

PART I - ELIGIBILITY CERTIFICATION

12MA2

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12MA2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 13009

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2011 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	27	27	54		6	40	37	77
K	33	33	66		7	47	32	79
1	42	28	70		8	44	42	86
2	40	32	72		9	47	38	85
3	39	39	78		10	45	38	83
4	48	45	93		11	46	43	89
5	46	50	96		12	45	39	84
Total in Applying School:								1112

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
0 % 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 2010-2011 school year: 4%

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, 2010 until the end of the school year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1, 2010	341
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 2

Number of non-English languages represented: 1

Specify non-English languages:

Portuguese

9. Percent of students eligible for free/reduced-priced meals: 36%

Total number of students who qualify: 122

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: 13%

Total number of students served: 44

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>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>7</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>2</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>10</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>1</u>
Total number	<u>42</u>	<u>11</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 daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	94%	93%	94%	93%	94%
High school graduation rate	91%	87%	92%	91%	92%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>94</u>
Enrolled in a 4-year college or university	<u>77%</u>
Enrolled in a community college	<u>12%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>6%</u>
Military service	<u>3%</u>
Other	<u>1%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

The first impression that one has about the town of Hull is its beauty. Hull is a small peninsula made up of seven hills and the land that connects them that juts into Boston Harbor. According to the 2010 census, there are almost 12,000 people living in Hull, and only about 25 percent of them have school-aged children. Most of those households send their children to Hull's three public schools: the Jacobs Elementary School, the Memorial Middle School, and Hull High School.

Opened in 1957 and completely renovated eight years ago, Hull High School is a truly modern building containing classrooms, computer labs, science labs, a foreign language lab, a television studio, a library media center, industrial/technology areas, art and music classrooms, gymnasium and weight room, as well as wireless Internet access throughout the building.

343 students (grades 9-12) currently attend Hull High School. Of those enrolled, 91 percent graduate in four years, and 84 percent of these graduates go on to attend two-year or four-year colleges.

Hull High School offers a rigorous academic program that includes College Preparatory, Honors, and seven Advanced Placement classes, as well as electives in Art, Music, Physical Education/Wellness, Leadership, and Technology. Graduation requirements stipulate that all students must successfully earn credits for four years of English, four years of Social Studies, four years of Mathematics, four years of Science, and four semesters of Health/Physical Education. A minimum of 140 credits is required to graduate.

The school mission states: "Hull High School is committed to academic excellence, personal responsibility, and the development of lifelong learners within the global community." Teachers, parents, and students worked together in 2009 to create this statement. Our mission incorporates the Hull High School Core Values, which are:

- Citizenship
- Integrity
- Respect
- Creativity
- Lifelong Learning
- Service.

In its Expectations for Student Learning, Hull High School has pledged that all of its students will:

- write effectively for a variety of purposes
- read actively and critically
- present information and ideas fluently and comfortably before an audience
- be a competent problem solver
- develop the knowledge and understanding necessary for informed citizenship, social action, and collaboration
- demonstrate a knowledge of world cultures
- understand and apply wellness skills

- utilize and evaluate creative skills, and
- use technology appropriately to acquire, integrate, evaluate, create, and impart information in a knowledge economy.

A thriving co-curricular program supports Hull High School’s academic and social mission. Each year, students:

- participate in the production of three full-scale musicals
- build homes in El Salvador with Habitat for Humanity
- promote diversity through workshops, movie nights, and social events
- contribute to the achievements of 22 athletic teams
- work with teenagers who have been labeled as having developmental disabilities
- compete in a statewide Mock Trial Program
- perform hundreds of hours of service in the local community.

Due to local budget constraints, these co-curricular activities have received less funding over the past three years. However, parent groups such as the Hull High School Boosters, PTO, and “Drama Mamas and Papas” have together raised almost \$400,000 to support these vital activities.

In the past two years, Hull High School has repeatedly been recognized for excellence and improvement by independent sources. Notably, *Boston Magazine* has twice named Hull High School as one of the 50 best public high schools in Massachusetts. This past year, the College Board named Hull High School to its AP Honor Roll – one of fewer than 400 districts nationwide recognized for increasing the number of students taking AP exams while increasing the percentage of students earning a 3 or better on those exams.

