

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any) Charter Title 1 Magnet Choice

Name of Principal: Ms. Lynne Teta

Official School Name: Boston Latin School

School Mailing Address: 78 Avenue Louis Pasteur

Boston, MA 02115-5744

County: Suffolk

State School Code Number: 00350560

Telephone: (617) 635-8895 E-mail: lteta@boston.k12.ma.us

Fax: (617) 635-7883

Web URL: www.bls.org

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. Carol Johnson Superintendent e-mail: cjohnson@boston.k12.ma.us

District Name: Boston Public Schools District Phone: (617) 635-9000

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: Reverend Gregory Groover

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

1. Number of schools in the district: 83 Elementary schools
 (per district designation) 12 Middle/Junior high schools
 36 High schools
 3 K-12 schools
 134 Total schools in district
2. District per-pupil expenditure: 13748

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	199	206	405
1	0	0	0		8	166	200	366
2	0	0	0		9	166	252	418
3	0	0	0		10	180	219	399
4	0	0	0		11	174	232	406
5	0	0	0		12	164	218	382
Total in Applying School:								2376

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
28 % Asian
13 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
50 % 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 2009-2010 school 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, 2009 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	27
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1, 2009	2495
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 7

Number of languages represented, not including English: 3

Specify languages:

Cantonese, Mandarin, Portuguese

9. Percent of students eligible for free/reduced-priced meals: 30%
 Total number of students who qualify: 719

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%
 Total number of students served: 29

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>3</u> Visual Impairment Including Blindness
<u>4</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>9</u>	<u>0</u>
Classroom teachers	<u>105</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>25</u>	<u>1</u>
Total number	<u>150</u>	<u>4</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: 23:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	12%	11%	10%	10%	9%
High school graduation rate	99%	99%	99%	99%	99%

If these data are not available, explain and provide reasonable estimates.

Please note that the teacher turn-over rate is due to increased budget cuts over the last four years and the subsequent reassignment of permanent teachers by the district.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>387</u>
Enrolled in a 4-year college or university	<u>99%</u>
Enrolled in a community college	<u>1%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

Boston Latin School seeks to ground its students in a contemporary classical education as preparation for successful college studies, responsible and engaged citizenship, and a rewarding life.

Founded in 1635, Boston Latin School is a public six-year college preparatory school that offers a rigorous academic program in the classical tradition and fosters the pursuit of excellence. It is also an institution that lays a foundation for full participation in our society, preparing students to be both productive citizens and responsible adults who have an awareness of global issues. The school welcomes and serves a culturally, socially, and economically diverse population selected from every neighborhood in the City of Boston. Many Boston Latin School graduates are the first in their family to attend college.

Recognizing the importance of the development of the whole person—the intellect, the body, and the spirit—Boston Latin School combines the contemporary with the traditional. The study of languages, literature, art, music, history, as well as ancient and modern cultures provides exposure to the ideas and values that have shaped civilizations throughout the world. The study of mathematics, science, and computer and information sciences provides the basis for both an understanding of the natural world and a competency in modern technology. Physical and health education help maintain a sound mind and body. Taken together, these required studies are intended to inspire a love for learning and provide the skills needed to pursue further knowledge in college and throughout life.

The Keefe Library is the central academic and informational access resource at Boston Latin School. Through collaboration with staff, enhancement of learning through technology, the promotion of reading, and the teaching of information skills, the library program promotes information literacy for all. Coordinated comprehensive support services provide a surround-care model for our students that are proactively developmental, preventative, and tutorial in delivering services to students. Varied extracurricular activities afford opportunities for pursuing intellectual, social, artistic, civic, and athletic goals. The school honors and celebrates the achievements of its students in all their endeavors.

Growing and evolving since 1635, Boston Latin School provides significant opportunities for young people to recognize and appreciate the importance of education as a means to grow in scholarship, civility, and self-knowledge. Of the fifty-six signers of the Declaration of Independence, five of them were pupils of Boston Latin School: John Hancock, Samuel Adams, Benjamin Franklin, Robert Treat Paine, and William Hooper.

Today, students bring acknowledgement and prestige to the school in many ways, as Boston Latin School boasts fifteen national qualifiers for the American Invitational Math Exam, two ensemble performances with the Boston Pops Fidelity Stage, nine semi-finalists in the National Merit Scholarship Corporation, state finalists in the Certamen Teams Junior Classical League, two first place winners in the Intel International Science Fair (2009), and youth climate literacy work and curriculum recognized and lauded by former Vice President Al Gore, among other awards and distinctions.

1. Assessment Results:

The Massachusetts Comprehensive Assessment System (MCAS) measures students' academic achievement based on state frameworks specific to each grade level and subject area. More information can be found at <http://www.doe.mass.edu/mcas/>

Boston Latin School students are performing well above their counterparts both in the district and the state in both English and mathematics. The results indicate that our students are strong test-takers at all levels, that they achieve very high scores on multiple choice questions and are generally rated in the upper two quartiles on open response questions and the writing prompt.

Data analysis of the English Language Arts test scores indicate that students gain in strength as they get older. For the 2010 test administration, for example, 19% of seventh graders scored in the "Advanced" category, 24% of eighth grade students scored in the "Advanced" category, and 65% of tenth grade students scored in the "Advanced" category. It is worth noting that in most districts, these data trend the other way; that is, students' performance is typically strongest in the seventh grade and falls off after that. Looking at the five year trend, seventh and eighth grade scores have remained consistent while there has been a small increase in the number of tenth grade students scoring in the "Advanced" category over time, with 51% in 2006, 65% in 2009, and 59% in 2010.

Data analysis of the mathematics test scores mirror those described above in that students gain in strength as they get older. For the 2010 test administration, for example, 49% of seventh graders scored in the "Advanced category, 53% of eighth graders scored in the "Advanced" category, and 94% of tenth graders scored in the advanced category. Looking at the five year trend, seventh and tenth grade scores have remained consistent while there has been a small increase in the number of eighth grade students scoring in the "Advanced" range, with 45% in 2006 and 53% in 2010.

An analysis of the subgroups scores indicate that in general, socio-economically disadvantaged students and Hispanic students score in the same range as their peers on the English and mathematics exams with similar percentages of students scoring in the "Advanced" and "Proficient" categories. African American students tend to score a bit lower and Asian students a bit higher than their peers, although neither difference is statistically significant. Overall, relatively few consistent differences exist between different ethnic or economic subgroups at Boston Latin School. Given that there are fewer than ten English Language Learners and/or students with disabilities within these subgroups, this data has been excluded.

Given that the threshold for "passing" the MCAS exams is a score in the "Needs Improvement" category, all tenth grade students are passing the English and mathematics MCAS exams and earning a Massachusetts diploma with 99% of tenth grade students earning a "Proficient" or "Advanced" score in English and 94% of tenth grade students earning a "Proficient" or "Advanced" score in mathematics.

2. Using Assessment Results:

Boston Latin School uses a variety of assessments and data indicators, including Massachusetts Comprehensive Assessment System (MCAS) scores, Advanced Placement (AP) scores, Scholastic Aptitude Test (SAT) scores, and attendance and discipline records to inform decision-making around the teaching and learning process. For example, MCAS scores are distributed to Program Directors each fall for close examination and analysis. Program Directors review the overall scores for individual courses, such as English 8, to find common themes that highlight students' strengths and weaknesses within the course standards. Program Directors use this information to engage in conversations with department members around possible curriculum gaps. Teachers also receive information relative to their individual classes and students and are able to alter their curricular focus from year to year while also making

adjustments based on the individual needs of the students they are currently teaching. Advanced Placement scores offer the same opportunity for teachers, as they are able to review the results of their former students and make changes as necessary to the overall scope and sequence of the course. Advanced Placement data has also allowed the school to expand its AP program by helping to identify more accurate predictive criteria that allow students to make informed decisions about their AP options, eliminating the subjective obstacles that formerly blocked students' "admission" to such classes. In the past five years, Boston Latin School has expanded its offerings from 44 sections of AP courses to 56 and from 1131 total AP student seats to 1406. SAT scores continue to inform the work of the English department and their efforts to prepare students as well as the guidance department in their efforts to appropriately match students with prospective schools through the college search and application process. The use of SAT data, and other admission criteria such as grade point averages are recorded over time and counselors use the subsequent scatter graphs to help students make important decisions about their academic careers both at Boston Latin School and beyond.

