

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

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

Name of Principal: Dr. Alexandra Callen

Official School Name: Acton-Boxborough Regional High School

School Mailing Address:
36 Charter Road
Acton, MA 01720-2931

County: Middlesex State School Code Number*: 222297

Telephone: (978) 264-4700 Fax: (978) 264-3340

Web site/URL: http://ab.mec.edu/abrhs/ E-mail: acallen@mail.ab.mec.edu

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. William Ryan

District Name: Acton-Boxborough Tel: (978) 264-4700

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Jonathan Chinitz

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ 1 Junior high schools
 _____ 1 High schools
 _____ Other
 _____ **2 TOTAL**

2. District Per Pupil Expenditure: 9171

Average State Per Pupil Expenditure: 9563

SCHOOL (To be completed by all schools)

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

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

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

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9	243	235	478
2			0	10	280	240	520
3			0	11	233	231	464
4			0	12	258	237	495
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1957

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
20 % Asian
1 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
75 % White
1 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1.	1958
(5)	Total transferred students in row (3) divided by total students in row (4).	0.013
(6)	Amount in row (5) multiplied by 100.	1.277

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 10

Number of languages represented: 5

Specify languages:

Portuguese, Arabic, Creole, Korean, Mandarin Chinese

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 47

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

10. Students receiving special education services: 12 %

Total Number of Students Served: 242

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>50</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>45</u> Specific Learning Disability
<u>40</u> Emotional Disturbance	<u>46</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>36</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>9</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>112</u>	<u>14</u>
Special resource teachers/specialists	<u>13</u>	<u>7</u>
Paraprofessionals	<u>15</u>	<u>2</u>
Support staff	<u>27</u>	<u>3</u>
Total number	<u>172</u>	<u>26</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	96%	97%	97%
Daily teacher attendance	94%	94%	95%	94%	95%
Teacher turnover rate	3%	7%	6%	5%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Our student dropout rate hovers between .3% and .4%, with between 6 and 8 students dropping out each year.

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

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

Graduating class size	470	
Enrolled in a 4-year college or university	<u>95</u>	%
Enrolled in a community college	<u>3</u>	%
Enrolled in vocational training	<u>1</u>	%
Found employment	<u>1</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Acton-Boxborough Regional High School is a large, comprehensive high school, which serves the communities of Acton and Boxborough, Massachusetts. Long a school characterized by strong student achievement in the academic, extra-curricular and athletic realms, we have recently begun to examine that culture to ensure that, in addition to this commitment to excellence, that we encourage intellectual curiosity. As part of that work and in anticipation of our upcoming accreditation by the New England Association of Schools and Colleges, we have been revisiting and revising our mission statement. In its current state is, the mission statement reads:

We work together to educate all students to their highest potential in a safe, caring, challenging environment that supports creativity and diversity and encourages a sense of community, citizenship and a commitment to excellence.

To better meet the needs of our community, the following mission statement has been developed and is in the process of being vetted and approved by the school community:

We work together to promote respect for self, others and learning.

As the above example indicates, Acton-Boxborough is committed to reflection and renewal. Our faculty and administration collect various sources of data each year and we use that data to inform our practices. For instance, every spring, the administration surveys the senior class and the faculty to understand the experiences of our students and teachers. The administration then uses that data to make policy and practice changes. Similarly, our academic departments utilize our state testing data to reflect on curriculum, instruction and assessment within their domains.

Such data collection and examination are particularly critical today in our school community given our recent changing demographics. Acton and Boxborough have recently become popular communities for recent immigrants to the United States. A number of families have relocated here from Asia, most notably India and China. The majority of these families have parents working in the technology and engineering sector. Given the changing face of our school community, it is important that we continue to examine all available data carefully to ensure that we meet the needs of our entire community.

In addition to collecting and examining data, our faculty also commit significant time and effort to working with students to apply what they have learned in the classroom to other pursuits. For instance, a number of our extra-curricular groups (Academic Decathlon, Speech and Debate, Theatre, Newspaper, Yearbook, Literary Magazine) regularly are recognized for their strong accomplishments. And, in addition to these activities, students regularly form new student activity groups and convince faculty members to advise them. We are delighted and proud of this culture of application, accomplishment and achievement.

