

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Mrs. Linda McCann  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Millis High School  
(As it should appear in the official records)

School Mailing Address 245 Plain Street

Millis MA 02054-1599  
City State Zip Code+4 (9 digit)

County Norfolk State School Code Number\* 221425

Telephone ( 508 ) 376-7010 Fax ( 508 ) 376-7020

Web site/URL Millisps.org E-mail: lmccann@millisps.org

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

(Principal's Signature)

Name of Superintendent\* Dr. Peter Sanchioni  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Millis Public Schools Tel. ( 508 ) 376-7000

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mr. David Baker  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school has some configuration that includes 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

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

1. Number of schools in the district:    \_\_1\_\_ Elementary schools  
   \_\_1\_\_ Middle schools  
   \_\_\_\_\_ Junior high schools  
   \_\_1\_\_ High schools  
   \_\_\_\_\_ Other
- \_\_3\_\_ TOTAL
2. District Per Pupil Expenditure:    \$7,355.00
- Average State Per Pupil Expenditure: \$8,407.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.     3\_\_ Number of years the principal has been in her/his position at this school.
- \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	31	53	84
2				10	40	45	85
3				11	30	31	61
4				12	39	40	79
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>309</b>

6. Racial/ethnic composition of the students in the school: 91 % White  
1 % Black or African American  
3 % Hispanic or Latino  
4 % Asian/Pacific Islander  
1 % American Indian/Alaskan Native  
**100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2%  
 [This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	298
(5)	Total transferred students in row (3) divided by total students in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2.35

8. Limited English Proficient students in the school: <1 %  
1 Total Number Limited English  
 Number of languages represented: 1  
 Specify languages: Portuguese
9. Students eligible for free/reduced-priced meals: 14 %  
 Total number students who qualify: 42

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

10. Students receiving special education services:  $\frac{6}{19}$  % Total Number of Students Served

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>1</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>3</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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)	1	1
Classroom teachers	18	8
Special resource teachers/specialists	1	2
Paraprofessionals	0	4
Support staff	1	6
Total number	<u>21</u>	<u>21</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 10:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	96%	96%	%	%
Daily teacher attendance	96%	96%	97%	%	%
Teacher turnover rate*	10%	10%	1%	%	%
Student dropout rate (middle/high)	1%	4%	7%	%	%
Student drop-off rate (high school)	2%	5%	0%	%	%

\*With only a faculty of 30, three teachers left in 2005-2006 and 2004-2005 for retirements and non-renewal.

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>74</u>
Enrolled in a 4-year college or university	<u>90%</u>
Enrolled in a community college	<u>7 %</u>
Enrolled in vocational training	<u>1 %</u>
Found employment	<u>2 %</u>
Military service	<u>%</u>
Other (travel, staying home, etc.)	<u>%</u>
Unknown	<u>%</u>
<b>Total</b>	<b>100 %</b>

## **PART III - SUMMARY**

Millis High School is a very small school with a current enrollment of 309 students in grades 9 through 12. Our self-image is summed up in the saying, “Small School, Big Family,” for there is a closeness here that helps us in achieving our mission.

The mission of the Millis High School community is to provide each learner with ample opportunities to attain his/her greatest potential academically and socially. Our professional staff members will offer challenging, meaningful rigorous curriculum presented in a safe, respectful setting. The program of studies at Millis High School will promote, intellectual, artistic, and physical development of each learner so that he/she can compete and achieve in the classroom, the workplace, and the community.

We share a building with Millis Middle School and are in close proximity to the Clyde F. Brown Elementary School. Together, these comprise the entire Millis Public School District.

This small system allows MHS to reach all students through a variety of programs. We have recently introduced a new mentoring program to ensure all students have an adult, other than the guidance counselor, to personalize their educational experience. Peer mediation and Student /Teacher Assistance Team, STAT assist the staff to reach students at social and academic risk. Millis High School students participate in many co-curricular activities. Although sports is a cornerstone of the Millis co-curricular activities, students are actively engaged in Art Club, Common Ground (Diversity Club), Big-Brother/Big Sister, Peer Leaders, Science Society, Robotics, the school newspaper, Amnesty International, SADD, and Video Trainees Program. Recent offerings include Debate club and the Chess Club. Teachers at MHS offer opportunities beyond the classroom outside the school day. For many years teachers have traveled with Millis students to Europe, Asia, and Africa. Additionally teachers regularly accompany Millis students to sporting events, scientific lectures and experiences and cultural opportunities outside the school day and year.

The school-wide expectations, which each have a rubric to assess students, reflect our belief that education is not merely academic, but social, emotional, civic and physical well-being.

Millis High School has established an on-going Action Committee that is composed of teachers and administrators. It is the function of this committee to assess the strengths and needs of the school community, to prioritize those needs and to implement both procedures and timetables for action. Recent improvements at Millis High School over the past several years include new initiatives in curriculum, instruction, assessment and leadership and organization. Each of the improvements is linked to the Mission Statement and Student Expectations for Learning.

Based on the school mission, curriculum maps incorporating state frameworks and essential questions, as well as school and departmental expectations, have been prepared in all core courses and in most electives. Levels in all classes are structured to present a rigorous core curriculum to all students yet are adapted to the learning styles of a variety of individuals. Best practices and authentic assessment inventories have been identified and are referenced in the curriculum maps, as are lessons that use authentic learning, self-reflection and projects. The staff makes connections among curriculum areas and with real world experiences.

Millis High School creates a culture of effort and rigor. Our standards are more rigorous than the state standards. A large percentage of the Millis High School students take Advanced Placement courses. All levels of courses, honors through standard, in all subject areas use a similar curriculum and the same textbook. Thirty percent of juniors and seniors are members of the National Honor Society. The highest standard of rigor is showcased in our superior MCAS test results.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results:**

“The Massachusetts Comprehensive Assessment System (MCAS) was implemented in 1993 to measure a statewide set of educational goals for all Massachusetts students in grades 3 – 12. The MCAS tests measure performance based on the learning standards in the Massachusetts Curriculum Frameworks.” These educational goals (Massachusetts Curriculum Frameworks) are the “Common Core of Learning” for all students in our schools. ([www.doe.mass.edu/mcas](http://www.doe.mass.edu/mcas))

With the implementation of the MCAS for the class of 2003 all Millis High School students have received a passing score for both English Language Arts and Mathematic tests. This is a requirement to receive a diploma from any Massachusetts public high school.

The following are some of the implemented MCAS assessments to achieve student academic success: Eighth graders weak in Math skills take an additional math course (MCAS Math) their freshman year. During the sophomore year students who are still weak in Math will receive small group tutoring to strengthen their math skills. In our Math and English classes (grades 9 and 10) students practice an “MCAS question of the day” as part of their instruction. This year we have included tutoring after school for students who need extra help with their writing skills. This tutoring opportunity is given by one of our ELA teachers.

Also in the English and Math Departments SAT and PSAT questions of the day are used as part of the curriculum. Preparing students to be successful in taking SAT and PSAT tests are embedded in the curriculums. New this year is an SAT English Review course offered as an elective to interested sophomore and junior students.

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

Each Millis High School teacher collects samples of student work and uses assessment procedures. Teachers are given a guideline of types of student work such as authentic assessment, portfolio, and performance assessment. The Assessment Review Committee (ARC) reviews the samples and evaluates the strengths and weaknesses of the evidence collected. The findings are reported to the faculty to facilitate the use of school-wide rubrics and to modify curriculum and instruction.

The use of scoring rubrics is common practice within all disciplines at Millis High School. Each department is assigned primary responsibility for school-wide expectations that are most fundamental to that department.

Reads with Understanding – English and Social Studies  
Writes Effectively – Foreign Language and English  
Listens Actively – Art, Music, Social Studies  
Speaks Effectively – TV Production, Foreign Language, English  
Identifies and Solves Problems – Science and Math  
Uses Technology – TV Production, Art, Computers, Science  
Integrity and Respect – Foreign Language, Social Studies, Physical Ed.  
Responsibilities of Citizenship – Social Studies and Physical Education

All teachers evaluate and revise their curriculum based on an assessment of student learning. This happens formally and informally. Formal procedures include monthly faculty meetings and in-service days where rubrics are discussed and applied to departmental work. Any changes are noted in the curriculum maps. On an informal basis daily revisions are made to lessons based on student reaction.

Yearly MCAS analysis and student surveys occur, and changes are made to accommodate findings. An emphasis in American history and literature has precipitated changes in the English and

social studies departments. Freshman and sophomores now study American history and sophomores study American literature. On a class-by-class basis, AP test results are studied, and changes in the classes occur to enable students to qualify. Sophomore and junior teachers emphasize SAT skills in the classroom to boost the SAT scores.

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

Teachers at Millis High School effectively communicate with students and their families. Students are provided with a class syllabus on the first day of classes that identifies learning expectations and student responsibilities. Additional information on classroom procedures and grading policies are distributed at this time. School-wide rubrics are also dispersed and explained to students. Students are given a student handbook, the cheating and plagiarism policies, and the sexual harassment policies; and they indicate in writing that they have read and understand the school policies.

School-wide expectations and rubrics, as well as course syllabi, are available to parents on Open House night. During this time course goals are discussed and parents are made aware they can make an appointment to explore student progress with the teacher. Throughout the year parents are informed of their child's progress through quarterly report cards, quarterly progress reports, MCAS results, notes, phone calls, notebook signoffs, individual weekly reports, conferences and newsletters. Report card and progress report comments tie to the school-wide expectations that relate to speaking, writing, listening, and problem-solving. These are available on the school website. Annual team meetings are held with students and parents to discuss Individual Educational Plans and 504 Plans to determine appropriate assessments. To assist student learning, the guidance department annually distributes a Learning Style Strategies survey to all freshmen.

To further inform students of assessment of student work, anchor papers are made available in many classes. Good examples of math and science notebooks, MCAS essays, freshmen and senior projects, and science lab reports are made available to students. Teachers create curriculum maps that clearly indicate where models and types of assessment are provided. Teachers are available before and/or after school to allow students and parents the opportunity to discuss student progress.

The Assessment Review Committee, ARC, which meets annually to evaluate the school's assessment of school-wide expectations, reports the results to the faculty, the school committee and the community.

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

Millis High School is very proud of its accomplishments and is willing to share successes with other schools. Some of the ways we have shared our successes are through local newspaper articles, at area Principal meetings, and conferences. Recently we had a Guidance counselor from a Massachusetts high school visit Millis to learn about our successes in MCAS testing and our curriculum offerings. Finally we have two faculty members teaching at other schools on how to develop rubrics, create higher order thinking skills, and incorporate types of assessments which truly measure student understanding by using the Millis model.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Curriculum:**

Millis High School offers a challenging, meaningful, and rigorous curriculum. Each semester, students must select at least six courses that meet each day for the equivalent of an entire school year. As the minimum requirement for graduation, students must successfully complete four years of English, three years of Social Studies (two of which must be U.S./American History), three years of Mathematics, three years of Science (one each of Biology, Chemistry, and Physics), two years of Foreign Language, and one year of Physical Education.

The English curriculum is designed to present the students with the skills necessary to read, write, think, and speak competently, and also with the understanding necessary to succeed in comprehending the best of human thought and endeavor. The department recognizes the need for students to express themselves clearly and distinctly in both writing and speech so that they may articulate their own ideas and opinions. The department hopes to inspire the students to understand and appreciate the finest literature. Summer reading is required of all English courses.

The aim of the Social Studies department is to have the students develop an understanding of geographical influences on historical events, the application of economic principles to analyze past and present world events, and the democratic principles and practices in the Declaration of Independence and the Constitution. Students also study the chronology, causes and effects, and the impact of individuals and groups on historical events and use evidence to formulate positions.

The Mathematics department goal is to have the students attain a firm knowledge of concepts, skills, and reasoning for use in scientific and everyday contexts. It is advised that all students take a four-year sequence of college preparatory math for all post-secondary endeavors. As the SAT now encompasses Algebra II, all students are advised to take at least Algebra I, Geometry, and Algebra II. The courses have been developed to provide each student with the background appropriate to his or her needs.

The intent of the Science curriculum is to have students view their world with knowledge, reason, and concern. All courses require that students learn to observe, record and analyze data, and draw conclusions based on their findings. They are encouraged to apply scientific concepts and principles to the immediate, as well as the global environment.

Foreign Language begins as a requirement in grade 6. The department fosters cross-cultural awareness and offers students a very practical skill in today's highly competitive job market. The aim is to have the students speak, read, write, and comprehend the language as well as to acquire an understanding of the people, customs, history, and geography.

Art is an elective and all students may elect to take the full-year courses Introduction to Art, Pottery and Contemporary Art Techniques, or Computer Art and Design with no pre-requisite. Serious art students may then choose 2D or 3D Art and Design and/or Senior Art Portfolio.

### **2b. English:**

The English department recognizes the differences in talent and ability, and uses a heterogeneous leveling system. There is rigor at every level of every course. Furthermore, the department makes a great effort to improve the reading skills of students who read below grade level. Each teacher identifies struggling students and with the help of the Special Education department gives these students additional instruction towards improving their reading skills. Also, the school resource room provides supplementary texts designed to help students struggling with difficult material. The department's success in its efforts is evident by the fact that MHS has the highest 2006 English MCAS scores in the state. In addition, every MHS student who has taken the MCAS test since 2003 has passed.

English I is the core English course offered to ninth graders. Freshmen in this course will learn to

read, discuss, and interpret sophisticated readings from the major literary genres of poetry, short story, the novel, the epic and the drama. American Literature is the core English course offered to tenth graders. The purpose of this course is to challenge students in the areas of reading, writing, and literary analysis. After introductory units on Puritanism, Classicism, Romanticism and Transcendentalism, the focus is the literature of the late nineteenth century through the twentieth century commencing with Realism and proceeding to contemporary dramatists, essayists, novelists, and poets. British Literature and Composition is the core English course offered to eleventh graders. The core curriculum is an in-depth study of British Literature from the beginnings of the British tradition to modern drama, prose and poetry. World Literature and Composition is the core English course offered to twelfth graders, focusing on writers from Africa, the Middle East, Greece, Rome, India, China, Japan and European countries.

The English department also offers two Advanced Placement courses. There is AP English Language and Composition offered to juniors and AP English Literature and Composition, is offered to seniors. The English department offers the following electives to all MHS students: Creative Writing, Shakespeare, Speech, Drama, and SAT Review Prep.

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

The aim of the Social Studies department is to promote a variety of knowledge, values and skills objectives. Through the course offerings, students will develop an awareness and understanding of the following: geographical influences on historical events, basic economic principles, democratic principles, the impact of individuals/groups on historical events and the significance of historical evidence in formulating positions. The Social Studies department offers core courses (American History, 1763-1865 and American History 1865-present) and various electives (AP U.S. History, Contemporary World History, Introduction to Sociology, Sociology of the Family, Introduction to Psychology, Social Psychology, Individual and the Law, Introduction to Politics, Hitler's Germany and Modern History of the Middle East) which reinforce essential skills and knowledge based on the school's mission. The department's primary responsibilities include reinforcing active reading, active listening, identifying and solving problems and understanding integrity and citizenship. All are assessed with the school-wide rubrics.

The Social Studies department also relates skills and knowledge specifically to the school's mission by promoting the following: the ninth grade civic responsibility project (that all students must pass to graduate), participation in Student Government Day, participation in the John F. Kennedy Profile In Courage Essay Contest, various field trips (including the Massachusetts State House, Norfolk Correction Facility and Wrentham District Court) and the promotion of various school-wide assemblies (Veterans' Day and Black History Month). The Social Studies department has also had tremendous recent success on the rigorous AP U.S. History test. In closing, the department has provided students with ample opportunities to attain their greatest potential academically and socially while also fulfilling the academic, social and civic expectations of the Millis High School mission statement.

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

Millis High School uses instructional methods that include strategies that personalize instruction, make connections across disciplines, engage students as active self-directed learners, involve all students in higher order thinking to promote depth of understanding, and provide opportunities to demonstrate the application of knowledge and learning. Teachers also use feedback from a variety of sources such as other teachers, students, supervisors, and parents as a means for improving instructional methods and student learning. Guidance administers a learning styles inventory to all freshmen students to assist staff and students to understand students' personal learning style.

In addition to classroom instruction teachers provide small group and one-on-one assistance during which the teacher functions as a coach in order to personalize learning. Teachers use instructional strategies such as cooperative learning, graphic organizers, embedded assessment, activity-based

instruction, small group discussions, self and group grading activities, Socratic questioning, and project based learning as methods of instruction. Visual/audio/kinesthetic models are regularly used in classes. Senior projects involve all seniors and require application of knowledge, authentic and self-assessment and self-directed learning.

Our staff regularly integrates concepts and knowledge within and across disciplines. Some examples are geometry and art with origami and tessellations; media literacy and manipulation of images in social studies with TV and art classes; perception of color as it relates to art with psychology and biology. Maslow's hierarchy of needs in psychology connects with biology. In TV class, media literacy connects with English.

Staff encourages students to become self-directed learners by involving them in decision-making, cooperative groups, independent research and projects, applying knowledge in real-world situations, and asking for and validating student opinions. Projects include web quests, role playing in the constitutional convention, debates, collages, videos, posters, historical figure resume, WWII oral history project, class presentations, press conference, origami, tessellations and Escher, geometry quilt squares, kaleidoscope, kite project, perspective drawing, comparative banking, town meeting/nuclear debate, sport on the moon, and MHS hosting the regional video conference.

## **5. Professional Development:**

Teachers at Millis High School have numerous opportunities to discuss and share information about instructional strategies, interdisciplinary units and student work during common planning time.

Formal common planning opportunities are provided through a variety of activities in which teachers engage on an annual basis. High school staff members also participate as members of several committees that meet to discuss and make decisions on numerous pertinent school and instructional issues. Examples of formal common planning activities that have occurred recently include:

- MCAS Analysis – Analysis of student work and the formation brainstorming instructional strategies to remedy areas of weakness
- Assessment Review – A presentation to the faculty of the assessment review committee's annual report on the degree to which the high school is meeting each of the school-wide expectations. This was followed by a group discussion of strategies for improvement in each of the expectation areas.
- Presentation on Instructional Strategies That Work – A review and subsequent discussion of the importance of summarizing and properly structured homework assignments as effective instructional practices.
- Share Fair – Presentations by staff members to their colleagues concerning the highlights of off-sight conferences on instructional issues that members had attended this past year.
- Group Grading of Students' Work – For the fourth consecutive year teachers applied the school-wide rubrics in group-grading exercises. This activity provided an opportunity for teachers to practice applying the rubrics in a uniform way. It also presented a forum for the discussion of student strengths and weaknesses regarding the various expectations.
- Vertical Teaming – High school teachers met with their middle school subject area counterparts to discuss transitional instructional issues.

### **In-School Release Time**

- As needs have arisen, staff members have also been provided with time during the school day to investigate instructional issues including the implementation and measurement of the school-wide expectations.
- At various times, during individual preparation periods, teachers have also met to discuss scheduling issues, course of study questions, and other issues having to do with the effective provision of instructional services.

# PART VII - ASSESSMENT RESULTS

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject ELA Grade 10

Test MCAS

Edition/Publication Year N/A

Publisher: Mass. DOE

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
P&A % "Meeting" plus "Exceeding" State Standards	99	93	82	92	84
% "Exceeding" State Standards-Adv	37	44	30	38	44
Number of students tested	60	78	77	73	62
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
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject \_\_\_ Math \_\_\_ Grade \_\_\_ 10 \_\_\_  
 Test \_\_\_ MCAS \_\_\_\_\_  
 Edition/Publication Year \_\_\_ N/A  
 Publisher: Mass. DOE

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	95	91	74	83	68
% "Exceeding" State Standards-Adv	58	66	36	45	24
Number of students tested	60	78	77	73	62
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
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					