

Grade: 3
Publisher: Measurement, Inc.
Test: CMT

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month					
SCHOOL SCORES					
% Proficient plus % Advanced	71	69	56		
% Advanced	17	9	7		
Number of students tested	59	54	55		
Percent of total students tested	97	96	95		
Number of students alternatively assessed	2	0	1		
Percent of students alternatively assessed	3	0	2		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	62	40	33		
% Advanced	0	7	0		
Number of students tested	13	15	18		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	58	40	27		
% Advanced	17	0	7		
Number of students tested	12	10	15		
3. (specify subgroup): LEP					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Special Education					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State testing for grade 3 did not start until 2005-2006 school year. Test results for subgroups not to be reported for less than 10 students. Subgroup numbers of students tested are lower for reading than for math due to ELL exemptions.

Our bilingual program (LEP) is K-2 or K-3 depending on year (see Summary, page 7).

Subject: Mathematics
Edition/Publication Year: 2006

Grade: 4
Publisher: Measurement, Inc.
Test: CMT

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month					
SCHOOL SCORES					
% Proficient plus % Advanced	98	92	91	88	94
% Advanced	35	36	16	32	27
Number of students tested	52	50	45	57	48
Percent of total students tested	100	98	98	97	100
Number of students alternatively assessed	0	1	1	1	4
Percent of students alternatively assessed	0	2	2	2	8
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	75			
% Advanced	31	8			
Number of students tested	16	12			
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): LEP					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Special Education					
% Proficient plus % Advanced				60	
% Proficient plus % Advanced				20	
Number of students tested				10	

Notes:

CMT changed from Generation III to Generation IV in 2005-2006. Generation III tested in September and Generation IV tested in March. Test results for subgroups not to be reported for less than 10 students.

Our bilingual program (LEP) is K-2 or K-3 depending on year (see Summary, page 7).

Subject: Reading
Edition/Publication Year: 2006

Grade: 4
Publisher: Measurement, Inc.
Test: CMT

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month					
SCHOOL SCORES					
% Proficient plus % Advanced	79	84	87	72	81
% Advanced	21	12	16	11	23
Number of students tested	52	50	45	57	48
Percent of total students tested	100	98	98	97	100
Number of students alternatively assessed	0	1	1	1	4
Percent of students alternatively assessed	0	2	2	2	8
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	69	75			
% Advanced	19	8			
Number of students tested	16	12			
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): LEP					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Sepcial Education					
% Proficient plus % Advanced				40	
% Proficient plus % Advanced				10	
Number of students tested				10	

Notes:

CMT changed from Generation III to Generation IV in 2005-2006. Generation III tested in September and Generation IV tested in March. Test results for subgroups not to be reported for less than 10 students.

Our bilingual program (LEP) is K-2 or K-3 depending on year (see Summary, page 7).

Subject: Mathematics
Edition/Publication Year: 2006

Grade: 5 Test: CMT
Publisher: Measurement, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month					
SCHOOL SCORES					
% Proficient plus % Advanced	90	96	87		
% Advanced	49	48	39		
Number of students tested	49	48	54		
Percent of total students tested	98	98	96		
Number of students alternatively assessed	1	1	1		
Percent of students alternatively assessed	2	2	2		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	77				
% Advanced	54				
Number of students tested	13				
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): LEP					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Special Education					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Test results for subgroups not to be reported for less than 10 students.

Our bilingual program (LEP) is K-2 or K-3 depending on year (see summary, page 7).

Subject: Reading
Edition/Publication Year: 2006

Grade: 5
Publisher: Measurement, Inc.

Test: CMT

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month					
SCHOOL SCORES					
% Proficient plus % Advanced	84	90	87		
% Advanced	25	27	32		
Number of students tested	49	48	54		
Percent of total students tested	98	98	96		
Number of students alternatively assessed	1	1	1		
Percent of students alternatively assessed	2	2	2		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	77				
% Advanced	15				
Number of students tested	13				
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): LEP					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Special Education					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State testing for grade 5 did not start until 2005-2006 school year. Test results not to be reported for less than 10 students.

Our bilingual program (LEP) is K-2 or K-3 depending on year (see Summary, page 7).