Finally, we would be remiss if we did not highlight the culture that is present in our building. Students are given a significant amount of freedom to make decisions for themselves and to take responsibility for their own actions. While freshmen are fully scheduled throughout the day, older students are given the opportunity to take responsibility for themselves. What we have discovered is that students are incredibly wise and thoughtful in their decision-making. The library and computer labs are used extensively. And what is perhaps most heartening is that students tend to seek out teachers during their free periods. It is entirely typical to see small group and one-on-one tutorials occurring in otherwise empty spaces during the day.

The culture we have here at Acton-Boxborough is entirely unique. Our students achieve because they choose to achieve. They are given the resources and the opportunities necessary for academic excellence, and they choose to make use of them. Our building is characterized by mutual respect and trust and thoughtful decision-making. We are incredibly proud of the school we have created.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Students at Acton-Boxborough Regional High School are all required to take the state's MCAS test, a high-stakes assessment that is administered during the sophomore year. In addition to English/language arts (a three day test, which includes a composition component) and mathematics (a two day test), a science exam was also recently added. Further information on the MCAS tests can be found at: <http://www.doe.mass.edu/mcas/>.

Once the MCAS tests are scored, student results are placed into one of four performance levels: advanced, proficient, needs improvement, and failure. Until this year, any student scoring in at least the needs improvement range was considered proficient. Beginning with the class of 2011, however, any student scoring in the needs improvement range will need to have a plan in place to ensure that full proficiency is achieved prior to graduation. Assessment of those students and their later performance is the responsibility of the local district.

As you will note from the data tables, the assessment results of students at Acton-Boxborough Regional High School are very strong. The vast majority of our students score in the Proficient and Advanced range on the MCAS tests. Indeed, on the aggregate whole school level, over 90% of our students have scored in the proficient or advanced levels over each of the past five years.

We are also proud that over the past five years, our results have trended upward. Given the already strong results, this is particularly impressive. Indeed, this past May, 95% of our students scored in the proficient or advanced levels on the state math assessment and 93% on the English/Language Arts.

Similar trends are apparent within our sub-group results. Among our students from low socio-economic backgrounds, the rate of students scoring in the advanced or proficient levels has reached 64% in English/Arts and 50% in math. Of course, the actual number of students within this sub-group is quite low, particularly given the large size of our school. Furthermore, it is hard to extrapolate from this sub-group as the incidence of transience is significantly higher among this group.

Among our Asian students, another of our subgroups, the achievement results have been particularly impressive. We have managed to increase our percentage of students scoring in the advanced or proficient range on the English Language Arts exam from 81% in 2003-2004 to 100% in 2007-2008.

We are tremendously proud of the accomplishments of our students. It is clear that our students work hard and focus carefully on this test.

2. **Using Assessment Results:**

Each fall when the MCAS results become available to schools, our professional staff carefully reviews the results, looking both at our overall performance and completing a more comprehensive item analysis. The study of the overall performance is undertaken at various levels and includes comparisons to prior results and examination of the particular cohort of students. The item analysis is more focused and is undertaken at the department level. Groups of teachers look specifically at both the aggregate scores on specific items and at the individual results of low-scoring students. From that analysis, departments then extrapolate and determine areas for improvement, which in turn are included among their improvement goals.

In the past, those improvement goals have led to analysis and adaptation of our instructional techniques. For instance, after recognizing that students in our lowest level 10th grade English class scored particularly poorly on the composition portion of the English/Language Arts test, the curriculum was revamped to ensure focused attention on persuasive essay writing. And indeed, as a result, students now write daily and share ongoing drafts electronically with their teacher.

Our teachers are among the most reflective and thoughtful in the business. They welcome the opportunity to reflect on the various data available to them.

3. Communicating Assessment Results:

Our community takes great interest in our achievement on the state's MCAS test. Each year when the data become available via the Boston Globe, people weigh our students' performance against that of other area districts. The difficulty is not in getting people to pay attention, but in getting them to look at the data more deeply. For instance, while most parents and community members are highly aware of the number of students scoring in the advanced range and how it compares to that of other districts, they do not know that we have subgroups of students who do not perform as well.

As a result of this community focus on the bottom line, we share our results via an extensive mailing to all parents of tested students. In addition to the student's individual scores, we include a breakdown of the district's aggregate scores to ensure a thoughtful understanding of the individualized data.

In addition, we have a strong relationship with our local newspaper. They are regularly willing to do a larger story that examines the nuances of our assessment data.

4. Sharing Success:

As a school, we are very committed to sharing both our successes and our challenges with our community. We use a number of communication mechanisms to achieve that commitment.

To communicate with our students, we have announcements and postings (for instance, currently in our foyer is an easel with a list of all of the students who won awards at the recent state-wide art contest). In addition, we have a very strong and independent journalism spirit within the school. Both our school newspaper and our yearbook include pieces that are well-researched, well-reported, and highly regarded among our students and our faculty.

To communicate with our faculty, we use e-mail (including a weekly communiqué from the principal), whole-faculty meetings and department meetings.

We regularly communicate with parents using a variety of resources, including a weekly e-mail (the "Weekly Chatter"), a bi-monthly PTSO newsletter, parent education opportunities (including a regular ongoing "book group" convened by the principal), and parent meetings. When emergencies arise, we also use our "Connect-Ed" system to get information out to parents.

Our successes are shared regularly with the community through our website, the local newspaper, and the local cable channel.

Finally, the most important way that we communicate is through building strong relationships with our various constituencies. We believe that solid relationships based on trust and respect between members of the professional staff and the larger school community enhance our school greatly.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Acton-Boxborough Regional High School is thoughtful, iterative, and challenging. Much is expected of all students, regardless of the levels of their various courses. In order to graduate from our school, all students must earn 100 credits, which at a minimum must include:

1. Four years of English
2. Three years of social studies (one of which must be U.S. History)
3. Two years of science (one of which must be biology)
4. Two years of mathematics
5. Fitness for Living, an integrated health and physical education course taken by all freshmen
6. Six quarters of physical education spread out over grades 10, 11 and 12
7. One additional year of English, social studies, math or science, or a third year of world language.

Students are placed in classes subject by subject at four levels: honors, accelerated/enriched, college preparatory or standard preparatory. Placement is based on the recommendations of teachers, with input from students and parents. The intent is not to “track” students, but to meet their individual needs to ensure that the level of challenge is appropriate.

Our Honors Level (H, H/AP) courses are recommended for students who have demonstrated exceptional academic achievement through a combination of ability and motivation. Students are expected to be able to organize their time to plan long-term assignments, and to seek help when necessary, all on their own initiative.

Our Accelerated/Enriched (AE) courses either move at a somewhat faster pace than our standard college preparatory courses and/or include some additional materials that expand on topics being covered. Students are expected to show initiative in class discussions and in the approach to and completion of assignments.

College Preparatory (CP) courses are designed to prepare students for success in college-level course work. Students in these courses have homework on a regular basis, and will be expected to plan and complete some long term assignments.

Standard Preparatory (SP) courses provide an introduction to the subject. The pace is slower than our college preparatory program in order to provide for more reinforcement of the material presented.

The various departments have high, but thoughtful, standards, based on the Massachusetts Curriculum Frameworks, for their students. In English, the goals center on developing in students the ability to communicate effectively and to understand and appreciate what they read. The goals of the Social Studies Department focus on developing in students an understanding of the development of our culture, providing them with the information and skills necessary to interpret their world and act effectively within it as responsible citizens. Students need to understand the general patterns of western civilization from which the culture evolved. In an age in which the United States is committed to both civic responsibility and global involvement, it is also important to develop an awareness of and appreciation for other cultures. The goal of the Mathematics Department is to teach mathematical structure, theory, concepts and skills to develop student self-confidence and positive attitudes towards mathematics. The science department believes that students should be exposed to the process of scientific inquiry so they can acquire and interpret scientific knowledge, and begin to realize the wider applicability of scientific problem-solving methods. The primary goal of the world language program is to develop learners who become proficient in at least one language other than English, and who gain knowledge and understanding of another culture. In our visual and performing arts

departments, it is believed that art is essential in a complete education. Students engage in art production, art history, art criticism and aesthetics to broaden their understanding of self and community, to place the arts in an historical and cultural context, and to experience the arts as a universal form of human expression and communication.

2b. (Secondary Schools) English:

Our English curriculum enables students to become better readers, writers, and thinkers. In English courses, students learn to speak and read effectively, and engage in all aspects of the writing process from brainstorming, organizing, and developing to revision, editing, and proofreading. Through frequent writing practice, students develop their voices through both analytical and personal papers, and through frequent peer review activities and editing sessions, students develop effective critical evaluations when examining their or another's work. By studying literature, students become good readers who can understand what they read, who develop sound judgment to evaluate texts, and who find value and enduring pleasure in reading.

Literature over the four years of high school is studied both by theme and by survey. English I, our freshman course, introduces students to four broad humanistic themes: the nature of love, the nature of evil, the nature of goodness, and the nature of man and the universe. English IV, our senior course, asks students to examine issues of the self and to look at how one's community, heritage, and family influence one's identity. English II and English III, survey courses of American Literature and British literature, require students to examine both canonical and more contemporary texts as pieces of literature that are important products of their time periods and countries of origin.

English courses have been designed to help students reading below grade level become better readers. To foster fluency, comprehension, motivation, and students' enjoyment of reading, an independent reading strand has been incorporated into the curriculum of these courses. Over the course of the year, students are asked to read and respond to several books that are of high interest and are at or near their independent reading level. In an effort to help students better comprehend the challenging texts that are part of the core curriculum, many teachers focus on strategic reading and metacognition, teaching strategies enabling students to monitor their reading, identify when their comprehension breaks down, and apply strategies such as questioning, visualizing, connecting, predicting, and paraphrasing to address their comprehension difficulties. Writing to learn activities, such as frequent journaling and use of dialogical two-column notebook entries, also help students with improving their comprehension and with identifying strategies that best help them understand and appreciate a text.

3. Additional Curriculum Area:

The World Language Department at Acton-Boxborough Regional High School offers five languages in a thriving proficiency-based program. Students of Spanish, French, Italian and Mandarin work to develop proficiency through conversing, reading, writing, listening, viewing, and presenting in the target language. Their ultimate goal is to be able to take what they learn in the classroom and communicate with local and international speakers of the target language. Latin students study their language to improve their ability to read and write English, as well as make linguistic connections to other languages studied.

Aside from learning how to communicate in a new language, students are able to increase their awareness of their own place within an ever-changing global community. By exposing students to different languages, we allow them to develop an understanding of the target culture: its daily life history, literature and arts. Travel opportunities to France, Spain and Italy allow our students to experience another culture in a way that cannot be communicated in a classroom.

The newly proposed mission of our high school is: "We work together to promote respect for self, others, and learning". By exposing students to new languages, we are teaching them to respect others, demonstrate

tolerance, and accept different perspectives and cultures. We also give them the opportunity to be responsible and active citizens at the local and global level. Discussions can extend into other curriculum areas, including social studies, science, math and the arts. Students make connections with material they study in other classes as it relates to the use of the target language.

The World Language Department offers our students the ability to learn the practical skill of language, while at the same time broadening their horizons to learn about different cultures, both globally and locally. As the world changes and continues to become smaller, the World Language Department teaches valuable skills for students to be able to survive and thrive in this new world.

4. Instructional Methods:

Our faculty believes that strong teachers possess a deep repertoire of instructional techniques and are able to match their pedagogy on a daily basis to their curricular and assessment goals, as well as the particular aspects of the Massachusetts Curricular Frameworks they are addressing on that day.

In a walk around the building, this dedication to focused and deliberate pedagogy is immediately apparent. In any one period, it is possible to view a huge variety of instructional techniques, from direct instruction to cooperative learning to simulations to Total Physical Response to technology-based lessons (using various forms of hardware and software).

Teachers are also committed to using formative assessment and subsequently revising their instruction to ensure that they are meeting the needs of all students. Despite our rather large class sizes, teachers know their students well and are able to tailor their instruction to ensure that all students meet the standards.

For students who continue to struggle despite this targeted instruction, the school offers a number of supports. In addition to our special education services, we offer an “Academic Support Center” for regular education students. Students can access the ASC and receive in-depth help and support from the teacher in there or from a Peer Tutor.

5. Professional Development:

Professional development at Acton-Boxborough Regional High School seeks to balance the need for content area instruction with ongoing support in the areas of curriculum, instruction, and assessment. To meet these dual needs, three professional development mechanisms are employed. First, all teachers have personal professional development plans, through which they seek outside instruction in areas mutually agreed upon by them and their immediate supervisors. Second, there are department level professional development opportunities. Often, these are based upon concerns or challenges that have emerged from recent testing data. And finally, there are a number of school-wide professional development initiatives. These school-wide opportunities focus on particular goals or processes that the school is undertaking that year. For instance, during the 2008-2009 school year, we are looking at the issue of adolescent wellness, attempting to help our students make healthy choices regarding sleep, stress, and nutrition which will in turn improve their academic achievement. Through this initiative, we have looked carefully at adolescent brain research. Additionally, we are spending some of our time as a faculty this year revisiting and revising our mission to ensure that we are all working towards the same goals for our students.

6. School Leadership:

The school employs a distributive leadership model for all structural decision-making. While there is a strong leadership team (principal, three assistant principals and nine department leaders) that manages the day-to-day operations of the school, significant efforts are made to ensure collaboration and interaction among the various constituencies on large decisions. A number of vehicles exist to ease this process.

Our pre-eminent decision-making body is our School Council, which includes students, parents, teachers, administrators and community members. All significant decisions regarding budget and school policies are discussed by that group, which meets monthly.

Other groups that meet regularly and help to inform school practice and policy include: Student Council, the Parent Teacher Organization, and the Principal's Advisory Council. In addition, the Department Leaders meet bi-weekly and regularly carry questions and proposals back to their departments for feedback.

Of course, the most significant job of the leadership team is to provide instructional leadership. This takes a few forms. First and foremost, each department leader and assistant principal, along with the principal, takes a role in the supervision and evaluation of teachers. Both through walk-throughs and formal observations, significant feedback is provided to every teacher. Second, the leadership team plans all professional development opportunities for the faculty. And finally, these instructional leaders are called upon to model the strong educational practices that we expect of all of our teachers and staff.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: MCAS - Math

Edition/Publication Year: Spring 2008

Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	93	93	92	90	90
% Advanced	81	81	82	73	69
Number of students tested	469	508	469	445	431
Percent of total students tested	99	99	99	99	100
Number of students alternatively assessed	3	0	1	2	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	50		36	37	53
% Advanced	42		9	6	20
Number of students tested	12		11	16	15
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	98	93	92	94
% Advanced	96	93	89	84	81
Number of students tested	89	87	76	79	53
3. (specify subgroup): Special Education					
% Proficient plus % Advanced	66	68	55	61	65
% Advanced	39	33	36	28	17
Number of students tested	49	55	53	46	42
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 10 Test: MCAS - English Language Arts
 Edition/Publication Year: Spring 2008 Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	May	May	May
SCHOOL SCORES					
Proficient/Advanced	95	94	94	90	91
Advanced	44	48	39	48	43
Number of students tested	474	508	471	446	430
Percent of total students tested	99	99	99	99	100
Number of students alternatively assessed	3	0	1	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	64		36	43	77
% Advanced	42		9	0	15
Number of students tested	12		11	14	13
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	94	95	91	81
% Advanced	51	61	46	53	47
Number of students tested	89	87	76	79	53
3. (specify subgroup): Special Education					
% Proficient plus % Advanced	70	69	76	57	66
% Advanced	58	11	4	8	59
Number of students tested	50	55	53	46	41
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: