

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 [] Choice

Name of Principal Mr. Joseph Kobza

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

Official School Name Masuk High School

(As it should appear in the official records)

School Mailing Address 1014 Monroe Turnpike

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

City Monroe State CT Zip Code+4 (9 digits total) 06468-1931

County Fairfield County State School Code Number* 070753

Telephone 203-452-5823 Fax 203-452-2443

Web site/URL http://www.monroeeps.org E-mail jkobza@monroeeps.org

Twitter Handle @KobzaMHS Facebook Page _____ Google+ _____

YouTube/URL _____

www.youtube.com/user/MasukAnnouncem

ents 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.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. James Agostine

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

E-mail: jagostine@monroeeps.org

Other)

District Name Monroe Public Schools Tel. 203-452-2860

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.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Donna Lane

(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.

Date _____

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

**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):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 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. 3 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	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	156	143	299
10	145	125	270
11	143	141	284
12	172	159	331
Total Students	616	568	1184

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 4 % Asian
 - 2 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84 % 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: 1%

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	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	1184
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 1 %
2 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Russian
8. Students eligible for free/reduced-priced meals: 7 %
 Total number students who qualify: 82

Information for Public Schools Only - Data Provided by the State

The state has reported that 8 % 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: 9 %
105 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>12</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>28</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>38</u> Specific Learning Disability |
| <u>13</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>7</u> Mental Retardation | <u>1</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	7
Classroom teachers	85
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	13

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 14:1

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%	95%	95%	95%
High school graduation rate	99%	95%	97%	97%	98%

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	298
Enrolled in a 4-year college or university	73%
Enrolled in a community college	9%
Enrolled in career/technical training program	7%
Found employment	5%
Joined the military or other public service	2%
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: Masuk High School's mission is to empower all students to be inquiring learners, creative problem solvers and responsible citizens of the global community.

PART III – SUMMARY

Monroe is primarily a residential suburb, with many small businesses. The ethnicity of Monroe's approximately 20,000 residents is relatively homogeneous. Among the adult population, 94 percent have a high school diploma and 44 percent hold a bachelor's degree. The median household income is \$103,737, which is 58 percent higher than the state median of \$65,859. Approximately 3 percent of the population is unemployed. The median house price is \$435,000, compared to a state median of \$295,000. Approximately 7% of students who attend Masuk receive their school lunch for free or at reduced cost.

Monroe is a town that struggles to pass its annual budget. The budget has been approved on the first vote only once in the past two decades. Following a town council model with a first selectman, Monroe's charter calls for the town as a whole to vote on the budget. A total of 77 percent of the town's income is derived from property taxes. Usually around 85% of the town's budget is allocated for the schools. Monroe's per pupil expenditures are nearly \$1,000 less per student than other districts in Connecticut District Reference Group B (DRG B). Furthermore, Monroe's per pupil spending puts it at the lower end of all districts in the state of Connecticut.

Masuk is a traditional comprehensive high school serving grades 9-12 and is the only high school in Monroe. Approximately 90% of Monroe's 8th-grade students matriculate to Masuk; the remainder attend private or parochial high school in the area, or one of the regional magnet school options.

Originally built in 1958 on land donated by Semyon Masuk and his family, Masuk High School has served the educational, social, athletic, and artistic needs of the Monroe community for almost 60 years. Masuk has a tradition of excellence in academics, athletics and the arts. In addition to multiple college-credit courses through the University of Connecticut, Masuk has consistently increased AP course enrollment and scores. During the 2013-14 school year, Masuk High School was recognized as an "Honor Roll" school by the College Board for its ability to both increase the number of students taking AP classes while simultaneously increasing the number of students scoring a 3 or higher on the accompanying exams. In 2013-14, 280 students took 413 AP tests at Masuk. Of the 413 tests taken, 356 of them reflected a score of 3 or higher. Just over half of all Masuk students graduate with at least one AP class on their transcripts.