Hull High School continues to excel in statewide testing. In addition to earning outstanding scores on the ELA and Mathematics Massachusetts Comprehensive Assessment System (MCAS) exams, more than 90 percent of Hull High School students have consistently scored Advanced or Proficient on the Biology MCAS exam. Hull High School has made, and continues to make, Adequate Yearly Progress for the entire school population.

It is easy to recognize the beauty and accomplishments of Hull and Hull High School. Although the community is rich in natural beauty, maritime history, and civic pride, there are some challenges. Hull was once the summer playground of the affluent. It is now a densely populated peninsula with few of the growth opportunities that larger communities enjoy.

It has been said that, “Hull High School is a suburban school with urban problems.” Some of its students deal with issues such as poverty, homelessness, addiction, and low expectations (and little academic support) at home. Like many towns, Hull has struggled in these tough economic times, but despite this and thanks to the efforts of the entire community, Hull High School continues to thrive and improve.

1. Assessment Results:

A. Hull High School students participate in the Massachusetts Comprehensive Assessment System (MCAS) tests administered by the state Department of Elementary and Secondary Education (DESE) each spring. Sophomores take multi-day exams for English/Language Arts (ELA), Mathematics, and Biology. This year, all freshmen took the Introduction to Physics MCAS exam as Hull High School transitioned its science testing from sophomores to freshmen.

MCAS exams are scored on a scale of 220-280, with students earning scores of Advanced (260-280), Proficient (240-258), Needs Improvement (220-238), or Failing (100-218). Students who earn a failing score are required to retake the exam; students who earn a score in the Needs Improvement range have the opportunity to retake the exam or have an Educational Proficiency Plan (EPP), which allows students to demonstrate proficiency in the specific subject matter using other means, including additional coursework and assessments.

Hull High School students historically perform extremely well on all MCAS exams. Prior to the 2010 test administration, students were only permitted to participate in MCAS if they earned a prerequisite number of credits during their freshman year. This prevented many lower-achieving students from taking the MCAS exams. In 2010 and under new leadership, all second-year students were required to take MCAS exams. Hull High School is committed to allowing all students to achieve success and, in 2011, scores surpassed pre-2010 levels.

Hull High School maintains high academic standards that are reflected in student performance on the MCAS. Students' academic, social, physical, and health needs are examined by a Student Intervention Team (SIT). Programs are designed according to the individual needs of the students in order to ensure that all engage in an academically challenging environment. Hull High School expects to continue to increase the numbers of students in "Proficient" and "Advanced" categories.

B. The data charts explain student performance on the state Department of Elementary and Secondary Education's Massachusetts Comprehensive Assessment System (MCAS) in English Language Arts (ELA) and Mathematics.

In ELA, the aggregate student performance increased 24 percent in the Advanced/Proficient categories during the five-year span. There was a gradual nine-percent increase in scores beginning in 2006 and continuing to 2009. This increase is representative of a normal trend line. However, in the 2009-2010 academic year, performance declined nine percent. The 2009-2010 school year marked a year of many changes at Hull High School, which may explain the changes in test scores. First, a new high school principal and assistant principal began their work in the district. The principal implemented a new waiver policy so that students were able to advance in their studies by overcoming traditional academic barriers that were in place previously at the high school. This pivotal change marked a dramatic realignment in the courses and testing options available to students. Intensive academic support was provided to students through additional Math and ELA instruction. Consequently, the following academic year, 2010-2011, students' scores increased 14 percent.

Student performance by those who are eligible for free and reduced lunch increased by 11 percent over the five-year span on the ELA MCAS test. Addressing the needs of these students is challenging for a small school district, yet student performance shows 26-percent gains over five years. Performance on the

ELA exam mirrors a similar distribution as the aggregate scores explained above. Scores gradually increased by eight percent between 2006 and 2007. There was also a marked increase between 2008 and 2009. However, there was a decline of five percent in 2009-2010, when leveling was eliminated, and then performance increased by 21 percent when students were provided with intensive, academic support.

Overall, the students in the aggregate/norm group at Hull High School made 30-percent gains over a five-year period on the Mathematics MCAS exam. Between the 2006 and 2008 school years, student performance increased by 14 percent. There was a slight dip of eight percent during the 2009-2010 school year, and then a rise of four percent in 2010-2011. Student scores in Mathematics reflect the current trend in performance across the Commonwealth of Massachusetts. The leveling system was eliminated in the ninth and tenth grades, which had an impact on the scores.

Students who receive free/reduced meals represent approximately one quarter of the population. These students made 21-percent gains between the 2006-2007 and 2008-2009 school years. Performance then increased by four percent in 2009-2010, and continued along the upward trajectory in 2010 – 2011 with 25-percent gains in the Advanced/Proficient categories.

2. Using Assessment Results:

Hull High School utilizes assessment data in an ongoing and dynamic approach to improve student learning and overall school performance. Although prior to 2007 the SAT and MCAS data was respectable and “passing,” it became obvious after analyzing the data that both the writing and Mathematics skills of our students could use reinforcement. As a result of this data analysis, a schoolwide writing initiative was created in the 2007-2008 academic year. To ensure consistent writing across the curriculum, a schoolwide writing rubric was developed with full staff input during professional development time throughout the year.

Additional professional development time was allocated toward implementing the teaching of writing across the curriculum. During the 2007-2008 and 2008-2009 school years, departments presented workshops focused on how they taught writing in their curriculum area. These workshops provided teachers with much-needed resources and fostered several cross-curricular research and writing lessons, most notably between the English and History departments. Further resources have been devoted to improving student writing through altering the freshmen curriculum and targeting specific instruction in the fundamentals of writing.

Recognizing the need for building higher-level writing skills, a “writing across the curriculum” initiative was put in place at the beginning of the 2008-2009 academic year. A required Freshman Writing class was added to the curriculum in addition to Grade 9 English, and this class alternates every five weeks with Freshman Math as a supplementary class to Grade 9 Mathematics.

In Mathematics, it was determined from the same 2007 and prior assessment results that students needed support skills in basic Arithmetic and Algebra. This was the impetus for having a Freshman Math Lab initially, and currently Freshman Math rotates on a five-week schedule with Freshman English. Half of the freshmen are in Freshman Math for five weeks, and the second half in Freshman Writing, and then they reverse the classes the second five weeks. This rotation of schedule continues throughout the academic year. The success of these two initiatives can be seen in our MCAS scores.

For the 2011-2012 academic year, Hull High School continues to utilize data analysis, in particular MCAS Mathematics and English scores, to help guide our curriculum and improve student learning. Our current administration has established Professional Learning Communities (PLCs) that meet every other day during a common planning period. Two of these PLCs (one Math and one English) have been working on analyzing current data and report these findings back to the full staff during bi-monthly faculty meetings. An example of this collaboration is that the Math PLC noticed a deficiency surrounding students’ understanding of the Mathematics vocabulary on the MCAS test. After bringing this to the

attention of the entire faculty, the English department offered to include some Mathematics terms on English vocabulary assignments to strengthen this area of deficiency.

The English PLC studied past MCAS data in relation to the Freshman Writing program and made appropriate changes to the curriculum based on this data. It was also found that our students needed to strengthen their skills answering open-response questions. So, more practice having students analyze never-before-seen material was initiated. The English Department has made changes to the curriculum based on these changes and recommendations. One advantage of these dynamic approaches has been the coming together of faculty and students with clear, common goals in these areas.

Hull High School publishes a generalized amalgam of both its English and Mathematics scores in *The Hull Times*, our local newspaper. The high school has also been recognized by *Boston Globe* and *Boston Magazine* for improving students' scores on the Massachusetts state graduation proficiency exams. These publications also inform parents and the community of the improved success of Hull High School on standardized assessment.

The high school celebrates the achievements of its students on standardized tests, and the greater benefits, such as the high caliber of colleges and universities our students are being granted admission to over the past several years. The principal sends out a newsletter to all parents on a monthly basis, and the results are included in the newsletter. The students are also widely recognized for their achievements at all school assemblies and at staff-supervised class meetings.

3. Sharing Lessons Learned:

Hull High School works closely with the other two schools in the district: the Memorial Middle School and the Jacobs Elementary School. In bi-monthly meetings of the district leadership team, ideas for improving home-school communication, instruction, and school climate are discussed and shared. This year, the other schools in the district have taken the lead from Hull High School and have begun to use social media to foster home-school communication. High school students participating in the internship program have been placed with classroom teachers and support personnel at both schools.

Six times each year, the district leadership team meets with the leadership of the local teachers' association (HTA). The superintendent and the president of the HTA collaborate in the creation of agendas for these meetings. Conversations about a variety of issues are discussed at these gatherings, with the focus always being to improve student achievement. A positive relationship has developed between the school leadership and the HTA because of these conversations.

With the recent adoption of the Common Core Standards in Massachusetts, teams have convened to revamp the existing K-12 curriculum. These teams, consisting of teachers and administrators from all three schools in the district, have focused on the vertical alignment of the curriculum in English/Language Arts and Mathematics.

Teachers at Hull High School are actively involved with professional organizations. Teachers serve on statewide curriculum boards in Biology and Physics, score AP Environmental Science exams, and present at statewide and national conferences. This past year, Hull High School's art teacher presented a workshop on incorporating writing prose and poetry into art classes at a national art educators' conference. Two high school teachers attended the national Advanced Placement conference this year, and each year at least one Hull High School teacher participates in week-long AP training during the summer. A Hull High School teacher serves as the president of the National Forensic League.

Hull High School's principal and assistant principal are actively involved in state organizations. The principal serves on the Massachusetts Secondary School Administrators Association (MSSAA) High School and Legal Affairs Committees, and regularly attends state and national conferences. The assistant principal also attends state conferences and is a member of regional committees and organizations. Hull

High School is a member school of the New England Association of Secondary Schools and Colleges (NEASC) and this year hosted its accreditation visit.

4. Engaging Families and Communities:

Hull High School student success is, in large part, due to family and community support. The school recognizes that partnering with families and the community is an essential component in our drive to increase student achievement.

Hull High School uses social media to connect with families and the community in “real time.” Through daily posts on the *Hull High School Blog*, the school shares information about upcoming events, the college application process, student achievements, and educational topics. This blog is also used to solicit feedback from parents and students about the high school.

Information posted on the *Hull High School Blog* is also tweeted to those who follow “@hullhighschool” on Twitter, and is posted on the school’s Facebook page. In addition, teachers post daily homework assignments and weekly grade reports on individual Web pages.

The community generously supports Hull High School’s academic and co-curricular programs. The Hull Academic Support Coalition provides savings bonds and AP course scholarships for students who receive academic honors. The Hull Parent Teachers Organization and Boosters Club fund field trips to the Huntington Theatre and Kennedy Library, support the school’s Advisory Program, send teachers to AP conferences, and make it possible for Hull High School to have an athletic program. Teachers are encouraged to request funding for various programs, and these groups consistently provide revenues for programs and projects that fall within their funding guidelines.

Through Hull High School’s internship program, students work in placements that have been agreed upon among the school, families, and local businesses. These opportunities give students hands-on experiences in the work world as well as an opportunity to explore different career paths. Internship partners include town hall, the fire and police departments, and a local medical center.

At-risk and low-income students participate in the school’s In-House Plant Maintenance/Learning Important Skills to Succeed program. This program partners with families and local businesses through paid internships. Students also participate in a classroom component, developing skills that will make them more employable after high school. The program is grant funded by the South Shore Workforce Investment Board.

Hull High School students are a valued provider of community service. In some cases, student groups identify a cause that they believe in, but in other cases, local groups contact the high school with their needs. The school’s Community Outreach Coordinator then recruits and organizes student volunteers to fill these needs.

1. Curriculum:

Hull High School is dedicated to teaching students to be lifelong learners and imbuing them with a sense of responsibility as members of a global community. As proof of this dedication, students at Hull High School are assessed on nine different learning expectations during their four years.

Of these nine learning expectations, six are academic (while the others are civic and social in nature), and each department takes responsibility for teaching students how to be proficient and excel at critical thinking, reading, writing, public speaking, utilizing creative skills, and using technology. This responsibility is documented in the written curriculum of each department. As Common Core standards are emerging in all curriculum areas, Hull High School continues to reform its curriculum to meet these standards.

At Hull High School, students are able to take classes in any one of three different levels: Advance Placement, Honors, and College Preparatory. Through an innovative waiver program, students who do not meet traditional requirements for entry into advanced classes can petition the administration and faculty for admittance. This program has allowed more students to access Honors and Advanced Placement level courses.

Hull High School students are instructed in English Language Arts, Mathematics, Science, Social Studies, World Language, Fine Arts, and Technology. Curricula in each area are uniform in format and are organized around both content-based and skills-based standards. English Language Arts curricula are organized around Common Core standards and guiding principles that enable a student to become a proficient reader, writer, and able to utilize technology in order to build their vocabulary.

The Science and Social Studies curricula supplement this learning by teaching students to read, write, and develop content-specific vocabulary.

The Social Studies and English departments work together to build students' writing skills and vocabulary through cross-disciplinary learning activities. For example, in sophomore English classes, students research and read primary sources and develop the vocabulary necessary to present information on the Civil Rights Movement of the 1960s. These presentations also provide a springboard to introduce concepts related to democratic participation and what it means to be a literate and civically active member of American society.

The Science and Mathematics departments focus on teaching students critical thinking and problem-solving skills. Mathematics curriculum is currently being rewritten to reflect Common Core standards. A team of science and mathematics teachers across several grade levels are engaged in professional development to help students learn the skills necessary to be proficient in Algebra and also how to read and analyze technical text in science classes. The Mathematics and Science department curricula have evolved over the past ten years to facilitate student learning in logical and deductive thinking. The curriculum also allows students to achieve exemplary scores on the state's Mathematics and Science graduation exams.

Students can select an elective from a variety of courses in visual and performance arts (Music). These courses supplement the core curriculum by allowing students to express their creativity and by giving students a place where they can build self-esteem and take pride in their work.

Hull High School also offers curricular enrichment and credit recovery classes through our partnership with Virtual High School. Students are able to take French classes online through our partnership with Middlebury College. By teaching academic skills and by focusing on our core values of responsibility, integrity, and service, these online classes and our internship program allow students to develop the skills they need to matriculate to college or to enter the workforce.

2. Reading/English:

All students at Hull High School are required to take four years of English. The genres of novels, short stories, plays, and poetry are covered at all levels, and the curriculum is vertically articulated from one grade to the next. The writing program is designed to give each student guided instruction in writing persuasive, narrative, expository, and descriptive essays, as well as research papers that adhere to the guidelines of the Modern Language Association (MLA format).

English classes are homogeneously grouped. Required readings for all grades are determined by course content, and the writing and reading levels of the students. Students receive guided instruction in the close reading of all literature, with the goals of reading comprehension, critical thinking skills, and literary analysis in mind. Advanced Placement English is offered in grades 11 (Language and Composition) and 12 (Literature and Composition). Summer reading is assigned at all levels, and AP students are required to read four novels over the summer. Students also write in journals, and writing assessment portfolios are kept for each grade level.

In conjunction with literary analysis, the conventions of grammar and sentence structure are consistently taught, along with exercises in building vocabulary, vocabulary in context, and proper essay structure (thesis sentences, for example). Addressing all areas of English reading, writing, and grammatical structure is also designed to prepare Hull High School students for success on standardized tests, including MCAS, PSAT, SAT, ACT, and AP exams.

Students reading above grade level are challenged with supplemental texts related to the main text studied. For example, when *A Tale of Two Cities* is read, *A Lexicon of Terror* is also assigned to advanced readers for comparative analysis. Advanced reading students are also often asked to formulate their own essay topics. Advanced Placement classes consistently challenge students with highly in-depth literary analysis of both language and content.

Hull High School makes a concerted and consistent effort to both provide support for students reading at below grade level, and to challenge those students reading above grade level. For students reading below grade level there are a variety of methods used to increase their skills, including but not limited to:

- personalized reading
- “chunking” – a method of paraphrasing for better comprehension
- “writing roulette” – character analysis
- vocabulary analysis
- academic support classes for additional individual reading help and instruction.

3. Mathematics:

At Hull High School, the Mathematics department challenges students to be problem solvers and critical thinkers through a wide variety of instructional techniques. The Mathematics curriculum is currently being rewritten by an inter-grade level and inter-disciplinary team of teachers to reflect emerging

Common Core standards and skills. The current Mathematics curriculum is closely aligned with the Common Core/Massachusetts state standards. Hull High School freshmen are placed into one of two different groups based on their academic performance in their eighth-grade Mathematics classes.

Currently, the high school requires students to take four years of Mathematics in order to graduate. The two-group placement system provides students with the skills and content knowledge necessary to pass the required Massachusetts State Mathematics Graduation Exam (MCAS Math).

All first-year students take two Mathematics classes. Students who do not pass their eighth-grade Algebra I class must retake Algebra I and they must also take a Freshman Math class in their first year. Students who passed Algebra I in middle school must take Geometry and a Freshman Mathematics course.

During their freshman and sophomore years, students acquire skills and content knowledge in Algebra II and Geometry classes. Pre-Calculus, Calculus, Trigonometry, and AP Calculus classes expose students to advanced Mathematics concepts and skills.

Advanced level/Honors classes are available at every grade level for students who exceed the academic expectation. Also, college preparatory level and special needs classes remediate students' skills in order to help them reach proficiency.

The curriculum also reflects the Common Core standard of making Mathematics enjoyable, usable, and relatable to all students by providing opportunities to practice Math concepts (i.e. numeracy, logic, geometry) within real world situations. In Geometry, Algebra II, and Calculus classes, students practice skills that mirror the work of those involved in the construction and engineering industries. Students studying Statistics or Math Topics classes routinely work together with students studying economics to acquire content specific vocabulary and to understand how the economy and businesses function.

Wherever possible, Mathematics teachers also employ technology to teach students how to manipulate geometrical figures using a Smartboard or how to calculate a number of algebraic functions using computers or graphing calculators. Technology, instruction, and curriculum in Mathematics are closely intertwined in order to provide students the maximum amount of opportunities to succeed and to practice the skills they will need for life after high school.

4. Additional Curriculum Area:

The mission of Hull High School speaks of academic excellence and lifelong learning. Hull High School's science department exemplifies our mission in these areas.

Academic excellence is not only fostered in science classes, it is expected. All Hull High School students must pass four years of science (including Introductory Physics, Biology, and Chemistry) to earn a diploma. On the 2011 MCAS Biology exam, 91 percent of Hull High School sophomores scored advanced or proficient, and no student failed the exam. This is 23 percentage points higher than the state average.

Ninth-grade students took the Introductory Physics MCAS exam for the first time in spring of 2011; 76 percent of these students earned a score of either Advanced or Proficient. These scores constituted a 22-percent increase in both of these areas over students' scores in their eighth-grade year.

This year more than half of the Class of 2012 is enrolled in Physics class. 21 students are taking AP Biology. 14 students are enrolled in the AP Environmental Science class. Over the past five years, Hull High School students have averaged between a 3.3 and 4.3 on the AP Environmental Science exam, significantly higher than the national average.

Due to the emphasis on lifelong learning in all science classes, students are not only taught the theoretical; real-life examples are given every day. Students learn scientific principals by exploring the school's surroundings, including the wind turbine. They do inquiry-based labs and are required to demonstrate problem-solving skills and higher-order thinking skills on a regular basis in their science classes. Moreover, a co-taught Exceptionalities course examines the science and history of mental illnesses and developmental disabilities. This class is a truly innovative part of the science curriculum at Hull High School.

Science teachers at Hull High School foster active student participation in the wider community. Students partner with the local power company to conduct experiments and collect data. This partnership was recognized last year by a visit from U.S. Representative William Keating. Students are taught to respect and care for the natural beauty that surrounds them.

Hull High School takes great pride in its science department and, by every measure, this pride is warranted, especially given the hardships faced by many of the students.

5. Instructional Methods:

“Teaching to different intelligences through multiple methods is just good teaching.” This is an often heard and repeated mantra at Hull High School. Instruction is also guided by our mission statement, core values, and our academic, civic, and social student expectations for learning. These core principles are embodied not only in the documents we use to instruct our students (i.e. course syllabi, project overview guides), but are also part of our teacher practices. These two philosophies form the basis for what is expected of both teachers and students at Hull High School. In turn, this dual responsibility provides an opportunity for teachers and students to learn from and with each other.

The district has offered graduate courses and professional development in three different levels of differentiated instruction, as well as a course in how to teach to English language learners. Teaching to different types of learners can mean direct instruction, using the Language Lab technologies, Smart Board technologies, getting students to be physically active in a project, and organizing small and large discussion groups where students have an opportunity to learn through inter- and intra-personal methods.

Our Leadership and Service Learning class gives students an opportunity to learn how to be community leaders and also provides character education. Students practice public speaking, debate, and oral communication skills, most notably in English and History courses. In Art classes, students are asked to make intrapersonal connections by completing and showcasing a project entitled: “Don’t put me in a box.” This project requires students to build an extended (wall-length) shadow box, where they graphically demonstrate how they contradict widely held stereotypes about their socio-economic or ethnic group.

Instruction in the classroom is also supplemented by experiential learning trips to Europe and Central America. Teachers have led a number of trips abroad where students get an opportunity to interact with different cultures through a number of learning activities. Through our partnership with Habitat for Humanity, members of our PHI (Project Humanitarian Involvement) group have built a number of homes for people in El Salvador.

The guidance department also provides multiple opportunities for students to attend college and career fairs in the Boston metropolitan area. At Hull High School, teachers do not think of instruction is just an act which occurs when the bell rings, but rather an opportunity to make a difference in the life of a student.

6. Professional Development:

Professional development, at both the school and district levels, reflects the identified needs of the students. Various data points are used to inform planning for professional development such as MCAS scores, teacher feedback, and results from the *America's Promise Student Gallop Poll*. Teachers engage in one full professional development day and four half-day sessions throughout the school year. The district's Teaching, Learning, and Professional Development Team, comprised of teachers and administrators, meets five times during the school year to analyze data, determine focus areas, and to establish the district's professional development plan.

District-level professional development addresses system needs based on student performance data and is tightly aligned with students' needs. Over the last two academic years, there have been four specific focus areas: differentiated instruction, writing across the curriculum, best practices in Mathematics instruction, and unpacking the Massachusetts Common Core State Standards Frameworks in Mathematics and English Language Arts.

The administrative team (Superintendent of Schools, Director of Curriculum, Instructional, and Professional Development, Director of Student Services, the Principals, and the two Assistant Principals) began to implement Instructional Rounds in 2011 with two purposes in mind: to ensure calibration among the team members when analyzing student learning, and to begin to identify patterns and trends in student learning needs. The district activities complement school-based needs and are designed to support a coherent model of implementation.

Hull High School's professional development, by design, is based on the school's needs. During the 2009-10 and 2010-11 academic years, much of the focus was placed on self-assessment and preparation for the New England Association of Schools and Colleges (NEASC) site visit. This process included developing a mission statement, core values, and student expectations for learning. Once these tasks were accomplished, the faculty spent a great deal of time developing and implementing corresponding rubrics.

School-based professional development during the 2011-12 academic year has focused on the development of programs to reduce the Hull High School dropout rate while at the same time increasing academic and behavioral expectations for all students. Included in these programs are freshman experience, credit recovery, and alternative graduation pathway programs, all of which will be implemented in the 2012-13 school year.

7. School Leadership:

The Hull High School leadership team is comprised of the principal and assistant principal. This team has worked collaboratively for the past three years to shape the values and educational philosophy of the school community. Hull High School's leadership team emphasizes shared decision-making, more rigorous academic and behavioral expectations for all students, and providing support for students and families. This philosophy has been evident in every new program, initiative, and effort made over that time period.

Shared decision-making at Hull High School means gathering data from all school community members. The opinions of students, parents, faculty members, and district leadership are gathered to guide the decision-making process. The leadership team understands that change is difficult, and that only with the building of consensus and trust can change be truly effective.

The assistant principal works closely with the school's student government as they advocate for the needs of the student body. School Council meetings, open to all members of the community, provide a forum for parents and community members to meet monthly with the principal to discuss issues of policy, philosophy, and budget. Faculty input is sought during bi-monthly professional development sessions after school. The principal and the assistant principal meet bi-monthly with the district leadership team to

assure the success of district goals and initiatives. All of these different groups played an integral role in the creation of the school's core values and expectations for student learning as part of the school's re-accreditation process.

Most importantly, the leadership team has worked to ensure more rigorous academic and behavioral expectations for all students at Hull High School. This is exemplified by increasing graduation requirements to include four years of all core subjects in order to prepare students for success beyond high school. The creation of a waiver system to replace teacher recommendations has allowed students to challenge themselves in honors and advanced placement courses. This year almost 80 percent of students granted a waiver are earning a B- or better in their classes.

Extensive work has been done to increase support for at-risk students and lower the school's dropout rate. When dealing with student discipline and attendance requirements, the leadership team prides itself on working toward individual success for each student. The team also takes into account individual student and family circumstances in an effort to improve student outcomes.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: Massachusetts Comprehensive Assessment System Grade 10 Mathematics

Edition/Publication Year: Annual Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Advanced / Proficient 60	84	80	91	75	77
Advanced 20	57	53	61	34	40
Number of students tested	95	96	83	85	94
Percent of total students tested	97	97	99	97	98
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					
Advanced / Proficient	88	63	79	54	58
Advanced	40	36	42	23	29
Number of students tested	25	33	19	13	17
2. African American Students					
Advanced / Proficient					
Advanced					
Number of students tested	1	1		2	3
3. Hispanic or Latino Students					
Advanced / Proficient					
Advanced					
Number of students tested	1	2	1	1	
4. Special Education Students					
Advanced / Proficient	80	44			50
Advanced	27	11			0
Number of students tested	15	18	8	6	12
5. English Language Learner Students					
Advanced / Proficient					
Advanced					
Number of students tested					
6.					
Advanced / Proficient					
Advanced					
Number of students tested					
NOTES: Massachusetts DOE – 2005- 2006 see highlight. Massachusetts state policy prohibits the publication of assessment results for groups of 9 or less. Hull High School does not have ethnic subgroups with more than 8 students.					

12MA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Massachusetts Comprehensive Assessment System Grade 10
English Language Arts

Edition/Publication Year:
Annual

Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Advanced / Proficient 61	94	80	89	84	80
Advanced 12	26	24	31	23	23
Number of students tested	95	97	84	87	97
Percent of total students tested	98	98	100	99	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					
Advanced / Proficient	97	74	79	79	71
Advanced	34	12	11	29	24
Number of students tested	26	34	19	14	17
2. African American Students					
Advanced / Proficient					
Advanced					
Number of students tested	1	1		2	3
3. Hispanic or Latino Students					
Advanced / Proficient					
Advanced					
Number of students tested	1	2	1	1	
4. Special Education Students					
Advanced / Proficient	80	44			17
Advanced	27	0			0
Number of students tested	15	18	8	6	12
5. English Language Learner Students					
Advanced / Proficient					
Advanced					
Number of students tested					
6.					
Advanced / Proficient					
Advanced					
Number of students tested					
NOTES:					
Massachusetts DOE – 2005-2006					
Massachusetts state policy prohibits the publication of assessment results for groups of 9 or less. Hull High School does not have racial/ethnic subgroups with more than 9 students.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Advanced / Proficient	84	80	91	75	77
Advanced	57	53	61	34	40
Number of students tested	95	96	83	85	94
Percent of total students tested	97	97	99	97	98
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					
Advanced / Proficient	88	63	79	54	58
Advanced	40	36	42	23	29
Number of students tested	25	33	19	13	17
2. African American Students					
Advanced / Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	1	0	2	3
3. Hispanic or Latino Students					
Advanced / Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	2	1	1	0
4. Special Education Students					
Advanced / Proficient	80	44	0	0	50
Advanced	27	11	0	0	0
Number of students tested	15	18	8	6	12
5. English Language Learner Students					
Advanced / Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Advanced / Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12MA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Advanced / Proficient	94	80	89	84	80
Advanced	26	24	31	23	23
Number of students tested	95	97	84	87	97
Percent of total students tested	98	98	100	99	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					
Advanced / Proficient	97	74	79	79	71
Advanced	34	12	11	29	24
Number of students tested	26	34	19	14	17
2. African American Students					
Advanced / Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	1	0	2	3
3. Hispanic or Latino Students					
Advanced / Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	2	1	1	0
4. Special Education Students					
Advanced / Proficient	80	44	0	0	17
Advanced	27	0	0	0	0
Number of students tested	15	18	8	6	12
5. English Language Learner Students					
Advanced / Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Advanced / Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12MA2