

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Timothy Kelley

Official School Name: Hollis/Brookline High School

School Mailing Address:  
24 Cavalier Court  
Hollis, NH 03049-6583

County: Hillsborough    State School Code Number\*: 300275

Telephone: (603) 465-2269    Fax: (603) 465-2485

Web site/URL: http://www.hbhs.k12.nh.us    E-mail: kelleyt@sau41.k12.nh.us

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\*: Ms. Susan Hodgdon

District Name: Hollis/Brookline Cooperative    Tel: (603) 465-7118

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. Janice Tremblay

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.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- |          |                                   |
|----------|-----------------------------------|
|          | Elementary schools (includes K-8) |
| 1        | Middle/Junior high schools        |
| 1        | High schools                      |
|          | K-12 schools                      |
| <b>2</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 10853

**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. 5 Number of years the principal has been in her/his position 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	6			0
K			0	7			0
1			0	8			0
2			0	9	104	96	200
3			0	10	125	105	230
4			0	11	125	114	239
5			0	12	114	119	233
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							902

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
2 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
95 % White  
     % 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: 0 %

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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	902
(5)	Total transferred students in row (3) divided by total students in row (4).	0.008
(6)	Amount in row (5) multiplied by 100.	0.776

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: 5 %

Total number students who qualify: 42

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: 103

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>1</u> Orthopedic Impairment
<u>      </u> Deafness	<u>27</u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>54</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>      </u> Hearing Impairment	<u>      </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>      </u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>      </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>1</u>
Classroom teachers	<u>54</u>	<u>5</u>
Special resource teachers/specialists	<u>13</u>	<u>7</u>
Paraprofessionals	<u>27</u>	<u>0</u>
Support staff	<u>18</u>	<u>6</u>
Total number	<u>117</u>	<u>19</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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	94%	94%	93%	94%	93%
Daily teacher attendance	95%	96%	95%	95%	95%
Teacher turnover rate	7%	12%	8%	7%	%
Student dropout rate	0%	0%	1%	2%	1%

Please provide all explanations below.

Student Attendance rate was taken from the New Hampshire Department of Education website. There is no available historical information to explain the attendance rate that fell below 95% in 2004-05 and 2005-06 other than to report that in these and all of the school years from 2004 - 2009, the student attendance rate is one or two percentage points higher than the state high school average.

During the 2006-07 school year the community had a higher than normal rate of students impacted by influenza.

In 2007-08 an attendance policy was instituted that addressed class attendance. Teachers reported improvement in attendance in academic classes.

During the 2008-09 school years a handful of students who eventually passed the GRE late in the school year and counted as drop outs for that year were carried as daily absences throughout most of the year.

New student information systems used to track attendance were put in place at the high school twice during the time in question, in 2006 and again in 2009.

Teacher attendance rate estimated for 2004-05 and 2005-06

Teacher turnover rate was not available for 2004-05

Dropout rates are rounded, more exact values are 0.3% (2008-09); 0.4% (2007-08); 0.8% (2006-07); 1.5% (2005-06); 1.1% (2004-05)

Teacher turnover rate of 12% for 2007-08 reflects 4 retirements of the 10 teachers

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	203	
Enrolled in a 4-year college or university	72	%
Enrolled in a community college	14	%
Enrolled in vocational training	0	%
Found employment	8	%
Military service	3	%
Other (travel, staying home, etc.)	0	%
Unknown	3	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Hollis Brookline Cooperative High School, located in southern New Hampshire, serves the towns of Hollis (population 7,800) and Brookline (population 4,900) in a largely residential-suburban area on the northern border of Massachusetts. There are several large apple orchards, a few farms, specialty shops, and some light industry. Professionals commute to Nashua, Manchester, and the greater Boston area. The school is a four-year, academically oriented public high school, with an enrollment of 900 students, accredited by the New Hampshire Department of Education and the New England Association of Schools and Colleges. For the past three years, Hollis Brookline High School has been designated a Silver Medalist School by *US News & World Reports* magazine and named by *Newsweek* magazine as one of America's Best High Schools. Students from both communities come together in grade 7 to a cooperative district middle school for two years before transitioning to grade 9.