Masuk has a tradition of acceptance to some of the most competitive colleges in the country. 27 students from the class of 2014, representing 9% of the class, gained admission to the "Most Competitive Colleges" according to the Barron's Guide to the Most Competitive Colleges. These 27 students earned 56 acceptance letters from these elite universities. Another 176 acceptance letters were received by 97 students (representing 33% of last year's senior class) into the next tier of schools listed as "Highly Competitive Schools." College and career readiness are a focus at Masuk, with the college application process a cultural norm at school. From the Class of 2014, 73% of the student body matriculated to four-year colleges with another 12% entering two-year colleges or vocational schools.

Our school climate is enriched by academic celebrations such as the annual Pi Day pep assembly and activities, which lead to a culture where achievement in the classroom is valued as much as achievement on the field. The school's mission statement encourages students to be empowered to be "inquiring learners, creative problem solvers, and responsible citizens of the global community." Part of the empowerment process is student ability to freely create school clubs that reflect the diversity of student interests.

The Masuk community is especially proud of its steady improvement of academic performance as measured by the Connecticut Academic Performance Test (CAPT) over the last 10 years. This improvement was highlighted in 2013 where scores reached an all-time high in every academic area, placing Masuk at the top of the state and its competitive district reference group (DRG B). As a result of these results, Masuk was recognized by the Connecticut State Department of Education as a Connecticut School of Distinction in 2014.

Athletic traditions over the years include state championships and conference titles in many sports. Masuk has two gymnasiums, an indoor pool, and several fields including a stadium. Masuk's Athletic Department currently offers 29 programs encompassing 49 different levels of play over 3 sport seasons. In 2013-2014, 938 student-athletes were members of these 29 programs, 643 of these student-athletes were unique.

Other milestones include major renovations in 1977 and 2004. In 2010 a portion of the building became available for students in grades six, seven and eight with a focus on science, technology, engineering and mathematics (STEM). While the STEM academy is still officially part of the middle school program, many high school staff members are utilized to teach courses in the fine arts and world languages. As an adjacent neighbor to Sandy Hook, there has been an increased focus on security upgrades and school safety measures. Several Masuk teachers participated in the amazing effort to relocate Sandy Hook Elementary School to a Monroe school building in January 2013.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum at Masuk High School is based upon Connecticut (Common) Core Standards, Connecticut State Science Framework, and the national standards for each content area. The curriculum is also grounded in the College and Career Readiness Anchor Standards of the Common Core State Standards. Student learning goals, instruction and assessment practices articulated in the school's written curriculum are purposefully designed to prepare students with the literacy, problem-solving, communication and collaboration skills necessary for college and career readiness.

The English Department has recently redesigned their entire curriculum to support students with rigorous texts and challenging assessments. Freshman year includes an extended unit titled 'Freshman Foundations,' providing all students with a set of skills in close reading, formatting, and note-taking that will serve them throughout their high school career and in all disciplines. Freshmen study *Romeo and Juliet*, *The Odyssey*, and *A Separate Peace*, complete a research paper, and present an informational speech. All sophomores take World Literature and explore the cultures and texts of South America, Africa, Asia, and Russia. Our Junior year curriculum revolves around American texts and focuses their writing on formal academic essays. Students in senior year have a large variety of courses to choose from (for example, Film and Literature, Horror Literature, and Modern Hero) mirroring the types of thematic courses available in college. Masuk offers both AP English courses (AP English Language and AP English Lit) and the UConn ECE Course Writing Through Literature to high performing students. For those students who require remediation in reading, we provide Read 180 five days a week in addition to their traditional English course. We staff a Literacy Lab every period with a certified English teacher to support students on a drop-in or scheduled basis.

