

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

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

Name of Principal Ms. Susan Maleita Homrok

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

Official School Name Henry James Memorial School

(As it should appear in the official records)

School Mailing Address 155 Firetown Road

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

Simsbury

Connecticut

06070-1987

City

State

Zip Code+4(9 digits total)

County Hartford

State School Code Number* N/A

Telephone (860) 651-3341

Fax (860) 658-3629

Web site/URL www.simsbury.k12.ct.us

E-mail shomrok@simsbury.k12.ct.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent Dr. Diane UllmanEd.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Simsbury Public Schools

Tel. (860) 651-3361

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Mr. Jack Sennott

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 5 Elementary schools
 _____ 1 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 7 TOTAL
2. District Per Pupil Expenditure: _____ 11222
 Average State Per Pupil Expenditure: _____ 11887

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 are
 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.
 _____ 3 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
Pre K	0	0	0	7	212	194	406
K	0	0	0	8	215	199	414
1	0	0	0	9	0	0	0
2	0	0	0	10	0	0	0
3	0	0	0	11	0	0	0
4	0	0	0	12	0	0	0
5	0	0	0	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							820

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 4 | % Asian or Pacific Islander |
| 3 | % Black or African American |
| 4 | % Hispanic or Latino |
| 89 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 3 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	8
(2)	Number of students who transferred from the school after October 1 until the end of the year	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	792
(5)	Total transferred students in row (3) divided by total students in row (4)	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 0 %
- 3 Total Number Limited English Proficient

Number of languages represented: 3

Specify languages: Spanish
Arabic
Korean

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 41

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 federally supported lunch 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: 12 %
98 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>5</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>20</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>54</u>	Specific Learning Disability
<u>2</u>	Emotional Disturbance	<u>13</u>	Speech or Language Impairment
<u>2</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>1</u>	Multiple Disabilities		

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>2</u>	<u>0</u>
Classroom teachers	<u>50</u>	<u>15</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>7</u>
Support Staff	<u>5</u>	<u>0</u>
Total number	<u>66</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of 14 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	97 %	97 %
Daily teacher attendance	97 %	97 %	98 %	98 %	%
Teacher turnover rate	6 %	6 %	4 %	16 %	10 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Henry James has healthy attendance rates for both students and faculty. The articulated teacher turnover rates include retirements from the district, as well as resignations and non-renewals. If retirements were extrapolated, turnover rates would result in the following rates: 4.6%, 1.3%, 1.5%, 8.1% and 9.5%.

PART III - SUMMARY

Henry James Memorial School's mission is to prepare students to be responsible and productive citizens by providing a rigorous curriculum with high standards for all. We also realize that in order to actualize full potential, each student must also be challenged outside of the academic realm. We therefore offer a diverse exploratory program that includes the fine and practical arts. Additionally, Henry James is home to a variety of extracurricular activities, and the creation of new activities is encouraged among the student body. This year alone, over six new clubs have been added to our offerings as evidenced by our 71% participation rate.

Henry James Memorial School (HJMS) has a long track record of student success as a high-performing middle school. In theory and practice, HJMS reflects the necessary components of middle level education: challenging and rigorous academic programs; an understanding that young adolescents have unique academic, behavioral and social needs which require an equally unique approach to education; safe, engaging and supportive learning environments which demonstrate a community of respect and personal responsibility; and most importantly the belief that ALL students can achieve at high levels.

Through our ever-evolving programs, students are afforded opportunities to acquire and apply knowledge and skills that broaden their horizons and assist them in becoming critical thinkers. Students enter HJMS with a variety of well-developed skills and talents. We are committed to providing challenging and engaging opportunities for our students to increase their learning and foster their abilities. Concerted efforts are made to acknowledge this growth and recognize the successes of our students both individually and collectively.

Additionally, we communicate our behavioral expectations through The HJ Way. The HJ Way is based upon five principles: Be respectful, Be kind, Be responsible, Be fair, and Be trustworthy. Through consistent reinforcement and incorporation into everyday practice, The HJ Way has become the heart of our school culture. Students are proactively recognized on a weekly basis for their demonstrations of the principles of The HJ Way. To date seven hundred and seventy four instances of recognition have occurred this school year, representing four hundred and seventy seven students. Moreover, this recognition correlates to a marked decrease in discipline referrals as compared to last year, evidenced by a 64.7% decrease in office detentions.