Both communities, ranking above the national and state average in household income and college completion, value and support education. The school has a reputation of strong programs, producing excellent results in academics, athletics, and the arts. The strength of the school is its talented and compassionate staff. They set the bar high academically and work tirelessly providing supports for student achievement. The students are blessed with many talents, take pride in their school, and appreciate the hard working staff. The spirit is expressed in our mission statement:

*We believe that our mission is to inspire lifelong learning and achievement. We will provide a broad range of experiences which will encourage students to strive for their maximum intellectual, artistic, emotional, social and physical development. We value the individuality of each member of the community and believe that an atmosphere of mutual trust and respect is essential to the educational process.*

Hollis Brookline High School has traditionally had a longer school day and year than most neighboring high schools. Four years ago there was a change in the class schedule, from a traditional eight period day to a hybrid schedule of seven courses, offered throughout the week at different lengths. The result was a 15% increase in instructional time, a more rigorous program for seniors and fewer free periods. Classes now run for either 54 or 81 minutes, with more time for differentiated instruction.

There are many traditions at the school in the areas of academic, co-curricular and extra-curricular activities. A wide range of varsity athletic opportunities are available for boys and girls, many offered at the freshmen and junior varsity levels. Each season at least one varsity sport takes all who are willing to participate.

The year begins with a "new student" day, held for entering freshmen and transfer students, and a large number of upperclassmen give up their last day of summer to facilitate a warm welcome. This past year the senior class began their year participating in a leadership program that we hope will become part of the fabric of the school. The goal of this program, called Seniors as Leaders Together (SaLT), calls for the class to develop stronger connections to each other and to the school, with the expectation being that they will share leadership roles and build a sense of community throughout the year.

In October, the fall academic pep rally is held to celebrate the students' academic accomplishments that have arrived during the summer, such as National Merit, AP, SAT, ACT testing, and All-State Music selection. The ceremony sets a positive academic tone to the year. Later in the month, the annual physics/ trebuchet day is held in combination with Halloween and a fall sports pep rally. Students participating in the outside trebuchet demonstration dress up in costumes of the period, combining with students and staff in Halloween dress.

Throughout the winter months the school is busy at all hours with students participating in the US FIRST Robotics program. This year the team is made up of 41 students and 21 engineer mentors. December is when all students in grade 9 and 10 English classes prepare for the annual Speech Contest; one from each classroom is selected to present to all their classmates in the auditorium. In January, the school sends a group of staff and students to participate in the Penguin Plunge fundraiser for Special Olympics. Spirit week, held in February, is highly anticipated by our student body. It is a week where students and staff dress in a theme each day, and each evening the building is alive with students painting posters and rehearsing class skits for the Friday pep rally.

The theatre, music, and arts program at Hollis Brookline is a source of community pride. Theatrical productions include plays presented in December and May, as well as a March musical. In addition, the May production is recast and presented the second week of school in September. Holiday dances and semi-formals are held throughout the year, capped off by the senior prom in the spring. The end of the year is highlighted by Field Day, the annual senior overnight trip, a Class Day recognition assembly, senior awards night, senior breakfast, and graduation. Providing an opportunity to celebrate our students' culminating achievements, the outdoor graduation ceremony is well attended by faculty and staff.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Hollis Brookline High School has experienced gains in state assessments over the past five years. Data are not available for the 2006-07 school year as the state switched from assessing grade 10 students to grade 11 and changed the testing program. The district participates in the New England Common Assessment Program (NECAP) as do all public schools in the state of New Hampshire. Information on the state assessment system may be found at the following web site:

<http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm> High school students are tested in reading, math, and writing in the fall, and in science in the spring of their junior year; assessment categories are advanced, proficient, basic, and novice. Results in these categories have placed the school as one of the top high schools in the state for the past five years. In reading, the school has placed first or second during that time and the number of students advanced in reading has increased from 27% to 45% while those in the novice category has fallen from 9% to 3%. For the past two years 86% of the students have scored proficient or advanced, up from 67% five years ago. In mathematics, results have been consistent for the past five years as the school has placed second or third during that time. In 2009, 59% scored in the proficient or advanced category, up from 54% in 2004. In writing, the test has only been administered for the past three years. During that time students in the proficient/advanced category have increased from 65% to 74% and decreased in the novice category from 8% to 2%. The writing results have placed the school in second or third place in the state during that time.

Hollis Brookline High School offers many Advanced Placement courses, including English Language, English Literature, Calculus, Statistics, US History, Studio Art, Computer Science, Biology, and Chemistry. Many students enrolled in fifth year Spanish and French opt to take the Advanced Placement exam. Last year Government and Politics was added, and next year Psychology and Physics will be offered. Lately more than a third of the junior class enrolls in AP English Language and AP US History. Many of these courses require that students complete assignments over the summer. Teachers are encouraged to attend Advanced Placement summer institutes and to participate in correcting the exams. One staff member has served as a table leader in the College Board's exam grading. Over the past five years the number of Advanced Placement tests administered has grown from 105 in 2004 to 298 in 2009 (increase of 184%). During that time the passing rate has increased from 59% to 83% and those receiving a top score of 5 from 12% to 27%. Individual classes have recorded some remarkable results, such as 20 students out of 31 AP Chemistry students receiving 5 in 2009 and 18 of 34 scoring 5 in AP Calculus in 2008. The instructors in both of these classes were invited to apply for the prestigious Siemens Award, in recognition for their achievements in Advanced Placement programs in math, science, and technology. The Hollis Brookline teacher who eventually received this award was one of only fifty recognized nationally.

There has also been noticeable improvement in the average SAT scores for the past three graduating classes. The average SAT scores for the Class of 2009 were 574 in critical reading, 573 in math, and 568 in writing, all three above the state and national average. Within the school, the average SAT score has increased in each of the past four years in all three areas by a total of between 7% and 8%.

### 2. Using Assessment Results:

Classroom teachers give a variety of assessments in their classrooms, including traditional tests and quizzes that reflect the curriculum objectives as well as state and national frameworks. Assessments are used to gauge understanding of information and concepts based on established course competencies, including projects that allow students to show this understanding through a variety of methods. For example, in science classes, teachers use a number of non-traditional assessments throughout the year such as building catapults, bridges,

bottle rockets, and mouse trap cars. Other classes use student exhibitions, presentations, and projects to assess student achievement. Each science class is required to have students write one formal lab report a quarter as part of the established competency requirement. These lab reports are assessed using a rubric which is standard throughout the department. The student expectations are consistent from course to course as they develop their technical writing skills. In other areas, such as Physical Education, assessments are completed in various areas which are then used to set goals and plans for personal improvement. Students complete a personal training project to initiate fitness outside of the classroom and to assist in assessing, planning, and following an improvement plan.

Each year the results of the New England Common Assessment Program (NECAP) in reading, writing, math and science are examined by the respective departments. They consider the released items and the student scores and use this data to direct curricula and lesson modifications.

The Student Assistance Team, a group of teachers, counselors, and administrators meets weekly to address concerns, both academic and emotional, that staff has with individual students. The team uses assessment data from classroom teachers, NECAP, and specialized assessments to derive appropriate responses to intervention. The special education teams use similar assessments to make placement decisions for course selection and programming.

All departments use data from mid year and final exams to modify future assessments, including scenario-based challenges. Areas where students are weak are reinforced in subsequent challenges. Data received from Advanced Placement exams is used to adjust curriculum content and focus.

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

Hollis Brookline High School has used traditional methods of communicating assessment data on student performance which include report cards, progress reports, and monitor reports for students with an educational plan. In addition there are frequent emails and telephone conversations between teachers and families as all teachers have school email accounts and telephone messaging capabilities. Contact information is made available to families through class expectations distributed at the beginning of each course, via the school website or teacher's web page. Training is available for teachers on designing a class website and many utilize this to communicate class expectations, assignments, project rubrics, pacing guides, and course curriculum. An evening open house program is held during the first month of school, followed up with individual parent conferences held over two evenings at the end of the first marking period. Both of these events are very well attended and provide an opportunity for teachers to discuss student performance and assessment data.

The school celebrates students' academic performance at an academic "pep rally" held in the fall, at class day in the spring and senior awards night held prior to graduation. The fall rally sets the tone for the year as the school community recognizes the achievements typically released at that time of year, such as National Merit Semifinalists, AP tests results, SAT and ACT results, All-State Music selection, and state testing (NECAP) results. The event is covered by the local newspaper, highlighted in the reports to the school board, and cited in parent newsletters. In addition, the principal sends a personal letter to the home of each student being honored and notifies staff in elementary and middle schools.

The PSAT is administered to all juniors (optional for sophomores) during the school day. School counselors meet with individual students to review results and plan future academic programs. Identified students' special education team meets with families regularly to review assessment results, address concerns, and formulate educational plans. NECAP scores are mailed to the home of every student with a cover letter from the principal.

Some academic accomplishments are celebrated by the school community and covered in the local media. In 2007, a student was named as one of six national finalists in the Wendy's High School Heisman Award which was broadcast nationally on ESPN. For two consecutive years, a member of the senior class was selected as one of 250 high school seniors from across the nation to receive the Coca-Cola Scholarship Award. Over the past four years, 18 students have been named National Merit Finalists; *Newsweek* has included the school on its list of top American High Schools; and *U.S. News & World Report* has named HBHS as a Silver Medalist School.

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

New Hampshire is a small state with networks of educators and organizations that allow collaboration on a number of levels. The culture of the state is based more on collaboration than competition. Two of our science teachers have become the state directors for the Science Olympiad, and the school has hosted the event for the last two years. The Olympiad is an all-day Saturday event, organized and run by the science and mathematics staff with the help of many parents, and an increasing number of schools participating each year. The school's math team is an active organization of 30 to 60 students, successfully competing throughout the region. The US FIRST Robotics group is made up of 41 students and 21 adult mentors who compete in the New England region; the organization encourages participating schools to collaborate while participating. These opportunities all provide the staff advisors and students a chance to exchange ideas and successes with other schools. Teachers of Advanced Placement courses participate in regional and national organizations. Consistent success on NECAP testing has led a number of schools in the area to contact and meet with departments seeking to improve their results. Many of the professional development opportunities in our area consist of local educators sharing successes in the spirit of collaboration. If the school were fortunate enough to be awarded with Blue Ribbon School Status, it is expected that the level of collaboration and cooperation would increase.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

At Hollis Brookline High School, the curriculum aims to engage students in problem-solving and higher order thinking while providing opportunities to apply knowledge and skills in meaningful, relevant situations. Teachers strive to personalize instruction as they help students develop as active self-learners. Self-assessment and reflection are embedded in instruction which keeps students engaged. Opportunities are sought to make connections across disciplines, and technology plays a vital role in supporting teaching and learning. Students have a broad choice of options, ranging from remedial to Advanced Placement courses. There are vocational and internship opportunities as well as a life skills program; the curriculum is designed to reach and challenge the entire student population.

The English curriculum promotes skills that allow students to critically read a variety of complex texts and authentic materials as they use multiple strategies and processes to understand the written word. Literary analysis helps students use their critical abilities to recognize and value excellence, also providing numerous opportunities for creative expression. All students are taught the same method to write a research paper which develops consistency across all curricular areas. Additionally, all freshmen and sophomore students participate in a speech contest developing their communication skills to speak purposefully and articulately, as well as to listen and to view attentively and critically. Many methods of differentiation, including the use of art, PowerPoint, and other technology tools, as well as chunking and cumulative vocabulary programs allow all students to be challenged.

The overarching goal of the mathematics curriculum is to provide students with many varied opportunities to apply their mathematical problem-solving techniques in real world situations. Courses are content based and include student-directed learning and discussions of connections between math and other disciplines.

Students engage in activities designed to give them practical experience. A strong emphasis is placed on using technology to organize data, perform calculations, and create graphical representations. Five of the seven math classrooms have Smart boards, and teachers are effectively using the Smart board tools and interactive math websites to illustrate mathematical concepts. The department offers advanced-level courses including Calculus, AP Calculus, and AP Statistics, as well as an Individualized Math Program, allowing students to work at their own pace to complete any mathematics course in the curriculum. Classroom teachers are also readily available every period in our math lab to offer support.

The science department strives to prepare well rounded, scientifically literate citizens. Students' curiosity is nurtured as they engage in observation, hands-on exploration and direct experiences while building upon a variety of content areas. Science students have extracurricular opportunities in which they are challenged, such as a biology exam competition, NH Science Olympiad, and the US FIRST Robotics program. Great focus is placed on analysis of scientific work and students are asked to integrate scientific facts into abstract processes as they make decisions and value judgments. The curriculum is designed to insure that first year students are in line to meet the entry level requirements for AP programs.

The social studies curriculum is designed to help students develop and use independent and critical thinking about America's past and present and to prepare students to confidently participate as citizens in the democratic process. Students learn about the interconnections between cultural, historical, and environmental factors to create a global perspective, allowing them to better understand the connections between global and local events. Primary sources along with many different media are used to introduce topics.

Through a communicative approach, the world language department promotes proficiency in languages along with knowledge of cultures and literature; in doing so, it strives to foster an appreciation of differences and similarities among peoples and nations. A huge focus is placed on the spoken language, and students are expected to communicate in the target language as much as possible. Reinforcing skills that have been taught, authentic texts, regalia, websites, music, native speech, and videos are elected to pinpoint specific grammatical concepts, vocabulary, or cultural information. Teachers make a conscious effort to incorporate

reading, writing, listening, and speaking in everyday lessons. Fourth and fifth level classes use AP and college materials and are taught exclusively in the target language.

The visual and performing arts program consists of entry level and advanced classes in dance, choral singing, band, theatre, and the visual arts. As the arts lend themselves to differentiated instruction, teachers use a variety of methods to deliver curricula at a high level. Students are taught through verbal and aural lessons, written materials, teacher, professional guest, and peer demonstrations, hands-on fabrications, and live performances. Students who take courses in the arts are expected to perform or display their work in public forums. These include art shows and competitions, concerts and dance performances throughout the year, a spring musical, drama productions, and improvisational performances. Courses incorporate honors, concert and jazz, choral and instrumental music groups that have received local and regional recognition for their performances. The drama program is facilitated by a staff member with a full schedule of theatre classes.

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

(This question is for secondary schools only)

Hollis Brookline High School requires 4½ English credits for graduation, more than is required by the state. Students take four years of courses that weave together the threads of reading, writing, viewing, speaking, and listening. Freshmen select from three options: a remedial English Nine Read class, an English Nine class, and an English Nine Accelerated class. Placement is based on the recommendation of the 8<sup>th</sup> grade English teachers with parents given the option to override. The English Nine Read class is designed to meet the needs of students who read at least two grade levels below 8<sup>th</sup> grade level. The class is small with admission dependent on standardized reading tests and input from school specialists. Both English Nine and English Nine Accelerated focus on a range of literary texts as springboards to analysis. Students read, write, listen, speak, and view as they progress through novels, plays, films, and poems. The curriculum includes a unit on plagiarism and some research. At the end of freshman year, students may adjust their choice of level, depending on their grade and teacher recommendation.

Sophomore year consolidates and builds upon the progression of the 9<sup>th</sup> grade program with English Ten Read, English Ten, and English Ten Accelerated options. In addition, all sophomores are required to take a one-semester Writing class which focuses on descriptive, narrative, expository, and persuasive modes, and includes a formal research paper. A Basics of Writing course is offered to those who need support with fundamental writing skills.

Junior year English is devoted to American literature with options of Advanced Placement English Language and Composition and Honors American Studies, an interdisciplinary class team-taught with the social studies department. Seniors select from an array of offerings which continue the three tiers defined above. Courses include Popular Reading, Poetry, Journalism 1 & 2, Film Studies, World Literature, British Literature, Advanced Writing, Honors [classical] Literature, and Advanced Placement English Literature and Composition. Juniors, in addition to an American literature class, may select an English elective.

All grade 9 and 10 English classes participate in a school-wide speech competition. Additionally, all freshman, sophomore, and junior classes include daily language activities that focus on punctuation, grammar, and usage, along with a standardized vocabulary program.

Students who are reading below grade level have options in all core departments that consist of small classes with extra supports in reading, organization, study skills, as well as, compensatory skills to assist in the students area of weakness. Individualized reading programs and remedial English courses address student needs, utilizing supplemental texts and books on tape. Activities are used to help students better prepare for standardized assessments, targeting language skills and standardized test taking skills.

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

Hollis Brookline High School students come to ninth grade with outstanding procedural fluency and understand that mathematics is the study of calculations. The goal is to go beyond this understanding and inspire a life-long appreciation of mathematics: to understand mathematics as a language that allows us to explain relationships in a way not otherwise possible and to help students learn to “think mathematically.”

The focus is on presenting mathematical ideas by using multiple representations: data points, tables, graphs, symbols, and words. The use of technology greatly enhances the student's ability to see connections between these varied representations. Every student has access to a graphing calculator and each teacher presents material using the computer and projector. Access to interactive websites and programs such as Geometer's Sketchpad provide students with the opportunity to visually make the connections between the multiple representations. Students are taught to see that mathematics is the study of patterns; that becomes a unifying theme connecting algebra to geometry, to trigonometry, to precalculus, and to calculus. The subjects are not a series of isolated algorithms and processes but part of an integrated whole. The use of real world data allows students to become fully engaged in meaningful problem-solving.

Mathematical thought at the high school level is developed by presenting students with effective questions.

Effective questioning requires the teacher have a thorough understanding of underlying meanings for the procedures being presented. The math faculty represents over 100 years of classroom experience. Effective questioning encourages students to go beyond numerical responses to explain and justify their answers. The staff has found that as students become more adept at providing reflective answers, they are more willing to take risks and feel more confident about their mathematical abilities.

#### **4. Instructional Methods:**

A number of years ago, the district established differentiated instruction as a professional goal for every teacher. In addition, the change in school schedule four years ago provided for extended class periods, thus allowing for modifying differentiated instruction to address more learning styles. For example, science teachers were trained in differentiated strategies and given the instructional time to incorporate Laboratory investigation, Dissection, Video and Power point projects, exhibitions and competitions such as "Balloon Car," "Mousetrap Car," "Catapults," "Rube Goldberg," and "Bridge Building." Language Arts teachers have balanced units of instruction with both an academic and a creative component. This allows students whose strengths lie in visual and computer skills a higher comfort level within the class and more opportunities for success. Teachers use multiple methods of assessment to understand their students and to better meet their needs. There is a focus on multiple intelligences, using music, visual devices, and kinesthetic activities to enable students with multiple learning styles to demonstrate their knowledge. Materials are chosen carefully; after instructors know their students they choose literature, worksheets, and other materials that will challenge, but not overwhelm, them. Business teachers use stock market simulations and analyze their data in a tables and graphs. Students participate in a trading simulation using goods brought in from home. There are trading rounds and after each round they experience fewer restrictions on trade. Students learn why nations trade and how government restrictions impact. In American Studies students have formal writing assignments, reading quizzes, creative projects, debates, PowerPoint presentations, skits, and outdoor education experiences. Teachers have supplemented classroom activities on course websites. Students with an educational plan who find the graduation requirement in writing a challenge can now take a Basics of Writing course. This course meets the graduation requirement in writing while addressing the needs of students with an identified learning disability in the area of writing. Assignments are modified, targeting specific skill sets while remaining consistent to the MLA format used in all courses.

#### **5. Professional Development:**

The professional contract designates four full school days and four early release days for staff workshops. On these days, professional and support staff participate in a wide variety of in-school professional development opportunities. A professional development committee determines how to address the professional development needs of the staff and determines the workshops to be offered.

In addition, staff is surveyed to determine what professional development opportunities they would like to participate in during school year. Administration then secures resources and personnel to present workshops which meet the needs of the staff. Workshops presented over the past few years include, but are not limited to, the following areas: Smart boards, Differentiated Instruction, Web tools, Learning/Teaching Styles, Bullying and Harassment, Teaching in an Extended Block, Rubric Writing, Literacy across the Curriculum, and Classroom Management.

In addition to opportunities available during the school year, the teaching staff contract allots up to \$1,200 (support staff up to \$800) to be used for professional development each year. Staff is allowed professional leave to take advantage of opportunities during the school year. In addition, members of the professional staff are awarded a stipend every three years if they exceed their recertification criteria by a set amount.

Grants have been used to compensate teachers with areas of specialization who have provided professional development activities for the staff. Examples include support of a teacher who presented research at a global conference in Italy, another who attended a week long conference on integrating Kagan Structures into the classroom, and a teacher of journalism who attended workshops on InDesign. This teacher, in her capacity as advisor for the school newspaper, has used her experience to work with students to produce a professional quality newspaper and introduce them to this state of the art software. All of these teachers have in turn worked collaboratively with colleagues, sharing their knowledge and using resources to increase student achievement.

Monthly department meetings focus on teaching and sharing classroom experiences. Teachers share effective lessons and strategies aligned with curriculum guides. These curriculum guides are aligned with the district, state, and national standards. In addition, each department has developed course competencies in accordance with the state requirements. All Department Chairs have attended workshops on how to write competencies and shared their knowledge with teachers.

#### **6. School Leadership:**

The leadership structure consists of a principal, two assistant principals, a special education coordinator, and an athletic director. Assistant principals oversee two grades, following each class for all four years, dealing with academic issues, attendance, and discipline. Each department is overseen by an assistant principal and the special education coordinator oversees that department. Department oversight includes teacher evaluation and professional development. Each department has a head teacher to oversee the development and delivery of curriculum.

In 2004, there existed a dysfunctional atmosphere within the school that had reached the point where the school board hired a consultant to mediate between the teachers and administration. In the fall of 2005 there was a change in leadership that resulted in the restoration of morale and inspired excellence with improved communication. This resulted in opportunities for shared decision making that included the following: establishing a Faculty Council where issues that often fracture a faculty are aired each month; monthly faculty meetings, primarily information sharing in nature; expanding the role and responsibilities of department heads with biweekly meetings, course reduction, and common plan time; meeting with Student Council and other student groups on a regular basis; and monthly meetings with a significantly more active parent group. Beyond these formal structures, the administration also began the practice of communicating regularly with faculty and staff through periodic memos emailed to all staff. The philosophy of the leadership – to manage by walking around and to respect instructional time with fewer disruptions – has brought about a common vision, a spirit of openness, and a resurgence of pride that result in excellence in instruction and student achievement.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: NHEIAP

Edition/Publication Year: 2005, 2006

Publisher: Measured Progress Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month				May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced				65	54
% Advanced				31	30
Number of students tested				229	200
Percent of total students tested				99	99
Number of students alternatively assessed				2	1
Percent of students alternatively assessed				1	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				14	10
% Advanced				7	5
Number of students tested				14	21
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

State testing data is not available for 2006-07

New Hampshire tested at the end of grade 10 up until May 2006. Since that time the state has assessed students at the beginning of grade 11. In the transition during 2006, the grade 10 students were tested in May 2006 and again in October 2006, the data was considered pilot data and not released. Testing resumed the following year in October 2007 with the grade 11 class.

Subject: Reading  
Edition/Publication Year: 2005, 2006

Grade: 10 Test: NHEIAP  
Publisher: Measured Progress, Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month				May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced				74	67
% Advanced				28	27
Number of students tested				229	200
Percent of total students tested				99	99
Number of students alternatively assessed				2	1
Percent of students alternatively assessed				1	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				21	10
% Advanced				14	5
Number of students tested				14	21
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				0	0
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

State testing data is not available for 2006-07

New Hampshire tested at the end of grade 10 up until May 2006. Since that time the state has assessed students at the beginning of grade 11. In the transition during 2006, the grade 10 students were tested in May 2006 and again in October 2006, the data was considered pilot data and not released. Testing resumed the following year in October 2007 with the grade 11 class.

Subject: Mathematics  
Edition/Publication Year: 2007, 2008

Grade: 11 Test: NECAP  
Publisher: Measured Progress Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct			
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	51	52			
% Advanced	7	4			
Number of students tested	230	211			
Percent of total students tested	97	96			
Number of students alternatively assessed	2				
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	30				
% Advanced	0				
Number of students tested	12				
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	15	29			
% Advanced	0	0			
Number of students tested	24	21			
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

State testing data is not available for 2006-07

New Hampshire tested at the end of grade 10 up until May 2006. Since that time the state has assessed students at the beginning of grade 11. In the transition during 2006, the grade 10 students were tested in May 2006 and again in October 2006, the data was considered pilot data and not released. Testing resumed the following year, October 2007 with the grade 11 class.

Data is not disaggregated for subgroups with less than 10 students.

Subject: Reading  
Edition/Publication Year: 2007, 2008

Grade: 11 Test: NECAP  
Publisher: Measured Progress .Inc

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct			
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	87	84			
% Advanced	32	44			
Number of students tested	231	217			
Percent of total students tested	97	98			
Number of students alternatively assessed	1	2			
Percent of students alternatively assessed	0	1			
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	40				
% Advanced	10				
Number of students tested	10				
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	72	48			
% Advanced	5	10			
Number of students tested	21	21			
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:  
State testing data is not available for 2006-07

New Hampshire tested at the end of grade 10 up until May 2006. Since that time the state has assessed students at the beginning of grade 11. In the transition during 2006, the grade 10 students were tested in May 2006 and again in October 2006, the data was considered pilot data and not released. Testing resumed the following year in October 2007 with the grade 11 class.