The Mathematics Department offers students a variety of challenging mathematics courses and levels geared toward their individual mathematical abilities. The sequence of courses begins with Algebra I, followed by Geometry, Algebra II, Pre-Calculus and Calculus. Where students enter the sequence depends upon placement from middle school. Other mathematics courses that are offered are Record Keeping, Consumer Math, Data Analysis, Intermediate Algebra II (If more skill development is needed to proceed to Algebra II), AP and College Prep Statistics and Advanced Mathematics. The levels are Honors/Advanced Placement and College Preparatory. Honors and Advanced Placement courses are classes which offer more challenging and in-depth material for especially talented and driven mathematics students. College Preparatory courses are designed to prepare potential college students for the rigors of academic work at the college level. They can also sharpen important skills such as mathematical fluency and problem solving skills. In all of these classes, the mathematics teachers use several different strategies to help the students understand the math concepts. These strategies range from direct instruction to small group inquiry-based activities. Masuk High School provides a mathematics lab for those students who need extra support in their math class. Several students are scheduled into the math lab while other students come to the lab during their free period to review their assignments and seek extra help from the math interventionist.

The History/Social Studies Department offers a three year sequence of courses that includes an AP and non-AP track as well as elective coursework open to all students beginning in grade 10. All students begin in World History in grade 9 with an Honors level for students whose reading and writing skills are advanced and an Academic level which embeds a great deal of reading and writing skill development into the content-based curriculum. In grade 10, most students will take a semester of Political Science/Civics and a semester of Contemporary World Issues. This course includes the study of current events in the global community while the Civics course connects the ideas of American Government to current issues. For advanced students an AP US Government and Politics course is substituted for these semester courses. Grade 11 is a concept-based US History course focused on the ideas of compromise, growth and competition, war, and reform. AP US History is available for students looking to challenge themselves even further. Several elective options are available to students with the most popular being AP Psychology and Law and Society. In all courses students are taught to read, think, write, and speak as historians. This means that significant time is dedicated to the analysis of primary source documents, the 'close reading' of articles and documents,

argumentative writing, formal presentations, debates, and seminar discussions. Document-based questions and research papers are administered to all students to prepare them for the rigors of college-level inquiry, research, and writing. Regardless of the course, students are taught these skills and quarterly benchmarks are administered to measure student growth. Intervention for struggling students is first administered within the class setting, according to RTI policy, while a reading and writing lab exists for students in need of enhanced support. The material learned is relevant to current events as well as to the study of history so that students are prepared to be active citizens upon graduation.

Masuk High School encourages students to complete a minimum of three years of lab-based science. The science course progression includes general science that focuses on environmental issues and physical science, Biology, and Chemistry. Over 84% of students complete a fourth year of science through coursework in Physics, Biology II, Earth Science, Astronomy, Ecology, and/or Forensics. Masuk also offers Advanced Placement courses in Chemistry, Biology, Physics 1, Physics 2, and University of Connecticut Early College Experience courses in Biology and Physics. Science course curriculum is aligned to the Common Core State Standards (CCSS) Literacy in Science and Technical Subjects and Connecticut State Science frameworks. Science courses emphasize problem-solving and literacy, foster understanding through inquiry-based, hands-on experiments, and focus student learning on real-world applications and current science-related issues.

2. Other Curriculum Areas:

Masuk High School has a comprehensive visual arts curriculum in both 2-D (Drawing, Painting) and 3-D (Sculpture, Ceramics) media, as well as applied arts (Interior Design, Fashion Design), with a culminating AP Studio Art course. Masuk also offers challenging performing arts classes in vocal and instrumental music (choir, band, string orchestra) as well as introductory courses in piano and guitar. The arts at Masuk develop creativity, problem-solving skills, and collaboration, as well as cultural literacy. Fine arts classes are elective, meet daily for 45 minutes, and are taken by about 30% of students.

The Career and Technical Education Department offers a wide variety of elective courses. Students in grades 9-12 may choose from classes in the areas of Business, Marketing, Culinary Arts, Engineering, Drafting, Construction, Photography, Graphics, Computer Programming, Robotics, and more. All courses offered in CTE are designed to provide students with detailed learning experiences. The skills acquired in CTE classes are presented as appropriate life skills and, for some students, as possible areas of career interest.

