

Scituate High School

2009-2010 School Improvement Plan

A detailed year in review and a plan for the continuation and expansion of the high school programs.

*Submitted by the Scituate High School Council
August, 2009*

Part I: General Information

Submission of the 2009-2010 Scituate High School Improvement Plan

The following list includes the names of the 2008-2009 High School Council. All members of the council had the opportunity to participate in the development of the 2009-2010 High School Improvement Plan as submitted herein:

Parent Representatives

Ayn Duvoisin
Marcy Kupchella
Jody McDonough
Jane McGovern
Lisa Rafferty
Steven Slishman

Student Representatives

David Antos
Patrick Noenickx

Faculty Representatives

Tracy Curley (Assistant Principal)
Deb Dakin (Science)
Amy Heffernan (Health and Wellness)
Patricia Jacquart (World Languages)
Donna Nuzzo-Mueller (Principal)
Andrew Roberts (Social Studies)
Kathryn Struzziero (World Languages)

Community Representative

Marshall Litchfield

School Committee Goals 2008/2009

1. School committee will attempt to improve upon the manner by which they communicate with parents and the general public.
2. The School Committee will research, evaluate and present to the Town's Board of Selectmen a plan that includes options to move forward in the Reimbursement of work completed on Gates and Wampatuck, and the reconsideration of the Gates Intermediate School campus.
3. The School Committee will reinvigorate its commitment to the district's Accountability Plan.
4. The School Committee will initiate discussions with other town governance boards to cooperatively investigate means by which to raise revenues on behalf of all
5. The School Committee will develop a vision and a plan to support the role of science and technology in the district.
6. The School Committee will participate in activities which support legislative initiatives in support of public educational requests.
7. The School Committee will attempt to address the academic needs of all students attending Scituate Public Schools.

8. The School Committee will successfully complete a superintendent search culminating in the hiring of a new Superintendent of Schools.
9. The School Committee will maintain their commitment to nurturing a school community culture that is accepting of others, affirms each individual's differences and celebrates diversity.

High School Council Mission

The Scituate High School Council, acting as the eyes and ears of the high school community, is comprised of parents, staff, students and administrators of the school. Their collaborative efforts focus on reviews of the annual school budget, student handbook, as well as specific programs within the school. In its commitment to have substantive impact on the school community, the council creates goals that are submitted annually to the Scituate School Committee.

Scituate Public Schools Mission

The mission of the Scituate Public Schools is to provide the opportunity for a comprehensive education for all students which focuses on cognitive, emotional, physical, and social development. The education program fosters students' reading, writing, calculating, problem-solving, critical thinking skills, and creative expression. The school environment nurtures self-confidence, independence, cooperation, and the physical well-being of all students. The schools encourage students to develop a sense of values and responsibilities, which enables them to be contributing members of their communities and of the multicultural, global society. In partnership with the family, the schools guide students toward becoming lifelong learners with a positive outlook on the world.

Scituate High School Mission

Scituate High School strives to provide an environment conducive to the fullest possible development of each student. Our programs endeavor to meet the needs of students with diverse learning styles and a wide range of abilities and goals. The ongoing renewal of those programs is sustained by the belief that enabling students in the present is helping them build lives as contributing adults. Our graduation requirements encourage students to participate in a program where they are exposed to a variety of courses, activities, and instructional approaches.

Scituate High School Expectations for Student Learning

The members of the faculty of Scituate High School offer to every student the opportunity to demonstrate the following by graduation:

- Being an effective reader
- Being an effective writer
- Being an effective speaker/presenter/performer
- Being an effective problem solver
- Being an effective information seeker/organizer
- Contributing to the community at large

Scituate High School Expectations for School Performance

Scituate High School will:

- Identify and seek the resources necessary to achieve a successful academic program.
- Provide a safe and secure environment for student learning.
- Identify and request the staffing essential for a quality educational program.
- Continue its commitment to identifying and acquiring the technology essential for a quality educational program.
- Continue its support of student involvement in the community.
- Promote the implementation of instructional strategies that necessitate students working cooperatively in teams, as well as independently.

Academic Information

2008-2009 Overview by Department

The curriculum at Scituate High School is aligned with the state frameworks and reflective of both the Expectations for School Performance and the Expectations for Student Learning. Multiple learning opportunities are provided to achieve these expectations. The curriculum engages students in higher order thinking and active learning through core and elective courses. It is clearly articulated within individual subject areas and coordinated with sending schools to ensure a continuum of student learning.

Mathematics

True to the mathematics department's vision that all students at Scituate High School achieve mathematical competency through a strong mathematics program that emphasizes problem solving and communicating mathematical reasoning, the department continued or initiated several project based initiatives during the 2008-2009 school year.

This was our first year implementing the "Inside-the-Box" project. This is one of the projects that we considered during the vertical curriculum workshop provided through professional development. This project involved solving a classic AP Calculus problem at all grade levels seven through twelve. At each grade level the students used a problem solving approach appropriate to their mathematical development. At grade seven this involved a straight forward construction-experimental approach. At each grade level eight through eleven the approach gradually became more theoretical. By grade twelve the students were able to solve the problem using traditional calculus or via a graphing calculator.

We continued implementing our year end projects for each grade level. In grade nine, each student completed the "Foul Shooting" project, which is a data analysis project involving finding a line of best fit, quadratic of best

fit, or cubic of best fit. This is an introduction to data modeling, a central theme in algebra. In grade ten, each student participated in the “Tin Man Project”. In this case each student created a three-dimensional figure using cardboard and tape. They then calculated the surface area of their figure using the formulas or procedures they study in geometry. Once the surface area was calculated, they requested that amount of aluminum foil (“tin foil”). With this foil they covered their figure and were assessed via a problem solving rubric that included a percent error value. In grade eleven, each student participated in the “Costa Logo Project”. In this case each student team created a company logo using functions (lines, parabolas, cubic, sinusoids, or conic sections) that they had studied during the school year. After finding the points of intersection, they established the domain of each function. With this information they recreated the logo using their graphing calculator. Once again a rubric based upon on the school’s problem-solving rubric was used to assess this project. The grade twelve projects took place early in the spring and were course dependent.

Overall we continue the implementation of a problem-solving portfolio based assessment for each student. At the beginning of the school year each teacher will update individual student portfolios, which in turn will be passed on to the students 2009-2010 teacher.

Wellness

This was the third year Scituate has had its Wellness Policy in place. The Policy addresses concepts like nutrition education goals, physical activity goals and also provides nutritional guidance for school cafeterias, vending machine contents and fundraising activities. In an effort to further advance Scituate students’ overall health and wellness and to support the district’s Wellness Policy, health students and Wellness department members applied the standard outlined in the Massachusetts A La Carte Food and Beverage Standards to Promote a Healthier School Environment to items served as part of our food service program. The analyzed data was provided to appropriate SPS personnel for consideration.

Because everyone has a stake in the overall health and wellness of our students, we encourage everyone to apply the MA Standards to food related fundraising initiatives, classroom celebrations, etc. For further guidance, a user-friendly and interactive diagnostic worksheet is available for community use and can be found on the SPS webpage.

Fitness and Physical Wellness

During the fall, department members participated in a two-day Project Adventure® professional development workshop focused on climbing wall and high element activities. As part of the training, the high school staff received the helmets, harnesses and appropriate hardware to implement the climbing curriculum. As a result, “Personal Pursuits”, a junior/senior level physical education course, was created and added to the program of studies at the high school this year. Four sections ran this past year with even more sections probable for next year. In this course, classmates assist with equipment checks, provide strategy and are members of the belay

team that is responsible for their peer to safely navigate our newly renovated climbing wall. Also part of this course is a series of yoga related workouts ranging from strength and endurance to meditation and relaxation.

Throughout the entire 2008-2009 school year, faculty participated in “Faculty Fitness Club” sessions after school on Thursdays. During the course of the year staff, cross-trained in the Coby Cutler fitness center, enjoyed club Ultimate Frisbee with students, participated in group exercises classes like spinning and boot camp and also competed in several students/faculty athletic spirit events like field hockey, basketball and softball.

Health and Mental Wellness

This year’s 9th and 10th grade core health classes are focused around studying various aspects of mental health. Overarching course objectives address personality, identity, emotions, stress, violence, destructive behaviors (such as self-injury, eating disorders and suicide), and mental illnesses. Because approximately one out of every four people in the United States is affected by mental illness (National Institute of Mental Health), these topics are both important and difficult for students. One of the biggest issues surrounding the topic of mental health is stigma, and as students often remark on their writing assignments, the best way to eliminate stigma surrounding mental health is through talking about it. Anyone interested further information is encouraged to contact Ms. Heffernan (x440, aheffernan@scit.org).

As a certified American Red Cross instructor, Mr. Cherner, our 11th and 12th grade Health teacher, certified over 150 students and faculty members in *First Aid and CPR/AED* this past year. Individuals taking the course gained the critical first responder skills in how to treat burns, open wounds, muscle, bone, and joint injuries, diabetic emergencies, seizures, strokes, poisoning, and fainting to name a few. Additionally, as a Certified Strength and Conditioning Specialist and Certified Athletic Trainer, students taking the *Sports Nutrition and Conditioning* course gain access to Mr. Cherner’s wealth of knowledge and experience training elite athletes how to become bigger, faster and stronger.

Business and Fiscal Wellness

As a school district and for the future of society, we have an obligation for our students’ fiscal wellness. Considering the current economic crisis, the governmental push for personal finance courses in public schools and the growth of student enrollment in personal finance courses, business education students tested their fiscal fitness in the National Financial Literacy Challenge. More than 75,000 U.S. high school students took the Department of the Treasury’s National Financial Literacy Challenge and earned an average score of 52%. Of these students, less than 400 earned the *National Financial Literacy Award*, a medal from U.S. Treasury recognizing winners for answering at least 94% percent of the questions correctly. SHS’s Cory Greene earned this honor. It should also be noted that over 35 additional SHS students scored in the top 25th percentile of the nation’s scores and earned certificates of recognition.

New this year to interested business education students is their ability to participate in the Distributive Education Clubs of America, also known as DECA. DECA is an organization committed to improving education and career opportunities for students interested in careers in marketing, management and entrepreneurship. Schools like Scituate belonging to DECA are eligible to access DECA curriculum, attend conferences, participate in competitions and have scholarship opportunities. For the first time this January, our business education

students competed in the regional DECA competition and two students, Ezra Bernstein and Dan Debreczeni, advanced to the state competition.

Nutritional and Dietary Wellness

Students in the introductory course, *Experimental Foods* are exploring opportunities both academically and vocationally in getting more vitamins, minerals and whole grains in their diets without sacrificing taste. This year's labs included Whole Wheat Pizza, Heart Healthy Vegetarian Chili; Baked Stuffed Potato [low fat], Pumpkin Cake and Grateful Granola Cookies. Students learned the very real dangers of added sugars, salts and fats in commercially prepared foods.

Students in our intermediate foods course, *American Regional Cuisine* took tours of the South and Southwest. When traveling through the Big Easy students prepared a Jazz Luncheon and compared Gumbo and Jambalaya for preparation, ingredients and taste. Students utilized regional appropriate ingredients, incorporated culinary history into their work and also made connections to Native American and Spanish contributions to the region's cuisine.

In *International Culture, Custom and Cuisine*, our advanced foods course, students toured the Caribbean, China, India and the Middle East researching various cultures and dishes. Academic research about customs as well as cuisine was enthusiastically embraced by students as evidenced in the area of recipe research known as Recipe Roundtable. Using the common denominator of food is a great bridge to assisting students in developing respect and understanding for diverse groups.

Additionally, our food classes set the menu and created the dining environment for this year's Empty Bowl demonstration. Empty Bowls is a cross-curricular outreach initiative with the Fine Arts Department to raise funds for Scituate Food Pantry.

Whether it is fiscal wellness, nutritional, emotional or physical wellness, the mission of the health and wellness department is to mold strong citizens with the knowledge to live autonomously and make mindful personal decisions.

Fine Arts

During the 2008-2009 school year, the Fine Arts curriculum completed the third stage of its five year school improvement plan. The department's infusion of textbooks and new technology in year two, have added greater depth to the art curriculum system wide

At Scituate High School, our guiding philosophy is that cultivating the *Studio Habits of Mind* (Harvard Project Zero, 2007) through the experience of making art, contributes to the fullest possible development of each student. This includes the development of craft, engage and persist, envision, express, observe, reflect, stretch/explore, and understand the world. The art department offerings directly address two of Scituate High School Student Expectations: to be an effective speaker/presenter/performer and to be an effective problem solver. Towards this end, the program offers 14 elective courses that range from introductory to advanced level courses. These include courses in drawing/painting, drawing/mixed media, photography, print/design, clay

studio, and sculpture. The Honors Art I and Honors Art II/AP both run for a full year and prepare students in developing a portfolio for college admission. Helping students attain this goal is an important component to the high school art curriculum. The 20 station iMac lab, dark room restoration, and new textbooks in all classes, have added greater depth to the overall delivery of instruction and given impetus to rewriting curriculum that reflects these new directions. Each course now culminates with the creation of a digital portfolio. These portfolios contain a collection of the student's work that can be used for reflection and assessment as well as to support the college admission process. The department will continue its mission to map course work throughout the year for rewriting the curriculum that best reflects classroom practices.

In addition, the art department continues to strengthen artistic ties with the community through its Visiting Artist Program & its association with local art institutions, such as: the Scituate Art Association, the Duxbury Art Complex Museum, and the South Shore Art Center. These partnerships provide opportunities for students to meet with working artists, engage in interactive workshops, and exhibit their work out in the community.

Music

The Scituate Music Department continues to work on the premise that all students have musical capabilities. Recent acquisitions of technology, textbooks and instruments for all levels have enhanced every aspect of music instruction. Equally, the on-going curriculum review of music instruction has encouraged many new initiatives. Instrumental and choral ensembles at each school continue to grow and the level of performance is exceptional.

Some exciting events in the music program for the 2009-2010 year will include:

- The SHS Select Choir will perform Vaughan William's *Dona Nobis Pacem* with the Plymouth Philharmonic Orchestra in April, 2010.
- A performance tour of the entire high school music program and expanded performances at all levels and enrichment activities from K-12.
- All third graders will prepare for and attend a performance of the Boston Lyric Opera in March.
- The Annual Spring for the Arts celebration in May including all 20 performing ensembles of the Scituate Public Schools.

Science

In keeping with our attempt to make Scituate High School science students better problem solvers, we had our first science fair this past year! The entire freshman class participated either individually or in pairs. Most of the work was done outside of school during the second term. The fair was a huge success, and plans have already begun for 2010.

Our physics students had a great showing at the 23rd annual Physics Olympics held at Boston College High School where they came in second. Our biology students participated in a two-part Bioteach workshop sponsored by the Massachusetts Biotechnology Foundation. Two of our biology teachers, Ms. Dakin and Ms. Smith, participated in intensive workshops to prepare for the event. Using state of the art biotechnology equipment purchased with a bioteach grant, students conducted electrophoresis activities to attempt to identify DNA samples, as well as working with *e. coli* bacteria. This equipment will stay with us, and be incorporated into all aspects of the science curriculum.

Finally, the Science Department finalized plans to begin teaching “Physics First” in our curriculum sequence beginning this September. Teachers visited two successful Physics First schools in Belmont and Newton. They also received feedback from schools around the country as to how we are to proceed in order to ensure a smooth transition. This summer, all of the teachers involved in the teaching of Physics First attended a workshop sponsored by CPO, the publisher of the new text to prepare for this exciting new venture.

Social Studies

The three goals of the History and the Social Studies Department are to prepare young people to be humane, rational participants in a world that is becoming increasingly interdependent; to help them understand and assume the responsibilities of democratic citizenship; and to challenge each student to strive to achieve excellence. For these purposes, the department works to frame the past as a series of decisions and consequences which can be understood from a variety of perspectives and evaluated for both their intended and unintended consequences.

During the 2008-2009 school year, we worked to achieve these goals in a number of ways. 8th and 9th grade teachers met to clarify expectations and to share ideas on both the teaching of skills and curriculum in the new two year World History program. Discussions continued on the subject of how to effectively teach writing to our students. The ELA and Social Studies departments met to further increase common instruction and collaboration in the teaching of writing. Based in part on these meetings, specific expectations were developed for each grade regarding both writing and research papers. Preliminary discussions on improving student learning on homework assignments took place, and this topic will be a focus on the 2009-2010 year. Finally, the department continued its focus on current events and civics with regular classroom instruction, through a METCO Lobby Day trip to the state house, a Mock Presidential debate, a public speaking contest on the constitution organized in partnership with Scituate’s American Legion Post, and the continued expansion of our enthusiastic Model United Nations Club.

English

During the 2008-2009 school year, the English Department implemented the newly revised curriculum with special emphasis upon developing students’ ability to read and write for a variety of purposes and audiences. The revised curriculum aligns with both the state ELA Framework and the National Council of Teachers of English guidelines. All teachers in the department were trained in the “Six Traits of Writing” methodology and also used professional development time to analyze how students are performing on the writing sections of the ELA MCAS. Partnering with the Social Studies Department, the English Department worked to build more consistency in the teaching of writing across disciplines. Both departments adopted and improved upon the school-wide rubric for writing, an effort that will continue in the 2009-2010 school year. To support the district’s College and Career Readiness initiative, the English Department added an additional Advanced Placement course to the curriculum: A.P. Language and Composition. An improved curriculum and more rigorous offerings will help to ensure that Scituate students are truly college ready and well prepared to be contributing members of the work force.

Students are required to take four years (16 credits) of English to graduate. In their freshman year, students begin with English I, which centers on the themes of decision-making and coming-of-age. English II focuses on

multicultural literature and American literature. English III continues students' exploration of American literature. English IV introduces students to world literature. A.P. Literature and Composition and A.P. Language and Composition also are offered in the senior year. While a wide variety of assessments are employed in each of these courses, departmental mid-year and final exams are used to ensure consistency across sections of the same course. The English Department also offers a variety of electives, including Journalism, Sports in Literature and Film, Public Speaking and Television Production, Media Messages, and Theatre Arts. Specific courses to improve the performance of students who have not yet achieved proficiency on the MCAS also are offered.

In the 2009-2010 school year, the English Department will continue to use and further develop school-wide rubrics centered on effective reading, writing, speaking, and critical analysis. A step toward that goal will be the development and implementation of additional common assessments to ensure consistency across the curriculum.

World Language

The World Language Department made some significant changes and improvements this year as teachers in French and Spanish CP Courses, first year through third, developed a program of study complemented by their new textbooks, *Bien Dit* and *Avancemos*. One teacher, Kathryn Struzziero, was trained to use the SMART Board, and she shared her expertise and her classroom frequently with other department members.

Department meetings were devoted throughout the year to developing a more articulated curriculum which defines common strategies to be used in grades 7 through 12. The impetus for this effort was the Pre-AP workshop presented by the College Board last August to Scituate and Cohasset Foreign Language Teachers. This will be a major area of focus during the 2009-2010 school year as well. To put into immediate practice our new program, we chose the theme of "The Sea" to be explored by all students at all learning levels during the second semester. Each language chose as a point of departure one poem and one piece of art for each one of their classes in that language. The department will choose a new theme for the upcoming year.

The Department by its very nature delivers a curriculum based on global education. To encourage students to see themselves as citizens of the entire world, some teachers offered students the opportunity to correspond with students of English in Mali, West Africa. This correspondence was arranged through a Peace Corps volunteer and we plan to expand this correspondence to several countries this year. An emphasis is also placed in many classes on regular reporting of current events and cultural connections with the countries studied in every language class. Advanced students of French and Spanish participated in the exchanges with schools in France and Spain, while other Spanish students made a travel/study tour of Costa Rica. Latin students will have the opportunity in February, 2010, to visit classical Italy. The department has also decided to place a stronger emphasis on geography.

Finally, in connection with the theme of global education, but also to promote interdisciplinary collaboration, the Foreign Language Department teamed up with the Art Department to create a mosaic inspired by a quote of Cicero, "Socrates thought he was a citizen of the entire world." Students from many classes worked on this project and some have continued to do so during the summer. We expect the mosaic to be completed during the first quarter. CP fourth and fifth year French classes will continue to follow the theme-based curriculum

which proved quite successful this past year. Spanish V CP and Honors students will implement a similar program as well.

All incoming second year through fifth year Foreign Language students were given a review packet to be completed during the summer. The packets may also be accessed on line. Students will be graded on the quality of their effort and will be tested on the material within the first two weeks of school.

Guidance

The planning, coordination, and administration of the school-wide **College and Career Readiness Day** on October 15th, 2008, was the major initiative for the 08-09 academic year. This day was set aside for the school-wide administration of the PSAT for all junior and sophomore students. The freshmen activities included a presentation by Monster.com on “Making High School Count”, study skills workshops, taught by several faculty members, as well as the team-building exercises of Project Adventure – coordinated by the Health and Wellness Staff. The seniors had the option of participating in several workshops tailored to their college and career goals.

The School Counselors met with their college-bound students in small groups to review the application process and offer assistance in the college search. Students also learned about the admissions process at the College Admissions Counselors’ Forum. English teachers offered their expertise in college essay writing workshops. Aim Personnel, Universal Technical Institute, Massasoit Community College, and military service representatives ran workshops for students seeking alternatives to the four-year college path. Managing Senior Stress was another well-received workshop. All seniors rounded out the day with the Career Connections Carousel, in which professionals from various trades and field shared their educational and career experiences.

This year, we re-introduced the guidance newsletter, **Counselors’ Connection**. This periodic publication served as a supplement to the website to keep the SHS community abreast of important deadlines, upcoming events, and trends that impact our students today.

With a generous grant by SHORE, the Guidance Department secured funding to enhance the technology capabilities of our NAVIANCE computer program. Through this program, all students received an account to this program and they were able to make course selections on-line for the 09-10 academic year. This advancement tremendously improved efficiency, accuracy, and overall services. It reduced overall paper and publishing costs as well, as the entire **Program of Studies 09-10** was available online.

Student Support Services

Guidance Services

The goal of the Guidance Department at Scituate High School is to assist high school students in every way possible during their high school career. Counseling services are available to all students and parents to assist in educational, vocational, and personal matters. Upon enrolling at Scituate High School, each student is assigned a counselor who will follow the student through graduation.

Individual conferences are scheduled with each student throughout the year, along with small group meetings to discuss student interests, abilities, course selections, educational and vocational opportunities, and personal or social concerns. Students and parents should feel free to contact their counselors at any time during the

school year. Students and parents should contact counselors by phone, email, or through the guidance secretary at ext. 375 to make appointments.

The Guidance Department provides informational services and materials for students and parents. Materials available include school and college catalogues; employment, vocational and occupational information; scholarship and financial aid booklets; armed services brochures; and reference information regarding College Board Testing (PSAT, SAT, SAT II, AP) and the American College Testing Program (ACT). The high school library also holds a myriad of guidance-related information that students can peruse at their leisure.

Post-Secondary Options: Throughout the year, the Guidance Staff conducts programs for parents to assist their students in the college selection and admission process, as well as the financial aid process. College admissions representatives and military recruiters will be hosted through the guidance department throughout the school year to meet with students individually and in groups.

METCO

The Scituate Public Schools participates in the "program to eliminate racial isolation", commonly known as the METCO Program. This program buses students from Boston to Scituate for the purposes of providing quality, integrated educational experiences for both the Boston and Scituate residents. The program also seeks to foster a better understanding and greater cooperation between urban and suburban families. The METCO students enjoy all the privileges of Scituate residents. Scituate students whose families would like to act as "host families" to a METCO student should contact the METCO Coordinator at 781-545-8750, ext. 383.

Academic Advisory

The New England Association of Schools and Colleges has established the following standard for high schools: "There shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning."

To that end, Scituate High School has instituted an Academic Advisory Program in which many homeroom teachers and other faculty volunteers meet with students monthly to discuss a wide variety of issues related to the high school experience. The program curriculum is intended to support academic success, and includes such topics as Goal Setting, Creating Positive School Culture, Bullying, High School Resume Building, as well as a number of other topics.

Child Study Team

The Child Study Team at Scituate High School is focused on creating, monitoring, and refining individualized interventions to students in the regular education setting. Chaired by the Director of Guidance, the team is made up of regular and special education teachers, guidance counselors, school psychologists, the adjustment counselor and administration, and meets weekly throughout the academic year to brainstorm academic and behavioral interventions for students in need. Thorough data collection, including record review, test scores, parent surveys and input, teacher evaluation forms are used in formulating individualized student intervention plans. Each student referred to the Child Study team is closely monitored to assess the success of the

interventions. In 2008-09, 22 students were referred to the Child Study Team. Four students were found eligible for a Section 504 Accommodation Plan, one student for a District Accommodation Plan, and two students were referred for a special education evaluation.

Student Recognition

New Initiative

The goal of the Student Recognition Committee is to celebrate the diverse achievements of our student body through a variety of recognition programs and activities. The focus is in areas of academic improvement, character development, attendance, and positive role modeling for others. The Committee plans several events and functions throughout the school year and confers the following awards bi-annually: *the Chief Justice William Cushing Award* (academic improvement); *the Safe Harbor Award* (improving school culture), *the Lighthouse Keeper Award* (students who have demonstrated strong character, integrity, and responsibility within the school environment) and *the Scituate Lighthouse Attendance Award* (perfect attendance).

Student Assistance Program (SAP)

New Initiative

The SAP team is made up of members of the school staff who are trained to help students and parents access school and community services. The program is designed to assist school personnel in identifying issues surrounding alcohol, tobacco and other drugs, which pose a barrier to a student's success.

The goal of the SAP team is to help parents and students find services and assistance within the school and, if needed, in the community. **This team does not diagnose, treat, or refer children for treatment.**

Anyone can refer a student to the Student Assistance Program. Some students are referred by teachers and other school personnel. Any school staff member, a student's friend or family member can let the SAP team know that they are worried about someone. The students themselves can even go directly to the SAP team to ask for help.

School Culture

There are many committees, programs, and initiatives at Scituate High School aimed at improving and maintaining positive school culture. Both and students have been very influential in providing leadership essential to the improvement of the school culture in recent years. A handful of the aforementioned are described below.

Kick-Off Mentor Program

New Initiative

The new Kick-Off Transition Program is a comprehensive transition, orientation and mentoring program welcoming new students and their parents to high school. By training upper-class mentors and running interactive orientation days right before the first day of school, the Kick-Off Transition Program creates positive year-long connections between upper-classmen and incoming students. This comprehensive year-long process helps ease the transition for new students and their parents.



Student Council

Student Council is an elected body of class representatives that is the liaison between the administration/faculty and the student body. The Council provides input for decision making regarding school issues, conducts community service activities, and generates spirit within the school. Officers meet with the Principal for lunch once each month to discuss student issues and current events.

Faculty Governance Committee

Monthly faculty meetings are facilitated by faculty members. Included in each meeting's agenda is the opportunity for teachers to share best practices, a current topic for discussion, and an inspiring closing statement by a faculty member. These faculty-driven meetings have become an important vehicle of communication between faculty members and administration.

The Committee's mission is as follows: "Our purpose of meeting as a faculty is to share information, ideas, and dialogue in order to support each other. We believe that coming together as a staff should promote a positive and cohesive collegial atmosphere that allows us all to grow personally and professionally. The students, the school learning environment, and teaching are the foundation of our profession and we strive to keep our meeting focused on those targets."

Faculty Senate

Faculty Senate offers faculty the opportunity to meet with the administration to discuss a variety of issues that impact our school and our efforts to create the best environment for success. Topics addressed during the 2008-2009 school year included report card comments, elimination of music during lunch, organization of email, enforcement of school rules, copy room issues, and student recognition, among others.

New Teacher Meetings

Experienced faculty members and administrators collaborate to facilitate monthly meetings for those teachers in their first three years of teaching. Topics of discussion vary as school year programming necessitates. This past year, topics included: Preparations for Parent Conferences, Referrals to Child Study Team, Using Student Feedback, Organization Skills, Parent Relations, Preparation for Midyear Exams, and many others.

Teacher Talk

In its third year, the faculty-organized *Teacher Talk* was held monthly in the faculty dining room. The monthly gathering offered teachers the opportunity to discuss teaching strategies, the teaching profession, personal experiences, and other topics of interest. Billed as "a monthly meeting for teachers to find a time and a place to talk about teaching," *Teacher Talk* offers teachers a supportive, collegial atmosphere – and snacks!

Assessment Overview

Scituate High School students are provided many different opportunities to demonstrate their knowledge, skills, and competencies. In addition to traditional paper and pencil tests, and standardized tests prescribed by the state and College Board, teachers use written essays, oral and visual presentations, roundtable discussions, debates, mock trials, laboratory work, and musical, dramatic and physical performances to assess student learning.

Rubrics

Scituate High School has implemented the use of school-wide rubrics to assess student achievement. All teachers are making use of the school-wide rubrics and most students report that they know what is expected of them in order to achieve expectations. While all departments work toward fulfillment of the Expectations for Student learning, student learning is not assessed using all school-wide rubrics in every department. Instead, individual departments have identified at least one of the school-wide rubrics to be used each term to assess student learning. Additionally, teachers use course-specific and assignment-specific rubrics regularly. These rubrics are generally layered with the school-wide rubrics and are directly associated with the Expectations for Student Learning.

During the 2009-2010 school year, Scituate High School will pilot the use of a standards-based progress report. Student-specific reports will be distributed to parents and students twice during the school year. These progress reports will offer achievement information as it relates to the Expectations for Student Learning and the specific progress indicators included in the school-wide rubrics.

THE SCITUATE HIGH SCHOOL READER

| | <u>Advanced</u> | <u>Proficient</u> | <u>Needs Improvement</u> | <u>Unsatisfactory</u> |
|---|---|--|--|---|
| <u>Directions</u> | <ul style="list-style-type: none"> ➤ Independently process directions | <ul style="list-style-type: none"> ➤ Reads and follows directions completely and accurately | <ul style="list-style-type: none"> ➤ Understands simple directions, needs frequent monitoring | <ul style="list-style-type: none"> ➤ Doesn't follow directions, even with monitoring |
| <u>Reading Strategies</u> | <ul style="list-style-type: none"> ➤ Mastery of active reading strategies ➤ Derives meaning from a variety of texts across the curriculum | <ul style="list-style-type: none"> ➤ Uses strategies: derives meaning from a variety of texts across the curriculum | <ul style="list-style-type: none"> ➤ Shows some knowledge of strategies, but does not apply them across the curriculum | <ul style="list-style-type: none"> ➤ Little to no knowledge or application of strategies |
| <u>Vocabulary Strategies</u> | <ul style="list-style-type: none"> ➤ Mastery of vocabulary strategies in sophisticated or unfamiliar material | <ul style="list-style-type: none"> ➤ Uses strategies to understand unfamiliar vocabulary; inconsistently applies higher-level strategies for more difficult words | <ul style="list-style-type: none"> ➤ Uses basic strategies to understand unfamiliar vocabulary ➤ Inconsistently applies higher level strategies for more difficult words | <ul style="list-style-type: none"> ➤ Rarely uses strategies, skips difficult words |
| <u>Literal & Inferential Comprehension</u> | <ul style="list-style-type: none"> ➤ Infers meaning from text, makes connections to other texts and contexts and uses only relevant information to solve problems or complete a task. | <ul style="list-style-type: none"> ➤ Able to infer meaning from text, make connections and determine relevant information to solve problems or complete a task | <ul style="list-style-type: none"> ➤ Able to identify main idea and supporting information | <ul style="list-style-type: none"> ➤ Able to identify main idea and supporting information with assistance |
| <u>Point of View Bias</u> | <ul style="list-style-type: none"> ➤ Identifies factors that contribute to tone or point of view; can determine bias, frame of reference or contradictory information | <ul style="list-style-type: none"> ➤ Identifies a writer's point of view or bias ➤ Identifies facts and opinions | <ul style="list-style-type: none"> ➤ Has difficulty differentiating fact from opinion or identifying writer's perspective | <ul style="list-style-type: none"> ➤ Accepts most information as factual. Does not identify writer's perspective |
| <u>Evaluative Comprehension</u> | <ul style="list-style-type: none"> ➤ Makes multiple connections to personal experience and/or social issues ➤ Uses prior knowledge to deepen comprehension; identifies similarities and differences that are complex, abstract and subtle | <ul style="list-style-type: none"> ➤ Makes connections between concepts and personal or prior knowledge; identifies similarities and differences | <ul style="list-style-type: none"> ➤ Misses connections or makes connections which are superficial or inaccurate; identifies basic similarities and differences | <ul style="list-style-type: none"> ➤ Unable to make connections between text and other knowledge and experience; unable to identify similarities and differences |

THE SCITUATE HIGH SCHOOL WRITER

| | <u>Advanced</u> | <u>Proficient</u> | <u>Needs Improvement</u> | <u>Unsatisfactory</u> |
|--|--|---|---|--|
| <u>Planning</u> | <ul style="list-style-type: none"> ➤ Demonstrated extensive planning when developing a written assignment ➤ Successfully incorporates consideration of purpose of the assignment and the intended audience | <ul style="list-style-type: none"> ➤ Shows evidence of planning or pre-writing: may include notes, outlines, webs, graphic organizers, index cards, drafts ➤ Demonstrate an awareness of the purpose of the assignment and its audience | <ul style="list-style-type: none"> ➤ Shows little evidence of planning, note taking, or pre-writing, with minimal consideration of the purpose of the assignment or its audience | <ul style="list-style-type: none"> ➤ Demonstrates no evidence of planning, pre-writing or consideration of purpose of audience |
| <u>Thesis Statement</u> | <ul style="list-style-type: none"> ➤ Writes thesis statements that are appropriate, complex, analytical and engaging | <ul style="list-style-type: none"> ➤ Writes thesis statements that clearly reflect the assignment/question | <ul style="list-style-type: none"> ➤ Writes thesis statements that are not clearly related to the assignment/question | <ul style="list-style-type: none"> ➤ Does not use thesis statements |
| <u>Organization and Critical Thinking</u> | <ul style="list-style-type: none"> ➤ Writes appropriately organizes essays that demonstrate synthesis, analysis, and evaluation | <ul style="list-style-type: none"> ➤ Writes appropriately organized essays, which attempt to synthesize, analyze, and evaluate | <ul style="list-style-type: none"> ➤ Writes essays with some understanding of organization and which attempt to synthesize, analyze, or evaluate | <ul style="list-style-type: none"> ➤ Writes without appropriate organization and no reflection of synthesis, analysis or evaluation |
| <u>Textual Evidence</u> | <ul style="list-style-type: none"> ➤ Incorporates appropriate textual evidence and cites it appropriately, including less obvious or less concrete evidence | <ul style="list-style-type: none"> ➤ Cites textual evidence ➤ Includes relevant, accurate information/historical documentation ➤ May miss less concrete or less obvious choices | <ul style="list-style-type: none"> ➤ Cites textual evidence that is minimal, concrete and obvious ➤ Cites irrelevant material/evidence | <ul style="list-style-type: none"> ➤ Little to no textual evidence cited |
| <u>Revision and Conventions of Language</u> | <ul style="list-style-type: none"> ➤ Demonstrates comprehensive revision and mastery of conventions of language | <ul style="list-style-type: none"> ➤ Revises own writing and demonstrates knowledge of the convention of language | <ul style="list-style-type: none"> ➤ Minimal revision; reflects a basic awareness of the conventions of language | <ul style="list-style-type: none"> ➤ Writes one draft and reflects no consideration of convention of language |

THE SCITUATE HIGH SCHOOL SPEAKER/PRESENTER/PERFORMER

| | <u>Advanced</u> | <u>Proficient</u> | <u>Needs Improvement</u> | <u>Unsatisfactory</u> |
|--|--|--|--|---|
| <u>Organization/ Planning</u> | <ul style="list-style-type: none"> ➤ Seamless presentation demonstrates clarity, focus and structure ➤ Transitions are smooth ➤ Listener is never lost | <ul style="list-style-type: none"> ➤ Flow is consistent ➤ Demonstrates clear focus and structure ➤ Translations are adequate ➤ Listener generally stays with content | <ul style="list-style-type: none"> ➤ Flow is difficult to follow, lacks consistent focus and structure at times ➤ Transitions rarely apparent ➤ Listener has difficulty keeping focused | <ul style="list-style-type: none"> ➤ Impossible to follow ➤ No evidence of focus and structure ➤ Transitions not evident ➤ Listener is lost |
| <u>Content</u> | <ul style="list-style-type: none"> ➤ Thorough, complete ➤ Demonstrates insightful understanding of subject | <ul style="list-style-type: none"> ➤ Subject covered with evidence of quality research ➤ Demonstrates adequate understanding of subject | <ul style="list-style-type: none"> ➤ Research lacks depth and documentation ➤ Lacks sufficient understanding of subject | <ul style="list-style-type: none"> ➤ Little content ➤ Understanding of subject not evident |
| <u>Delivery</u> | <ul style="list-style-type: none"> ➤ Communication is exciting and engaging ➤ Evidence of originality, creativity, and style ➤ Careful attention to standard language conventions | <ul style="list-style-type: none"> ➤ Communication is effective ➤ Evidence of originality, creativity, and style ➤ Demonstrates attention to standard language conventions | <ul style="list-style-type: none"> ➤ Communication is mechanical in nature ➤ Shows weakness in standard language conventions | <ul style="list-style-type: none"> ➤ Delivery amounts to little more than reading ➤ Little or no attention to standard language conventions |
| <u>Visuals</u> | <ul style="list-style-type: none"> ➤ Use of visuals such as overheads, graphs, power point, etc. significantly enhances presentation | <ul style="list-style-type: none"> ➤ Use of visuals is evident and appropriate, generally supporting the presentation | <ul style="list-style-type: none"> ➤ Visuals are used but are of marginal value and do not support the presentation | <ul style="list-style-type: none"> ➤ No visuals or are totally inappropriate |

THE SCITUATE HIGH SCHOOL INFORMATION SEEKER/ORGANIZER

| | <u>Advanced</u> | <u>Proficient</u> | <u>Needs Improvement</u> | <u>Unsatisfactory</u> |
|--|---|--|---|---|
| <u>Organizing Information</u> | <ul style="list-style-type: none"> ➤ Identifies a variety of possible important information ➤ Gathers valid information ➤ Organizes information in innovative ways | <ul style="list-style-type: none"> ➤ Identifies, gathers and organizes information that is important to solve a problem | <ul style="list-style-type: none"> ➤ Has difficulty recognizing, selecting, or organizing relevant and valid information ➤ Does not identify sources of information | <ul style="list-style-type: none"> ➤ Unable to recognize, select, or organize relevant and valid information ➤ Does not identify sources of information |
| <u>Recognizing Fact vs. Opinion</u> | <ul style="list-style-type: none"> ➤ Distinguishes subtle differences between fact and opinion ➤ Recognizes and gives evidence of subtle bias/point of view | <ul style="list-style-type: none"> ➤ Distinguishes fact from opinion ➤ Recognizes and gives evidence of bias/point of view | <ul style="list-style-type: none"> ➤ Can distinguish obvious fact from opinion ➤ Recognizes obvious bias/point of view | <ul style="list-style-type: none"> ➤ Unable to distinguish obvious fact from opinion ➤ Unable to recognize obvious bias/point of view |
| <u>Making Connections</u> | <ul style="list-style-type: none"> ➤ Recognizes and analyzes unlikely or subtle similarities and differences | <ul style="list-style-type: none"> ➤ Identifies, analyzes, compares/contrasts, and comments on similarities and differences | <ul style="list-style-type: none"> ➤ Identifies and/or analyzes obvious similarities and differences | <ul style="list-style-type: none"> ➤ Unable to identify or analyze similarities and differences |

THE SCITUATE HIGH SCHOOL PROBLEM SOLVER

| | <u>Advanced</u> | <u>Proficient</u> | <u>Needs Improvement</u> | <u>Unsatisfactory</u> |
|--|--|---|---|---|
| <u>Understands the Problem</u> | ➤ Clearly and concisely defines the problem | ➤ Adequately defines the problem | ➤ Inadequately or partially defines the problem | ➤ Unable to define problem |
| <u>Devises a Plan or Hypothesis</u> | ➤ Devises an insightful and workable plan | ➤ Devises a reasonable and workable plan | ➤ Unable to devise a reasonable or workable plan | ➤ Unable to devise a plan |
| <u>Executes the Plan</u> | ➤ Executes the plan and exceeds expectations | ➤ Correctly executes the plan | ➤ Does not complete the plan or incorrectly executes the plan | ➤ Improperly executes the plan, or does not attempt to execute the plan |
| <u>Analyzes and Develops a Conclusion</u> | ➤ Uses critical thinking skills to analyze, or generalize the solution | ➤ Develops a reasonable analysis and conclusion | ➤ Analysis and conclusion are incomplete or inadequate | ➤ Does not develop a logical conclusion |

THE SCITUATE HIGH SCHOOL CONTRIBUTOR TO THE COMMUNITY AT LARGE

| | <u>Exceptional</u> | <u>Satisfactory</u> | <u>Unsatisfactory</u> |
|---------------------------|---|---|---|
| <u>Description</u> | ➤ Student completes 100 or more hours of service that demonstrates positive growth, strength of character and exhibits a concern for those in need. | ➤ Student completes 50 or more hours of service that demonstrates a spirit of volunteerism or community involvement | ➤ Student fails to complete 50 hours of service |

MCAS Testing

The Massachusetts Comprehensive Assessment System testing was administered during the 2008-2009 school year as follows:

- ELA Composition and Reading and Comprehension Retests – November 2008
- Mathematics Retest – November 2008
- Grade 10 ELA Composition– March 2009
- Grade 10 ELA Reading Comprehension – March/April 2009
- Grade 10 Mathematics – May 2009
- Grades 9, 10 & 11 Science – June 2009

College Board

Scituate High School students are encouraged to take a wide variety of examinations offered through College Board. These include the PSAT/NMSQT, SAT I Reasoning Test, SAT II Subject Tests, and AP examinations. Students have primarily taken the PSAT in the fall of their junior year, but a new grant-funded program in the fall of 2008 made it possible for all 10th and 11th graders to take the October 2008 PSAT. The program will continue in the 2009-2010 school year. In addition, a SHORE grant funded a one year subscription to an online SAT preparation program for all students at the high school in the 2008-2009 year. The College Board report on 2009 College-Bound Seniors is included in Appendix C.

Time and Learning

The current bell schedule includes a 7-day rotation offering five class meetings each day. The five daily class periods include four 63 minute blocks and one 88 minute block. Each day, two classes drop from the rotation. Over the course of the 2007-2008 school year, the Restructuring Committee met monthly to discuss and design a new bell schedule that would provide for more consistent and frequent class meetings and more predictability to the rotation of the blocks, without negatively impacting time on learning. This new schedule was approved by faculty vote in the spring of 2008 and this fall will be proposed for union consideration in Fall of 2009 and planned implementation in September of 2010. Both the current bell schedule and the newly proposed schedule provide for a total of 1020 hours of instruction time. This allows for 3% more time on learning than the state minimum mandate of 990 hours.

Assessment Data

The Scituate High School No Child Left Behind Report Card (Appendix A) contains information regarding the high school's achievement with regards to students' MCAS and specific results for the Spring of 2009. The Scituate High School College Board Report (Appendix C) contains information regarding students' performance on the PSAT, SAT I & SAT II exams for the 2008-2009 academic year.

At the high school level, Department Chairs and other faculty members use item analysis and individual student performance as part of the curriculum review process. As a result, departments are able to identify skills and concepts to be addressed and align the high school curriculum with the state frameworks. Examples of the information used in item analysis are included in the Appendices along with Student Performance Goals for Mathematics and English.

Presently, students at risk for failing the 10th grade Mathematics and ELA tests are identified using middle school testing results and are scheduled for Problem Solving and the ELA MCAS Acceleration class accordingly. While the courses are not mandatory for at risk students, they are scheduled at the recommendation of the Department Chairpersons and encouragement from guidance counselors. Students may drop the courses only by written request from parents.

For those students who fail the 10th Grade tests Mathematics and ELA tests, tutoring is scheduled prior to the re-take dates of those exams. For those students who pass the ELA or Math MCAS but still do not score "Proficient," the guidance counselors and Department Chairs create individual Educational Proficiency Plans to ensure that students are enrolled in courses that will teach the skills and content to move the students toward proficiency.

With the addition of the Science MCAS test as a graduation requirement, additional preparatory courses for at risk students will be developed and included in the Program of Studies. At the present time, there is a preparatory course offered for those students who have not yet passed the high school science requirement.

Demographics

The Scituate High School No Child Left Behind Report Card (Appendix A) contains information regarding the high school's demographics of our student population as well as staff. In addition, the high school's staffing analysis for the 2009-2010 school year is provided in Appendix D.

Part II: Evaluation of 2008-2009 Plan

Goal 1: Raise achievement levels for all students by continuing to improve the academic program

Objective 1.1 Curriculum: Increase student exposure to challenging curriculum

Target Group: All

Background Information:

- # of students taking honors or AP classes
- Mass DOE science frameworks
- PSAT data

| Activity | Person(s) Responsible | Timeline | Indicators of Success/ Outcome | Evaluation | Status |
|--|--|-----------|--|---|----------|
| Support a plan to examine grouping patterns of students to expose more students to challenging curriculum areas and to close the achievement gap between subgroups in the student population where an achievement gap exists | Administration Dept. Chairs Asst. Superintendent | 2008-2009 | Increased number of students <ul style="list-style-type: none"> • exposed to honors coursework • choosing AP coursework | Vertical Teaming – depts. Met with College Board to identify students with potential based on PSAT scores. Professional Development Day held for Dept heads to look at scores. | On-going |
| Explore new course offerings to cover a range of students needs and comply with state frameworks | Administration Dept. Chairs Restructuring Comm. | 2008-2009 | Increase course offerings in <ul style="list-style-type: none"> • science & tech • school to career program • interdisciplinary Elimination of course offerings that do not meet the needs of students as they prepare for present day and future careers | New course offerings: AP Language AP Psychology AP Chemistry AP Biology Meteorology Business Law Eliminated courses: History though Film | On-going |
| Post rubrics and target achievement levels on website | Dept. Chairs | 2008-2009 | Website posting | In handbook on website | Complete |
| Have each department chair share student/class exposure to career connections within and between disciplines | Dept. Chairs | 2008-2009 | Student attendance at internal and external career seminars/courses in each content area | Not met, planned for next year | On-going |
| Support College & Career Readiness Day | Administration Guidance Dept. Chair Asst. Superintendent | 2008-2009 | Documented increase in: <ul style="list-style-type: none"> • number of students taking PSATs • student/parent understanding and satisfaction with college/career planning process | Held College and Career Readiness Day on 10/15/2008 Will continue to evaluate and improve. | On-going |

Evaluation of 2008-2009 Plan

Objective 1.2 *Improve students standardized scores*

Note: Scituate High School continues to make annual yearly progress (AYP) in ELA and Math but will continue to look for ways to increase scores.

Target Group: At risk students in ELA and Math, all students in Science and US history

Background Information:

SHS ELA and Math MCAS scores
 SHS Science MCAS scores
 SHS US History MCAS scores

SHS AP assessment standards
 SHS SAT Math scores
 SHS SAT English scores

| Activity | Person(s) Responsible | Timeline | Indicators of Success/Outcome | Evaluation | Status |
|---|---|-----------|--|--|----------|
| Prepare students for continued success on the ELA MCAS | English Dept. Chair English Teachers | 2008-2009 | <ul style="list-style-type: none"> Reduction in the number of students in the Failing category Increase in the number of students moving from Needs Improvement to Proficient Increase in the number of students moving from Proficient to Advanced | SHS continued to meet AYP in 2009 | On-going |
| Prepare students for continued success on the Mathematics MCAS | Math Dept. Chair, Math Teachers | 2008-2009 | <ul style="list-style-type: none"> Reduction in the number of students in the Failing category Increase in the number of students moving from Needs Improvement to Proficient Increase in the number of students moving from Proficient to Advanced | SHS continued to meet AYP in 2009 | On-going |
| Prepare for the Science graduation requirements by examining 2008 MCAS results, and review and adapt curriculum as needed | Science Dept. Chair | 2008-2009 | Increase in students in the Advanced and Proficient categories | Documented departmental curriculum evaluation and improvement. | On-going |
| Prepare for the US history graduation requirements by examining 2008 MCAS results and review and adapt curriculum as needed | S.S. Dept. Chair S.S. Teachers | 2008-2009 | Increase in students in the Advanced and Proficient categories | State Dept of Ed delayed this requirement due to budget constraints. | Removed |
| Encourage more students to participate in independent standardized testing such as PSAT, SAT, and AP | Guidance Dept. Chair | 2008-2009 | Increase in number of participating students | Held College and Career Readiness Day on 10/15/2008 | On-going |

Evaluation of 2008-2009 Plan

Objective 1.3 Respond to NEASC report suggestions

Background Information:

SHS 2005 NEASC Report, section on Academic Advisory

SHS 2008 NEASC Report (to be released)

SHS Academic Advisory program description

| Activity | Person(s) Responsible | Timeline | Indicators of Success/Outcome | Evaluation | Status |
|--|-------------------------------|-----------|---|---|----------|
| Continue coverage of the Academic Advisory program | Homeroom teachers Guidance | 2008-2009 | All students are exposed to Academic Advisory topics in their homeroom | All 4 grades met for 30 minutes 8 times in 10 months. Meetings & topics posted on web. | On-going |
| Examine the 2008 NEASC report | Admin HSC Staff | 2008-2009 | Develop plan of action to respond to report with NEASC curriculum standards and other | NEASC Follow-up Committee taking action on recommendations - plan to file response in Fall 2009 | Complete |

Evaluation of 2008-2009 Plan

Goal 2: Nurture and grow partnerships by improving Home & School Communication

Objective 2.1 Maintain the SHS website as a reliable source of information

Target Group: Parent and school community

Background Information: <http://www.scituate.k12.ma.us/shs/index.shtml>

| Activity | Person(s) Responsible | Timeline | Indicators of Success/Outcome | Evaluation | Status |
|---|------------------------------------|-----------|--|---|----------|
| Make recommendations for content improvements | Administration Webmaster HSC | 2008-2009 | Recommendations for content improvements are implemented | HSC sub-committee formed and recommendations presented. | Complete |
| Monitor updates of SHS web pages on a regular basis | HSC Office Personnel | 2008-2009 | Monthly submissions/suggestions for improvement | HSC sub-committee continues to review | On-going |
| Continue to post daily announcements | Administration Office Personnel | 2008-2009 | Daily Announcement Archives shows coverage of Sept through June for a majority of days | Daily announcements have been successfully posted and will be on-going. | On-going |

Objective 2.2 Develop guidelines for parents to address & elevate questions, issues & problems

Target Group: Parent and school community

| Activity | Person(s) Responsible | Timeline | Indicators of Success/Outcome | Evaluation | Status |
|--|-----------------------|-----------|---|--|------------|
| HSC examines typical questions, issues, problems raised by SHS community | HSC, parent community | 2008-2009 | HSC council subcommittee solicits information | HSC website sub-committee offered FAQs, and SHS Administration compiled answers and posted on website. | Complete |
| HSC develops guideline/tree/flowchart for addressing issues | HSC, admin | 2008-2009 | Guideline/tree is reviewed for effectiveness | An item was posted on the FAQ page of the SHS website to address general concerns. | In process |
| Guidelines are posted on website | HSC, webmaster | 2008-2009 | Webpage is effectively implemented | Found under FAQ | Complete |

Evaluation of 2008-2009 Plan

Objective 2.3 Continue & build on the use of electronic messaging tools such as Connect-Ed and Edline as a communication tool.

Target Group: Parent and school community

Background Information:

Edline statistics - % of staff usage (internet tool)

Yearly Report on Connect-Ed (electronic telephone messaging) usage

| Activity | Person(s) Responsible | Timeline | Indicators of Success/Outcome | Evaluation | Status |
|--|-----------------------------|-----------|--|--|----------|
| HSC publicly backs the use of Edline as a communication tool | HSC Admin Dept Chairs | 2008-2009 | Increase % of staff using the Edline | Statistics from teacher usage/frequency reports show that some teachers never use it, some minimally (progress report and report card only), and many use it regularly. | On-going |
| Use of Connect-Ed for daily attendance | Admin | 2008-2009 | 2008-2009 usage for reporting daily attendance is increased over 2007-08 usage | Plans to use Connect-Ed for daily report of tardiness were delayed. Guidelines in the student handbook could be clearer, particularly for tardies. Posting of school hours and greater PR to the parent community could assist in reducing tardies. | On-going |
| Use of Connect-Ed is effectively utilized | HSC Admin | 2008-2009 | Yearly report is examined for effectiveness and coverage | Usage was increased tremendously this year and had positive impact on student involvement, increasing participation in class events & fundraisers. | On-going |

Evaluation of 2008-2009 Plan

Goal 3: Increase Student Safety

Objective 3.1 Support the implementation of the School Safety grant

Target Group: All users of the building

Background Information:

The district has applied for a School Safety Grant

| Activity | Person(s) Responsible | Timeline | Indicators of Success/Outcome | Evaluation | Status |
|---|-------------------------------------|-----------|--------------------------------------|---|-------------|
| Evaluate safety needs, exploring aspects including monitors, guidelines, communication to the public, signage, needs of other programs in the school, visitor access. | Principal Asst. Principal HSC | 2008-2009 | Adoption of improved safety protocol | Grant not obtained, safety initiatives not advanced | Future goal |
| Review safety procedures with staff and students Coordinate with Fire and Police Evaluate security of Doors Install camera surveillance | Principal Asst. Principal HSC | 2008-2009 | Adoption of improved safety protocol | Grant not obtained, safety initiatives not advanced | Future goal |

Part III: 2009-2010 Action Plan

This Action Plan is written in accordance with the Scituate Public School Schools' Accountability Plan, 2009-2013.

GOAL 1: Commit to inquiry-based learning and a high level of rigor throughout our educational program; maintain our commitment to the five-year curriculum review cycle.

Essential Question:

How do we support and strengthen the commitment of our teachers and administrators to a rigorous, inquiry-based curriculum? How do we support students in challenging themselves at increasingly greater levels? How do we infuse inquiry-based discussion into all areas of our curriculum?

Personnel Responsible:

SHS Administration, Department Chairs, Faculty, Professional Development Council, Restructuring Committee, Asst. Superintendent.

Objective 1.1

Continue to develop innovative curricula and instructional approaches in each discipline that are aligned to the Frameworks and support student inquiry and hands-on experiences.

Strategies

- Support the new Science curriculum with the "Physics First" program, which focuses on hands-on learning experiences, with the appropriate teacher training and availability of supplies.
- Continue to monitor MCAS goals, particularly our progress toward Composite Performance Indexes in key subgroups, utilizing Performance Improvement Mapping (PIM) methodology.
- Ensure alignment with State Curriculum Frameworks by convening annual curriculum reviews to identify gaps and overlaps.

Objective 1.2

Further develop written curricula and benchmarks to support teachers in meeting high standards on a consistent basis.

Strategies

- Develop benchmark documents that summarize key expectations for student learning at each grade level. The benchmark documents will be student-friendly and appropriate for dissemination to parents each year.
- Increase academic expectations and rigor by continuing the yearly review of MCAS quantitative data by each department.
- Compare MCAS data to State Curriculum Frameworks to identify student needs in content learning.

Objective 1.1 strategies cont.

- Continue to develop innovative curricula and scheduling at Scituate High School in line with New England Association of Schools and Colleges (NEASC) recommendations.
- Support best practices in differentiating instruction in each department.
- Monitor the increase in Advanced Placement offerings at SHS.

Objective 1.2 strategies cont.

- Continue to refine and update all curriculum documents, particularly with respect to unique instructional strategies and tools to incorporate technology.
- Evaluate AP enrollments, student participation in the AP exam and student scores on the AP exam.
- Evaluate PSATs and SATs for yearly progress.
- Assess student progress on the implementation of the School Wide Rubrics.

Objective 1.3

Use data to drive decision making in crafting plans for students as well as the decisions teachers make.

Strategies

- Continue to implement the use of Data Warehouse to support MCAS analysis and goal-setting.
- Implement the Freshmen Portfolio Program to track students' authentic academic gains through their high school career.
- Continue to encourage departments to examine grade distributions by course and teacher.
- Continue to explore an appropriate Response to Intervention (RTI) plan for the high school.
- Continue to encourage departments in refining curriculum mapping to ensure uniform coverage of curriculum standards for all students.
- Use School Wide Rubrics regularly and compare rubrics as a department to determine student success in attaining these goals.
- Provide opportunities for department members to create common assessments and examine those assessments to determine that best practices are utilized for all students.

Objective 1.4

Utilize available research and best practices to craft innovative programs for remediation.

Strategies

- Implement the PLATO program as a means for students enhance academic understanding and achievement.
- Support National Honor peer tutoring to assist students in continued academic aid in all subject areas.
- Support the NHS in sponsoring homework help sessions in the library after school three days a week.

GOAL 2: Strengthen our caring environment that supports the wellness, health and safety of all Scituate Public Schools stakeholders.

Essential Question:

Do our students make healthy decisions? Do our students understand health concepts and do they have tools to make decisions in support of their own wellness? How can we ensure the safety of learning and activity spaces safe for our students? How do we balance safety with openness?

Personnel Responsible:

SHS Administration, Department Chairs, Faculty, High School Council, Restructuring Committee, Asst. Superintendent.

Objective 2.1

Develop and implement a sound, comprehensive coordinated School Health Program.

Strategies

- Through the Health and Wellness courses and requirements, continue to support and encourage physical education and healthy decision making for all students as often as possible in a typical week.
- Support innovative programming such as Project Adventure (which embodies team-building and cooperative challenges at all levels) and the climbing wall at SHS.
- Support continued discussion and community awareness of substance abuse by supporting our health curriculum.

Objective 2.2

Continue to support and ensure safety and wellness of all students and educators.

Strategies

- Work on a plan to ensure better security in the High School building.
- Build a culture that supports staff members making healthy decisions, with staff sharing responsibility for both their students' and their own wellness and academic achievements.
- Continue to support Allies Not Bystanders as a program that combats bullying and promotes tolerance and acceptance.

Objective 2.3

Provide a caring environment for students to grow as young people and young adults.

Strategies

- Offer a new program "Kick Off 2009" to support new students and their families in transitioning to the high school.
- Offer a Student Assistance Program for students at risk to have access to caring faculty.
- Continue to offer the Academic Advisory program to support students' decisions and academic needs and decisions.
- Explore the need for additional nursing staff or protocols at SHS in line with NEASC recommendations.

GOAL 3: Develop and support innovative programs in our schools and build technology skills for life and work in the 21st century.

Essential Question:

Does a Scituate Public Schools education prepare students sufficiently for life in a global economy? What skills and technology experiences should Scituate students have to prepare themselves for life in the 21st century?

Personnel Responsible:

SHS Administration, Department Chairs, Faculty, High School Council, Professional Development Council, Asst. Superintendent.

Objective 3.1

Support technology innovation and students' understanding of technology that is integrated into their learning experiences

Strategies

- Continue to implement Smartboards, data video projectors and other technological instructional tools into the curriculum.
- Use the SHS faculty technology survey to aid in assessing technology training needs.
- Maintain the foreign language lab with updates to provide students with practical life like use of the languages taught.
- Continue to maintain the Computer Aided Drafting lab for use in career related skills.
- Maintain and update Room 153 for use with graphic design and Photoshop course work in providing students with career related skills.

Objective 3.2

Develop new programming to support work and life in the 21st century.

Strategies

- Continue to support the robotics program and the robotics teams participating in challenge events and competitions at the local, regional, and national levels.
- Use Academic Advisories as a vehicle for dissemination and discussion of academic and career connections.
- Continue with the College and Career readiness day program to allow students take College Board tests, and expose them to speakers and discussions about career options and internships.
- Encourage departmental discussions and evaluations of core and elective course development designated to assist students in transitioning to college & careers.
- Encourage department chairs in their efforts to bring in speakers to bridge classroom learning and career experience.

Objective 3.3

Support inclusive teaching strategies and programming that help all students to be successful.

Strategies

- Continue to provide training and support to teachers in implementing Sheltered English Immersion with identified ELL students.
- Continue to meet individual student needs through differentiated instruction as reflected in the SHS mission statement.

GOAL 4: Increase and improve communication and collaboration with colleagues, students, parents and community members.

Essential Question:

How do we maintain open, ongoing communication with the many stakeholders in the Scituate Schools? What policies and practices can we implement to ensure that we are constantly reviewing and updating our approach to keeping parents informed about our goals and objectives?

Personnel Responsible:

HS Administration, Department Chairs, Faculty, High School Council, SPS Outreach Coordinator.

Objective 4.1

Continue to develop and strengthen relationships with all families, particularly families of students in the METCO program, families of students in our Special Education program, and families from diverse backgrounds and experiences.

Strategies

- Endeavor to continue to further the implementation of Ed-Line and Connect-Ed to convey information to parents in a timely manner.
- Make the Scituate Public Schools website the primary source for updated informational on school events and goals. Continue to post daily announcements and continue to monitor website for content improvements.
- Add a new vehicle for reporting to parents their students' achievements by publishing individual student assessment reports of the school wide rubrics (as shown in the HS program of studies) twice a year.
- Increase use of e-mail and seek to reduce hard copies of newsletters, progress reports, report cards, etc.
- Continue the use of Naviance – the College and Career Family Connection program.

Objective 4.2

Support ongoing growth and renewal of teachers and leaders in the Scituate Schools

Strategies

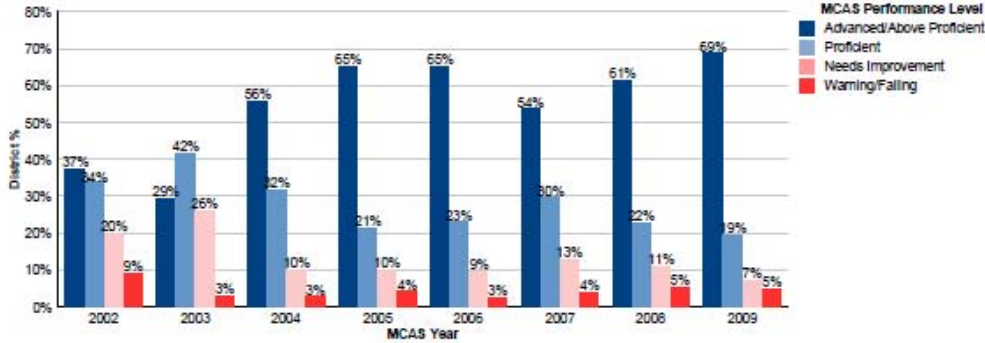
- Explore options for innovative practices such as peer coaching and online learning.
- Utilize department and faculty meetings to share best practices.
- Support the efforts of the district's Professional Development Council in the identification and organization of meaningful professional development opportunities.
- Continue regular and special ed professional brainstorming to support classroom teachers' expansion of accommodations that support all learning styles.
- Support Teacher Talk dialogues as classroom teachers share best practices and brainstorm solutions to classroom problems.
- Continue support for New Teacher Meetings.

Appendix A: MCAS – Math and ELA



District Performance Distribution by Year (2009, 2008, 2007, 2006, 2005, 2004, 2003, 2002)
Scituate - MCAS Grade(s) 10 Math

Students Included: On Oct 1



| MCAS Year | MCAS Performance Level | District # | District % | State % |
|----------------------|------------------------|------------|------------|---------|
| 2002 | Advanced | 54 | 37% | 20% |
| | Proficient | 49 | 34% | 25% |
| | Needs Improvement | 29 | 20% | 31% |
| | Failing | 13 | 9% | 24% |
| 2002 Students | | 145 | | |
| 2003 | Advanced | 62 | 29% | 24% |
| | Proficient | 88 | 42% | 28% |
| | Needs Improvement | 55 | 26% | 29% |
| | Failing | 6 | 3% | 20% |
| 2003 Students | | 211 | | |
| 2004 | Advanced | 106 | 56% | 30% |
| | Proficient | 60 | 32% | 28% |
| | Needs Improvement | 19 | 10% | 29% |
| | Failing | 5 | 3% | 14% |
| 2004 Students | | 190 | | |
| 2005 | Advanced | 130 | 65% | 36% |
| | Proficient | 42 | 21% | 27% |
| | Needs Improvement | 20 | 10% | 24% |
| | Failing | 8 | 4% | 13% |
| 2005 Students | | 200 | | |
| 2006 | Advanced | 153 | 65% | 40% |
| | Proficient | 54 | 23% | 27% |
| | Needs Improvement | 22 | 9% | 21% |
| | Failing | 6 | 3% | 12% |
| 2006 Students | | 235 | | |
| 2007 | Advanced | 113 | 54% | 42% |
| | Proficient | 62 | 30% | 27% |
| | Needs Improvement | 27 | 13% | 22% |
| | Failing | 8 | 4% | 9% |
| 2007 Students | | 210 | | |

NOTE: MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.



District Performance Distribution by Year (2009, 2008, 2007, 2006, 2005, 2004, 2003, 2002)
 Scituate - MCAS Grade(s) 10 Math

MCAS Performance Level
 ■ Advanced/Above Proficient
 ■ Proficient
 ■ Needs Improvement
 ■ Warning/Failing

| MCAS Year | MCAS Performance Level | District # | District % | State % |
|----------------------|------------------------|------------|------------|---------|
| 2007 Students | | 210 | | |
| 2008 | Advanced | 126 | 61% | 43% |
| | Proficient | 46 | 22% | 29% |
| | Needs Improvement | 22 | 11% | 19% |
| | Failing | 11 | 5% | 9% |
| 2008 Students | | 205 | | |
| 2009 | Advanced | 134 | 69% | 47% |
| | Proficient | 38 | 19% | 28% |
| | Needs Improvement | 14 | 7% | 18% |
| | Failing | 9 | 5% | 8% |
| 2009 Students | | 195 | | |

NOTE: MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

* October enrollment filter is applied to the District results only. State results include On or After Oct. 1.

Performance Improvement Mapping - Mathematics

Enter descriptive information:

| | |
|----------------|----------------------|
| School: | Scituate High School |
| District: | Scituate |
| Student Group: | |
| Grade(s): | 10 |
| Content Area: | Mathematics |

Enter the estimated number of students in the group to be assessed annually between 2009 and 2014:

| | | | |
|-------------|-----|-------------|-----|
| Spring 2010 | 250 | Spring 2013 | 278 |
| Spring 2011 | 250 | Spring 2014 | 261 |
| Spring 2012 | 216 | | |

Enter the number of students scoring at each MCAS Performance Level in 2009. Then enter a predicted distribution of students in future years.

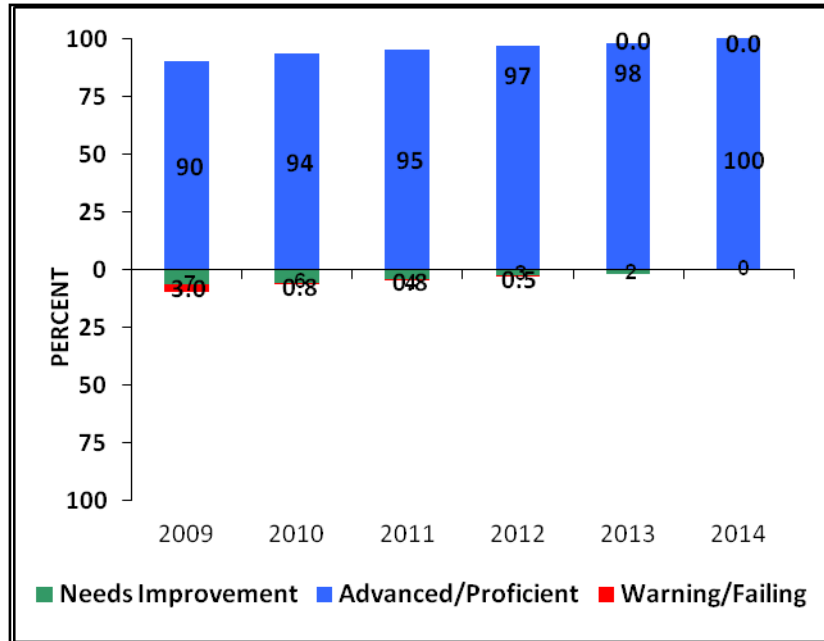
| MCAS Performance Level | Scaled Score Range | MCAS-Alt Performance Level | Points Per Student | Actual 2009 | Projected 2010 | Projected 2011 | Projected 2012 | Projected 2013 | Projected 2014 |
|---|--------------------|--------------------------------|--------------------|-------------|----------------|----------------|----------------|----------------|----------------|
| Proficient or Advanced | 240-280 | <i>Progressing</i> | 100 | 178 | 234 | 238 | 209 | 272 | 261 |
| Needs Improvement High | 230-238 | <i>Emerging</i> | 75 | 9 | 6 | 5 | 4 | 5 | 0 |
| Needs Improvement Low | 220-228 | <i>Awareness</i> | 50 | 4 | 8 | 5 | 2 | 1 | 0 |
| Warning / Failing High | 210-218 | <i>Portfolio Incomplete</i> | 25 | 3 | 1 | 1 | 1 | 0 | 0 |
| Warning / Failing Low | 200-208 | <i>Portfolio not Submitted</i> | 0 | 3 | 1 | 1 | 0 | 0 | 0 |
| Total # of students assessed each year: | | | | 197 | 250 | 250 | 216 | 278 | 261 |
| Is your count off? Add this # of students to your distribution (or subtract if negative): | | | | | 0 | 0 | 0 | 0 | 0 |

2009 Baseline (2008 CPI): 95.2

Annual Improvement Targets:

Your Projected Targets:

| | | | | |
|------|------|------|------|-------|
| 96.1 | 97.1 | 98.1 | 99.0 | 100.0 |
| 97.1 | 97.8 | 98.7 | 99.4 | 100.0 |

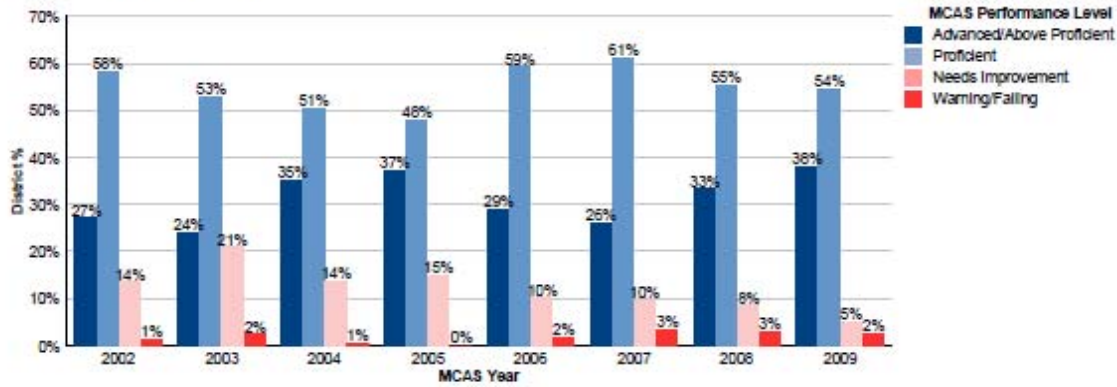


| MCAS / MCAS-Alt Performance Level | Baseline | Projected | | | | |
|--|-----------|-----------|-----------|-----------|-----------|------------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Proficient, Advanced or Progressing | 90% (178) | 93% (234) | 95% (238) | 96% (209) | 97% (272) | 100% (261) |
| Needs Improvement High or Emerging | 4% (9) | 2% (6) | 2% (5) | 1% (4) | 1% (5) | 0% (0) |
| Needs Improvement Low or Awareness | 2% (4) | 3% (8) | 2% (5) | 0% (2) | 0% (1) | 0% (0) |
| Warning / Failing High or Portfolio Incomplete | 1% (3) | 0% (1) | 0% (1) | 0% (1) | 0% (0) | 0% (0) |
| Warning / Failing Low or Portfolio Not Submitted | 1% (3) | 0% (1) | 0% (1) | 0% (0) | 0% (0) | 0% (0) |



District Performance Distribution by Year (2009, 2008, 2007, 2006, 2005, 2004, 2003, 2002)
Scituate - MCAS Grade(s) 10 English

Students Included: On or after Oct 1



| MCAS Year | MCAS Performance Level | District # | District % | State % |
|----------------------|------------------------|------------|------------|---------|
| 2002 | Advanced | 40 | 27% | 20% |
| | Proficient | 86 | 58% | 41% |
| | Needs Improvement | 20 | 14% | 27% |
| | Failing | 2 | 1% | 12% |
| 2002 Students | | 148 | | |
| 2003 | Advanced | 52 | 24% | 20% |
| | Proficient | 114 | 53% | 41% |
| | Needs Improvement | 45 | 21% | 28% |
| | Failing | 5 | 2% | 10% |
| 2003 Students | | 216 | | |
| 2004 | Advanced | 69 | 35% | 19% |
| | Proficient | 99 | 51% | 44% |
| | Needs Improvement | 27 | 14% | 28% |
| | Failing | 1 | 1% | 9% |
| 2004 Students | | 196 | | |
| 2005 | Advanced | 75 | 37% | 23% |
| | Proficient | 96 | 48% | 43% |
| | Needs Improvement | 30 | 15% | 26% |
| | Failing | 0 | 0% | 8% |
| 2005 Students | | 201 | | |
| 2006 | Advanced | 69 | 29% | 16% |
| | Proficient | 141 | 59% | 53% |
| | Needs Improvement | 24 | 10% | 24% |
| | Failing | 4 | 2% | 7% |
| 2006 Students | | 238 | | |
| 2007 | Advanced | 57 | 26% | 22% |
| | Proficient | 133 | 61% | 49% |
| | Needs Improvement | 21 | 10% | 24% |
| | Failing | 7 | 3% | 6% |

NOTE: MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

Scituate High School 2009-2010 School Improvement Plan



District Performance Distribution by Year (2009, 2008, 2007, 2006, 2005, 2004, 2003, 2002) Scituate - MCAS Grade(s) 10 English

MCAS Performance Level
■ Advanced/Above Proficient
■ Proficient
■ Needs Improvement
■ Warning/Failing

| MCAS Year | MCAS Performance Level | District # | District % | State % |
|----------------------|------------------------|------------|------------|---------|
| 2007 Students | | 218 | | |
| 2008 | Advanced | 71 | 33% | 23% |
| | Proficient | 118 | 55% | 51% |
| | Needs Improvement | 18 | 8% | 21% |
| | Failing | 6 | 3% | 4% |
| 2008 Students | | 213 | | |
| 2009 | Advanced | 77 | 38% | 29% |
| | Proficient | 110 | 54% | 52% |
| | Needs Improvement | 10 | 5% | 15% |
| | Failing | 5 | 2% | 4% |
| 2009 Students | | 202 | | |

NOTE: MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

* October enrollment filter is applied to the District results only. State results include On or After Oct. 1.

Performance Improvement Mapping - ELA

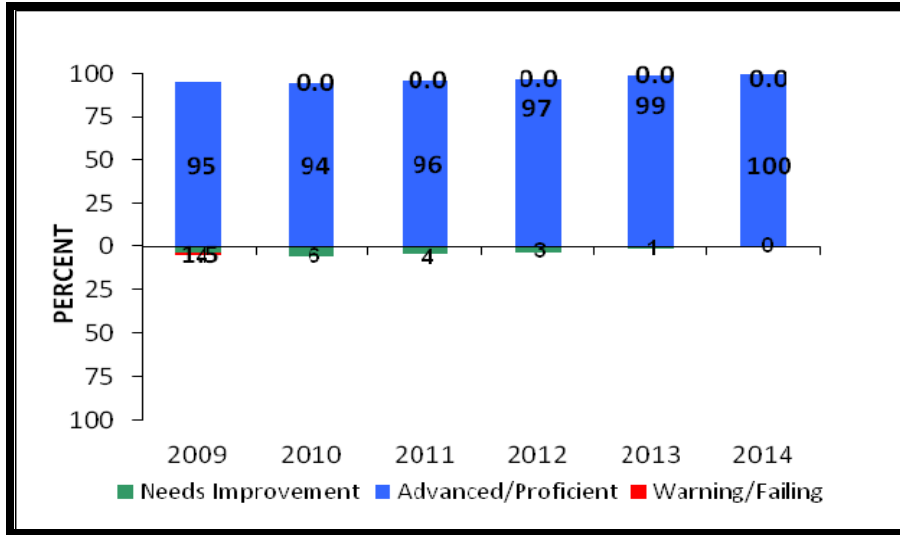
Enter descriptive information:

| | |
|----------------|-----------------------|
| School: | Scituate High School |
| District: | Scituate |
| Student Group: | |
| Grade(s): | 10 |
| Content Area: | English language arts |

Enter the estimated number of students in the group to be assessed annually between 2009 and 2014:

| | | | |
|-------------|-----|-------------|-----|
| Spring 2010 | 243 | Spring 2013 | 276 |
| Spring 2011 | 248 | Spring 2014 | 261 |
| Spring 2012 | 211 | | |

| MCAS Performance Level | Scaled Score Range | MCAS-Alt Performance Level | Points Per Student | Actual 2009 | Projected 2010 | Projected 2011 | Projected 2012 | Projected 2013 | Projected 2014 |
|---|--------------------|--------------------------------|--------------------|-------------|----------------|----------------|----------------|----------------|----------------|
| Proficient or Advanced | 240-280 | <i>Progressing</i> | 100 | 185 | 229 | 238 | 204 | 272 | 261 |
| Needs Improvement High | 230-238 | <i>Emerging</i> | 75 | 6 | 11 | 7 | 6 | 4 | 0 |
| Needs Improvement Low | 220-228 | <i>Awareness</i> | 50 | 1 | 3 | 3 | 1 | 0 | 0 |
| Warning / Failing High | 210-218 | <i>Portfolio Incomplete</i> | 25 | 3 | 0 | 0 | 0 | 0 | 0 |
| Warning / Failing Low | 200-208 | <i>Portfolio not Submitted</i> | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total # of students assessed each year: | | | | 195 | 243 | 248 | 211 | 276 | 261 |
| Is your count off? Add this # of students to your distribution (or subtract if negative): | | | | | 0 | 0 | 0 | 0 | 0 |
| 2009 Baseline (2008 CPI): | | | | 97.8 | | | | | |
| Annual Improvement Targets: | | | | | 98.3 | 98.7 | 99.1 | 99.6 | 100.0 |
| Your Projected Targets: | | | | | 98.3 | 98.7 | 99.1 | 99.6 | 100.0 |



| MCAS / MCAS-Alt Performance Level | Baseline | Projected | | | | |
|--|--------------|--------------|--------------|--------------|--------------|---------------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Proficient, Advanced or Progressing | 94% (185) | 94% (229) | 95% (238) | 96% (204) | 98% (272) | 100% (261) |
| Needs Improvement High or Emerging | 3% (6) | 4% (11) | 2% (7) | 2% (6) | 1% (4) | 0% (0) |
| Needs Improvement Low or Awareness | 0% (1) | 1% (3) | 1% (3) | 0% (1) | 0% (0) | 0% (0) |
| Warning / Failing High or Portfolio Incomplete | 1% (3) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) |
| Warning / Failing Low or Portfolio Not Submitted | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) |

Appendix B: Scituate High School College Board Report



2009 College-Bound Seniors
SCITUATE HIGH SCHOOL

SAT® Data

Data in this report are for high school graduates in the year 2009. Information is summarized for seniors who took the SAT at any time during their high school years through March 2009. If a student took the test more than once, the most recent score is used.

Table 1: Overall Mean Scores

| SAT | Test-Takers Number | Critical Reading | | Mathematics | | Writing * | | Writing Sub-Scores | | | |
|-------|-----------------------|------------------|----|-------------|----|-----------|----|--------------------|-----|-------|-----|
| | | Mean | SD | Mean | SD | Mean | SD | Multiple Choice | | Essay | |
| Total | 164 | 530 | 92 | 548 | 98 | 532 | 98 | 52.1 | 9.6 | 8.0 | 1.5 |

Table 2: Mean Scores by Gender

| SAT | Test-Takers Number | Critical Reading | | Mathematics | | Writing | | Writing Sub-Scores | | | |
|--------|-----------------------|------------------|----|-------------|-----|---------|-----|--------------------|------|-------|-----|
| | | Mean | SD | Mean | SD | Mean | SD | Multiple Choice | | Essay | |
| Male | 79 | 543 | 89 | 565 | 92 | 535 | 103 | 52.6 | 10.2 | 7.9 | 1.6 |
| Female | 85 | 519 | 94 | 532 | 101 | 530 | 93 | 51.7 | 9.4 | 8.1 | 1.3 |

Table 3: Year in Which Seniors Last Took the SAT

Scores are from the last administration in which seniors took the SAT.

| SAT | Test-Takers Number | Critical Reading | | Mathematics | | Writing | | Writing Sub-Scores | | | |
|-----------------------|-----------------------|------------------|----|-------------|----|---------|----|--------------------|-----|-------|-----|
| | | Mean | SD | Mean | SD | Mean | SD | Multiple Choice | | Essay | |
| Senior (2008-2009) | 125 | 519 | 89 | 535 | 96 | 519 | 94 | 50.6 | 8.3 | 8.0 | 1.5 |
| Junior (2007-2008) | 39 | 567 | 92 | 588 | 96 | 575 | 97 | 56.9 | 9.8 | 8.3 | 1.3 |
| Sophomore (2006-2007) | | | | | | | | | | | |
| Freshman (2005-2006) | | | | | | | | | | | |
| Total | 164 | 530 | 92 | 548 | 98 | 532 | 98 | 52.1 | 9.6 | 8.0 | 1.5 |

Table 4: Mean Scores for State and Total Group

Mean scores for the state and total group may serve as points of reference when evaluating mean scores for the high school.

| SAT | Test-Takers Number | Critical Reading | | Mathematics | | Writing | | Writing Sub-Scores | | | |
|---------------|-----------------------|------------------|-----|-------------|-----|---------|-----|--------------------|------|-------|-----|
| | | Mean | SD | Mean | SD | Mean | SD | Multiple Choice | | Essay | |
| Massachusetts | 60,591 | 514 | 114 | 526 | 116 | 510 | 117 | 50.6 | 11.6 | 7.6 | 1.7 |
| Total Group | 1,530,128 | 501 | 112 | 515 | 116 | 493 | 111 | 49.3 | 11.1 | 7.2 | 1.6 |

*Writing data are based on students who took the current version of the SAT, first administered in March 2005. All students in the 2009 cohort took the SAT writing section. The Writing test contains one essay (30% of the total score) and 49 multiple-choice questions (70% of the total score). Essay scores range from 2-12, with a very small percentage of students (less than 0.3%) receiving scores of 0 on the essay, for essays written completely off topic. Multiple-choice scores range from 20 to 80.

Note: Mean scores are reported when there are five or more test-takers. Standard deviations are reported when there are 25 or more test-takers.



SAT Data

Table 5: Percentiles for High School, State, and Total Group

A percentile represents the point below which a percentage of scores fall. Comparing the 25th percentile point to the 75th percentile point gives an idea of the range of performance in a group.

| SAT Percentile | High School | | | State | | | Total Group | | |
|-------------------|------------------|-------------|---------|------------------|-------------|---------|------------------|-------------|---------|
| | Critical Reading | Mathematics | Writing | Critical Reading | Mathematics | Writing | Critical Reading | Mathematics | Writing |
| 75th | 590 | 620 | 590 | 590 | 610 | 590 | 580 | 600 | 570 |
| 50th | 530 | 550 | 540 | 510 | 520 | 510 | 500 | 510 | 490 |
| 25th | 460 | 470 | 460 | 430 | 440 | 430 | 420 | 430 | 410 |

Table 6: Score Distributions

The score ranges in the following table reflect SAT Skills Insight™, a resource that identifies skills demonstrated by typical students who score in each range. For more information and resources for educators and students, please visit www.collegeboard.com/sat-skills.

| SAT Score Range | Critical Reading | | | Mathematics | | | Writing | | |
|--------------------|------------------|--------|-------|-------------|--------|-------|---------|--------|-------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 700-800 | 3 | 2 | 5 | 5 | 4 | 9 | 7 | 4 | 11 |
| 600-690 | 19 | 17 | 36 | 24 | 24 | 48 | 14 | 16 | 30 |
| 500-590 | 32 | 31 | 63 | 27 | 23 | 50 | 28 | 35 | 63 |
| 400-490 | 24 | 27 | 51 | 23 | 26 | 49 | 24 | 23 | 47 |
| 300-390 | 1 | 8 | 9 | | 7 | 7 | 6 | 7 | 13 |
| 200-290 | | | | | 1 | 1 | | | |

Table 7: Total Mean Scores by Ethnicity

| SAT Test-Takers Who Described Themselves As: | Test-Takers | | Critical Reading | | Mathematics | | Writing | |
|---|-------------|-----|------------------|----|-------------|----|---------|----|
| | Number | Pct | Mean | SD | Mean | SD | Mean | SD |
| American Indian or Alaska Native | 2 | 1 | | | | | | |
| Asian, Asian American, or Pacific Islander | | | | | | | | |
| Black or African American | 8 | 5 | 431 | | 433 | | 451 | |
| Mexican or Mexican American | | | | | | | | |
| Puerto Rican | | | | | | | | |
| Other Hispanic, Latino, or Latin American | 3 | 2 | | | | | | |
| White | 140 | 85 | 541 | 89 | 560 | 92 | 540 | 95 |
| Other | 5 | 3 | 502 | | 476 | | 514 | |
| No Response | 6 | 4 | 457 | | 457 | | 478 | |
| Total | 164 | 100 | 530 | 92 | 548 | 98 | 532 | 98 |

Note: Percentiles are reported when there are 20 or more test-takers.



SAT Subject Tests™ Data

Table 8: Number of Test-Takers and Tests for SAT Subject Tests

| Students Who Took SAT Subject Tests | | Students Who Took an SAT Subject Test and Also Took the SAT | | | |
|-------------------------------------|-----------------|---|-----------------------|------------------|--------------|
| Number of Test-Takers | Number of Tests | Number of Test-Takers | Critical Reading Mean | Mathematics Mean | Writing Mean |
| 57 | 134 | 56 | 591 | 630 | 612 |

| Students Who Took One or More Different SAT Subject Tests | | |
|---|-----------------------|---|
| Number of Tests Taken | Number of Test-Takers | Percent of Total Test-Takers Who Took One or More Tests |
| 1 | 9 | 16 |
| 2 | 26 | 46 |
| 3 | 16 | 28 |
| 4 or More | 6 | 11 |

Table 9: Mean Scores for SAT Subject Tests and for Students Who Also Took the SAT

Most, but not all, students who take SAT Subject Tests also take the SAT. This table provides SAT Subject Test scores for students who took SAT Subject Tests. It also provides the SAT scores for those students who also took the SAT.

| | SAT Subject Test | | | SAT | | | |
|--|------------------|------|----|-----|-----------------------|------------------|--------------|
| | N | Mean | SD | N | Critical Reading Mean | Mathematics Mean | Writing Mean |
| English | | | | | | | |
| Literature | 22 | 597 | | 21 | 618 | 605 | 616 |
| History and Social Studies | | | | | | | |
| U.S. History | 23 | 654 | | 22 | 641 | 638 | 646 |
| World History | | | | | | | |
| Mathematics | | | | | | | |
| Mathematics Level 1 | 18 | 594 | | 17 | 563 | 605 | 595 |
| Mathematics Level 2 | 24 | 668 | | 24 | 605 | 678 | 635 |
| Science | | | | | | | |
| Biology-E | 17 | 581 | | 17 | 637 | 659 | 651 |
| Biology-M | | | | | | | |
| Chemistry | 14 | 534 | | 14 | 600 | 663 | 612 |
| Physics | 1 | | | 1 | | | |
| Foreign and Classical Languages | | | | | | | |
| Chinese/Listening | | | | | | | |
| French | 2 | | | 2 | | | |
| French/Listening | | | | | | | |
| German | | | | | | | |
| German/Listening | | | | | | | |
| Modern Hebrew | | | | | | | |
| Italian | | | | | | | |
| Japanese/Listening | | | | | | | |
| Korean/Listening | | | | | | | |
| Latin | 3 | | | 3 | | | |
| Spanish | 8 | 596 | | 8 | 583 | 626 | 659 |
| Spanish/Listening | 2 | | | 2 | | | |

Appendix C: Staffing Analysis

English Department 2009-2010

| Course | Course # | # of Sec. | # of Sec. | Range | Range | Ave | Ave | FTE | FTE | # of St. | # of St. |
|---------------|----------|-----------|-----------|-------|--------|-------|--------|-------|--------|----------|----------|
| | | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 |
| English 1 | 101 | 3 | 4 | 23-30 | 18-25 | 24.67 | 22.5 | 0.6 | 0.8 | 74 | 90 |
| English 1 | 102 | 6 | 5 | 17-25 | 13-24 | 22 | 20.4 | 1.2 | 1.0 | 132 | 102 |
| English 1 | 104 | * | 2 | * | 12-13 | * | 12.5 | * | 0.4 | * | 25 |
| English 1 | 105 | 1 | * | 8 | * | 8 | * | 0.2 | * | 8 | * |
| English 2 | 111 | 4 | 3 | 19-29 | 22-27 | 23.75 | 25 | 0.8 | 0.6 | 95 | 75 |
| English 2 | 112 | 6 | 5 | 12-27 | 17-24 | 18.67 | 20.2 | 1.2 | 1.0 | 112 | 101 |
| English 2 | 113 | * | 1 | * | 7 | * | 7 | * | 0.2 | * | 7 |
| English 2 | 114 | * | 1 | * | 6 | * | 6 | * | 0.2 | * | 6 |
| English 2 | 115 | 1 | * | 12 | * | 12 | * | 0.2 | * | 12 | * |
| English 3 | 121 | 3 | 3 | 18-29 | 18-23 | 23.67 | 20.67 | 0.6 | 0.6 | 71 | 62 |
| English 3 | 122 | 5 | 5 | 24-26 | 20-27 | 25.2 | 23.8 | 1.0 | 1.0 | 126 | 119 |
| English 3 | 123 | * | 2 | * | 11-14 | * | 12.5 | * | 0.4 | * | 25 |
| AP English 4* | 130 | * | 1 | 5-12 | 5-12 | 17 | 4E-04 | | 0.2 | 17 | 17 |
| English 4* | 131 | 1 | 1 | 9 | 14-15 | 9 | 3.222 | 0.2 | 0.2 | 9 | 29 |
| English 4 | 132 | 5 | 6 | 23-27 | 15-27 | 26.8 | 20.67 | 1 | 1.2 | 134 | 124 |
| English 4 | 133 | * | 2 | * | 12 | * | 12 | * | 0.4 | * | 24 |
| AP Eng Lit | 136 | 1 | * | 20 | * | 20 | * | 0.2 | * | 20 | * |
| AP Eng Lan | 137 | 1 | * | 26 | * | 26 | * | 0.2 | * | 26 | * |
| L.A. Lab | 140 | 1 | 1.5 | 6-9 | 10-17 | 5 | 14 | 0.2 | 0.3 | 15 | 42 |
| L.A. MCAS | 141 | 1 | 0.5 | 6-13 | 14 | 9.5 | 14 | 0.2 | 0.1 | 19 | 14 |
| L.A. Wkshp | 142 | 0.5 | 0.5 | 4 | 10 | 4 | 10 | 0.1 | 0.1 | 4 | 10 |
| Int. to Journ | 150 | 0.5 | 0.5 | 22 | 25 | 22 | 25 | 0.1 | 0.1 | 22 | 25 |
| Journalism | 151 | * | 1 | * | 23 | * | 23 | * | 0.2 | * | 23 |
| T. Arts | 155 | 0.5 | 0.5 | 10 | 4 | 10 | 4 | 0.1 | 0.1 | 10 | 4 |
| Pub Spk/TV | 160 | 0.5 | 0.5 | 10 | 24 | 10 | 24 | 0.1 | 0.1 | 10 | 24 |
| Pblsh Desgn | 163 | * | 1 | * | 12 | * | 12 | * | 0.2 | * | 12 |
| Media Mess | 170 | 0.5 | 0.5 | 22 | 25 | 22 | 25 | 0.1 | 0.1 | 22 | 25 |

| | | | | | | | | | | | |
|---------------|-----|---------------------|-----|----|-------|----|----|---------------|-------|-----------------|-----|
| Sports In Lit | 171 | 0.5 | 1 | 27 | 27-29 | 27 | 28 | 0.1 | 0.2 | 27 | 56 |
| H Jrn Writ | 181 | 1 | * | 22 | * | 22 | * | 0.2 | * | 22 | * |
| Des&WriPubl | 182 | 1 | * | 12 | * | 12 | * | 0.2 | * | 12 | * |
| Humanities | 183 | * | 0.5 | * | 14 | * | 14 | * | 0.1 | * | 14 |
| | | 44 | 49 | | | | | 17.4 | 15.98 | 8.8 | 9.8 |
| | | Total # of sections | | | | | | AVE stu./sect | | Total FTE | |
| | | | | | | | | | | Total # of stu. | |

Mathematics Department 2009-2010

| Course | Course # | # of Sec. | | Range | | Ave | | FTE | | # of St. | |
|--------------|----------|-----------|--------|-------|--------|-------|--------|-------|--------|----------|--------|
| | | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 |
| AlgGeoPrep | 200 | * | 1 | * | 4 | * | 4 | * | 0.2 | * | 4 |
| Algebra 1 | 205 | 1 | 2 | 22 | 15-18 | 22 | 16.5 | 0.2 | 0.4 | 22 | 33 |
| Algebra 1 | 206 | 1 | 2 | 23 | 8-12 | 23 | 10 | 0.2 | 0.4 | 23 | 20 |
| Geometry | 210 | 4 | 2 | 14-26 | 25-28 | 21 | 26.5 | 0.8 | 0.4 | 84 | 53 |
| Geometry | 211 | 5 | 6 | 17-25 | 10-23 | 21.8 | 18.83 | 1.0 | 1.2 | 109 | 113 |
| Geometry | 212 | 1 | 2 | 24 | 9-19 | 24 | 13 | 0.2 | 0.4 | 24 | 26 |
| Algebra II | 220 | 5 | 5 | 19-24 | 10-22 | 22 | 16.4 | 1.0 | 1.0 | 110 | 82 |
| Algebra II | 221 | 2 | 2 | 21-23 | 16-20 | 22 | 18 | 0.4 | 0.4 | 44 | 36 |
| Adv. Algebra | 225 | 2 | * | 14-19 | * | 16.5 | * | 0.4 | * | 33 | * |
| Algebra II | 229 | 3 | 4 | 23-29 | 17-25 | 25.33 | 22 | 0.6 | 0.8 | 76 | 88 |
| Pre Cal | 230 | 2 | 2 | 26-28 | 22-25 | 27 | 23.5 | 0.4 | 0.4 | 54 | 47 |
| Pre Cal | 231 | 4 | 4 | 13-21 | 17-27 | 18 | 21.5 | 0.8 | 0.8 | 72 | 86 |
| Functions | 234 | * | 2 | * | 11-19 | * | 15 | * | 0.4 | * | 30 |
| AP Stat | 238 | 1 | 1 | 22 | 23 | 22 | 23 | 0.2 | 0.2 | 22 | 23 |
| Stat | 239 | 3 | 3 | 15-21 | 14-24 | 18.67 | 19.33 | 0.6 | 0.6 | 56 | 58 |
| Calc AB | 240 | 1 | 1 | 12-18 | 20 | 20 | 20 | 0.2 | 0.2 | 20 | 20 |
| Calc BC | 241 | * | 1 | * | 14 | * | 14 | * | 0.2 | * | 14 |
| Calc Honors | 242 | 1 | 1 | 1-2 | 6 | 3 | 6 | 0.2 | 0.2 | 3 | 6 |
| Intro Calc | 243 | 2 | 2 | 9-21 | 13-15 | 15 | 14 | 0.4 | 0.4 | 30 | 28 |
| Intro Prog* | 250 | 0.3 | 0.5 | 3 | 12 | 10 | 12 | 0.06 | 0.1 | 3 | 12 |
| AP. Comp Pg* | 251 | 0.3 | 0.5 | 5 | 6 | 10 | 6 | 0.06 | 0.1 | 5 | 6 |

| | | | | | | | | | | | |
|-----------|-----|---------------------|------|------|------|---------------|------|-----------|-----|-----------------|-----|
| C++ | 252 | 0.4 | * | 2 | * | 10 | * | 0.06 | * | 2 | * |
| Prob Solv | 261 | 2 | 2 | 8-12 | 8-12 | 18 | 22 | 0.4 | 0.4 | 36 | 44 |
| | | 41.0 | 46.0 | | | 20.2 | 18.3 | 8.2 | 9.2 | 828 | 829 |
| | | Total # of sections | | | | AVE stu./sect | | Total FTE | | Total # of stu. | |

250, 251 & 252 are combined into one class

Business Department 2009-2010

| Course | Course # | # of Sec. | # of Sec | Range | Range | Ave | Ave | FTE | FTE | # of St. | # of St. |
|---------------|----------|---------------------|----------|-------|--------|---------------|--------|-----------|--------|-----------------|----------|
| | | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 |
| Econ Conc | 304 | 1.5 | 1.5 | 22-28 | 21-24 | 24.67 | 22.33 | 0.3 | 0.3 | 74 | 67 |
| Int Mrk&Ad | 315 | 1.0 | 1.0 | 20 | 24 | 20 | 24 | 0.2 | 0.2 | 20 | 24 |
| Bank Mon Mg | 321 | 1.0 | 1.0 | 21 | 23 | 21 | 23 | 0.2 | 0.2 | 21 | 23 |
| Bus Law | 322 | 0.5 | 0.5 | 17 | 22 | 17 | 22 | 0.1 | 0.1 | 17 | 22 |
| Real World | 323 | 1.0 | 1.0 | 14-19 | 18-22 | 16.5 | 19.5 | 0.2 | 0.2 | 33 | 39 |
| Math Life | 324 | 1.0 | 1.0 | 13-14 | 15-27 | 13.5 | 21 | 0.2 | 0.2 | 27 | 42 |
| Web Design | 330 | 1.0 | 0.5 | 15-23 | 22 | 19 | 11 | 0.2 | 0.1 | 38 | 22 |
| Sch to Career | 346 | 0.5 | 1.0 | 19 | 11-17 | 19 | 14 | 0.1 | 0.2 | 19 | 28 |
| Prof Kbd &MW | 350 | * | 1.0 | * | 23-24 | * | 23.5 | * | 0.2 | * | 47 |
| Adv. Office | 351 | 1.0 | 0.5 | 21-24 | 24 | 22.5 | 12 | 0.2 | 0.1 | 45 | 24 |
| In Col Bus | 352 | * | 1.0 | * | 24 | * | 24 | * | 0.2 | * | 24 |
| | | 8.5 | 10.0 | | | 19.24 | 19.67 | 1.7 | 2.0 | 294 | 362 |
| | | Total # of sections | | | | AVE stu./sect | | Total FTE | | Total # of stu. | |

Foreign Language Department 2009-2010

| Course | Course # | # of Sec. | # of Sec | Range | Range | Ave | Ave | FTE | FTE | # of St. | # of St. |
|----------------|----------|-----------|----------|-------|--------|-------|--------|-------|--------|----------|----------|
| | | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 |
| French 1 | 401 | 2 | 1 | 14-20 | 19 | 17 | 19 | 0.4 | 0.2 | 34 | 19 |
| French 2 | 405 | 1 | 2 | 21 | 13-17 | 21 | 15 | 0.2 | 0.4 | 21 | 30 |
| French 2 | 406 | 2 | 2 | 22-24 | 14-16 | 22.5 | 15 | 0.4 | 0.4 | 45 | 30 |
| French 3 | 410 | 1 | 1 | 34 | 22 | 34 | 22 | 0.2 | 0.2 | 34 | 22 |
| French 3 | 411 | 1 | 1 | 23 | 18 | 23 | 18 | 0.2 | 0.2 | 23 | 18 |
| French 4 | 416 | 1.5 | 1 | 5-11 | 14 | 10.67 | 14 | 0.4 | 0.2 | 16 | 14 |
| French 4 | 417 | 1 | 1 | 13 | 12 | 13 | 12 | 0.2 | 0.2 | 13 | 12 |
| AP French 5* | 420 | 0.5 | 0.5 | 6 | 8 | 6 | 8 | 0.1 | 0.1 | 6 | 8 |
| French 5* | 422 | * | 0.5 | * | 1 | * | 1 | * | 0.1 | * | 1 |
| AC Span I | 423 | 1 | * | 15 | * | 15 | * | 0.2 | * | 15 | * |
| Gate Span 1 | 425 | * | 1 | * | 18 | * | 18 | * | 0.2 | * | 18 |
| Gate Span 2 | 426 | * | 0.5 | * | 5 | * | 5 | * | 0.1 | * | 5 |
| Spanish 1 | 427 | 4 | 1.5 | 25-27 | 20-22 | 25.75 | 14 | 0.6 | 0.3 | 103 | 42 |
| Spanish 2 | 430 | 2 | 3 | 14-28 | 12-19 | 21 | 16.33 | 0.4 | 0.6 | 42 | 49 |
| Spanish 2 | 431 | 3 | 4 | 21-24 | 16-24 | 22.67 | 20.5 | 0.6 | 0.8 | 68 | 82 |
| Spanish 3 | 435 | 2 | 2 | 18-29 | 12-19 | 23.5 | 15.5 | 0.4 | 0.4 | 47 | 31 |
| Spanish 3 | 436 | 2 | 4 | 25-29 | 15-23 | 27 | 19.5 | 0.4 | 0.8 | 54 | 78 |
| Spanish 4 | 441 | 2 | 2 | 10-24 | 11-27 | 17 | 19 | 0.4 | 0.4 | 34 | 38 |
| Spanish 4 | 442 | 2 | 3 | 19-25 | 10-21 | 22 | 15.67 | 0.4 | 0.6 | 44 | 47 |
| AP Spanish 5 | 445 | 1 | 1 | 12 | 19 | 12 | 19 | 0.2 | 0.2 | 12 | 19 |
| H Spanish 5** | 446 | 0.5 | 0.5 | 16 | 4 | 16 | 4 | 0.1 | 0.1 | 16 | 4 |
| CP Spanish 5** | 447 | 0.5 | 0.5 | 7 | 20 | 7 | 20 | 0.1 | 0.1 | 7 | 20 |
| H Latin 2*** | 455 | 0.5 | 0.5 | 11 | 8 | 11 | 8 | 0.1 | 0.1 | 11 | 8 |
| CP Latin 2*** | 456 | 0.5 | 0.5 | 5 | 6 | 5 | 6 | 0.1 | 0.1 | 5 | 6 |
| H Latin 3**** | 460 | 0.5 | * | 8 | * | 8 | * | 0.1 | * | 8 | * |
| CP Latin 3**** | 461 | 0.5 | * | 2 | * | 2 | * | 0.1 | * | 2 | * |
| Latin Pros | 468 | * | 0.5 | * | 9 | * | 9 | * | 0.1 | * | 9 |
| Latin Poetry | 469 | * | 0.5 | * | 9 | * | 9 | * | 0.1 | * | 9 |
| ELL Support | 476 | 3 | 3 | 2-4 | 2-8 | 6.333 | 4.167 | 0.6 | 0.6 | 19 | 25 |

| | | | | | | | | | | | |
|---------------------|-----|-----|----|----|---|---------------|-------|-----------|-----|-----------------|-----|
| AP Latin 4/5**** | 491 | 0.5 | * | 10 | * | 10 | * | 0.1 | * | 10 | * |
| H Latin 4/5**** | 492 | 0.5 | * | 0 | * | 0 | * | 0.1 | * | 0 | * |
| | | 36 | 38 | | | 15.3 | 13.33 | 7.1 | 7.6 | 689 | 644 |
| Total # of sections | | | | | | AVE stu./sect | | Total FTE | | Total # of stu. | |

* 420 & 421 are combined into one class, **446 and 447 are combined into one class,
 455 and 456 are combined into one class, *461 and 469 are combined into one class,
 ***** 491 and 492 are combined into one class

Consumer Science Department 2009-2010

| Course | Course # | # of Sec. FY'10 | # of Sec FY '09 | Range FY'10 | Range FY '09 | Ave FY'10 | Ave FY '09 | FTE FY'10 | FTE FY '09 | # of St. FY'10 | # of St. FY '09 |
|---------------------|----------|--------------------|--------------------|----------------|-----------------|---------------|---------------|--------------|---------------|-------------------|--------------------|
| Exp Foods | 500 | 3 | 3 | 16-17 | 16-17 | 15.17 | 15.5 | 0.6 | 0.6 | 91 | 93 |
| Intl Cult | 502 | 0.5 | 0.5 | 10 | 10 | 10 | 10 | 0.1 | 0.1 | 10 | 10 |
| Amer Cuisine | 504 | 1 | 1 | 16-18 | 14-15 | 17 | 14.5 | 0.2 | 0.2 | 34 | 29 |
| | | 4.5 | 4.5 | | | 14.06 | 13.33 | 0.9 | 0.9 | 135 | 132 |
| Total # of sections | | | | | | AVE stu./sect | | Total FTE | | Total # of stu. | |

Educational Technology Department 2009-2010

| Course | Course # | # of Sec. FY'10 | # of Sec FY '09 | Range FY'10 | Range FY '09 | Ave FY'10 | Ave FY '09 | FTE FY'10 | FTE FY '09 | # of St. FY'10 | # of St. FY '09 |
|---------------------|----------|--------------------|--------------------|----------------|-----------------|---------------|---------------|--------------|---------------|-------------------|--------------------|
| C.A.D. | 552 | 2 | 1.5 | 10-15 | 13-14 | 12.5 | 13.3 | 0.4 | 0.3 | 50 | 40 |
| Arch Drft 1 | 560 | 1 | 1.5 | 12-14 | 9-15 | 13 | 11.67 | 0.2 | 0.3 | 26 | 35 |
| Eng Draft | 570 | 1 | 0.5 | 10-12 | 15 | 11 | 15 | 0.2 | 0.1 | 22 | 15 |
| Power Tech | 585 | 1 | 1.5 | 10-18 | 18-20 | 14 | 19 | 0.2 | 0.3 | 28 | 57 |
| Robotics* | 586 | 0.5 | 1 | 2-5 | 7 | 7 | 7 | .1 | 0.2 | 7 | 14 |
| Robotics 2* | 587 | 0.5 | * | 2 | * | 2 | * | 0.1 | * | 2 | * |
| | | 6 | 6 | | | 9.7 | 13.19 | 1.1 | 1.2 | 128 | 161 |
| Total # of sections | | | | | | AVE stu./sect | | Total FTE | | Total # of stu. | |

* 586 and 587 are combined into one class

Social Studies Department 2009-2010

| Course | Course # | # of Sec. | # of Sec | Range | Range | Ave | Ave | FTE | FTE | # of St. | # of St. |
|---------------|----------|---------------------|----------|-------|--------|---------------|--------|-----------|--------|-----------------|----------|
| | | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 |
| World His | 601 | * | 3 | * | 15-22 | * | 18.67 | * | 0.6 | * | 56 |
| World His | 602 | * | 7 | * | 14-25 | * | 20.29 | * | 1.4 | * | 142 |
| World His | 603 | * | 2 | * | 11-12 | * | 11.5 | * | 0.4 | * | 23 |
| US History | 614 | 5 | 6 | 22-25 | 10-26 | 23.6 | 18.67 | 1 | 1.2 | 118 | 112 |
| US History | 615 | * | 2 | * | 5-10 | * | 7.5 | * | 0.4 | * | 15 |
| H US History | 616 | 4 | 3 | 16-29 | 21-25 | 22.75 | 22.33 | 0.8 | 0.6 | 91 | 67 |
| AC US History | 617 | 1 | * | 11 | * | 11 | * | 0.2 | * | 11 | * |
| AP US History | 620 | 1 | 1 | 27 | 16 | 27 | 16 | 0.2 | 0.2 | 27 | 16 |
| US History 2 | 621 | 2 | 2 | 23-29 | 25-26 | 26 | 25.5 | 0.4 | 0.4 | 52 | 51 |
| US History 2 | 622 | 5 | 7 | 21-30 | 11-26 | 24.4 | 19.43 | 1.2 | 1.4 | 122 | 136 |
| AP US Gov | 631 | 1 | 1 | 9 | 7 | 9 | 7 | 0.2 | 0.2 | 9 | 7 |
| Sn Project | 636 | 0.5 | 1 | 24 | 9-12 | 24 | 10.5 | 0.1 | 0.2 | 24 | 21 |
| Lcl Hist | 637 | 0.5 | 1 | 21 | 16-17 | 21 | 16.5 | 0.1 | 0.2 | 21 | 33 |
| H W Hist 2 | 641 | 3 | * | 16-24 | * | 21 | * | 0.6 | * | 63 | * |
| CP W Hist 2 | 642 | 6 | * | 23-28 | * | 25.33 | * | 1.2 | * | 152 | * |
| AC Whis 2 | 645 | 1 | * | 7 | * | 7 | * | 0.2 | * | 7 | * |
| Inter Rela | 653 | * | 0.5 | * | 25 | * | 25 | * | 0.1 | * | 25 |
| 20th Cent F | 655 | * | 1 | * | 7-12 | * | 9.5 | * | 0.2 | * | 19 |
| Mod. Terr. | 658 | * | 1 | * | 7-9 | * | 8 | * | 0.2 | * | 16 |
| Int Affair | 659 | 1 | * | 15-18 | * | 16.5 | * | 0.2 | * | 33 | * |
| Psychology | 660 | 3 | 2.5 | 18-27 | 16-26 | 23 | 21.6 | 0.6 | 0.5 | 138 | 108 |
| Found Econ | 663 | 1 | * | 20-23 | * | 21.5 | * | 0.2 | * | 43 | * |
| AP Psych | 670 | 2 | * | 18-22 | * | 20 | * | 0.4 | * | 40 | * |
| | | 37 | 41 | | | 20.18 | 16.12 | 7.6 | 8.2 | 951 | 847 |
| | | Total # of sections | | | | AVE stu./sect | | Total FTE | | Total # of stu. | |

Science Department 2009-2010

| Course | Course # | # of Sec. FY'10 | # of Sec FY '09 | Range FY'10 | Range FY '09 | Ave FY'10 | Ave FY '09 | FTE FY'10 | FTE FY '09 | # of St. FY'10 | # of St. FY '09 |
|---------------|----------|---------------------|--------------------|----------------|-----------------|---------------|---------------|--------------|---------------|-------------------|--------------------|
| Phys Scien | 701 | * | 6 | * | 15-24 | * | 20 | * | 1.2 | * | 120 |
| Phys Scien | 702 | * | 2 | * | 9-12 | * | 10.5 | * | 0.4 | * | 21 |
| AP Biology | 710 | 1 | * | 23 | * | 23 | * | 0.2 | * | 23 | * |
| Biology | 711 | 2 | 4 | 16-19 | 20-26 | 17.5 | 23.25 | 0.4 | 0.8 | 35 | 93 |
| Biology | 712 | 5 | 6 | 13-24 | 9-23 | 17.4 | 18.67 | 1 | 1.2 | 87 | 112 |
| Hum Physio | 720 | 1 | 2 | 26 | 16-17 | 26 | 16.5 | 0.2 | 0.4 | 26 | 33 |
| AP Chem | 730 | 1 | 1 | 12 | 9 | 12 | 9 | 0.2 | 0.2 | 12 | 9 |
| Chemistry | 731 | 4 | 3 | 19-27 | 25-27 | 22.5 | 26 | 0.8 | 0.6 | 90 | 78 |
| Chemistry | 732 | 5 | 6 | 22-26 | 12-24 | 23.6 | 19.5 | 1 | 1.2 | 118 | 117 |
| Physics | 751 | 2 | 2 | 26-27 | 19-22 | 26.5 | 20.5 | 0.4 | 0.4 | 53 | 41 |
| Physics | 752 | 3 | 3 | 14-26 | 19-25 | 19.33 | 21.33 | 0.6 | 0.6 | 58 | 64 |
| H IntrPhys | 761 | 4 | * | 13-25 | * | 17.5 | * | 0.8 | * | 70 | * |
| CP IntPhys | 762 | 7 | * | 14-28 | * | 21.43 | * | 1.4 | * | 150 | * |
| Coastal Geo | 770 | 0.5 | 0.5 | 18 | 25 | 18 | 25 | 0.1 | 0.1 | 18 | 25 |
| Envir Science | 771 | 0.5 | 0.5 | 19 | 27 | 19 | 27 | 0.1 | 0.1 | 19 | 27 |
| Meteorology | 772 | 1 | 1 | 16-32 | 17-25 | 24 | 21 | 0.2 | 0.2 | 48 | 42 |
| Marine Bio | 775 | 1 | 2 | 20-26 | 7-24 | 23 | 19.25 | 0.2 | 0.4 | 46 | 77 |
| Astronomy | 780 | 2 | 1 | 23-30 | 27-28 | 26 | 27.5 | 0.4 | 0.2 | 104 | 55 |
| Sci MCAS | 781 | 1 | 1 | 3-5 | 1-5 | 8 | 6 | 0.2 | 0.2 | 8 | 6 |
| | | 41 | 41 | | | 20.0 | 19.44 | 8.2 | 8.2 | 965 | 920 |
| | | Total # of sections | | | | AVE stu./sect | | Total FTE | | Total # of stu. | |

Fine Arts Department 2009-2010

| Course | Course # | # of Sec. FY'10 | # of Sec FY '09 | Range FY'10 | Range FY '09 | Ave FY'10 | Ave FY '09 | FTE FY'10 | FTE FY '09 | # of St. FY'10 | # of St. FY '09 |
|---------------|----------|---------------------|--------------------|----------------|-----------------|---------------|---------------|--------------|---------------|-------------------|--------------------|
| Hon Art 1* | 805 | 1 | 1 | 17 | 11 | 17 | 11.0 | 0.2 | 0.2 | 17 | 11 |
| AP Hon Art 2* | 806 | 1 | 1 | 12 | 12 | 12.0 | 12.0 | 0.2 | 0.2 | 12 | 12 |
| Int Draw | 810 | * | 2 | * | 18-21 | * | 19.5 | * | 0.4 | * | 78 |
| Adv Draw | 811 | * | 1 | * | 12 | * | 12.0 | * | 0.2 | * | 24 |
| Stu1DrwPai | 812 | 4 | * | 5-22 | * | 17.0 | * | 0.8 | * | 136 | * |
| Stu2MixMed | 813 | 1 | * | 6-16 | * | 12.0 | * | 0.2 | * | 24 | * |
| Int Paint | 815 | * | 1.5 | * | 15-19 | * | 17.7 | * | 0.3 | * | 53 |
| Adv Paint | 816 | * | 0.5 | * | 9 | * | 9.0 | * | 0.1 | * | 9 |
| Sculp St 1 | 817 | 0.5 | * | 23 | * | 23.0 | * | 0.1 | * | 23 | * |
| Clay St I | 820 | 3.5 | 3 | 7-19 | 16-21 | 12.6 | 18.7 | 0.7 | 0.6 | 88 | 112 |
| Clay St II | 821 | 1 | 1 | 10-12 | 11-14 | 11.0 | 12.5 | 0.2 | 0.2 | 22 | 25 |
| Pr&DsStu1 | 822 | 1 | * | 15 | * | 15.0 | * | 0.2 | * | 30 | * |
| Pr&DsStu2 | 823 | 1 | * | 9-10 | * | 9.5 | * | 0.2 | * | 19 | * |
| Photo I | 830 | 2 | 2.5 | 13-16 | 15-18 | 15.3 | 16.0 | 0.4 | 0.5 | 61 | 80 |
| Photo II | 831 | 1 | 0.5 | 8-19 | 13 | 13.5 | 13.0 | 0.2 | 0.1 | 27 | 13 |
| Prnt Make | 840 | * | 1 | * | 17-18 | * | 35.0 | * | 0.2 | * | 35 |
| Int Sculpt | 841 | * | 1 | * | 19-20 | * | 39.0 | * | 0.2 | * | 39 |
| Design | 842 | * | 1 | * | 8-9 | * | 17.0 | * | 0.2 | * | 17 |
| | | 17 | 17 | | | 14.1 | 17.9 | 3.4 | 3.4 | 459 | 508 |
| | | Total # of sections | | | | AVE stu./sect | | Total FTE | | Total # of stu. | |

* Two sections 805 & two sections of 806 are combined into 2 classes

Music Department 2009-2010

| Course | Course # | # of Sec. | # of Sec | Range | Range | Ave | Ave | FTE | FTE | # of St. | # of St. |
|---------------|----------|---------------------|----------|-------|--------|---------------|--------|-----------|--------|-----------------|----------|
| | | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 |
| Symph Bnd 1* | 850 | 0.5 | 0.5 | 22 | 23 | 22 | 23 | 0.1 | 0.1 | 22 | 23 |
| Symph Bnd 2* | 851 | 0.5 | 0.5 | 9 | 8 | 9 | 8 | 0.1 | 0.1 | 9 | 8 |
| Chorale 1 | 860 | 1 | 1 | 35 | 41 | 35 | 41 | 0.2 | 0.2 | 35 | 41 |
| Chorale 2** | 861 | 0.5 | 1 | 42 | 49 | 42 | 49 | 0.1 | 0.2 | 42 | 49 |
| H Chorale 2** | 862 | 0.5 | * | 8 | * | 8.0 | * | 0.1 | * | 8 | * |
| Select Choir* | 863 | 0.5 | 0.5 | 64 | 64 | 64 | 64 | 0.1 | 0.1 | 64 | 64 |
| Music Perf* | 866 | 0.5 | 0.5 | 21 | 30 | 21 | 30 | 0.1 | 0.1 | 21 | 30 |
| Voice Class | 872 | 1 | 1 | 7-8 | 13 | 7.5 | 13.5 | 0.2 | 0.2 | 15 | 27 |
| Mus. Tech/R | 873 | 1 | 1 | 17-20 | 19 | 18.5 | 19 | 0.2 | 0.2 | 37 | 38 |
| Mus Tec II | 874 | 0.5 | * | 7 | * | 7 | * | 0.1 | * | 7 | * |
| Guitar Wsh | 875 | 2 | 2 | 9-18 | 10-17 | 14 | 12.5 | 0.4 | 0.4 | 56 | 50 |
| Adv. Guitar | 876 | 0.5 | 0.5 | 12 | 5 | 12 | 5 | 0.1 | 0.1 | 12 | 5 |
| | | 9 | 8.5 | | | 20.5 | 22.3 | 1.8 | 1.7 | 328 | 335 |
| | | Total # of sections | | | | AVE stu./sect | | Total FTE | | Total # of stu. | |

* 850 & 851 meet as one section, 866 meets with 863

** 861 & 862 meet as one section

Health/P.E. Department 2009-2010

Note: All classes in Health/PE department are quarter length classes.

| Course | Course # | # of Sec. | # of Sec | Range | Range | Ave | Ave | FTE | FTE | # of St. | # of St. |
|-----------------|----------|-----------|----------|-------|--------|-------|--------|-------|--------|----------|----------|
| | | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 | FY'10 | FY '09 |
| PE 09/10 | 900 | 5.25 | 5.25 | 4-31 | 12-29 | 20.38 | 19.29 | 1.05 | 1.05 | 428 | 405 |
| Life Long WlIns | 901 | 1 | 1.5 | 14-25 | 9-24 | 19.25 | 15 | 0.2 | 0.3 | 77 | 90 |
| Team Sports | 902 | 2 | 1.75 | 10-29 | 12-19 | 18.75 | 16.86 | 0.4 | 0.35 | 150 | 118 |
| Pers Fitness | 903 | 1 | 1 | 17-22 | 19-26 | 20.5 | 24 | 0.2 | 0.2 | 82 | 96 |
| Pers Purs | 904 | 1.5 | 1 | 11-19 | 13-29 | 14.17 | 21.25 | 0.3 | 0.2 | 85 | 85 |
| Adpt. PE | 905 | 1 | 1 | 18 | 15 | 18 | 15 | 0.2 | 0.2 | 72 | 60 |
| Human Rel | 924 | 1.5 | 1 | 10-18 | 12-29 | 13.83 | 20.75 | 0.3 | 0.2 | 83 | 83 |

| | | | | | | | | | | | |
|-------------|-----|---------------------|-------|-------|-------|---------------|-------|-----------|------|-----------------|------|
| Child Dev | 926 | * | 1.25 | * | 8-24 | * | 18 | * | 0.25 | * | 90 |
| Sports Nut | 928 | * | 1 | * | 21-27 | * | 25 | * | 0.2 | * | 100 |
| F.A./CPR | 929 | 1 | 1.75 | 19-22 | 11-21 | 20.75 | 17.14 | 0.2 | 0.35 | 83 | 120 |
| Nutr&Cond | 930 | 2 | * | 10-29 | * | 19.5 | * | 0.4 | * | 156 | |
| Human Dev | 931 | 1 | * | 13-26 | * | 18.75 | * | 0.2 | * | 75 | * |
| Health 9-10 | 950 | 5.25 | 5.25 | 7-31 | 11-29 | 19.9 | 18.95 | 1.1 | 1.05 | 418 | 398 |
| | | 22.5 | 21.75 | | | 18.53 | 19.20 | 4.55 | 4.35 | 1709 | 1645 |
| | | Total # of sections | | | | AVE stu./sect | | Total FTE | | Total # of stu. | |

Class Size Information

| Class/Study Hall Averages 2006-2008 | | | | | |
|-------------------------------------|----------------|----------------|---|----------------|----------------|
| | <u>2009-10</u> | <u>2008-09</u> | - | <u>2007-08</u> | <u>2006-07</u> |
| Total Students | 7196 | 7455 | | 7916 | 7,581 |
| Total Sections | 266 | 283 | | 305 | 352 |
| Average Class Size | 27.05 | 26.34 | | 25.95 | 21.54 |

| Study Halls | | | | |
|-------------|-----------------|-----------------|-----------------------|-----------------|
| | <u>Total</u> | <u>% Change</u> | <u>Total</u> | <u>% Change</u> |
| | <u>Sections</u> | <u>from</u> | <u>study students</u> | <u>from</u> |
| | | <u>previous</u> | | <u>previous</u> |
| | | <u>year</u> | | <u>year</u> |
| - | | | | - |
| 2009-10 | 44 | +42% | 923 | +61% |
| 2008-09 | 31 | -14% | 572 | -16% |
| 2007-08 | 36 | -14% | 679 | -24% |
| 2006-07 | 42 | 20% | 893 | 32%+ |
| 2005-06 | 35 | *** | 676 | *** |

DEPARTMENT FTE/CLASS SIZE AVERAGE

| Teacher | #Stds | FTE | Avg |
|-------------------------------|-------|-----|-------------|
| Business | | | |
| Maki; Ross | 145 | 1.0 | 18.1 |
| Ranieri; Greg | 75 | .4 | 18.8 |
| <i>Dept. Avg.</i> | | | <i>18.4</i> |
| Consumer Science | | | |
| Wade-Baker; Jenn | 159 | 1.0 | 15.9 |
| <i>Dept. Avg.</i> | | | <i>15.4</i> |
| Educational Technology | | | |
| Sullivan; John | 116 | 1.0 | 11.6 |
| <i>Dept. Avg.</i> | | | <i>11.6</i> |
| ELL | | | |
| Leonard; V. | 16 | .6 | 5.33 |
| <i>Dept. Avg.</i> | | | <i>6.33</i> |
| English | | | |
| Beattie; Ryan | 99 | 1.0 | 19.8 |
| Brownell, Lena | 115 | 1.0 | 23.0 |
| Gacic; Colleen | 89 | 1.0 | 17.8 |
| Kalla; Judith | 93 | 1.0 | 18.6 |
| Kanter; Julia | 102 | 1.0 | 20.4 |
| Lynch, Ryan | 27 | 0.2 | 27.0 |
| Maquire; Jessie | 90 | .6 | 22.5 |
| Scavotto; Paul | 115 | 1.0 | 23.0 |
| Shanley; Kaitlin | 128 | 1.0 | 21.3 |
| Wall; Carol | 112 | 1.0 | 22.4 |
| <i>Dept. Avg.</i> | | | <i>21.6</i> |

| | | | |
|--------------------|-----|-----|------|
| Fine Arts | | | |
| Carroll; Brian | 137 | 1.0 | 13.7 |
| Melone; Julie | 158 | 1.0 | 15.8 |
| Pearce; Katie | 133 | 1.0 | 13.3 |
| Wachta; Carolyn | 29 | .4 | 14.5 |
| <i>Dept. Avg.</i> | | | 14.3 |
| | | | |
| | | | |
| Health/P.E. | | | |
| Cherner; Matt | 355 | 1.0 | 17.8 |
| Dillon; Michael | 225 | .7 | 16.1 |
| Heffernan; Amy | 372 | 1.0 | 18.6 |
| McCarthy; Kathleen | 421 | 1.0 | 21.1 |
| Seward, William | 383 | 1.0 | 19.2 |
| <i>Dept. Avg.</i> | | | 18.4 |
| | | | |
| | | | |
| Math | | | |
| Bernardi; David | 85 | 1.0 | 17.0 |
| Donnelly; Caitlyn | 105 | 1.0 | 21.0 |
| Ekstrom; Dr. | 47 | .4 | 23.5 |
| Forde; James | 100 | 1.0 | 14.3 |
| Hallihan; Kerri | 89 | 1.0 | 17.8 |
| McLaughlin; Sean | 124 | 1.0 | 24.8 |
| Oldenburg; Kristen | 92 | 1.0 | 18.4 |
| Parkins; Craig | 100 | 1.0 | 20 |
| Szymaniak; Tara | 99 | 1.0 | 19.8 |
| <i>Dept. Avg.</i> | | | 19.6 |
| | | | |
| | | | |
| Music | | | |
| Richter; William | 166 | .8 | 41.5 |
| Tucker; Sally | 164 | 1.0 | 20.5 |
| <i>Dept. Avg.</i> | | | 31.0 |
| | | | |

| | | | |
|--------------------------|-----|-----|-------|
| Science | | | |
| Dakin; Deb | 16 | .2 | 16 |
| Dunn, Jessica | 120 | 1.0 | 24 |
| Gross, Geoff | 106 | 1.0 | 21.2 |
| Loughnane, Gail | 103 | 1.0 | 20.6 |
| Maguire; Stephen | 194 | 1.0 | 21.56 |
| McCready; Richard | 111 | 1.0 | 22.2 |
| Moore; Annette | 107 | 1.0 | 21.4 |
| Sylvester; Allan | 95 | 1.0 | 19 |
| Ward; Nancy | 113 | 1.0 | 22.6 |
| <i>Dept. Avg.</i> | | | 20.95 |
| | | | |
| Social Studies | | | |
| Arena; Samantha | 102 | 1.0 | 20.4 |
| Brogna; Ryan | 124 | 1.0 | 20.67 |
| Fanelli, Amanda | 122 | 1.0 | 20.3 |
| Gillespie, Jay | 120 | 1.0 | 24.0 |
| McNeil; William | 121 | 1.0 | 20.2 |
| Roberts; Andrew | 157 | 1.0 | 22.4 |
| Swett; Steve | 54 | .4 | 27.0 |
| True; Heather | 127 | 1.0 | 21.2 |
| <i>Dept. Avg.</i> | | | 22.0 |
| | | | |
| Special Education | | | |
| Comeau, Rick | 24 | 1.0 | 4.8 |
| Downing; Janna | 37 | 1.0 | 7.4 |
| Griffin, Roxanne | 40 | 1.0 | 8 |
| Rogers, Amanda | 37 | 1.0 | 7.4 |
| Sullivan, D (Team Chair) | | .6 | |
| Varrasso. Gail | 46 | 1.0 | 9.2 |
| <i>Dept. Avg.</i> | | | 7.4 |
| | | | |

| <u>Vocational Life Skills</u> | | | |
|--------------------------------------|-----|-----|------|
| McCord; Kevin | 17 | 1.0 | 17 |
| <i>Dept. Avg.</i> | | | 17 |
| <u>World Language</u> | | | |
| Bird; Amanda | 93 | 1.0 | 18.6 |
| Haddad; Geoge | 104 | 1.0 | 20.8 |
| Jacquart; Patricia | 25 | .6 | 8.33 |
| Krafton; Christina | 127 | 1.0 | 25.4 |
| Lima; Virginia | 108 | 1.0 | 21.6 |
| Morash, Jennifer | 96 | 1.0 | 19.2 |
| Raymond; Terry | 10 | .2 | 10 |
| Struzziero; Kathryn | 114 | 1.0 | 22.8 |
| <i>Dept. Avg.</i> | | | 18.3 |

Faculty and Staff

| <u>Administration</u> | <u>Position</u> |
|-------------------------------|------------------------------------|
| Nuzzo-Mueller; Donna | Principal |
| Grindle, Elizabeth | Assistant Principal |
| Mills; John | Assistant Principal |
| Cash; Rick | Athletic Director |
| <u>Guidance</u> | |
| | <u>Students in Caseload</u> |
| Rundle Tammy (Dept. Chair) | 74 |
| Hoffman; Marlene | 199 |
| Mitchell, Kim (.6 FTE) | 126 |
| Mohr, Sharon | 213 |
| Cooney: Jim | 219 |
| Ball; Alison (Adj. Counselor) | 50 |

| <u>METCO</u> | | <u>Position</u> | |
|----------------------------------|--|--------------------------|---------------------------|
| Roundtree; Andrea | | METCO Director | |
| | | | |
| <u>Psychologist</u> | | <u>Position</u> | |
| Struzziero; Joan | | School Psychologist | |
| Hawley, Steve (.6 FTE) | | School Psychologist | |
| | | | |
| <u>Library</u> | | <u>Position</u> | |
| Feeney; Kathleen | | Librarian | |
| | | | |
| <u>School Nurse</u> | | <u>Position</u> | |
| Bernard; Maryann | | Nurse | |
| | | | |
| <u>Reading Specialist</u> | | <u>Position</u> | <u>Daily Hours</u> |
| Neary, M. | | Reading Specialist | 7.5 |
| | | | |
| <u>Secretarial Staff</u> | | <u>Position</u> | <u>Daily Hours</u> |
| Hunter; Robin | | Secretary | 7.5 |
| Juliano; Meg | | Secretary | 7.5 |
| Ward; Kathleen | | Clerk | 7.5 |
| Adduci; Julie-Ann | | Secretary, Guidance | 7.5 |
| Patterson, Michelle | | Clerk, Athletic Director | 10 |
| | | | |
| <u>Classroom Aides</u> | | <u>Position</u> | <u>Daily Hours</u> |
| Barbati; Kathleen | | SPED Aide | 6.5 |
| Berry; Ruth | | SPED Aide | 6 |
| Devane; Theresa | | SPED Aide | 6.5 |
| Duvall; Kerri | | ABA Tutor | 6 |
| Kelley, Jane | | SPED Aide | 6.5 |
| Marshall; Nancy | | SPED Aide | 6 |
| Replogle, Brenda | | SPED Aide | 6 |
| Vose; Jill | | Tutor Coord. | 4 |

| Vocational Life Skills Prog | Position | Position |
|------------------------------------|-----------------------|--------------------|
| Carlezon; Sara | Voc Life Skills Tutor | 5 |
| Connolly; Kathy | Voc Life Skills Tutor | 6 |
| Jankins; Margaret | Vocational Director | 6 |
| Smock; Becky | Voc Life Skills Tutor | 6 |
| Workman; Kathleen | Voc Life Skills Tutor | 6 |
| | | |
| Cafeteria | Position | Daily Hours |
| Zucker; Maureen | Head of Food Services | 8 |
| Dwyer; Elizabeth | Cafeteria | 4 |
| Fishman, Lisa | Cafeteria | 4 |
| Holbert, Viola | Cafeteria | 4 |
| Merritt; Elizabeth | Cafeteria | 4 |
| Street; Donna | Cafeteria | 4 |
| | | |
| Custodial Staff | Position | Daily Hours |
| Bearce; Kip | Senior Custodian | 8 |
| Sullivan; George | Night Supervisor | 8 |
| Biagini; David | Custodian | 8 |
| Bodie; Ken | Custodian | 8 |
| Parr; Robin | Custodian | 8 |
| Pipes; Donald | Custodian | 8 |
| Russell; Robert | Custodian | 8 |
| Sacchitella; Chris | Custodian | 8 |