Currently, eight hundred and twenty students are enrolled in HJMS, the only middle school located in suburban Simsbury, CT. Students participate in a ten-period day which typically encompasses classes in the content areas of English, math, science, social studies, world language, reading, physical education and unified arts (family and consumer sciences, health, art, and technology education). In addition, many of our students choose to participate in our performing arts program. A crucial component of the daily schedule is a homeroom period of twenty-two minutes. This time serves as an additional way that students can enhance both academic and social relationships with peers and adults in the building. Further, our teaming concept at HJMS allows our students the opportunity to be a part of smaller, personalized learning environment which supports positive relationship-building throughout our school. Research demonstrates such structures enhance student performance. HJMS has eight teams, four teams in both the seventh and eighth grade. Each team consists of a member from the English, social studies, math, and science departments. In addition, support services personnel play active roles in team functioning. Teams collaborate five out of our six day rotation to discuss individual and group student progress in meeting the academic, social, and behavioral expectations of HJMS.

This comprehensive program provides students with a solid and supportive educational experience which yields successful results for our students and the Simsbury community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

An overwhelming majority of students at Henry James Memorial School (HJMS) perform exceedingly well on both state (Connecticut Mastery Test ' CMT Spring 2007) and school common assessments in the areas of English Language Arts (ELA) and mathematics. State performance levels fall into five categories: below basic, basic, proficient, goal, and advanced. Assessment results are broken into three subject areas of math, reading, and writing. Additional information regarding the state assessment system may be found at www.sde.ct.gov. Results from our most recent state assessment are impressive. Students in grade eight performed very well. In math, 89.1% met or exceeded state goal ranges. In reading, 93.1% of students fell within this same category. Finally, 94.4% of students scored at or above goal in writing. Compared to our district reference group (DRG), students at HJMS were ranked third in math, and first in both reading and writing.

Counterparts in the seventh grade performed comparatively well. In the area of math, 88.8% of students met or exceeded goal. In reading, 89.3% are included in that same category. Additionally, 90.5% of seventh grade students met or exceeded goal in writing. Again, based on DRG comparisons, the seventh grade performance ranked second in math, fourth in reading, and an impressive first in writing.

In addition to the Connecticut Mastery Test, HJMS administers common assessments. Common assessments are constructed by the teachers in the same grade and department, and are created to provide information regarding student performance in relation to our school goal. These assessments are embedded within our respective curricula and are given three/four times a year. Criteria used to measure the meeting and/or exceeding of department goals are more rigorous than our state standards.

Common assessments were administered to both eighth and seventh grade students in ELA. Grade eight results indicate that 53%, 67%, and 69% of students met or exceeded goal on three consecutive assessments. Grade seven results demonstrate that 39%, 65% and 85% of students met or exceeded department goal. Reading data for grade eight is not provided, as we do not offer reading to all students in the eighth grade, as there are only a small number who require additional instruction in reading. Grade seven students in reading performed at 64%, 95% and 97% as having met or exceeded goal.

Most of our students are performing well, as evidenced by common assessment results in addition to report card grades. Our second quarter data reveal that out of 820 students, 27 received one or more failing grades, representing 3.3% of our total school population. Each one of these students has an individually developed intervention plan which incorporates systemic academic monitoring.

HJMS pays particular attention to two subgroups of students 'those in our CHOICE and special education programs. Beginning in the primary grades, the CHOICE program provides an opportunity for students in our nearby capital city of Hartford, CT to attend Simsbury schools. HJMS currently has 19 students in this program, all of which are students of color. Three of the 27 students identified for failing grades are members of the CHOICE program (15.7%). Additionally, out of these 27 students, two students are identified as receiving special services (1.9%). Individualized education program goals have been constructed accordingly.

HJMS is striving to ensure success for all students. We are proud of our assessment results and will continue our efforts to maximize student performance.

2. Using Assessment Results

Continuous improvement is not a new initiative, educational paradigm, or 'flavor of the week'. Continuous improvement is a commitment to our students and the entire Simsbury community. It

is a promise that Henry James Memorial School (HJMS) will examine our teaching and student performance data, listen to the concerns of our community members, assess the needs of our students, adjust our strategies accordingly, and implement those practices demonstrated to promote further excellence. Simply put, continuous improvement is the way in which we do the business of educating our students at HJMS.

Continuous improvement in the Simsbury Public Schools is an ongoing and ever-evolving process. Over the course of the school year, the HJMS faculty and administration examine achievement and programmatic data related to our students. We then identify areas of improvement, and collaboratively create goals and plans to address these needs. Thus our continuous improvement plan (CIP) is constructed. The CIP is then implemented throughout the school year, after which time is a process of review and reflection. A final report is then submitted which communicates our CIP progress to the Simsbury community. Our results are, as they should be, transparent, as it is only through honest examination that we make the most necessary improvements for our students.

We engage in a process of continuous improvement in order to increase student learning. It is therefore important to examine our assessment results to determine whether or not we have evidence of students gaining further knowledge and skills. At the beginning of each year, teachers review data regarding student performance on state assessments, which include specific skill strands. Teachers then tailor instruction to address areas of need identified in these assessment results. Additionally, after each common assessment, teachers complete a data reporting form to analyze student performance. On this data reporting sheet, teachers define strengths and deficiencies of student work. Moreover, teachers identify individual students who are below or approaching standard for that particular assessment and make comments regarding their performance. Then they plan interventions based on instructional strategies, learning environment, and materials/curriculum/resources to achieve the envisioned success. These common assessments are powerful tools that inform and drive instruction.

3. Communicating Assessment Results

Student performance results are communicated to HJMS constituents in numerous ways. State assessment results are tabulated and sent to each school; thereafter individual student results are distributed in a comprehensive analysis to the parents. Collective state assessment performance data is also made public through newspaper and website postings.

School assessment data is shared at multiple times throughout the year. Parents receive interim reports for their children at the midpoint of each marking period, and may request written updates at any time throughout the school year. Interim reports include task-specific data which may also incorporate common assessment results. Parents receive report cards on a quarterly basis. Parents and teachers (individually and in team) frequently request conferences with each other and meet to discuss individual student performance. Email and telephone communication are integral methods to share information as well.

Additionally, detailed student performance data is shared with the community two times a year. As a part of our continuous improvement plan development, administrators are required to report on student performance. These continuous improvement reports are then shared publicly at Board of Education meetings and are made available to the entire school community. Further, administrators are required to frequently report additional student performance results to the Board of Education. The general public has access to these results through Board of Education minutes and local community television broadcasts.

4. Sharing Success:

Henry James Memorial School shares its successful results with schools within and outside our district. We are making major efforts to articulate our strategies and best practices with both the elementary and high schools. This year district leadership has adopted the concept of professional learning communities as a mechanism to effectively share practices. Within this framework, we often examine our individual school and district student performance data in an effort to increase levels of success experienced by our students.

Commencing in 2005, five area school principals voluntarily initiated a professional learning community to share best practices as well as struggles in promoting high expectations for all students. The group is now ten in number. Each month, a principal presents student performance data to his/her colleagues. Topics range from the personalization of the middle

school experience to the tracking of common assessment data. Members of the administrative group then discuss these results, offer suggestions for improvement, and incorporate practices as appropriate in their individual school settings.

HJMS believes that collaboration among school districts is critical to enhance students' performance. As educators, we believe that we must share our results and practices with others in efforts to promote success for all students, not just those in our own classrooms and hallways. We at HJMS will often contact other schools regarding their practices of educating middle school students. Additionally, we frequently reciprocate with other educators across the state, providing information about our policies and procedures. It is not unusual for HJMS to receive a request from a neighboring district to observe a specific program or request information on a HJMS protocol.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Henry James Memorial School (HJMS) offers a comprehensive middle school curriculum that includes courses in the four major content areas of English, math, science and social studies. With the exception of English and math, all classes at HJMS are heterogeneously grouped. Additionally, students partake in instruction in world language, physical education and unified arts (family and consumer sciences, health, art, and technology education) in a rotational, quarterly fashion. Further, many of our students choose to participate in our performing arts program. Each discipline has developed programmatic goals which are reflected in the respective curriculums.

The school district has adopted Understanding by Design (UbD), a backwards design model, as our tool for curriculum development. Each unit of study begins with an alignment of high expectations to the state standards for that particular content area, allowing all students access to the rigor and relevance of the curriculum. The UbD format includes state standards, enduring understandings, essential questions, required and suggested assessments and a learning plan in its construction. Each discipline is developing curriculum utilizing this UbD format. Conversion of our curriculum into this UbD template is currently progressing according to district timelines.

Our mathematics program strives to help students become better problem solvers and critical thinkers. We provide two levels of math instruction to meet the developmental needs of our budding mathematicians, including a third option of acceleration starting in sixth grade. The majority of students are in our general math program which prepares students for success in Algebra I during their ninth grade year. In order to accomplish this goal of algebra readiness, seventh grade students are introduced to and work toward mastery of arithmetic and algebraic topics. In grade eight, students explore new units of study and continue to apply knowledge and skills studied during seventh grade. The honors program consists of pre-algebra in grade seven and Algebra I in grade eight, preparing students for honors geometry in grade nine.

In social studies, students at HJMS are exposed to both western and non-western civilizations. Grade seven's focus is on the non-western world. Specific areas of study include an introduction to culture, ancient/modern India, ancient/modern China, Japan, Africa and the Middle East. In grade eight, a thematic approach to US History is the course of study. Three specific periods are addressed: agrarian, industrial, and global. In each grade, there is a clear focus on writing development, specifically a student's ability to articulate a critical stance utilizing a variety of resources to form an opinion.

In grade seven, Spanish is the world language that is offered. Students participate in our Spanish program at a rate of 91%. The Spanish curriculum incorporates oral, aural, and written proficiencies based upon the national and state standards. In grade eight, 85% of students elect to participate in one of four different languages: Spanish, French, Latin or Chinese. These courses are a full year in length, and lead to the opportunity to continue in the second level of instruction at the high school.

Henry James Memorial School also offers a strong fine and performing arts curriculum. Students in grades seven and eight may participate in the following courses: chorus, band, music technology, or orchestra. Additionally this year, students are able to make more than one music selection if they have interest in multiple areas. Our fine arts program is a state exemplar. Developed using the Discipline Based Art Education Model, the curriculum incorporates four major areas of inquiry: art history, art criticism, aesthetics and production. Students also attend classes in other unified arts disciplines. Students are rotated through health, family and consumer sciences, technology education and art on a quarterly basis. This exploratory model provides students with exposure to these different curricular areas, for an approximate forty day period. In an effort to meet the unique needs of students, opportunities to participate in a more comprehensive program (full year) are available in art and technology education by teacher recommendation.

2b. **(Secondary Schools) English:**

HJMS seventh and eighth grade students are immersed in a rigorous, standards-based English-Language Arts curriculum that develops the language skills needed for success in all disciplines and allows students to pursue their own goals and interests as independent learners. Seventh grade ELA focuses around four core themes: 'Doing the Right Thing', 'Out Here on My Own', 'Acceptance of Others' and 'Who am I?'. Relevant literature, vocabulary, grammar, and writing prompts are selected based on the enduring understandings (the wisdom the students will gain upon unit completion) and the essential questions (the driving force that leads students to acquire this wisdom). The eighth grade ELA curriculum is structured around core novels and readings. Each unit is driven by essential questions and enduring understandings based upon the selected literary work. Vocabulary study, grammar, and writing are also embedded within each unit.

Reading instruction is provided to all students in grade seven for two of the four instructional quarters, through a reading workshop model. The curriculum is structured around three units of study. Within each unit students read from a variety of texts, on their reading level and of their choice. Specific skill and strategy instruction is provided through the reading workshop structure. Writing about reading is also modeled and practiced.

Specific programs are implemented for those students who read significantly below grade level. Full year, comprehensive reading courses are offered in both seventh and eighth grade and are designed to support skill and strategy development for struggling readers. This curriculum is also structured around units of study with skill and strategy instruction embedded within these units. Students are assessed and independent reading levels are determined. Students read 'just right' books, practicing and developing their literacy skills. Frequent assessments help teachers determine areas of weakness and the focus of instruction. In addition, students who exhibit difficulty meeting grade level expectations may be referred to our Basic Skills program. Certified teachers provide direct skill and strategy instruction to students in identified areas of weakness.