3. Communicating Assessment Results:

The Head Master has begun a tradition of preparing a PowerPoint presentation to be shared with the faculty, parents, and students, relative to national, state, and school-based data indicators. The presentation outlines student scores over five year periods for each level, including Advanced Placement and Scholastic Aptitude Test scores (national level), Massachusetts Comprehensive Assessment System (MCAS) scores (state level), and course enrollment, honor roll, attendance and discipline records (school level). The same information is presented to all three constituencies as a means of providing transparent data to inform decision-making. This presentation has allowed the school, inclusive of multiple voices and perspectives, to suggest curricular changes that will improve student achievement overall and raise the level or rigorous instruction to which students are exposed. This information has been well received, bringing acclaim to our many accomplishments, outlining areas in need of improvement, and eliminating unnecessary perceptions and myths.

4. Sharing Lessons Learned:

Boston Latin School teachers and administrators belong to a number of professional organizations that allow us to share successful strategies while also learning from others. For example, the Head Master meets regularly with other high school head masters from within the district as well as those affiliated with our athletic league which includes several high-performing suburban schools. Much of their time together is used to share leadership strategies, program and resource ideas, and success stories that may benefit others working to improve the particulars of their own schools. Many of our Advanced Placement teachers have been recruited to coach other Advanced Placement teachers within the district, serving as mentors, sharing resources, and offering guidance in the development of College Board approved curriculum. Two of our Physics teachers have developed a curriculum called "Energizing Physics" and have received a grant to publish their work as well as support other schools around the country in its implementation. Boston Latin School also serves as a guidepost for our sister school, Brooklyn Latin, which was founded on our model. Our faculty and administrators also host school leaders from around the world who wish to learn from our long history of academic success.

1. Curriculum:

Boston Latin School is a six-year college preparatory school which provides a rigorous academic program in the classical tradition and which fosters the pursuit of excellence. It is also an institution that provides the groundwork for full participation in our economy and society, preparing students to be both productive citizens in a democracy and responsible adults who have an awareness of global issues.

Recognizing the importance of the development of the whole person, intellect, body and spirit, Boston Latin School combines the traditional with the modern. The study of languages, literature, art, music, history, as well as ancient and modern cultures provides exposure to the ideas and values that have shaped civilizations throughout the world. The study of mathematics, science, and computer programming provides the basis for both an understanding of the natural world and a mastery of modern technology. Physical and health education help maintain a sound mind and body. These required studies, taken together, are intended to inspire a love for learning, establish a sense of self-worth, and provide the skills needed to pursue further knowledge in college and throughout life.

The academic requirements for graduation from Boston Latin School are:

- 4 years of English (grades 9-12) and a senior research paper
- 2 years of World History and 1 year of United States History
- 3 years of science
- 4 years of high school mathematics starting with Algebra 1
- 4 years of modern foreign language
- 4 years of Latin for students starting in grade 7 / 3 years for students entering in grade 9

The Classics program at Boston Latin School situates young people in the ancient Greek and Roman tradition of human ideals. It uses the languages, literature, and art of that civilization to promote, in the present one, these virtues: to restrain one's impulse to self-interest, to treat others with respect for their dignity, and to participate responsibly in civic life. Through careful study of profound thought, speech, and deed from that ancient world, our students acquire ways to understand themselves as human beings, make sense of the present, and conceive of a worthwhile future.

The English Department is committed to developing the reading, writing, listening, speaking, research and critical thinking skills of all Boston Latin School students. We desire that all our students be analytical readers who can seek meaning in the world's great texts; competent, creative writers who have mastered the various rhetorical structures as well as developed their own voices; attentive listeners who respect and can thoughtfully evaluate a wide range of ideas; articulate speakers who are comfortable in a variety of arenas; discriminating researchers who can effectively access reliable sources; and critical thinkers who are both logical and insightful.

The History Department offers Boston Latin School students a traditional, multifaceted, and inclusive college preparatory curriculum that is centered on the study of World History and United States History. In addition, the department offers a variety of electives including Economics, Government, Modern European History, Facing History and Ourselves, Art History and Foreign Policy. The curriculum seeks to develop a deep understanding and engagement with the events, ideas, and forces that have shaped and enriched the lives of Boston Latin School students and the larger world. In accordance with the standards of the Massachusetts Department of Education and the Boston Public Schools, and beyond the specific factual knowledge associated with each course, the history program is designed to develop the analytical and writing skills that will prepare students for college and professional life. The curriculum requires that students acquire the ability to engage critically with both historical and contemporary problems. Students will learn to assess primary source documents - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical and current scholarship. Students are also asked to look at disparate interpretations of historical events and

arrive at reasoned and sound assessments of those views. The overarching goal of the History Department is to help students develop the skills necessary to arrive at conclusions on the basis of an informed judgment, and making effective use of evidence clearly and persuasively in written form in order that they become knowledgeable, thinking citizens.

The Mathematics Department at the Boston Latin School offers a rigorous and challenging catalogue of courses for every student. Our program provides a foundation for critical thinking by developing skills in logical reasoning and problem solving. Throughout our curriculum, students are challenged to develop their skills in analysis, reasoning, creativity, collaborative learning, and self-expression as they build on their mathematical knowledge. We envision our students as mathematically mature thinkers who can effectively communicate their understanding, can appreciate the beauty of mathematics, and be prepared for the mathematical challenges that exist beyond high school.

On the back of the one dollar bill of the United States is a Latin phrase “e pluribus Unum” or “one from many.” In the modern language department at Boston Latin School we strive to bring our students back to the various cultures from which the “one” has come. By introducing students to new languages and cultures, including Chinese, French, German, Italian, and Spanish, we hope to make them productive and successful members of the 21st century global community who are able to appreciate all cultures and share ideas with citizens of many different nations.

Physical education and health education prepare our student body with lifetime recreational and fitness experiences and knowledge. Physical education emphasizes the development of skills and disciplines that can contribute to an enjoyable lifetime fitness program. Health education focuses on the human body as a system requiring balanced development and maintenance for both physical and emotional well-being. Healthful choices related to diet, exercise, lifestyle and environment are central to the curriculum. Awareness of the effects of tobacco, alcohol and drug abuse is emphasized.

The Boston Latin School Science Department is committed to excellence in science education. We are interested in exploring ways to enhance science education through technology. The BLS Science Department is divided into four disciplines: Earth Science, Biology, Chemistry and Physics. Students follow a standard progression through introductory and upper level courses in these disciplines. Each of these courses includes a laboratory component as we are committed to augmenting this aspect of our instruction. Our faculty members each bring personal interests and expertise to their teaching. The department is guided by State, City and national standards. One of the highlights of the year is the annual Science Fair event, showcasing the work of our department members and our students. We are also involved in a number of collaborations and programs with outside organizations to enrich our students’ experience of science.

The Fine and Performing Arts Department is dedicated to the development and appreciation of art. The Arts Department offers a comprehensive fine arts curriculum consisting of performance opportunities in all musical categories as well as strong visual art and drama programs. The curriculum begins with exploratory classes in the lower grades in art, music, and drama, and progresses towards a more rigorous academic curriculum at the upper levels. Beyond the school day, more than half of Boston Latin School students perform in band, orchestra, chorus, drama, and art. Students have earned recognition for their performances at the regional, state, and national levels.

2. Reading/English:

The English Department at Boston Latin School is committed to developing the reading, writing, listening, speaking, research and critical thinking skills of all Boston Latin School students. We want our students to be analytical readers who can decipher any text, however arcane; become competent creative writers who have mastered the various rhetorical structures as well as developed their own voices; attentive listeners who respect and can thoughtfully evaluate a wide range of ideas; articulate speakers who are comfortable in a variety of arenas; discriminating researchers who can effectively access reliable sources; and critical thinkers who are both logical and insightful.

Our program begins with two English courses for our incoming seventh graders, one focused on literature and one on writing. Our goal is to provide a solid, foundational year that will help students build the extensive toolkits they will need as they progress through the grades and into higher education. For each year, the courses center on a theme or literary tradition, including Coming of Age, Accepting Responsibilities, Overcoming Obstacles, in addition to years dedicated to the exploration of American, British, and World Literature. The department also offers both Advanced Placement Literature and Composition and Advanced Placement Language and Composition. Reading lists and power standards for these courses are attached.

At each grade level, students complete summer reading requirements, create a final product, take a departmental final examination, and—through the end of sophomore year—prepare and perform declamations three times during the year. The final products are designed sequentially to build skill in research, synthesis of information, citation of sources, and graceful incorporation of secondary source material into an original paper or project. Last year, which marked the 375th anniversary of our school, the seventh graders created ‘secret room’ books that presented various aspects of culture and history in and around the year 1635. Many of our seniors researched and wrote biographies of prominent alumni of Boston Latin School. Whenever possible, students interviewed their subjects and others who know them as part of the research process. These projects and papers were presented during the annual alumni weekend.

We take seriously our partnership with parents and the larger community in our work with students. The Friends of the English Department has sponsored an evening with Ken Gloss of the Brattle Book Shop, is organizing a springtime spelling bee for our eighth graders, and has an ongoing program of book donations for the department. Our older students provide free after-school and Saturday morning tutorial for younger students in need of help with their assignments. Many of our students from all grade levels participate in various competitions. Recent prizes include the Helen Creeley Poetry Prize, a state-level prize in the Poetry Out Loud competition, and a number of winning essays in many contests. Our students’ literary magazine, *The Register*, has consistently won awards from the National Council of Teachers of English.

Perhaps most important, we are never complacent in our efforts to provide the best possible learning experiences for our students. In an effort to improve practice, English teachers regularly visit one another’s classes, attend conferences, welcome observers into their classrooms, and train student teachers and interns from local universities. However experienced we are, we know there is always much, much more to learn.

3. Mathematics:

The Boston Latin School (BLS) Mathematics Department provides students with a rigorous college preparatory curriculum, which includes:

7th grade: Pre-Algebra

8th grade: Algebra I

9th grade: Algebra II or Advanced Algebra II

10th grade: Geometry or Advanced Geometry

11th grade: Pre-Calculus or Advanced Pre-Calculus

12th grade: Calculus, Advanced Placement Calculus AB, or Advanced Placement Calculus BC

11th and 12th grade electives: Advanced Placement Computer Science, Statistics or Advanced Placement Statistics

The BLS Mathematics Department encourages students to use mathematics to make real world applications, and develop reasoning and problem-solving skills. This is achieved through modeling, simplifying, providing examples and practice. Individual students who are struggling are well-supported through a variety of programs that include but are not limited to Saturday Success School, the Peer Tutoring Program, and the After School Tutoring Program. In addition, the BLS Math Department supports students who have been identified as ‘needs improvement’ on the Massachusetts Comprehensive

Assessment System (MCAS) math exam in the seventh grade through specialized curriculum, instruction and assessment. The specialized curriculum is delivered in the student's class and independent study is required.

For our eleventh and twelfth grade students who seek to improve their mathematical skills but may not be interested in pursuing a Calculus course, we have a National Science Foundation (NSF) grant to enrich our statistics courses that offers NSF internships to our students. This innovative course utilizes 'ASSISTments', a computer program developed and studied at Worcester Polytechnic Institute and Carnegie Mellon. We regularly incorporate technology into our curriculum to visualize mathematical relationships and solving real life problems.

The BLS math department encourages all students to enroll in BLS advanced courses. The advanced courses are accelerated and include a wide variety of topics. Admission to these courses is gained through self-selection.

4. Additional Curriculum Area:

The Boston Latin School (BLS) Science Department provides students with a rigorous college preparatory curriculum, which includes:

7th grade: Earth Science

9th grade: Biology I

10th grade: Physics or Chemistry

11th and 12th grade electives: Biology II, Advanced Placement Biology, Chemistry II, Advanced Placement Chemistry, Physics II, Advanced Placement Physics, Environmental Science, Advanced Placement Environmental Science

Students are required to take a minimum of three years of a high school science.

The Boston Latin School (BLS) Science department supports the school's mission to provide students with a contemporary classical education as preparation for successful college studies, responsible and engaged citizenship, and a rewarding life. The science department supports students' preparation for successful college studies through ample Advanced Placement (AP) course offerings, a focus on collaborative work, the emphasis on explaining understanding, and students' self-assessments through grade proposals.

The BLS Science department is innovative, progressive and focuses on student-centered classes. This approach has generated considerable interest in our pedagogy and curriculum as evidenced by two grants that support our mission. The Biology II curriculum is currently the focus of a National Institutes of Health (NIH) grant. The five-year grant aims to create a curriculum that focuses on the 'Great Diseases.' The curriculum will support students who wish to pursue a college major related to the biomedical sciences and will focus on infectious diseases, neuroscience, metabolic diseases, cardiovascular disease, and cancer. Presently, the BLS physics department is piloting their own Physics curriculum through the support of a National Science Foundation (NSF) grant. The curriculum is called "Energizing Physics" and it supports students' exploration of energy through independent experimentation. This curriculum fosters the growth of independent learners, a rewarding life skill.

The science department supports students' preparation for responsible and engaged citizenship through the use of current literature: novels, non-fiction books, newspaper and magazine articles on current science topics, throughout the curriculum. This exposure to current scientific topics, literature and expository writing ensures our students are scientifically literate citizens.

5. Instructional Methods:

Classroom teachers differentiate instruction in a variety of ways within the instructional period. For example, teachers may group students by interest or knowledge base within a math class for a particular lesson while students in a chemistry class must complete an inquiry-based lab and collaborate within heterogeneous groups. Students must declaim a piece of literature of importance and relevance to themselves in an English class while students in a Latin class choose a means to demonstrate their understanding of a topic, either by poster, skit, or journal.

Beyond traditional classroom differentiation, students' experiences are differentiated as they advance from one grade to the next. When students enter Boston Latin School in grade seven, they focus on a foundational curriculum that strengthens their skills in reading, writing, mathematics, scientific inquiry, language acquisition, and study habits. From this cluster-based model, students then enter the high school level whereby opportunities for advanced studies based on interest and readiness become available, such as with advanced mathematics in grade nine and the Latin Prose course in grade ten. Boston Latin School also offers 23 Advanced Placement courses. All students are encouraged to enroll in at least one, and as many as three, during each of the last two years of study thus creating a schedule that fits students' personal profiles and academic abilities. The Guidance Department works closely with students to customize students' programs in order to best prepare students for successful college studies and a rewarding life.

In addition to the academic program, Boston Latin School offers a number of support services to students in all groups and subgroups, including the Saturday Success School program and after-school tutoring whereby teachers, upper-level students, alumni, and volunteers work with students on content and study skills. The Learning Center provides academic support for students with individualized education programs and others who seek small-group support during the school day. The peer mentoring program matches students based on background and interest and allows old students to positively influence younger students academically, socially, and emotionally. The "Zone" provides tutoring and academic support for student athletes, and faculty members advise more than 150 clubs and serve as resources and mentors for students joining together for a variety of interests and causes.

6. Professional Development:

Boston Latin School incorporates three tiers of professional development into its faculty members' day-to-day work. First, teachers are provided with common planning time, as available, where instructors teaching the same course meet on a weekly basis to develop common assessments, share pedagogical practices and lesson plans, and analyze student work. Secondly, faculty members meet once a month within their disciplines and focus on their department-wide goals, such as the alignment of curriculum and content across courses through the vertical alignment of core standards or to continue discussions on subject-specific topics such as the purpose and meaningful application of the summer reading program to the English curricula. Faculty also meet bimonthly in intra-disciplinary Professional Learning Communities to collaborate on school-wide issues such as defining the vision of a Boston Latin School graduate and developing school-wide rubrics incorporating research, technology, and presentation standards across content areas. The following objectives were developed for the 2010-2011 school year and have been integrated into the three tiers of professional development work:

- All faculty will be trained in English Language Learners Category 1: Introduction to Second Language Learning & Teaching; as prescribed by the Massachusetts Department of Education; additional opportunities to enroll in categories 2-4 will be offered to interested teaching members
- All faculty will continue drafting common department and/or course exams in addition to those that already exist; the goal is to increase the number of available common assessments in each course by 2
- All faculty will be educated on the new Massachusetts anti-bullying legislation and trained in how to effectively recognize, intervene, and report incidents of bullying

- All faculty will learn the legal and pedagogical importance of supporting bright students with learning disabilities in the classroom and acquire effective strategies to do so
- All teachers of students in Classes grades 10-12 will learn strategies for writing effective, informative, and succinct college letters of recommendation
- All teachers of students in grades 10-12 will have an opportunity to review and critique the enrollment process for AP courses, review relevant data, and make curricular decisions that will improve our academic program and better prepare students for successful college studies
- All teachers of students in grades 7 & 8 will learn the basics of the Visual Thinking Strategies approach to teaching and learning and be able to incorporate strategies into their classrooms, in partnership with the Isabella Stewart Gardner Museum

7. School Leadership:

The leadership at Boston Latin School grounds all of its decision-making in its mission: *Boston Latin School seeks to ground its students in a contemporary classical education as preparation for successful college studies, responsible and engaged citizenship, and a rewarding life.*

The Head Master is supported by an administrative team including four assistant head masters and five program directors who serve as liaisons for various groups of faculty members. The administrative team meets weekly to share information relative to each member's department and area of responsibility, as well as to discuss important school-wide issues relative to teaching and learning, culture and climate, and other ongoing initiatives. Administrators strategize how best to address these topics, collect data, and lead the decision-making process in an attempt to move the school forward as a professional learning community. The Head Master also prioritizes supporting colleagues across the Boston Public Schools as a mentor within and a leader of the High Schools Head Masters' Association. She represents the perspective of head masters on various district-level initiatives.

The Head Master also meets regularly with other important constituencies, including parents, students, alumni, and community and university partners. School Site Council and School Parent Council meetings serve as a means to keep parents informed of ongoing initiatives within the school building as well as for the Head Master to hear feedback from parents that may lead to additional initiatives, such as with the evolving mathematics curriculum and the effectiveness of the school-wide respect initiative. Faculty Senate meetings serve as a means for teacher representatives to share ideas, concerns, and questions with the administrative team as well as for the Head Master to request feedback and suggestions on specific topics, such as the implementation of Instructional Rounds or the use of professional development time. Boston Latin School Association meetings involving alumni and visits with individual alumni across the country provide the opportunity to connect graduates with current programming and initiatives at Boston Latin School. Student Council and Class Committee meetings with elected students and individual student appointments also allow the Head Master to maintain this two-way communication, between sharing her thoughts and current agenda items with others while eliciting feedback and data so that all voices are heard and perspectives considered when making decisions that are intended to improve student achievement at Boston Latin School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: MCAS Mathematics

Edition/Publication Year: 2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	100	100	100	100	100
Advanced	94	96	96	97	97
Number of students tested	419	385	405	397	387
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100	100	100	100	100
Advanced	97	96	95	98	97
Number of students tested	124	111	118	116	106
2. African American Students					
Proficient and Advanced	100	100	100	100	100
Advanced	88	93	93	98	100
Number of students tested	64	41	43	29	36
3. Hispanic or Latino Students					
Proficient and Advanced	100	100	100	100	100
Advanced	92	97	93	93	100
Number of students tested	40	32	30	29	19
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and Advanced	100	100	100	100	100
Advanced	99	100	98	99	98
Number of students tested	107	101	120	120	113
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 10 Test: MCAS English Language Arts
Edition/Publication Year: 2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	100	99	98	99	100
Advanced	59	65	57	55	51
Number of students tested	414	390	406	397	389
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100	100	100	100	100
Advanced	55	65	63	50	51
Number of students tested	121	113	120	116	117
2. African American Students					
Proficient and Advanced	100	100	100	100	97
Advanced	46	65	50	5	47
Number of students tested	65	40	44	39	36
3. Hispanic or Latino Students					
Proficient and Advanced	100	100	100	100	100
Advanced	58	29	57	41	37
Number of students tested	38	34	30	32	19
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and Advanced	100	100	100	100	100
Advanced	71	72	63	34	65
Number of students tested	107	102	120	89	113
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: MCAS Mathematics

Edition/Publication Year: 2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	95	88	92	90	95
Advanced	49	40	42	39	45
Number of students tested	364	398	402	405	393
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	94	94	98	83	97
Advanced	48	54	41	43	47
Number of students tested	92	116	130	114	122
2. African American Students					
Proficient and Advanced	86	87	89	85	93
Advanced	25	27	20	23	24
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	97	84	91	84	94
Advanced	39	37	26	35	38
Number of students tested	33	38	34	37	32
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and Advanced	99	99	100	97	100
Advanced	65	64	67	67	66
Number of students tested	101	111	110	97	90
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: MCAS English Language Arts

Edition/Publication Year: 2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	99	100	99	98	99
Advanced	20	19	19	15	29
Number of students tested	363	396	400	406	389
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	99	97	99	99	99
Advanced	13	17	25	17	27
Number of students tested	91	115	129	114	120
2. African American Students					
Proficient and Advanced	97	95	98	98	98
Advanced	8	10	19	9	24
Number of students tested	36	52	48	65	42
3. Hispanic or Latino Students					
Proficient and Advanced	97	97	97	98	97
Advanced	18	18	18	14	31
Number of students tested	33	38	34	37	32
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and Advanced	99	100	99	99	99
Advanced	24	23	22	21	31
Number of students tested	100	111	110	97	98
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: MCAS Mathematics

Edition/Publication Year: 2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	88	89	92	90	90
Advanced	53	46	44	45	45
Number of students tested	401	400	404	391	405
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	96	93	94	92	93
Advanced	66	52	35	51	45
Number of students tested	115	132	111	107	114
2. African American Students					
Proficient and Advanced	82	81	81	77	87
Advanced	35	35	32	31	20
Number of students tested	55	48	63	39	45
3. Hispanic or Latino Students					
Proficient and Advanced	93	79	91	91	95
Advanced	49	24	44	27	43
Number of students tested	39	33	36	33	21
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and Advanced	99	97	96	97	99
Advanced	77	65	73	69	68
Number of students tested	112	110	96	89	116
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: MCAS English Language Arts

Edition/Publication Year: 2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	98	99	99	100	100
Advanced	30	24	28	27	31
Number of students tested	400	393	396	392	407
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	99	99	98	100	100
Advanced	29	26	24	19	25
Number of students tested	115	131	107	106	114
2. African American Students					
Proficient and Advanced	98	98	99	100	100
Advanced	18	15	23	5	24
Number of students tested	55	48	62	39	46
3. Hispanic or Latino Students					
Proficient and Advanced	100	100	97	100	100
Advanced	26	18	26	41	29
Number of students tested	39	33	34	32	21
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and Advanced	100	100	100	100	100
Advanced	38	34	36	34	34
Number of students tested	112	109	96	89	116
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	94	92	95	93	99
Advanced	66	60	61	60	62
Number of students tested	1184	1183	1211	1193	1185
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	97	96	97	95	96
Advanced	73	67	64	65	62
Number of students tested	331	359	359	337	342
2. African American Students					
Proficient and Advanced	90	87	89	83	93
Advanced	54	49	45	41	45
Number of students tested	155	141	155	133	123
3. Hispanic or Latino Students					
Proficient and Advanced	96	87	94	91	96
Advanced	62	51	53	49	56
Number of students tested	112	103	100	100	72
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and Advanced	99	97	99	93	99
Advanced	81	76	80	80	78
Number of students tested	320	322	326	306	319
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	99	98	100	99	100
Advanced	37	36	35	62	37
Number of students tested	1177	1179	1202	1195	1185
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	99	99	99	100	100
Advanced	35	35	38	29	34
Number of students tested	327	359	356	336	341
2. African American Students					
Proficient and Advanced	99	97	99	99	98
Advanced	28	27	29	7	31
Number of students tested	156	140	154	143	124
3. Hispanic or Latino Students					
Proficient and Advanced	99	99	100	99	99
Advanced	35	22	33	31	32
Number of students tested	110	105	98	101	72
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and Advanced	100	100	100	100	100
Advanced	43	42	42	29	44
Number of students tested	319	322	326	275	317
NOTES:					