2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

REVISED – MARCH 19, 2005

Cover Sheet

Type of School: __ Elementary _X_ Middle _X_ High __ K-12

Name of Principal ___Mr. Steve Chamberlin_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name ___Hopkinton High School_____
(As it should appear in the official records)

School Mailing Address ___297 Park Avenue_____
(If address is P.O. Box, also include street address)

___Contoocook_____NH_____03229-0297_____
City State Zip Code+4 (9 digits total)

County _____Merrimack_____ School Code Number*___330390000177_____

Telephone (603) 746-4167 Fax (603) 746-5109

Website/URL www.hopkintonschools.org E-mail schamberlin@hopkintonschools.org

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

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Richard Ayers_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hopkinton School District Tel. (603) 746-5186

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

_____ Date_____
(Superintendent's Signature)

Name of School Board Mr. Arpiar Saunders
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it 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.*

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or 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 2004-2005 school year.

3. If the school includes grades 7 or higher, it has 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. 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 the 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.

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

1. Number of schools in the district:
   __2___ Elementary schools
   __1___ Middle schools
   __0___ Junior high schools
   __1___ High schools
   __--___ Other

   ___4__ TOTAL

2. District Per Pupil Expenditure: _$9,241.41_____

   Average State Per Pupil Expenditure: _$8,022.55_____

SCHOOL (To be completed by all schools)

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

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

4. 2_____ Number of years the principal has been in her/his position at this school.

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**	52	38	90
K				**8**	37	51	88
1				**9**	46	34	80
2				**10**	49	55	104
3				**11**	40	43	83
4				**12**	50	43	93
5				**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					538

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

98 % White
<1 % Black or African American
<1 % Hispanic or Latino
1 % Asian/Pacific Islander
<1 % American Indian/Alaskan Native
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: 2 %

(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.	4
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	538
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

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

Number of languages represented: N/A
Specify languages:

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

Total number students who qualify: 25

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: ___13_____%
____74____Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

__2__Autism	____Orthopedic Impairment
____Deafness	_13___Other Health Impaired
____Deaf-Blindness	_51___Specific Learning Disability
____Emotional Disturbance	__7__Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
__1__Mental Retardation	____Visual Impairment Including Blindness
__1__Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	___2____	___0_____
Classroom teachers	___41____	___15_____
Special resource teachers/specialists	___--____	___--_____
Paraprofessionals	___9____	___2_____
Support staff	___5____	___0_____
Total number	___57____	___17_____

12. Average school student-"classroom teacher" ratio: __17:1_____

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	95%	95%	94%
Daily teacher attendance	88%	90%	86%	92%	93%
Teacher turnover rate	0%	0%	6%	12%	12%
Student dropout rate (middle/high)	2%	2.4%	2.4%	0%	0%
Student drop-off rate (high school)	1%	1.3%	1.4%	1%	1%

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	__87___
Enrolled in a 4-year college or university	__76__%
Enrolled in a community college	__10__%
Enrolled in vocational training	__0__%
Found employment	_ 12__%
Military service	__1__%
Other (travel, staying home, etc.)	__0__%
Unknown	__1__%
Total	100 %

PART III - SUMMARY

Hopkinton High School has served the Hopkinton community for 101 years. Grades 7 – 12 are organized into two schools: a grade 7 and 8 middle school which organizes instruction around teams and a grade 9 – 12 high school organized by departments. The middle and high schools' 540 students and 83 staff members take tremendous pride in our many strengths.

We are proud of the middle and high schools' positive and energetic climate. The student center/cafeteria is filled with the "buzz" of student work, as students work together on projects in the halls and the walls display a variety of student art work. In classrooms, strong relationships exist between students and teachers. It is common to see an informal atmosphere of teachers and students working side by side in the pursuit of learning in a number of settings.

We are proud of the middle and high schools' incredibly rich curricula. A typical middle school student begins his/her day with a World Language class (a choice of French, German or Spanish) followed by one of six unified arts (Family and Consumer Science, Wood Technology, Computer Aided Design, Music, Drama, and Art). The four "core" classes of mathematics, social studies, English and science occur during the middle of the day. A middle schooler's day ends with opportunities for chorus, physical education, band, a home based advisory program, and study hall. The middle school offers an "Adventure in Reading" class, guided study halls, and various learning centers to support all students' unique educational needs.

A high school student experiences eight blocks over a two day period (A-B block schedule). Student opportunities include five Advanced Placement (AP) courses, an elective-based social studies and English program for upperclassmen, laboratory-based science classes and math courses from Integrated 1 through Calculus II, as well as five levels of three World Languages, all five components of the "Project Lead the Way" engineering curriculum, art, music, theatre, adventure education, business and physical education classes. High school students have also had the recent opportunity to participate in an innovative Senior Project program.

Believing that busy young people are safer young people, we are proud of the vast co-curricular opportunities offered to students. Two-thirds of the students at HHS participate on one of twenty

two interscholastic athletic teams. Students also participate in a variety of clubs: ping pong club, "Student for the Environment" club, drama club, interact club, and a forensics club all have strong membership. Chapters of the National, French, German and Spanish Honor Societies are other important opportunities for young people.

The climate, the curricula, and the after-school opportunities support the mission statement below. A committee of teachers, students, administrators and a school board member developed the statement that was unanimously endorsed by the faculty and school board in December of 2004.

HOPKINTON MIDDLE/HIGH SCHOOL MISSION

We foster a learning environment that is safe, supportive, and respectful.
We promote personal integrity, intellectual curiosity, and civic responsibility.
We provide traditional and innovative opportunities for students to maximize their potential.

We look forward to making the mission statement an important part of the culture of Hopkinton Middle and High Schools. It represents our school's fundamental values and beliefs about student learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Description of the meaning of the school's assessment results in reading (language arts or English) and mathematics, including disparities among subgroups.

Hopkinton High School relies on a variety of assessment tools for our students. The one indicator that is standardized across our state is the standardized testing created within the New Hampshire Educational Improvement and Assessment Program; this assessment is an English/Language Arts and Math test given each year to all tenth graders. The NHEIAP is based on the New Hampshire Frameworks that outline expectations for English/Language Arts and Math study for grades 3, 6, and 10. [In 2004, the state created a new list of benchmarks called "Grade Level Equivalencies" (GLE) that will be assessed with a new assessment test that will phase out the NHEIAP test called the New England Common Assessment Program (NECAP).] The NHEIAP places each student's score on this test into one of four categories: Advanced, Proficient, Basic, or Novice. The State of New Hampshire specifies that those students who score at the "Basic" level and above have acquired the requisite skills outlined in the New Hampshire Frameworks. A full definition of each of these performance levels can be found on the state's website: www.ed.state.nh.us.

Since the inception of the NHEIAP testing, Hopkinton High School's performance has steadily improved; and over the past three years, that progress has been dramatic. Both English/Language Arts and Math scores consistently place our students among the top 10% of students in schools across New Hampshire. The progress has been most dramatic in the past three years, culminating in the school's 2003-2004 performance which led to the ranking of second in the state in Math and first in the state in English/Language Arts.

In Math in each of the last three years, the percentage of students who earned the "Advanced" designation increased from 9% in 2001-2002 to 13% in 2002-2003, and finally to 23% in 2003-2004. This is a 14% increase in the number of Advanced students over the three year period.

Furthermore, percentages of students at the "Proficient" level increased from 33% in 2001-2002 to 34% in 2002-2003 to 41% in 2003-2004, representing a 9% increase over this three-year period. Equally important, the number of students in the lowest category – "Novice" – declined from 21% to 15% to 9% over that same three-year time frame. These results placed Hopkinton High School second in the state's Math rankings in 2003-2004.

Results in the performance of students in English/Language Arts showed a more sizable increase in improvement than the impressive Math numbers. For example, the percentage of students at Hopkinton High School who placed in the top two proficiency levels climbed from 8% Advanced and 34% Proficient in 2001-2002, to 30% Advanced and 55% Proficient in 2003-2004. Our 2003-2004 performance compares favorably to state averages of 9% Advanced and 34% Proficient in the same year. Our performance in 2003-2004 placed us first among all high schools in the state English/Language Arts rankings for that year. Of equal importance as an indicator of student success is the steadily *decreasing* percentage of students at the "Basic" and Novice levels. Between 2001-2002 and 2003-2004 the percentage of students at Hopkinton High School who scored at the Basic level decreased from 48% to 13%, the percentage of students at the Novice level decreased from 10% to 1%.

Though we are proud of these results, we use other measures of student progress and achievement as well. We monitor the PSAT, SAT, ACT, and AP scores of those students who take those tests; we record college acceptance rates; and, we survey recent graduates (both college bound and non-college bound students) to determine students' preparedness for the rigors of college and the expectations in the world of work. These indicators, in combination with our traditional and innovative classroom assessment techniques, give each teacher a balanced picture of student performance.

2. Description of how the school uses assessment data to understand and improve student and school performance.

The school community of Hopkinton High School takes advantage of a variety of forms of assessment and has historically used assessment data to understand and improve student and school performance. In a recent survey presented to faculty in an effort to capture a "snapshot" of the types of assessments used at Hopkinton High School, results showed that the following assessment types are currently in use to assess students: class participation, tests, quizzes, presentations, papers/essays, labs, homework, projects, journals, and a variety of performance assessments. In addition, Hopkinton High School students take PSAT's, SAT's, AP tests, and the New Hampshire standardized test known as NHEIAP.

Part of our success with assessment comes from the teachers' desire to assess what our students know versus testing them for the sake of testing them. Following the release of the NHEIAP testing results, department heads at Hopkinton High School took a number of steps to understand how the students performed and scrutinized the test's questions in an effort to find ways to improve student performance. Department heads would get a copy of the test online, compare our school's scores with the state average, and then determine the types of questions that highlighted student weakness (these were typically indicated when our students scored lower on a specific question than the state average). The department heads would meet with members of the department and review the assessment results, question by question. The discussion proved to be

most worthwhile in determining how to go about correcting any areas of performance that were lower than expected.

Overall, teachers were expected to take a close look at how the students in our school were improving from year to year. This was an important process as each department looked carefully to be sure that local curriculum aligned with state standards and that the school was meeting the needs of all students on an annual basis.

3. Description of how the school communicates student performance, including assessment data, to parents, students, and the community.

While a great majority of the standardized testing facilitated by the state over the years has been publicized on state websites and in the newspapers, Hopkinton High School does a good job of communicating student successes in a number of forms. Teachers submit progress reports to parents that show how each student is progressing in the classroom based on in-class assessment results. Our school hosts an Open House night for parents and community members to visit and learn about student successes. We regularly publicize high honor and honor roll lists in the newspaper, as well as honor student performance with individual induction into the school's chapter of the National Honor Society. Hopkinton High School has had several Merit Scholars based upon individual PSAT scores and we have been able to highlight a variety of exemplary student performance in a weekly email note that we send to all parents.

In recent months we have had the opportunity to pilot a new assessment tool created by NWEA called the Measures of Academic Progress (MAP) assessment. This assessment gives students and teachers immediate results on assessment tests in English, Reading and Math, as well as offering teachers a plethora of information related to individual student performance within 48 hours. Ultimately, these tests might be used in parent conferences to discuss student improvement and levels of performance. While it is not our intention as a school to publicize individual scores, it is one more way to inform our instruction of students and help each student reach a level of achievement at the highest of his/her potential.

As a school, our philosophy to offer diverse assessments in the classroom only aids in our constant mission to improve individual student performance in every aspect of school life.

4. Description of how the school has shared and will continue to share its successes with other schools.

It is important to participate in activities and organizations as well as develop relationships that allow successes to be shared. Sharing successes always creates opportunities to learn. The sharing of "best practice" allows efficient replication as opposed to inefficient reinvention. There are a variety of ways that we share our successes that also provide important learning opportunities:

- Staff members participate on high school and university accreditation teams.
- Staff members attend and make presentations at national, regional and state conferences.
- Four to six college students a year complete their student teaching experience at Hopkinton High School.

- Faculty and students have participated in state-facilitated summits on the redesign of high school education.
- We collaborate with the administration and staff of neighboring schools.
- We encourage staff to publish articles in professional journals.
- We participate in pilot programs offering input on product design and training.
- We participate in a regional, professional development consortium.
- Teachers participate as master teachers in a nationwide engineering program.
- Teachers participate in the development of state wide assessments.

Our goal is to re-establish a monthly regional administrator meeting to share best practice. We have found that sharing promotes learning, and our sharing has improved our school.

PART V – CURRICULUM AND INSTRUCTION

1. Description of the school's curriculum, including the core of each curriculum area and a description of how all students are engaged with significant content based on high standards.

The curriculum at Hopkinton High School is meant to provide a comprehensive, rigorous, and relevant course of study for all students. Regarding the **mathematics** curriculum, Integrated Mathematics I and II are foundation courses covering basics in algebra, geometry, trigonometry, probability, and statistics which all students must take and pass. Third and fourth year options include Integrated Math III, Advanced Algebra and Geometry, Advanced Math, Calculus I and Calculus II. The **English** curriculum includes full-year honors and non-honors classes through freshman and sophomore years. Freshmen and sophomores focus on grammar, usage and vocabulary as well as on reading, writing, and analysis of fiction and non-fiction in a variety of genres including the short story, poetry, the novel, drama, and film. Junior/senior offerings develop skills in narration, description, exposition, and persuasion. Students must take two writing classes: Composition (required) and Journalism, Creative Writing, Public Speaking, or Technical English along with two literature-based electives (World Literature, Science Fiction, Women's Literature, Shakespeare, Modern American Literature, Nonfiction Seminar, or The Short Story). (Advanced Placement English is also available.)

The **science** curriculum offers laboratory classes such as Physical Science, Biology, Chemistry and Physics which emphasize scientific thinking, science process skills, methods of inquiry, and the integration of science concepts across the curriculum. Biology 2 Plus, Physics 2, and AP Chemistry offer much greater depth while other electives include Creative Chemistry and Environmental Science. The **Social Studies** curriculum offers full year courses in World History and U.S. History with honors credit available. Core expectations involve knowledge of key events, issues, movements and people at the various stages of human society. Economics is a required semester course and electives include The Law and You, Geography, Psychology I and II, Sociology, Contemporary Issues, Eastern Studies, 20th Century America, and Advanced Placement U.S. History. **World Language** offers French, Spanish, and German starting at Grade 7 with a potential for language up to 5 years. Listening and speaking skills along with an understanding of basic grammar begins the process, followed by proficiency-based listening, speaking, reading and writing skills. The customs and culture of the country are subjects of

continuing study. The fourth and fifth levels are mastery-based and move toward fluency. Opportunities for foreign travel and exchange programs exist.

Fine Arts include the visual, musical and dramatic arts. Hopkinton High School offers classes in drawing, two- and three-dimensional design, sculpture, ceramics, photography, and painting. In the area of music and theatre, fine arts include Chorus, Concert Band, Jazz Band, Steel Pan Band and Introduction to Theatre. Hopkinton offers **Business** electives from keyboarding to accounting and management courses available for college credit through Project Running Start. The **Computer** curriculum starts with an introductory course and advances to Desktop Publishing, Programming, and Yearbook Production which teach real-world projects with Page-maker and Pascal programs. The **Family and Consumer Sciences** department offers a required career pathways course along with courses in fiber arts, food preparation, human relationships and independent living skills. Hopkinton offers a required **Health** course as well as **Physical Education** and individual fitness courses. Several engineering courses are part of the **Project Lead the Way** program designed to help students explore five technology-related careers while potentially receiving college credit. **Technical Education** includes several wood technology classes and a lathe class. **Unique programs** that Hopkinton High School offers include internships, college courses through NH Technical Institute and New England College, peer instruction, independent study, adventure education and driver's education. Finally, Hopkinton High School participates in part-time **Cooperative Technical Education** for interested juniors and seniors through an arrangement with the Concord Regional Technology Education Center. Programs include but are not limited to: Auto Technology, Graphic Arts, Construction Technology, Criminal Justice, Culinary Arts, Early Childhood Ed., Health Science and Technology, and Marketing.

2b. Description of the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The English curriculum at Hopkinton High School is designed to increase a student's understanding of language in order to meet the broadest applications of its use. To help a student develop his or her understanding of language, our English program develops a student's skills and proficiency in writing, reading, listening, and speaking. English instruction, however, gives a student more than the ability to use language acceptably; language study gives a student a means of understanding. We teach students reading strategies that provide them the means to approach any text with confidence and then to express what they think and know in both written and oral formats. Skill acquisition is the focus of our ninth and tenth grade curriculum while skill application characterizes our English curriculum for eleventh and twelfth graders.

Ninth grade English introduces students to the characteristics of various literary genres and requires that they read in each of those genres over the course of their freshman year. Their writing instruction concentrates on the paragraph as the unit of composition but also provides instruction in all four modes of written discourse. In tenth grade students acquire close reading skills necessary for literary analysis and respond to the reading in a variety of written formats. Formal writing instruction emphasizes persuasive essay writing in response to questions associated with the students' reading. The centerpiece of eleventh grade English is Composition 11, an essay writing class where students compose essays in all four major modes with a strong emphasis on the persuasive essay; a five to ten page, research based persuasive essay is central to

this course and teaches research skills, proper documentation of sources, and use of evidence to support an argument. After Composition 11, eleventh and twelfth graders are required to select two reading electives and one more writing elective from a menu of seven reading based classes and six writing based courses to complete their high school English studies. Each of these courses gives students an opportunity to apply those close reading strategies and writing skills they developed in ninth and tenth grade while providing them the ability to choose those areas of greatest interest to them individually.

Our English language instruction assists those students who may read below grade level in two ways. First, since most of our classes are heterogeneously grouped and follow the full inclusion model, teachers differentiate instruction by providing some reading choice within a particular assignment, selecting alternative reads that more closely match a student's reading level. Second, our Special Education staff conducts reading instruction outside of the English classroom specifically designed to improve each identified student's needs to supplement regular classroom instruction; these same Special Educators often assist in the instruction of English classes.

3. Description of the science curriculum and how it relates to essential skills and knowledge based on the school's mission.

The strength of the science department is that we maximize our student's potential by providing both traditional and innovative curriculum, instruction and assessment. The curriculum offers students traditional courses in biology, chemistry and physics and innovative courses such as Geographic Information Systems (GIS) and Creative Chemistry. Advanced Biology, AP Chemistry and Physics II provide students with an opportunity to further immerse themselves in science as do the peer instructor and independent study opportunities that are available within the department. Science instruction is innovative in its use of technology such as in-house video, spreadsheets, and in-house web sites rich in content. A Physical Science course taught using a theme of Forces and a Physics course taught by spiraling through four recurrent themes are but two examples of how a thematic approach can improve student learning. The instructional spotlight is often shifted to the students as they teach themselves in recitation sessions, mock conventions, and in independent study units. Naturally, laboratory work is a dominant focus, occurring both in school and in the field. Assessment is varied, authentic, and innovative. Examples include: a midyear exam in which students stage and solve crimes, laboratory components to tests, student exhibitions and projects. The science program at Hopkinton High School does indeed maximize our student's potential by both traditional and innovative means as evidenced by the fact that this year more than ten percent of the student body is taking two or more science courses simultaneously.

4. Description of the various instructional methods employed by the school's faculty in an effort to improve student learning.

Hopkinton High School teachers utilize a variety of instructional strategies to insure the success of students. These include the more traditional forms of delivery (lecture, question and answer, and drill). However, teachers are more likely to utilize student-centered approaches such as teacher demonstrations with video or PowerPoint, as well as student-led demonstrations which also utilize the latest technologies or hands-on approaches. With the wide variety of offerings in our small school, students have many different learning approaches and opportunities available to

them.

In World Language classrooms one would likely see instruction in the target language. Small group interactions, partner work, plenary discussions, team work on projects, portfolio completion and much more are the order of the day.

All of this is also true in English classes, where students truly are guided to become better writers and thinkers. The Socratic Method is also utilized at all levels in English. One is likely to see students being asked to step outside their commonly held notions about the world and attempt to see the world from a different point of view.

In the science department students are invited to use a hands-on approach to their investigations of the natural world. Opportunities for real world investigations are not unusual. An example is the recent testing of a local lake by the Creative Chemistry class. Students were charged with investigating various aspects of the lake water and to report their findings to a panel of evaluators. These evaluators utilized an instructor-created rubric to assess the students' performance of the assigned tasks. This type of assignment is the norm in science. Non-traditional opportunities exist for students in the Project Lead the Way classes. Students learn important skills in pre-engineering and in engineering. It is a lot of "experience by doing."

In mathematics, an integrated approach and peer and/or teacher coaching have led to greater success on the part of students in math classes. In all areas, we strive to make every student matter and to match instructional approaches to the material and the clientele.

In short, Hopkinton offers instruction and coursework in a variety of challenging ways. We also have a significant number of AP classes that are available to all students. We also provide opportunities for students to pursue vocational education at our regional vocational school.

5. Description of the school's professional development program and its impact on improving student achievement.

During the past couple of years our school's professional development program has shifted to training staff toward a more results-driven educational model to insure that what we do via Understanding by Design, NWEA assessment, diversity, block scheduling, and other training alters instructional behavior in a way that benefits students. The ultimate goal of staff development is to improve performance on the part of students, staff, and our school. Each staff member develops an annual Teacher Evaluation Plan (TEP), which links district, building, and school goals systemically. These plans allow teachers many opportunities to assess student outcomes, analyze data, develop and synthesize aspects of their curriculum, adopt appropriate strategies for student assessment, and to implement innovative approaches in instruction in order to ensure a seamless connection between student achievement, curriculum and professional development.

Our school is currently involved with the Understanding by Design (UbD) model by which we create units of instruction with emphasis on varied strategies for assessment. This model also helps us to promote the use of differentiated instruction in the classroom to meet the needs of all our students.

Our school's staff development embraces a philosophy, which promotes opportunities for action research, conversations with peers, service learning, reflective practices, collaboration in team teaching/support staff, as well as job-embedded learning. These professional development strategies and the shift to focus on improving student achievement, have proved both significant and powerful in that everyone in our learning community -- students, teachers, principals, and support staff – are both learners and teachers.

PART VII - ASSESSMENT RESULTS

Public Schools

Please see attached the assessment results on the statewide assessment test for our student population, 2000-2004. The results have been disaggregated for socioeconomic factors and show consistent high student achievement.

STATE CRITERION-REFERENCED TEST RESULTS
HOPKINTON HIGH SCHOOL

	Subject	Reading (prev. English/Language Arts)
	Grade	10
	Test	NHEIAP
	Ed./Pub. Yr.	2001 - 2004
	Publisher	Measured Progress Dover, NH

		2003-04	2002-03	2001-02	2000-01
Testing month		May	May	May	May
SCHOOL SCORES					
	% at or above Basic	98	87	90	80
	% at or above Proficient	85	58	42	42
	% at or above Advanced	30	20	8	4
	Scaled Score (mean)	273	263	257	254
	Number students tested	82	94	89	69
	% of total students tested	100	100	100	100
	Number students alt. tested	0			
	% of students alt. tested	0			
SUBGROUP SCORES					
	1. Regular Ed Students				
	% at or above Basic	99	91	99	87
	% at or above Proficient	88	68	49	46

% at or above Advanced	33	24	9	5
Number students tested	76	78	74	63
Scaled Score (mean)	274	267	262	257
2. Male				
% at or above Basic	98	81	86	77
% at or above Proficient	87	48	37	23
% at or above Advanced	21	17	6	3
Number students tested	38	48	49	35
3. Female				
% at or above Basic	101	93	97	90
% at or above Proficient	87	70	49	68
% at or above Advanced	40	24	10	6
Number students tested	43	46	39	31
STATE SCORES				
% at or above Basic	78	69	75	70
% at or above Proficient	43	33	37	34
% at or above Advanced	9	7	6	7
Number students tested	15980	15799	15486	15104
Scaled Score (mean)	255	250	251	250

STATE CRITERION-REFERENCED TEST RESULTS
HOPKINTON HIGH SCHOOL

Subject	Mathematics
Grade	10
Test	NHEIAP
Ed./Pub. Yr.	2001 - 2004
Publisher	Measured Progress Dover, NH

	2003-04	**2002-03**	**2001-02**	**2000-01**
Testing month	May	May	May	May
SCHOOL SCORES				
% at or above Basic	91	95	79	65
% at or above Proficient	64	47	42	23
% at or above Advanced	23	13	9	6
Scaled Score (mean)	267	260	255	247
Number students tested	82	94	89	69
% of total students tested	100	100	100	100
Number students alt. tested	0	0	0	0
% of students alt. tested	0	0	0	0

SUBGROUP SCORES

STATE SCORES

1. Regular Ed Students				
% at or above Basic	95	91	91	70
% at or above Proficient	70	53	50	25
% at or above Advanced	25	16	11	6
Number students tested	76	78	74	63
Scaled Score (mean)	269	263	261	249
2. Male				
% at or above Basic	93	88	73	63
% at or above Proficient	77	50	43	23
% at or above Advanced	24	17	12	6
Number students tested	38	48	49	35
3. Female				
% at or above Basic	90	84	87	74
% at or above Proficient	53	44	41	26
% at or above Advanced	23	9	5	6
Number students tested	43	45	39	31
% at or above Basic	65	63	60	61
% at or above Proficient	33	27	26	26
% at or above Advanced	9	6	7	7
Number students tested	15980	15799	15486	15104
Scaled Score (mean)	251	247	246	246