3. **Additional Curriculum Area:**

The natural world inspires wonderment and curiosity which leads students to explore their surroundings. Our middle school curriculum is aligned with this belief. Much of the students' curricular exploration revolves around inquiry-based learning. The seventh grade science program is designed to spark interest and cultivate critical thinking skills. Students learn by designing and implementing their own scientific experiments and investigations, utilizing platforms of human biology, earth science, and physics. Throughout the year, students effectively use the scientific method to develop a hypothesis, test this hypothesis using a well-designed procedure, gather, present and analyze results, and determine the validity of their data. Specific units of study include genetics and reproduction, body systems from the systemic to cellular function, groundwater and the impact of science and technology, food preservation, and work and energy through simple machines.

Grade eight science capitalizes on those skills introduced in the seventh grade. Through units of study such as geologic forces that shape the earth, solar system and space science, and physics with emphasis on motion and forces, students become more capable in regard to critical analysis in science. As a result of participating in this course, students will be able to apply the scientific processes to problem solve and demonstrate sound study skills, organization, and self-discipline.

Several science and technology inquiry labs emphasizing real world application make up an important component of the entire middle school curriculum. The Henry James science department has been spear-heading the movement of creating a common rubric for writing lab reports across grade levels. The goal of this standardization is to provide a tool that is meaningful for monitoring student growth and performance.

4. **Instructional Methods:**

The faculty at Henry James Memorial School employs a variety of instructional strategies to meet the needs of our students. Such strategies include whole and small group instruction,

brainstorming, cooperative learning, demonstration, guided practice, lecture, memorization, use of graphic organizers, presentations, problem-based learning, mnemonics, simulation/role-play, incorporation of instructional technology, teacher questioning, project-based learning, project design, and research. Furthermore, the district has enhanced the integration of technology in classroom instruction. HJMS has benefited from technological hardware (projectors, Smartboards, etc.), software, and professional development in the integration of technology into the curriculum.

An indicator of a high performing school is not what it does when students are succeeding, but rather what it does when students are not. As a faculty, HJMS has defined a 'Pyramid of Interventions' based on the work of Rick DuFour- a progression of academic and behavior strategies we employ in order to increase student success. These methods are department, classroom and teacher dependent stemming from the learning outcomes articulated through the curriculum and the needs our students demonstrate. HJMS recognizes that differentiating instruction in a predominantly heterogeneous culture is also essential to student success. As a faculty we are at different levels of understanding and practice in the use of differentiated instruction, however there are sustained professional development efforts to further enhance our skills and repertoire in this area to best meet the instructional needs of our students.

The most important component of implementing various instructional strategies is reflecting upon their effectiveness in the classroom by examining student performance data. Specifically in relation to common assessments, teachers are provided time and are encouraged to reflect upon these instructional practices and their impact on student learning. Adjustments to instruction are then made accordingly.

5. **Professional Development:**

The purpose of professional development is to provide the opportunities for educators to enhance their knowledge and skill and in turn improve instruction which results in increased student learning. The Simsbury Public Schools adopts a professional development model which supports on-going learning.

Professional development opportunities take on various forms throughout the school year at Henry James Memorial School. Six early release days are provided district-wide and are used to focus on developing curriculum, looking at student work, and collecting and analyzing data focused on student performance. These days are crucial in advancing our identified school goal (developing student ability to form a critical stance). In addition, our three full-day professional development opportunities are utilized for furthering our school priorities. This year these days were dedicated to the revision of our mission statement and identification of supports for struggling students.

Faculty meetings occur monthly and are used for professional development as opposed to managerial minutia which had been past practice. Agendas always include a teaching and learning agenda item as the focus of our meeting time. Topics of these faculty meetings have included strategy definition for our students who are not achieving our anticipated success, discussion of the Response to Intervention model, communication of our work with mission revision, dialogue regarding our character education program, dissection and the provision of possible evidence relating to our districts' teaching standards in classroom practice, and differentiated instruction.

Finally, department meetings also occur monthly. They are opportunities to meet with departmental and grade level colleagues about the many facets of student learning. During this time, learning communities complete such work as revising curriculum units, developing common assessments, analyzing common assessment data, and reporting on student performance. Additionally, these collaborative groups identify strategies to promote student learning based upon the results of assessment data. Results from state assessments, school common assessments, report card data, and discipline data reveal that these collective efforts are directly impacting student performance. Evidence of student learning is readily available.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 8 Test COnnecticut Mastery Test

Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	93	91	93	85	91
% "Exceeding" State Standards	62	60	53	38	40
Number of students tested	374	432	412	380	380
Percent of total students tested	99	98	99	99	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	62	33	50	73	
% "Exceeding" State Standards	31	13	11	18	
Number of students tested	13	15	18	11	
2. African American					
% "Meeting" plus % "Exceeding" State Standard	69	44	57	73	
% "Exceeding" State Standards	31	25	7	9	
Number of students tested	13	16	14	11	
3. Asian American					
% "Meeting" plus % "Exceeding" State Standard	92	81	93	73	92
% "Exceeding" State Standards	50	63	71	36	17
Number of students tested	12	16		11	12
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	67	91			
% "Exceeding" State Standards	25	46			
Number of students tested	12	11			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	September	September	September
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	89	85			
% "Exceeding" State Standards	56	49			
Number of students tested	411	372			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	53	53			
% "Exceeding" State Standards	24	7			
Number of students tested	17	15			
2. African American					
% "Meeting" plus % "Exceeding" State Standard	50	73			
% "Exceeding" State Standards	38	0			
Number of students tested	16	15			
3. Asian American					
% "Meeting" plus % "Exceeding" State Standard	80				
% "Exceeding" State Standards	60				
Number of students tested	20				
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	90	62			
% "Exceeding" State Standards	30	15			
Number of students tested	10	13			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	September	September	September
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	89	92			
% "Exceeding" State Standards	54	60			
Number of students tested	411	372			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	71	53			
% "Exceeding" State Standards	35	13			
Number of students tested	17	15			
2. African American					
% "Meeting" plus % "Exceeding" State Standard	69	73			
% "Exceeding" State Standards	31	27			
Number of students tested	16	15			
3. Asian American					
% "Meeting" plus % "Exceeding" State Standard	75				
% "Exceeding" State Standards	40				
Number of students tested	20				
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	90	77			
% "Exceeding" State Standards	20	39			
Number of students tested	10	13			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	September	September	September
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	93	91	93	85	91
% "Exceeding" State Standards	62	60	53	38	40
Number of students tested	374	432	412	380	380
Percent of total students tested	99	98	99	99	98
Number of students alternatively assessed	1	8	3	3	3
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	62	33	50	73	
% "Exceeding" State Standards	31	13	11	18	
Number of students tested	13	15	18	11	
2. African American					
% "Meeting" plus % "Exceeding" State Standard	69	44	57	73	
% "Exceeding" State Standards	31	25	7	36	
Number of students tested	13	16	14	11	
3. Asian American					
% "Meeting" plus % "Exceeding" State Standard	92	81	93	73	92
% "Exceeding" State Standards	50	63	71	34	44
Number of students tested	12	16		11	12
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	67	91			
% "Exceeding" State Standards	25	46			
Number of students tested	12	11			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	September	September	September
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	89	84	87	79	84
% "Exceeding" State Standards	58	49	46	35	44
Number of students tested	376	434	414	379	378
Percent of total students tested	100	98	99	99	97
Number of students alternatively assessed	1	8	3	3	3
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	57	27	39	64	
% "Exceeding" State Standards	21	0	11	27	
Number of students tested	14	15	18	11	
2. African American					
% "Meeting" plus % "Exceeding" State Standard	77	25	43	27	
% "Exceeding" State Standards	15	0	14	9	
Number of students tested	13	16	14	11	
3. Asian American					
% "Meeting" plus % "Exceeding" State Standard	85	82	93	91	92
% "Exceeding" State Standards	62	59	71	36	58
Number of students tested	13	17	14	11	12
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	62	73	50		
% "Exceeding" State Standards	8	27	20		
Number of students tested	13	11	10		