If we want things to change, we have to do something different.
Our Mission

Breakthrough New Haven provides a two-year program of comprehensive, rigorous academic preparation and high school placement counseling to high potential middle school students from New Haven public and parochial schools.

Breakthrough New Haven is also an in-depth teacher-training workshop that produces effective and innovative teaching and encourages talented high school and college students to pursue careers in education.

Our Partners

- Hopkins School
  www.hopkins.edu
- A Better Chance
  www.abetterchance.org
- New Haven Public Schools
  www.nhps.net
- R J. Julia Booksellers
  www.rjulia.com/
- Breakthrough Collaborative
  www.breakthroughcollaborative.org
- The Rassias Foundation
  www.dartmouth.edu/~rassias
- Sportsometry
  www.sportsometry.org
- Dept of Biochemistry & Molecular Biology
  Yale President’s Public Service Fellowship
  Roosevelt Institute of Yale University
  www.yale.edu
Message from the Director

Dear Friends,

I am pleased to present Breakthrough New Haven’s latest Annual Report and to share the successes of the past year. We continue to refine our practices, procedures and curricula as we maintain an unwavering focus on three primary objectives:

- Developing students’ academic skills in readiness for college preparatory high schools;
- Providing talented high school and college students with a formative exposure to a career in education;
- Ensuring that our students have the information and counseling necessary to gain access to and, ultimately, matriculate into the best college preparatory high schools.

Everything we do at Breakthrough New Haven directly or indirectly addresses these three goals. By maintaining a disciplined focus on academic skills, teacher training and high school placement, the 2008-2009 School Year Program and the 2009 Summer Program earned the accolades of the Breakthrough Collaborative, which reported:

“Breakthrough New Haven sets exemplary standards of academic excellence and rigor for both its middle school students and the talented high school and college students who teach both in the summer and in the after-school program during the school year. [Breakthrough New Haven] is a testament to the focus and stature of its host institution, Hopkins School, as the excellence of Hopkins is mirrored in the excellence of its Breakthrough program.”

The Breakthrough Collaborative’s evaluation reflected the commendable efforts and strong academic standards of our students and their parents, as well as our Teacher-Interns and Mentor Teachers. Of the twenty Summer Teacher-Interns, nine were Hopkins students, five were Hopkins alumni/ae and six others were from some of the finest universities in the United States. They and their peers brought to the students a visceral understanding of what it takes to succeed in academically demanding educational institutions. The Teacher-Interns’ academic experiences and successes informed their teaching and contributed considerably to the quality of their instruction and class content.

Our first year of high school placement counseling proved successful as well. We provided students and families with a wealth information about different types of college preparatory high schools as we demystified the admissions and financial aid processes. As a result, Breakthrough students matriculated into a greater diversity of college preparatory high schools than ever before. Our motto with respect to these efforts is simple: “The best decision is an informed decision.”

We have set recognized standards of excellence that we will not only maintain, but continue to improve upon. Because, as my father is fond of saying, “If we want things to change, we have to do something different.”

Sincerely,

Michael J. Van Leesten
October 1, 2009
Year One: 7th Grade

- **September**: Admissions applications distributed to New Haven middle schools
- **October—November**: Applications submitted; Applicants and families interviewed
- **Mid-November**: Applicants accepted; New Family Orientation Session
- **December**: After-School Program begins (Tuesdays and Thursdays)
- **April—June**: Parent Conferences – High School Options
- **May**: Summer Program Placement Tests; After-School Program Ends
- **June—August**: First Six-Week Summer Program

Year Two: 8th Grade

- **September**: SSAT Preparation classes begin; High school application workshops
- **October**: First high school admissions applications submitted
- **November**: First financial aid applications submitted
- **Mid-November**: SSAT Preparation classes conclude; Students take SSAT
- **December**: After-School Program begins (Tuesdays and Thursdays)
- **April**: High school admissions notifications
- **May**: Summer Program Placement Tests; After-School Program Ends
- **June—August**: Second Six-Week Summer Program
First Year Students

12
Middle schools (10 public and 2 parochial) were represented by 7th graders who completed their first year with Breakthrough.

61%
Will be the first in their families to graduate from college.

100%
All 7th graders fulfilled the academic requirements of the 2008-2009 After-School Program.

97%
32 of 33 students successfully completed the academic requirements of the 2009 Summer Program.

7th Graders’ Middle Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betsy Ross Arts Magnet School</td>
<td>1</td>
</tr>
<tr>
<td>Barnard Magnet School</td>
<td>1</td>
</tr>
<tr>
<td>Conte/West Hills Magnet School</td>
<td>4</td>
</tr>
<tr>
<td>Edgewood Magnet School</td>
<td>1</td>
</tr>
<tr>
<td>Elm City College Prep</td>
<td>3</td>
</tr>
<tr>
<td>Fair Haven Middle School</td>
<td>2</td>
</tr>
<tr>
<td>J.S. Martinez Magnet School</td>
<td>5</td>
</tr>
<tr>
<td>Katherine Brennan School</td>
<td>1</td>
</tr>
<tr>
<td>King/Robinson Magnet School</td>
<td>2</td>
</tr>
<tr>
<td>St. Aeden/St. Brendan School</td>
<td>4</td>
</tr>
<tr>
<td>St. Martin De Porres Academy</td>
<td>2</td>
</tr>
<tr>
<td>Wintergreen Interdistrict Magnet School</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total 7th Graders</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

Second Year Students

81%
21 of 26 8th graders successfully fulfilled the academic requirements of the 2008-2009 After-School Program.

90%
19 of 21 eligible 8th graders returned to participate in the 2009 Summer Program.

100%
19 of 19 successfully completed the academic requirements of the 2009 Summer Program.

100%
19 of 19 program graduates matriculated into college preparatory high school programs.

8th Graders’ Middle Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amistad Academy Middle School</td>
<td>5</td>
</tr>
<tr>
<td>Conte/West Hills Magnet School</td>
<td>3</td>
</tr>
<tr>
<td>Edgewood Magnet School</td>
<td>1</td>
</tr>
<tr>
<td>Elm City College Prep</td>
<td>1</td>
</tr>
<tr>
<td>J.S. Martinez Magnet School</td>
<td>1</td>
</tr>
<tr>
<td>St. Aeden/St. Brendan School</td>
<td>3</td>
</tr>
<tr>
<td>St. Martin De Porres Academy</td>
<td>1</td>
</tr>
<tr>
<td>Wintergreen Interdistrict Magnet School</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>
2008-2009 School-Year Teacher-Interns

14 Teacher-Interns team-taught academic subjects in 7 classrooms.

13 Hours of teacher training were provided to our Teacher-Interns.

3 Schools were represented by our Teacher-Interns: Hopkins, Yale, and Career High School.

2 Mentor Teachers guided and observed the Teacher-Interns.

2 Academic subjects were taught: Math (Algebra or Pre-Algebra) and History Research Workshop.

1 Day per week academic subjects were taught.

4:1 Student-Teacher ratio

Mentor Teachers

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Errol Saunders</td>
<td>Hopkins School – History</td>
</tr>
<tr>
<td>Andrea Sorrells</td>
<td>Wilbur Cross High School – Math</td>
</tr>
</tbody>
</table>

Teacher-Interns

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giovanni Emeestica</td>
<td>Hill Regional Career H.S.</td>
</tr>
<tr>
<td>Lainee Burnette</td>
<td>Hopkins School '11</td>
</tr>
<tr>
<td>Christina Farrell</td>
<td>Hopkins School '10</td>
</tr>
<tr>
<td>Sebastian Giglio</td>
<td>Hopkins School '10</td>
</tr>
<tr>
<td>Rasa Guarnaccia</td>
<td>Hopkins School '10</td>
</tr>
<tr>
<td>Taliya Lantsmann</td>
<td>Hopkins School '10</td>
</tr>
<tr>
<td>Jung-Eun Lee</td>
<td>Hopkins School '10</td>
</tr>
<tr>
<td>Kayla Reardon</td>
<td>Hopkins School '10</td>
</tr>
<tr>
<td>Jill Stadterman</td>
<td>Hopkins School '10</td>
</tr>
<tr>
<td>Caroline Albert</td>
<td>Yale University</td>
</tr>
<tr>
<td>Rachel Cooke</td>
<td>Yale University</td>
</tr>
<tr>
<td>Blair Lanier</td>
<td>Yale University</td>
</tr>
<tr>
<td>Abby McCartney</td>
<td>Yale University</td>
</tr>
<tr>
<td>Rebecca Serbin</td>
<td>Yale University</td>
</tr>
</tbody>
</table>
2009 Summer Teacher-Interns

20 Teacher-Interns taught twice daily.

9 Colleges and universities were represented by our Teacher-Interns.

2 High schools, Choate Rosemary Hall and Hopkins School, were represented by our Teacher-Interns.

9 Current Hopkins students served as Teacher-Interns (a record!)

Mentor Teachers supported Teacher-Interns with lesson-planning, observations, and feedback.

6 Hopkins School alumni served as Teacher-Interns.


2.5:1 Student-Teacher ratio

Mentor Teachers

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Calderone</td>
<td>Hopkins School – Drama/English</td>
</tr>
<tr>
<td>Adam Sperling</td>
<td>Hopkins School – Math</td>
</tr>
<tr>
<td>Martha Combs</td>
<td>Edgewood School – World Languages</td>
</tr>
<tr>
<td>Kathleen Woodward</td>
<td>Wilbur Cross High School – English</td>
</tr>
<tr>
<td>Errol Saunders</td>
<td>Hopkins School – History</td>
</tr>
<tr>
<td>Benjamin Taylor</td>
<td>Hopkins School – Science</td>
</tr>
</tbody>
</table>

Teacher Interns

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marguerite Paterson ’08</td>
<td>Bates College</td>
</tr>
<tr>
<td>Michael Polito</td>
<td>Catholic University</td>
</tr>
<tr>
<td>Madeleine Broder</td>
<td>Choate Rosemary Hall ’09</td>
</tr>
<tr>
<td>Ellen Viser</td>
<td>Davidson College</td>
</tr>
<tr>
<td>Lainee Burnette</td>
<td>Hopkins School ’11</td>
</tr>
<tr>
<td>Christina Farrell</td>
<td>Hopkins School ’10</td>
</tr>
<tr>
<td>Rasa Guarnaccia</td>
<td>Hopkins School ’10</td>
</tr>
<tr>
<td>Lainee Burnette</td>
<td>Hopkins School ’11</td>
</tr>
<tr>
<td>Kayla Reardon</td>
<td>Hopkins School ’10</td>
</tr>
<tr>
<td>Jill Stadterman</td>
<td>Hopkins School ’10</td>
</tr>
<tr>
<td>Franklin Sylvester</td>
<td>Hopkins School ’10</td>
</tr>
<tr>
<td>Miriam Marek ’06</td>
<td>Princeton University</td>
</tr>
<tr>
<td>Anthony Muhammad</td>
<td>Providence College</td>
</tr>
<tr>
<td>Christine Parente</td>
<td>Skidmore College</td>
</tr>
<tr>
<td>Ariel Dobkin ’08</td>
<td>Washington Univ. @ St. Louis</td>
</tr>
<tr>
<td>Himilcon Inciarte</td>
<td>Williams College</td>
</tr>
<tr>
<td>Marlon Forrester</td>
<td>Yale University</td>
</tr>
<tr>
<td>Benjamin Watsky ’08</td>
<td>Yale University</td>
</tr>
</tbody>
</table>
2008-2009 School Year Program

Mathematics

Under the leadership of Mentor Teacher Andrea Sorrells, the Math Teacher-Interns designed and taught both Pre-Algebra and Algebra classes. The course content was designed based on input from math teachers of several public and independent high schools our students typically attend after completing Breakthrough.

Algebra
This course prepared our 8th graders for independent schools’ Algebra diagnostic tests in order to facilitate enrollment in Geometry in 9th grade. Studying Geometry as freshmen will allow our students to study Calculus by 12th grade. Topics included graphing and solving multi-step linear equations, inequalities, systems of equations, and factoring polynomials.

Pre-Algebra
Our Pre-Algebra curriculum ensured that our 7th graders mastered the basics of pre-algebra in preparation for Algebra in both the Summer Program and in school during 8th grade. Topics included the properties of real numbers as well as solving and graphing one- and two-step linear equations.

History Research Workshop

Under the leadership of Mentor Teacher Errol Saunders, the After-School Program Teacher-Interns led students through the process of history research writing. The course focused on the key elements of research writing. Specifically, students learned how to:

- Navigate a variety of library resources;
- Identify reliable internet sources;
- Use structured note-taking techniques (Cornell Notes);
- Document sources with footnotes and bibliographies;
- Write arguable, exhaustive and concise thesis statements;
- Organize and outline their research ideas;
- Write evidence-based paragraphs to advance the arguments made in their thesis statements; and
- Systematically proof-read their own and their peers’ work product.
2009 Summer Program

Mathematics

Building on the work done during the school year, Mentor Teacher Adam Sperling and the Math Teacher-Interns designed courses covering Algebra and Geometry. Rising 9th graders studied Geometry and Algebraic Applications in Geometry in preparation for math classes in their new college preparatory high schools. Rising 8th graders studied Algebra to help them prepare for the curricula in both their middle schools and in the coming School Year Program.

Algebra and Geometry
Our emphasis on academic skill development was designed to help students achieve the following:

- Develop reliable class notes in preparing for tests and quizzes;
- Communicate using the vocabulary of mathematics;
- Use a variety of problem solving strategies;
- Explain their thought process in working through a problem (meta-cognition);
- Translate “real world” situations and verbal expressions into algebraic sentences; and
- Accurately and thoroughly review and correct their work.

History Research Workshop

Again lead by Mentor Teacher Errol Saunders, the History Teacher-Interns designed and implemented their own curricula. Using common, coordinated, medium- and long-term objectives, the teacher-interns designed courses that used historical content as a means to guide students’ skill development in note-taking, critical reading, and thesis-driven research writing. The four topics of study offered to students were:

- **The Great Debate** Freedom of speech? The right to a fair trial? These basic rights almost didn’t make it into the Constitution! Should the Bill of Rights be included in the Constitution?

- **The Nazi Party** How did the Nazis emerge from the fringes to the mainstream of German society by mixing nationalism with economic depression and thirst for power?

- **Quest for Balance** What causes war? Since the 19th century, Europeans have been trying to avoid wars through alliances. In this class, follow events in this turbulent region as its countries continuously fight conflicts in an attempt to establish a permanent balance of power in order to finally bring peace to the continent.

- **You Say You Want a Revolution** The political and social movements of the ‘60s and ‘70s defined a generation as young people organized sit-ins at Berkeley, marched on Washington D.C., and congregated for the music festival Woodstock. How do these movements still affect us today?
2009 Summer Program

English Literature

Under the leadership of Mentor Teachers Kathleen Woodward and Michael Calderone, the English Teacher-Interns prepared Breakthrough students to thrive academically in college preparatory English classes. Students read (and performed parts of) Shakespeare’s MacBeth.

Expository Writing

Students composed, revised and edited essays while incorporating all the essential elements of a well written academic composition, including:

- Well-developed thesis statements and introductory and body paragraphs;
- Conclusions that synthesize information as well as explain and evaluate themes;
- Use of textual evidence from the text to support opinions and judgments; and
- Proper citation using MLA format.

Textual Analysis

Students engaged in active reading and group discussions in order to interpret and evaluate text. Topics of study included:

- The use of literary conventions and devices; and
- The function of various features of dramatic literature, including soliloquies, dialogues, and stage directions and design.

Science

Mentor Teacher Ben Taylor, in collaboration with Lynn Regan PhD of Yale University’s Department of Biochemistry and Molecular Biology, designed a curriculum that addressed the development of essential skills needed for high school science courses, provided exposure to biology, chemistry, and physics, and offered the experience of realistic, contemporary laboratory work.

Essential Skills

- Efficiency and time management;
- Accurate and thorough data recording;
- Laboratory safety protocols and procedures;
- Observational and measurement skills; and
- Techniques in lab report writing

Experiments in Bioflorescence

Breakthrough students conducted laboratory experiments in which they gained hands-on experience with cutting edge experiments and lab technology. The Summer Science Program culminated in their genetically transforming E. Coli bacteria to make them glow in the dark!
2009 Summer Program

World Languages

Mentor Teacher Martha Combs, in collaboration with The Rassias Foundation of Dartmouth College, helped the World Languages Teacher-Interns provide, for the first time, multiple levels of language instruction. During the course of a two-day workshop, our Teacher-Interns were taught The Rassias Method, an acclaimed instructional method that provides teachers with specific techniques, tools and procedures designed to address a variety of learning modalities and to foster spontaneity and dynamism in the classroom. Instruction in World Languages provides our students with the essential skills necessary to thrive in the foreign language courses required by college preparatory high schools.

Spanish and French
Spanish Teacher-Interns taught classes at three distinct levels: beginner, intermediate (equivalent to 2nd year middle school), and a course for native speakers that focused on literature and more complex grammar. Meanwhile, the French Teacher-Interns taught beginner and intermediate level courses. All classes emphasized the oral communication skills with applications of both grammar (i.e. verb conjugation, syntax, etc.) as well as important linguistic subtleties (i.e., gender, estar vs. ser, conocer vs. saber, savoir vs. connaître, etc.)

Selected Co-curricular Activities

High School Options Workshop
Rising eighth-graders participated in a twelve-class workshop where they learned about the wide variety of high schools available to them and how well the various schools fit their academic and co-curricular interests.

Career Day
New Haven professionals from New Alliance Bank, New Haven Fire Department, and Office of the Public Defender of the State Superior Court, Yale New Haven Hospital, and Zared Enterprises hosted Breakthrough students and provided insight and exposure to a variety of careers.

African-Drumming
For the 6th consecutive year, Henry Kwame Jones of Infinite Roots lead our students through his African Drumming Workshop.

Celebration/Parents’ Night!
Dean of Faculty Martha Combs designed and coordinated this, our culminating event of the Summer Program. The event included in-class presentations by Teacher-Interns to parents and awards ceremonies for students.
High School Placement

We advise students to matriculate into high schools where at least 75% of students (and preferably 100% of students) attend 4-year colleges immediately after graduation. Research has proven that attending academically strong high schools with college-bound peers is the best way to ensure that students will ultimately complete a bachelors degree. According to the U.S. Dept. of Education, 82% of students who experience an academically intense high school curriculum ultimately complete college. (The Toolbox Revisited, 2006)

100% All of our most recent graduates matriculated into college preparatory high school programs.

95% 18 of 19 recent graduates are now attending high school programs that regularly send more than 75% of their graduates directly to four-year colleges.

Recent Graduates’ New High Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Better Chance - Amherst H.S. (MA)</td>
<td>1</td>
</tr>
<tr>
<td>Cooperative Arts and Humanities High School</td>
<td>1</td>
</tr>
<tr>
<td>Hamden High School</td>
<td>3</td>
</tr>
<tr>
<td>Hill Regional Career High School</td>
<td>2</td>
</tr>
<tr>
<td>Hopkins School</td>
<td>3</td>
</tr>
<tr>
<td>North Branford High School (Open Choice)</td>
<td>1</td>
</tr>
<tr>
<td>Notre Dame High School (West Haven, CT)</td>
<td>2</td>
</tr>
<tr>
<td>Sacred Heart Academy (Hamden, CT)</td>
<td>4</td>
</tr>
<tr>
<td>The Taft School</td>
<td>1</td>
</tr>
<tr>
<td>Wilbur Cross High School (Honors Program)</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

The Basic Standards of a College Preparatory High School Program

- The program offers a strong four-year college preparatory core curriculum (4 years each of English, math, foreign language, history, and laboratory science), with a clear track to honors, Advanced Placement, International Baccalaureate, and/or other college-level coursework by twelfth (preferably eleventh) grade; and
- The program offers a wide variety of extracurricular activities through which students can develop their talents and leadership skills.
High School Placement Program

In this, our initial year of high school placement, all of our graduates matriculated into a broad range of bona-fide, college preparatory high school programs. We provided students and families with access to thorough and specific information detailing the wide variety of educational opportunities available.

Parent Conferences. We conducted individual meetings with the families to explain the high school admissions process and to discuss alternatives including public, parochial, boarding and independent day schools.

High School Options Workshop. This series of seminars for rising 8th graders promoted discussion and comparison of different types of high schools.

High School Options Workbook. This guide book included in-depth profiles of 12 public, parochial, and independent day and boarding schools.

SSAT Preparation. Our SSAT preparation classes consisted of 20 sessions and culminated with the official exam in November.

SSAT Flex Test Site. Hopkins School, in partnership with A Better Chance (ABC), served as a test site for the SSAT.

Guidance. We conducted numerous seminars and one-on-one meetings with students and families in order to guide them through admissions and financial aid application processes.

A Year-Over-Year Comparison of Breakthrough Graduates’ High Schools

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public Schools 77%</td>
<td>Public Schools 47%</td>
</tr>
<tr>
<td></td>
<td>Parochial Schools 9%</td>
<td>Parochial Schools 32%</td>
</tr>
<tr>
<td></td>
<td>Independent Schools 14%</td>
<td>Independent Schools 21%</td>
</tr>
</tbody>
</table>
Revenues were sufficient to cover our expenses thanks to the generous contributions of our donors and Hopkins School. The majority of the contributions came from foundations, individuals, Hopkins School and endowment earnings.

Expenses for the fiscal year ending June 30, 2009 were $214,696 (approximately $4,000 per student). Major expense items included salaries and benefits, stipends for Mentor Teachers and Teacher-Interns, transportation, books, and classroom supplies.

Hopkins School provides all goods and services necessary to cover typical overhead costs. The in-kind goods and services include: office space and related amenities, photo copying and scanning, utilities, computers and software, telecommunications and internet access, web-site maintenance, insurance, bookkeeping, accounting and tax services, gift administration, maintenance and janitorial services, postage, selected classroom supplies and full use of its 108-acre campus, including classrooms and athletic facilities.

100% of the donations received from individuals and foundations covers the costs of services and programming that directly serve our students and Teacher-Interns.
Contributors

**Financial Donations**
(July 1, 2008 - June 30, 2009)

Mr. Kenneth F. Ackerman  
Mr. and Mrs. Richard L. Alleyne  
Mrs. Elizabeth Bradley Benedict '40  
Breakthrough Collaborative  
Mr. Lincoln W. Caplan '68 HGS  
Mr. Richard B. Carroll and Ms. Barbara Roach  
Mrs. Carol Barbesino Clark '74  
Mr. and Mrs. Stephen J. Clark  
The Community Foundation for Greater New Haven  
Mr. Ben L. Cook  
Ms. Deidre Cuffee-Gray '82  
Mrs. Evelyn A. Dermer  
Mr. William F. Dow III '59 HGS  
Ms. Catherine Goldenheim  
Dr. and Mrs. William C. Graustein  
Mrs. Kaatri Boies Grigg '63 DPH  
Mr. William J. Kneisel '65 HGS  
Mr. Peter A. Langerman '73  
Dr. Richard Milstein  
Mr. Ernest R. Peterson  
Mr. H. Thach Pham and Ms. Karin Render  
Dr. Stephen E. Possick '89  
Mr. and Mrs. James M. Reidy, Jr.  
Ms. Barbara M. Riley  
Dr. and Mrs. Harvey L. Ruben  
The Seedlings Foundation  
The Smart Family Foundation, Inc.  
Dr. Martin L. Sumner  
Mr. Michael Van Leesten and Ms. Beth Merkin  
Mr. Arnold B. West '81  
Mr. and Mrs. Edward A. Zelinsky

**In-Kind Services Donated**
(July 1, 2008 - June 30, 2009)

**Professional Services**

Ms. Shelly Gibson—Adam Krieger Adventure Program  
Mr. Lee Cruz—Translation Services  
New Haven Public Schools—Summer Program Transportation  
Dr. Lynn Regan—Science Curriculum Development  
Mr. Octavio Sotelo—Document Translations  
Mrs. Maria Zea—Document Translations/Administrative

**High School Volunteers**

Dana Apkon '10  
Sebastian Giglio '10  
Sarah Mehrrota '10  
Hannah Stone '10  
Shawn Charles '12  
Georgia Galvin '13  
Taashay McDuffie '12  
Kevin Suggs  
Robert Chu '13  
Johnattan Gonzalez  
Tessa McGann '12  
Rebecca Watsky '10  
Acacia Courtney '10  
Alexander Jaffe  
Charles Proctor '13  
Luyi Zhang '11  
Kathryn Farrell '12  
Nyah Macklin '12  
Anna Smilow '11

**Corporate Contributions**

R.J. Julia Booksellers—Madison, CT

**Career Day Hosts**

Mr. Paul McCraven—New Alliance Bank  
Mr. Edward Wynne—New Haven Fire Department  
Ms. Beth Merkin, Esq.—Office of the Public Defender of The State of Connecticut  
Dr. Gail D’Onofrio—Yale-New Haven Hospital  
Ms. Regina Winter—Zared Enterprises LLC

**Special Thanks**

The Staff, Faculty and Administrators of Hopkins School  
The Teachers, Guidance Counselors and Administrators of New Haven Public Schools, Achievement First, Wintergreen Interdistrict Magnet School (ACES), St. Aedan/St. Brendan School and St. Martin De Porres Academy  
The Staffs of Squash Haven and Summer Buds (Yale University)
Change Service Requested

Notice: Postal regulations require the school to pay 50 cents for every copy not deliverable as addressed. Please notify us of any change of address, giving both the old and new address.