The World Languages Department offers full four year sequences in French, Latin, and Spanish. Instruction in French and Spanish begins district-wide in grade 7. Students are placed in a course level reflective of their middle school studies (if applicable). Alternatively, students may choose to begin their studies in French, Latin, or Spanish in grade 9. The French and Spanish programs offer opportunities for college credit through the Advanced Placement and the University of Connecticut Early College Experience programs. All of the district's language classes meet every day for a full class period.

The entire World Languages faculty has attended professional development training in instructional shifts and assessment design aligned to Common Core, newly revised World-Readiness Standards for Languages, and redesigned Advanced Placement language programs. Course curricula focus on real-world communication skills through not only traditional language topics like vocabulary and grammar, but also through the examination of cultural topics and current events.

Masuk's World Languages Department has partnered with the American Council for the Teaching of Foreign Languages (ACTFL) as a pilot school for newly-created assessments designed to measure language proficiency and communicative competence in K-12 language learners. Students' speaking ability in French and Spanish is assessed annually by ACTFL through this assessment – the AAPPL measure. Reading proficiency in Latin is measured by a similar assessment called ALIRA. Masuk is one of the first schools in the state to incorporate this annual standardized external assessment into its language programs.

Enrollments in advanced level language courses have increased every year since 2010 and enrollment at advanced levels during the 2014-15 school year reflects a 24.7% increase from 2010. Although it is an elective course, 89% of grade 9 students chose to study a language during the 2014-15 school year.

All Masuk students are required to take one credit of physical education and ¼ credit of health education. Freshman year is divided with students taking physical education for one semester and health for the other semester. Most students complete their physical education requirement by enrolling in courses throughout their sophomore and junior years. All courses meet two times per week for 45 minute periods. Physical education classes range from the traditional team and game oriented classes to electives in fitness, weight training and advanced life saving. The Physical Education/Health Department focuses on each student's overall wellness by empowering them to evaluate their wellness behaviors and make choices that support a lifelong healthy lifestyle.

A Senior Capstone Project is required, allowing students to showcase personal growth by designing and implementing a project. The project includes: a proposal, field work, research, written assessments, and culminates in an oral presentation to a guest evaluation panel. Students interact with staff and community volunteers to complete their study.

3. Instructional Methods and Interventions:

Masuk High School has focused on a number of instructional approaches, methods and interventions to ensure high levels of student learning and achievement. An emphasis over the past four years has been placed on inquiry instruction. Staff members from every academic discipline attend an annual summer inquiry institute to enhance their skills in this area. Examples of widely used inquiry-based lessons include "Should We Drop the Atomic Bomb?" for the unit on World War II, where students examine primary source documents from a variety of perspectives of the time period, then collaborate on a persuasive essay advising President Truman. In addition, Masuk has embraced a "Bring Your Own Technology" initiative where students are encouraged to use their electronic devices to enhance their learning. Formative assessment web resources such as Survey Monkey allow teachers to efficiently monitor student mastery in real time, to inform instruction. Teachers use web resources such as google classroom to empower students to work at their own pace on class assignments, while maintaining the curricular through-line of a course.

In the classroom, teachers use cooperative groups, differentiated instruction and tiered assignments to address individual student needs. Examples of this individualized assessment include student choice for a final project - allowing students to deliver their argument in essay form, powerpoint presentation, or discussion format. Outside the classroom, Masuk offers academic support through a literacy lab and math lab that enhance classroom skills. In addition, the Academic Center for Excellence in School (ACES) offers certified teacher support in a resource setting. Some students are scheduled for these supports based on academic need, but all students are eligible to "drop in" to work on a specific assignment.

Masuk High School provides special education services related to referral, identification and monitoring of student progress in accordance with local, state and federal laws. The referral process begins with Masuk's Student Assistance Team (MSAT) which is comprised of various stakeholders who review student progress and data. This team will implement a variety of strategies and interventions or it may refer a student to a Pupil Placement Team (PPT). The PPT includes parents and students in the evaluation process, identification and development of an Individual Education Plan (IEP). Students may also be referred to a 504 Plan.

Masuk's policy of mainstreaming allows students to access the general education curriculum. Students may be enrolled in all general education classes or a combination of alternative education, such as adjusted curriculum or team-taught classes, and general education classes. Outside placements may be made if deemed necessary by the PPT. Masuk works cooperatively with the Trumbull Board of Education and Cooperative Educational Services to provide alternate settings that meet the needs of all students. A full time transition coordinator supports students from age 15 until graduation. Students with IEPs graduate from Masuk to attend college or vocational schools, enter the workforce or move to adult programs. Masuk collaborates with various state agencies to ensure students are productive members of the community.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Masuk High School community is very proud of its assessment results. Over the past five years, 95% of the students, on average, demonstrated proficiency or above in mathematics. During this time, the scores ranged from 92% (2011-12) to 98% (2009-10) with the most recent scores reflecting 96% of students at or above proficiency.

We have seen similar results in English language arts. The five year average is slightly above 94% with a range of 91% (2011-12) to 96% (2008-9 and 2009-10). The most recent scores show 95% of the students at or above proficiency.

Masuk's success on the CAPT test is connected to a number of factors. The Masuk administration, instructional leaders and teachers have maintained an unrelenting focus on data analysis. Data teams from each academic department meet bi-weekly to analyze student work and use the information gained to inform instruction in the classroom, plan intervention, and/or plan enrichment activities. In addition, the Masuk staff has participated in "walk-throughs" and were given extensive time for collaboration over the past three years. These experiences have helped the staff identify and emphasize best practices for student achievement.

Our Free and Reduced-Price Lunch subgroup scores have been relatively strong over the past five years. The five-year average in mathematics and English language arts reflects 87% of the students at or above proficient on the CAPT. These figures are significantly higher when compared to all students in the state of Connecticut where 55% demonstrated proficiency in mathematics and 61% demonstrated proficiency in reading. Additionally, 71% of the students were at or above goal (a higher standard than proficiency) on the mathematics test in 2012-13.

While we are proud of these scores, we recognize that the most recent year's data reflects a 10% disparity in mathematics and a 12% difference in English language arts. With the new Smarter Balanced Assessment Consortium test, we will continue to identify these students and target efforts to improve their performance.

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

Masuk High School uses a wide variety of assessment data to analyze and improve student and school performance. These assessments include the eighth grade Connecticut Mastery Test (CMT), the CAPT, PSATs, SATs, Advanced Placement tests and, most importantly, district developed benchmarks and common assessments.

Data teams, led by instructional leaders, used a two-pronged approach when reviewing CMT and CAPT results. First, they analyzed the strands within each subject (Mathematics, Reading, Writing and Science) to determine revisions to curriculum and instruction. Second, they identified students in need of supports to help them achieve at higher levels.

At the district's expense, every grade 10 and 11 student takes the PSAT. Data teams analyze the aggregate Summary of Answers and Skills report. Like their analysis of the CMT and CAPT, data teams are able to identify trends in skills tested on the PSAT and make adjustments as necessary.

Masuk has enjoyed a growing Advanced Placement (AP) program since 2004. Multiple AP courses are offered in each of the core academic disciplines (mathematics, English, social studies, science, and world language). Additionally, students in the fine arts have the opportunity to take AP Studio Art. During the 2013-14 school year, 413 AP tests were taken by 280 students. Teachers of these classes analyze their student assessment results annually to improve student learning and performance.

In the classroom, teachers use a variety of formative assessments to gauge student understanding of specific

concepts. Teachers work collaboratively to develop common assessments and benchmarks that are implemented throughout the year. Data teams analyze the results of these common assessments to ensure student success and identify areas of remediation.

Every year the assistant superintendent presents academic achievement to the community in the form of a student assessment results report. Results on CAPT, PSATs, SATs, AP, and student post-secondary plans are shared with the community at large. On a more individual basis, student progress is monitored through the use of the PowerSchool student and parent portal where families have immediate access to grades and attendance. All teachers have participated in a school-wide goal with the aim of increasing parent communication to ensure student success. This gives teachers several opportunities throughout the year to inform parents and students about progress in the classroom.

Part VI School Support

1. School Climate/Culture

Masuk High School enjoys a positive school climate where students and teachers are both supported and valued. The Masuk mission statement charges us with challenging and empowering our students. Masuk's passionate teachers use research-based best practices to deliver an engaging curriculum. Student empowerment begins with an open enrollment philosophy. Teachers recommend courses and levels, however students and their parents are encouraged to enroll in the level of challenge they desire. In addition, Masuk's AP and college-credit courses are not "gate-kept" by strict prerequisites, but designed to encourage students to challenge themselves.

Our academic climate is designed to motivate students by celebrating academic success. School-wide activities centered around learning motivate students to apply their knowledge outside of the classroom. Examples include the annual Spectagala Day in the school library, where all departments collaborate to offer hands-on learning about a certain theme, and the Pi Day fair, where math students create authentic activities for all students to participate. A culminating senior project, called Capstone, allows students to demonstrate a summary of their learning K-12 in a self-selected format, through logging field work, shadowing a mentor from the community, completing a research paper, and presenting to a panel of judges.

Students' social and emotional development is encouraged by our developmental guidance curriculum which spans all four years and interacts with our advisory program. Advisory curriculum includes character development lessons, community activism, and personal problem-solving and self-advocacy skills. Advisory meets in small groups once every two weeks, and students have the same advisor for all four years. Our community service program is a robust experience for students, and those who complete 100 hours or more by senior year are honored at graduation. The graduating class as a group typically logs over 20,000 hours of community service. School programs such as Panther's Pride highlight the social and emotional successes of students caught "doing the right thing" and publicly celebrates Masuk's core value of kindness to others. Clubs such as Interact, for community service, or Unified Sports, a universally accessible athletic program, promote inclusiveness and a positive climate for all students.

Masuk also strives to support teachers positively. Monthly faculty meetings, called Faculty Assembly, are run by a teacher leader who creates the agenda and conducts the meetings. Teachers also comprise the Academic Climate Committee, a group that meets regularly to discuss school-wide concerns and collaborate with administration to create policy. Monroe's professional development and curriculum committees are comprised of teachers who collaborate to develop policy and approve curriculum revisions.

2. Engaging Families and Community

Family and community engagement is a priority at Masuk High School. For the last two years, the principal has created a goal that supports engagement. This year's goal was created by a district survey where 78% of parents indicated that Masuk High School offered many ways to be involved in their child's education. The goal for 2014-15 is to increase the percentage to 85%. Every teacher has a parent communication goal as part of his or her evaluation plan. Success on this goal is measured by the frequency and quality of teacher communications with parents and students. All teachers maintain an updated website through Edline, our online software platform. In addition, teachers keep an electronic gradebook through PowerSchool, Masuk's student information system. The website and gradebook allow for transparency and foster greater communication between teachers, students and parents.

The principal makes a concerted effort to utilize all resources at his disposal to maintain contact with students, parents and the community. To improve school climate and create a connection with all students, the principal calls each child on his/her birthday. The principal also uses SchoolMessenger, Masuk's alert and notification system, to pass along important information via text and email. SchoolMessenger also has a feature that allows messages to be sent directly to parents' home and cell phones. The principal sends a phone message every Sunday night at 7:00 pm to celebrate school and student success and keep parents apprised of all upcoming events and activities.

Starting with the class of 2013, a capstone project was introduced and became a graduation requirement for all seniors. The capstone project gives students an opportunity to explore a topic of interest or possible career path in greater detail. The project requires students to find mentors, complete field-work, write a research-based reflection paper, and present to an evaluation panel. A large number of community volunteers are needed to serve in the roles of mentors and judges. In order to recruit community volunteers, the principal and the capstone coordinators visited several local organizations (the Rotary Club, the Lions Club, the Chamber of Commerce, Toastmasters International, etc...) to detail the extent of the students' projects and community involvement. The principal and coordinators also utilized the local newspaper, The Monroe Courier, to disseminate more information and solicit additional volunteers. Now in its third full year, the program is a huge success and symbolizes the positive benefits that result when the school and community collaborate together.

3. Professional Development

The goal of Masuk High School's professional development is to help teachers analyze data to improve instruction, identify ways to address student needs and increase knowledge of best practices. Significant meeting time has been devoted after school, over the summer and during professional development days for these purposes. In addition, the principal and the professional staff engage in a variety of professional development efforts designed to improve student learning at each monthly faculty meeting. The principal periodically shares professional articles, findings from walk-throughs, and other resources for teachers in his periodic "Masuk Update" emails. These materials provide an opportunity for faculty members to reflect and to self-assess teaching methods, strategies, and priorities with the goal of improving instruction.

Monroe offers four full days of in-service training each school year along with monthly Monroe Institute topics; a training plan that has been developed collaboratively by administrators and teachers on the district Professional Development Committee. Emphasis this year has been on student engagement, improving literacy across the disciplines, and on research-based best practices. Periodic walk-throughs by teams of administrators and teachers through cross-discipline classes provide an opportunity to further guide instruction and foster teacher reflection about their craft. In addition, teachers are encouraged to further their own learning through a partial tuition-reimbursement program funded by the Board of Education.

The Connecticut State Educator Evaluation System (SEED) provides teachers an opportunity to plan and self-assess methods and strategies through a series of professional interactions. There are several meetings between the teacher and their instructional leader for the purpose of collaborative goal-setting at the beginning of the year that foster interdependence aimed at improving student achievement. Teachers are asked to reflect on their practice and, with their evaluator, develop a plan to improve teaching and learning, resulting in personalized professional development plans for each teacher.

Teachers frequently use external sources to bring current research-based practices into their classrooms. Teachers are encouraged to attend conventions, conferences, and seminars to enhance teaching skills. World language teachers attend Connecticut Council of Language Teachers. English teachers have attended several conferences, including the National Council of Teachers of English (NCTE) and the Columbia University Teachers College Literacy Programs. Math teachers have attended the Associated Teachers of Mathematics in Connecticut (ATOMIC) and National Council of Teachers of Math (NCTM.) Science teachers attend the National Science Teachers Association conference and state and RESC-based collaboration meetings. Several faculty members have attended and presented at the Connecticut Educators Computer Conference (CECA), Connecticut Association of School Librarians (CASL), International Society of Technology in Education (ISTE) and Florida Education Technology Conference (FETC.)

Monroe's teacher and leader capacity has grown rapidly, due to our individualized approach to professional development.

4. School Leadership

The leadership philosophy at Masuk High School is best described as distributive in nature where input is gathered from all stakeholders before decisions are finalized. Maximizing student benefit is at the heart of every decision made at Masuk.

At the beginning of the 2013-14 school year, the administrative team at Masuk High School underwent a transformative process. For years, curriculum experts in each discipline served as department heads. This model required that the heads of each department remain in the teachers' bargaining unit. This changed in 2013-14 with the movement to instructional leaders in each discipline. The new instructional leader model moved this personnel to the administrators' bargaining unit where they assumed curricular responsibilities from grade 6 to grade 12. Beyond the obvious benefit with staff evaluation, the 6-12 instructional leader model also offered articulation and vertical alignment across grade levels.

The instructional leaders meet with members of their respective departments three Wednesdays per month. These meetings are dedicated to analyzing data, collaborating on lessons, projects or assessments, and continuing reinforcement of effective teaching strategies to improve student learning. The instructional leaders encourage the teachers to craft the direction of these meetings. While the meetings are usually run and lead by the instructional leader, it is not unusual to observe a department meeting and find one of the teachers leading the group in a recent discovery or best practice.

The leadership team, which consists of the principal, assistant principals, and instructional leaders, meet bi-weekly to discuss opportunities to foster teacher and student growth. Results from standardized tests and/or district-developed assessments are often shared at these meetings and collaboration occurs to inform instruction and address best practices to improve student achievement.

Teachers are empowered to make positive changes at Masuk through a number of vehicles. The principal, assistant principal, instructional leaders, and teachers collaborate on the Academic Climate Committee to constantly pursue ways to improve student experiences at Masuk. Most recently, the Academic Climate Committee suggested an addition of graduation requirements that was ultimately adopted by the Board of Education. The Academic Climate Committee is currently looking at the efficacy of midterm examinations as the best indicators of student achievement.

Another indicator of distributive leadership is Masuk's unique approach to monthly faculty meetings. Faculty meetings are convened with a faculty assembly approach. Teachers are nominated and appointed by their peers to the positions of president, vice-president and secretary. The president solicits input from the staff to develop the monthly agenda. Following Robert's Rules of Order, the president runs the entire faculty meeting. Issues ranging from targeting academic improvement to maintaining appropriate disciplinary standards are often discussed. The principal is given time during each faculty meeting to deliver the "Principal's Report." The principal uses the faculty meetings to not only disseminate important pedagogical information, but also to receive critical feedback on ways to improve school climate and culture.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Connecticut Academic Performance Test</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2013</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	96	92	94	98	95
Goal and Above	80	65	72	80	75
Number of students tested	313	285	294	324	355
Percent of total students tested	98	93	98	98	97
Number of students tested with alternative assessment		15			
% of students tested with alternative assessment	2	5	2	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and Above	86	86	83	95	86
Goal and Above	71	45	46	68	57
Number of students tested	21	29	24	19	14
2. Students receiving Special Education					
Proficient and Above					
Goal and Above					
Number of students tested					
3. English Language Learner Students					
Proficient and Above					
Goal and Above					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and Above					
Goal and Above					
Number of students tested					
5. African- American Students					
Proficient and Above					
Goal and Above					
Number of students tested					
6. Asian Students					
Proficient and Above					
Goal and Above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and Above					
Goal and Above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and Above					
Goal and Above					
Number of students tested					
9. White Students					
Proficient and Above	96	92	95	97	96
Goal and Above	81	64	74	81	77
Number of students tested	268	257	259	299	311
10. Two or More Races identified Students					
Proficient and Above					
Goal and Above					
Number of students tested					
11. Other 1: Other 1					
Proficient and Above					
Goal and Above					
Number of students tested					
12. Other 2: Other 2					
Proficient and Above					
Goal and Above					
Number of students tested					
13. Other 3: Other 3					
Proficient and Above					
Goal and Above					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Connecticut Academic Performance Test</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2013</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	95	91	94	96	96
Goal and Above	71	65	57	66	71
Number of students tested	315	291	296	326	356
Percent of total students tested	99	95	99	99	97
Number of students tested with alternative assessment		11			
% of students tested with alternative assessment	2	4	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	83	81	81	90	100
Goal and Above	35	52	23	42	50
Number of students tested	23	31	26	19	14
2. Students receiving Special Education					
Proficient and above					
Goal and Above					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Goal and Above					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Goal and Above					
Number of students tested					
5. African- American Students					
Proficient and above					
Goal and Above					
Number of students tested					
6. Asian Students					
Proficient and above					
Goal and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Goal and Above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Goal and Above					
Number of students tested					
9. White Students					
Proficient and above	96	91	95	96	97
Goal and Above	73	64	59	68	72
Number of students tested	269	263	261	301	312
10. Two or More Races identified Students					
Proficient and above					
Goal and Above					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Goal and Above					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Goal and Above					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Goal and Above					
Number of students tested					

NOTES: