

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

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  (7-12)  
 Charter  Title I  Magnet  Choice

Name of Principal: Dr. Paula McCann

Official School Name: Hingham High School

School Mailing Address:  
17 Union Street  
Hingham, MA 02043-2922

County: Plymouth State School Code Number\*: 01310505

Telephone: (781) 741-1560 Fax: (781) 741-1515

Web site/URL: www.hinghamschools.com E-mail: pgmccann@hinghamschools.com

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\*: Dr. Dorothy Galo

District Name: Hingham Public Schools Tel: (781) 741-1500

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: Ms. Christine Smith

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

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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:
- |          |                     |
|----------|---------------------|
| 3        | Elementary schools  |
| 1        | Middle schools      |
| 0        | Junior high schools |
| 1        | High schools        |
| 0        | Other               |
| <b>5</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9749

Average State Per Pupil Expenditure: 11858

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

     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	150	136	286
2			0	10	120	133	253
3			0	11	122	123	245
4			0	12	128	126	254
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>1038</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
2 % Asian  
2 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
91 % 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: 2 %

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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1.	1038
(5)	Total transferred students in row (3) divided by total students in row (4).	0.017
(6)	Amount in row (5) multiplied by 100.	1.734

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 37

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: 11 %

Total Number of Students Served: 109

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>62</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</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>3</u>	<u>0</u>
Classroom teachers	<u>73</u>	<u>11</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>13</u>	<u>7</u>
Support staff	<u>4</u>	<u>3</u>
Total number	<u>94</u>	<u>22</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 13 :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%	98%	98%	96%	97%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	5%	7%	10%	5%	11%
Student dropout rate	1%	1%	1%	1%	1%

Please provide all explanations below.

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	270	
Enrolled in a 4-year college or university	<u>83</u>	%
Enrolled in a community college	<u>5</u>	%
Enrolled in vocational training	<u>2</u>	%
Found employment	<u>3</u>	%
Military service	<u>1</u>	%
Other (travel, staying home, etc.)	<u>4</u>	%
Unknown	<u>2</u>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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Hingham is a town rich in tradition. A combination of country and city, Hingham is located within a forty-minute drive of Boston. This suburban town contains a hundred-acre town forest, a state park, farmlands as well as seaside expanses and its own harbor. Founded in 1635, this seacoast community is the twelfth oldest settlement in Massachusetts. The original Puritan settlers built the Old Ship Church, which continues to operate today and is the oldest church in continuous use in the United States. This is a town where education is highly valued.

Hingham High School is an academically competitive secondary school emphasizing college preparation. The school facilities afford students ample space along with state-of-the-art science laboratories, a television production studio, library media center, computer facilities, industrial technology areas, art and music areas, gymnasium and weight room, a foreign language laboratory, and a career center. The building is complemented by impressive outdoor athletic facilities which include playing fields, tennis courts, an all-weather track, and a golf practice range.

The mission of Hingham High School is to graduate students with the academic, civic, social, and personal skills necessary to become productive, responsible members of a democratic and ever-changing global society. With the support and involvement of the community, Hingham High School will engage all students in a challenging, well-balanced educational program complemented by co-curricular activities. Included in our mission are the following expectations for student learning. All Hingham High students will

1. Read purposefully
2. Write effectively
3. Communicate effectively
4. Identify, analyze, and solve problems
5. Demonstrate self-respect and respect for others
6. Work both independently and cooperatively with others
7. Fulfill their responsibilities and exercise their rights as members of local and global communities.

A passion for learning permeates our mission and we are continually exploring new initiatives. Curriculum offered is primarily college preparatory with many electives in art, music, industrial technology, business, media, and family and consumer science. Graduation requirements stipulate that a student must successfully earn credits for four years of English, three years of social studies, three years of mathematics, three years of science, two years of the same foreign language, two years of physical education and health and a further two years of a physical education requirement, one semester of computers, and one semester of a fine or applied art. A minimum of 110 credits is needed to qualify for a diploma.

Hingham High School has a rich co-curricular program. Students are encouraged to participate in the numerous organizations which include award-winning music and drama programs as well as one of the largest student councils in Massachusetts. Clubs ranging from Amnesty International to Volunteer Club serve diverse student interests. In addition, 71% of the student body participates annually in one or more of the 20 sports offered.

Last year Hingham High was cited for excellence by two independent sources. The Massachusetts Department of Education named HHS a Compass School based upon student performance and improvement on the tenth-grade MCAS. HHS has achieved a Composite Performance Index (CPI) of 95 or above, with at least 40% of students earning an Advanced rating in both Mathematics and English, during each of the last two years. HHS has met targeted annual yearly progress in both ELA and Math in the aggregate and all subgroups. HHS also received a silver medal from U. S. News & World Report in its first annual list of America's Best High Schools. That award was based on the school's standardized test performance, proficiency rates of all students, and challenging college curriculum.

Hingham High School is a place where students are actively engaged in learning and teachers are dedicated to improving student learning. The outstanding performance of our students on standardized tests, in the classroom, on the performing stages, and on the athletic fields is a testimony to the support of the community, to the commitment of the students, and to all the educators from kindergarten through grade 12.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

In the spring of 2008, HHS students participated in the eleventh annual administration of the Massachusetts Comprehensive Assessment System (MCAS), the state's comprehensive testing program. Students (most of them tenth-graders) who take the MCAS are rated according to four performance categories:

Advanced/Above Proficient, Proficient (i.e., "meeting the standard"), Needs Improvement, and Warning / Failing. Results from the 2008 MCAS show not only that HHS continues to rank among the top performing schools in Massachusetts, but also that it has shown marked improvement over the past five years.

Hingham's scores on the tenth-grade English Language Arts (ELA) portion of the MCAS place it among the top five percent of schools in Massachusetts. Just as important, the scores demonstrate that HHS has made enormous strides over the past several years. In 2001, the first year a passing score on the MCAS was required for graduation, 79% of HHS students achieved a "passing" score (i.e., proficiency or advanced standing) on the ELA test. That number grew by a remarkable 13 points during the next two years so that 92% of HHS students "passed" the ELA test in 2003. Then, after a small dip in 2004 and 2005, HHS resumed its upward climb in 2006. Last year, the school's ELA scores reached a new high of 96% passing – a sizable 5% increase from the year before and a full 22% higher than the state average. Of the 283 public school districts in Massachusetts, only eleven achieved a higher mark.

The trend in Grade 10 Math scores has been almost identical. 71% of HHS students demonstrated proficiency or advanced standing in 2001. That number reached 79% in 2003 and has since continued to rise every single year, reaching a new high of 92% (20% higher than the state average) last year. Moreover, of the 92% who passed last year, well over two-thirds demonstrated advanced standing.

Although the MCAS has only recently begun to include a high-stakes science test, HHS has already achieved excellence in this area. Two years ago, in the first year of the new exam, HHS ranked in the top ten percent of all districts (28th of 272) statewide, thanks to an impressive 94% passing rate. Last year, HHS boosted its position to 17th among the 279 districts reporting. 88% of HHS students achieved a passing score – a 15% increase from the year before and more than 30% better than the state average.

In each of the MCAS tests, there were no significant differences in test score by gender. In math, for example, the most recent Composite Performance Index (CPI) is 98.2 for males and 96.1 for females. In English, the CPI scores were 98.2 and 99.6, respectively. HHS is equally proud of the performance of its special education subgroup. In both ELA and Math, the CPI of special education students is at least twenty points higher than the state average for the subgroup.

Similarly, SAT and SAT Subject Test scores in all disciplines remain well above state and national averages.

During the past five years, HHS has also expanded its Advanced Placement (AP) offerings from eleven to sixteen courses. While enrollment in every AP course has grown – often significantly – during that time, AP exam scores have also improved. The AP European History program is just one of many examples that provide evidence of this trend. While almost doubling in numbers during the past five years, the students in this course (representing almost one-fifth of last year's senior class) achieved a remarkable 98% passing rate on the AP Exam.

## **2. Using Assessment Results:**

When conducting their yearly review of the MCAS, HHS math teachers select problems to include on in-class assessments. A team headed by the K-12 department director ensures that all students are taking courses that address those problems. This process has precipitated significant curriculum changes, even in advanced courses. While no major changes have been required during the past few years, a careful check of test items is still performed annually.

Meanwhile, a number of programs have been created to help students whose middle school records suggest that they might fail the grade 10 Math MCAS. For example, struggling underclassmen are encouraged to attend a ten-session Saturday mini-course and a twelve-session after-school Algebra I support class. Moreover, Hingham Middle School recently eliminated the lower-level math classes that had served the lowest-performing math students. In place of that course, all “at-risk” students were assigned an extra three periods of math per week. This change was achieved thanks to the leadership of the department director and the input of HHS math teachers.

Similarly, the English department has initiated new English/Reading classes in grades nine and ten. These double-period classes are co-taught by an English teacher and a special education teacher. Additionally, a new tenth-grade reading class (MCAS Reading Strategies) targets students who are at risk of failing the MCAS. Finally, HHS offers a Saturday MCAS review course in ELA to students who fell short of proficiency on their most recent MCAS exam.

Although the science MCAS is relatively new, HHS science teachers have already conducted extensive item analysis of all test questions. Results of the analysis drive curriculum modification, while also helping to identify students who are at risk of failing the exam. Remediation is provided for those students after a careful review of their particular areas of weakness.

## **3. Communicating Assessment Results:**

HHS employs a wide range of channels to communicate student performance. Every December, for example, the assistant superintendent delivers an annual report on assessment results to the Hingham School Committee. In addition to being published on the school district’s website, the report typically receives extensive coverage in the local press, especially *The Hingham Journal*. Similarly, the district’s K-12 department directors deliver comprehensive program reviews to the school committee every four years. While relying heavily on the analysis of assessment data, these presentations help to build community understanding of the school’s needs.

The monthly Hingham High School Happenings newsletter is also among the most effective means by which the school communicates student performance. Edited by the principal and published on the school’s website, the newsletter is distributed both electronically (through an email distribution list that includes most HHS families) and via the regular mail. Other communication channels include performance-based evidence such as concerts, dramatic performances, athletic contests, Senior Project demonstrations, drama festivals, National History Day presentations and quarterly student-led assemblies. Public meetings and presentations such as monthly principal/parent coffees and open houses also play a crucial role. Finally, non-public meetings and reports on individual students such as mid-term warnings, report cards, team meeting conferences, and parent/teacher conferences help to communicate individual student progress.

HHS annually publishes data not only on MCAS results but also on the SAT, ACT, and AP Exams. Every spring, the director of guidance delivers to the school committee a comprehensive overview of CEEB Testing and Placement.

#### 4. **Sharing Success:**

HHS administrators are accomplished leaders, not just within the school but also beyond its walls. The school principal, for example, currently serves as president of the South Shore Principals' Association, a group of approximately twenty principals in the Greater Boston area. Meanwhile, the school's two assistant principals are co-founders (one as president and the other as treasurer) of an assistant principals' association that serves a similar purpose. Both associations represent excellent vehicles for sharing best leadership practices. At the same time, Hingham's K-12 department directors all belong to regional groups where they work collegially with peers from other schools.

Many of Hingham's teachers – by virtue of their excellence in the classroom – have also attained widespread acclaim beyond the district. Some regularly present workshops at regional conferences, as well as AP workshops. Just last year, an English teacher won a major statewide award for promoting “global literacy” and international education. This teacher has taken full advantage of the publicity (and the consequent “bully pulpit”) that the award has generated.

Achieving “Blue Ribbon” status would afford Hingham's leaders even greater opportunities to share the practices that have worked so well at HHS. These opportunities would be put to the greatest possible use. Indeed, perhaps the greatest aspect of earning “Blue Ribbon” honors would be getting the chance to inspire the same kind of excellence in other schools.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Students benefit from an in-depth, challenging, and equitable curriculum that emphasizes a depth of understanding over a breadth of coverage. Teachers use a combination of instructional strategies such as projects, debates, and video projects in all departmental and interdisciplinary programs to foster active learning. All courses offered here provide students with a challenging and rigorous curriculum.

Vertically aligned English classes focus on structured writing, close reading, and active learning. Close reading activities stress inferential as well as literal comprehension. Structured writing assignments consist of interpretive thesis essays, expository compositions, and creative endeavors. Students gain an appreciation for the process of writing as they write four essays per term.

The mathematics curriculum offers students the skills, reasoning ability, and practical knowledge to identify, analyze, and solve problems. Students apply mathematics skills and strategies in authentic situations and to communicate those applications analytically, numerically, graphically, and verbally. Whether or not students plan to pursue a future in mathematics, they follow a progressive sequence of courses that includes algebra, geometry, calculus, analysis, and statistics.

One immediate goal of the science program is to help students develop a better understanding of the environment and their place in it. Courses foster intellectual development, college preparation, development of personal interests, and pre-vocational pursuits. HHS reflects its commitment to science in its variety of courses including a new environmental science course that drew more than 80 students in its first year.

Hingham's social studies curriculum prepares students to be active and contributing citizens in the local, regional, national, and international communities. The curriculum emphasizes the application of factual knowledge to major themes that are designed to foster an appreciation and respect for human dignity and positive relations. Unlike most Massachusetts high schools, HHS offers two full years of world history in addition to the rigorous U.S. History curriculum mandated by the state frameworks.

The same high regard for global literacy drives the HHS foreign language requirement. While Massachusetts only requires two years of foreign language study, HHS advises its students to elect the same foreign language for the longest possible sequence. The Foreign Language program wants all students to be equipped linguistically and culturally to function as citizens in a global community. Since all courses are conducted in the target language, students develop listening, speaking, reading, and writing skills while engaging in active foreign language clubs, cultural trips, and excursions.

As the resource center of the school, the library media center provides students and teachers with a diverse collection of print, non-print, and electronic resources that enhance curriculum. Courses like television production and senior video give students the skills of video composition, camera operation, video editing, lighting, sound, graphics, and video mixing.

HHS students enjoy an assortment of visual and performing arts. A spectrum of music courses appeals to students of varying skills. The Industrial Technology Department enables all students to be active community helpers, wage earners, and savvy purchasers. The Art Department abounds with talent as students hone their skills in myriad classes. Many HHS walls are decorated with student murals that, years later, remain unmarked, indicating how widely appreciated art is at HHS. All Family & Consumer Science classes emphasize the importance of green living and a balanced lifestyle. Child development students apply their skills in a spring pre-school program that is widely received by the community. Physical education students

develop an understanding of their physical, social, emotional, and intellectual health in all physical and health classes. Additionally, students can elect courses such as Student Facilitator program, Peacekeepers, and Criminal Law, which is taught by the school resource officer. Independent studies in areas such as school newspaper, literary magazine, or graphic design allow students to extend their skills in areas of interest.

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

English instruction is guided by the following principles: structured writing (formal structural principles as they relate to the expository, persuasive, narrative, and descriptive essay); close reading (guided instruction in reading comprehension, literary analysis, and critical thinking skills); active learning (student-centered, differentiated instructional practices that take into account the levels of readiness and range of challenge for all students); and vertical articulation (a consistent continuum of skills from one grade level to the next). All courses in this department are designed to address school-wide student learning expectations.

All students are required to take four years of English. The required reading selections for each grade and level are determined by course content. Each term, all students at all levels are required to complete four essays, two of which are thesis driven in response to literature, for their writing portfolios. Students receive instruction in research practices in accordance with guidelines established by the Modern Language Association. In addition to the required English courses, general elective courses may be taken by any interested student. All grade 9-11 English courses are grouped homogeneously according to the levels of challenge in reading and writing activities. Seniors, who are heterogeneously grouped, meet their English requirement by selecting two semester-long courses. All seniors are required to participate in a Term I in-class writing workshop to draft college application essays or related personal statements for employment purposes.

All students are required to maintain organized English notebooks. Yearly and cumulative writing portfolios are also kept for each student for purposes of progress monitoring and in order to provide empirical evidence of teacher-student accountability. Summer reading is required for all students.

The English program provides ample preparation for standardized testing experiences. Careful attention to and consistent practice with conventions of grammar and usage, vocabulary in context, close reading, and the structural principles of writing establish a pattern of readiness for the testing situations encountered in the MCAS, PSAT, SAT, ACT, and AP exams. When deemed appropriate, teachers may give simulated practice tests.

## **3. Additional Curriculum Area:**

In accordance with the dictates of our mission statement (to graduate students with the academic, civic, social, and personal skills necessary to become productive responsible members of a democratic and ever-changing global society), the Foreign Language Department offers classes in Chinese, French, Latin, and Spanish. In addition to attaining proficiency in at least one language other than English, it is the goal of the Foreign Language Department that students become life-long learners. To fulfill that goal a FLES (Foreign Language in the Elementary Schools) program in Spanish was instituted in 2005 in all first grades for all students throughout the district. Spanish is presently offered from grade 1 through 12. Sixth-grade students may choose either French or Spanish and must continue with their chosen language through grade 8. This requirement must be fulfilled in the same language at the high school. 86% of all students enrolled at HHS study at least one foreign language, and 73.5% of juniors and seniors elect a foreign language course.

## **4. Instructional Methods:**

Students learn to read purposefully using active reading strategies and guided application of skills. Students learn to adjust their writing for different modes and purposes, from analytical essays, open-response tests, journals, and creative work to data analysis, lab reports, and research papers and projects.

## **5. Professional Development:**

Teachers enhance their own growth through myriad outside seminars and workshops. Advanced Placement training courses at Vermont's St. Johnsbury Academy in the areas of world and U.S. history, statistics, calculus, English literature, and foreign languages have led to the refinement of existing courses as well as the implementation of new courses. Biology classes have benefited from teacher participation in both a study of vernal pools with the Massachusetts Environmental Society and a blue ribbon panel on biology curriculum at Bridgewater State College. Courses taken through Primary Source in Cambridge, Massachusetts have enabled both the English and Social Studies Departments to enrich their students' experiences while meeting the school's expectation that they become members of the global community. For example, English teachers added to the sophomore curriculum the literature of China and Africa, and freshmen world history students study and create their own Islamic artworks. To better help students meet the school's expectation to write effectively, teachers enrolled in the EmPower course have helped to refine existing writing instruction for regular and special education students. Courses in differentiated instruction, skillful teaching, and rubric design help to support the district initiative for improved instructional practices. Under the direction of the department directors, teachers attending professional conferences and workshops are encouraged to share their findings with colleagues at faculty and department meetings and during common planning periods.

## **6. School Leadership:**

With input provided by the department directors and resource teachers, the principal develops an annual budget that ensures the continual growth of curriculum and programs that impact the entire school community. Analyses of class sizes and student/teacher ratios are conducted annually as part of the budget process to help determine staffing needs.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 10    Test: Massachusetts Comprehensive Assessment System  
Edition/Publication Year: varies              Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	89	90	87	82
% Advanced	66	58	71	57	51
Number of students tested	253	254	269	263	251
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed			0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	9	8	4	6	4
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic/Latino</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	11	8	4	2	4
<b>3. (specify subgroup): Special Education</b>					
% Proficient plus % Advanced	59	52	64	52	44
% Advanced	12	12	19	13	7
Number of students tested	17	25	21	23	27
<b>4. (specify subgroup): African American/Black</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested	5	5	2	3	2

Notes:

The alternate assessments completed were the one mandated by the Massachusetts Department of Elementary and Secondary Education.

Subject: Reading

Grade: 10 Test: Massachusetts Comprehensive Assessment System

Edition/Publication Year: varies

Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	91	93	90	88
% Advanced	41	43	42	44	49
Number of students tested	253	254	269	263	251
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed			0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	9	8	4	6	4
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic/Latino</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	11	8	4	2	4
<b>3. (specify subgroup): Special Education</b>					
% Proficient plus % Advanced	71	52	71	59	45
% Advanced	6	4	0	9	19
Number of students tested	17	25	21	22	27
<b>4. (specify subgroup): African American/Black</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested	5	5	2	3	2

Notes:

The alternate assessments completed were the one mandated by the Massachusetts Department of Elementary and Secondary Education.