

Methuen High School

School Improvement Plan



January 2012—December 2012

Methuen Public Schools
Methuen, Massachusetts

METHUEN PUBLIC SCHOOLS



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2012 School Improvement Plan

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Introduction

In response to the state mandate that schools design an improvement plan each year, Methuen High School has developed this School Improvement Plan (SIP). It is the product of an annual review conducted by the high school staff. The plan addresses the areas of test data, state standards, instructional approaches, professional development, school initiatives, and parent/community involvement, all with the goal of raising student academic performance.

To get to this point, a team composed of teachers representing each department has worked collaboratively with administrators in a process known as Performance Improvement Mapping (PIM). PIM is a model for planning ongoing improvement. A large portion of the PIM process is aimed at test data analyses, primarily the MCAS. The high school PIM team met several times to analyze data and discuss the effectiveness of school programs in relation to the mission statement, district goals, state standards, and the New England Association of Schools and Colleges (NEASC) teaching and learning standards. From the data analyses, the team developed Performance Goals, Learning Objectives, Improvement Objectives, and Action Plans.

An important initiative influencing the SIP this year is the preparation necessary for the planned NEASC accreditation team visit in 2013. One requirement prior to the visit is the school self-study, a process currently being undertaken by staff committees. As part of this, the SIP team is matching the school programs with the most recent identified NEASC standards: Core Values, Beliefs, and Learning Expectations; Curriculum; Instruction; Assessment of and for Student Learning; School Culture and Leadership; School Resources for Learning; and Community Resources for Learning. In addition, the school accreditation subcommittees have been examining and making ongoing refinements to the mission statement and curriculum/instructional approaches, with an eye toward adjusting the selected processes and programs to accommodate the NEASC teaching and learning standards.

Methuen High School is proud to have made a commitment to significantly increase the number of students who participate in and receive credit for Advanced Placement courses in Biology, Chemistry, Physics B, English Literature and Composition, English Language and Composition, Calculus AB, Calculus BC, Statistics, European History, United States History, Psychology, Spanish Language, and Studio Art. The main goal of the Advanced Placement Program at Methuen High School is to encourage students to take the most rigorous academic courses available in order to increase college readiness. The Advanced Placement program is specifically designed to close the achievement gap, allow equal access to Advanced Placement courses, and therefore increase college readiness for all students. It is a wonderful example of what can take place when students dedicate themselves to working hard academically and teachers and administrators work extremely hard to provide students the necessary academic support that is required to succeed in rigorous coursework.

Our continuing goal over the next several years is to increase the number of students taking Advanced Placement courses and to increase the number of students achieving qualifying scores on Advanced Placement examinations. Qualifying scores on the Advanced Placement examination enable Methuen High School students to obtain valuable college credit at a

majority of colleges and universities across the country. During the 2008-2009 academic year, 59 of Methuen High School's total enrollment of approximately 1960 students took Advanced Placement courses in math, science, and English. After Methuen High School was awarded a grant from the Massachusetts Math and Science Initiative specifically designed to support English, math, and science AP courses, the number of students enrolled in Advanced Placement increased to 197 students, taking 242 total Advanced Placement examinations in math, science, and English. In total, 141 qualifying scores were achieved in English, math, and science. In the 2009-2010 academic year Methuen High School students produced 167 qualifying scores in English, math, and science AP examinations. In total in 2010, *for all subjects* in which Methuen provides Advanced Placement courses, 232 exams were scored at 3 or higher, potentially qualifying the test takers to receive college credit for course work completed in high school. Methuen High School's participation and achievement in *all* Advanced Placement examinations once again surged upward in 2011. A total of 250 students were involved. They took 100 more tests in 2011 than in 2010, posting a 29.4% increase in test participation. The corresponding 26.3% increase in qualifying scores of 3 or higher shows that, even with a rapid expanding AP course enrollment, Methuen's students continue to achieve impressive results on these challenging examinations.

Many students that were in our regular college preparatory track are now taking Advanced Placement courses and telling other students that this is the best way to prepare for college. The program is designed to develop student talent and is a testament to the positive results that can be achieved when students are willing to put in the time and effort to succeed, and to the dedicated teachers that work so very hard with those students.

Methuen High School Mission Statement

Methuen High School is a community of lifelong learners committed to excellence. We actively encourage learning in a safe and supportive atmosphere. Our dynamic school, in partnership with parents and community, promotes high achievement and inspires pride, respect, and success in all.

ACADEMIC EXPECTATIONS

All students at Methuen High School should know and be able to do the following:

- Read at grade level.
- Write effectively across the curriculum.
- Communicate effectively in both speaking and listening.
- Problem-solve effectively, using multiple strategies.
- Utilize critical thinking skills across all disciplines.

RUBRIC FOR ACADEMIC EXPECTATIONS

Advanced

- Student consistently reads above grade level.
- Student consistently writes effectively.
- Student consistently communicates effectively through speaking and listening.
- Student consistently solves problems effectively using multiple strategies.
- Student consistently uses critical thinking skills.

Proficient

- Student frequently reads at the appropriate grade level.
- Student frequently writes effectively.
- Student frequently communicates effectively through speaking and listening.
- Student frequently solves problems effectively using multiple strategies.
- Student frequently uses critical thinking skills.

Needs Improvement*

- Student reads just below grade level.
- Student infrequently writes effectively.
- Student infrequently communicates effectively through speaking and listening.
- Student infrequently solves problems effectively using multiple strategies.
- Student infrequently uses critical thinking skills.

Failing

- Student reads far below grade level.
- Student seldom writes effectively.
- Student seldom communicates effectively through speaking and writing.
- Student seldom solves problems using multiple strategies.
- Student seldom utilizes critical thinking skills.

* Needs Improvement is the acceptable level of attainment for the academic expectations.

CIVIC AND SOCIAL EXPECTATIONS

Each student at Methuen High School is expected to...

1. Commit to punctuality, attendance, preparation, and participation.
2. Understand and accept the relationship among rights, responsibilities, and consequences in school and society.
3. Explore, develop, and express his or her own creativity.
4. Work effectively alone or in a group.
5. Participate in activities that create a positive academic and social atmosphere for all students.
6. Establish cooperative and healthy relationships with others.
7. Achieve a positive self-image by setting and attaining goals.
8. Accept diversity and be receptive to other cultures and ideas.
9. Develop conflict resolution skills.
10. Understand how to create and respond to necessary change.

District Goals

In order to improve student achievement at all levels and across the curriculum, the district will pursue the following goals.

1. *Provide, supervise, and sustain effective interventions to increase the success of all underperforming students, including those in the transient and subgroup populations.*
2. *Continue curriculum development and revision and ensure appropriate classroom implementation of new curricula.*
3. *Provide, supervise, and support effective instruction that communicates high expectations and that meets the needs of all learners.*
4. *Improve classroom standards-based assessment practices and use of assessment data for formative and summative purposes.*
5. *Expand parental communication and involvement in the schools.*
6. *Support our students' learning by organizing effective organizational structures, nurturing a healthy culture, and providing well-maintained facilities.*
7. *Review and refine the district's business and financial practices, including budget preparation, to ensure that they identify and effectively deploy resources to support the student achievement goals.*

Report on 2011 Student Performance

In 2011 Methuen High School did not make Adequate Yearly Progress (AYP) in either English language arts or mathematics, although it came very close in English. Its improvement rating in English was *On Target*, as the school showed enough MCAS improvement to be within the target range for both the aggregate and the school's subgroups. There were significant gains for the subgroups in Composite Performance Index (CPI) points—3.4 CPI points in special education, 2.0 points for low-income students, and 4.9 points for the Hispanic subgroup. Unfortunately, the school did not meet the MCAS participation requirement for special education students. While the requirement is 95% participation, only 92% of the school's students with disabilities were assessed, through either regular MCAS tests or the alternative portfolios. If just two additional special education students had been assessed, the school would have made AYP for 2011 in English language arts! In mathematics the picture is less bright. The aggregate Composite Performance Index declined by 3.2 points, and the CPI for white students dropped by 4.9 points. Ironically, there were improvements in math for the traditionally low-performing subgroups—5.6 points for special education, 2.0 points for low-income, and 3.1 points for the Hispanic subgroup. However, despite the gains, the math improvement targets were high; and Methuen High did not meet them either for the aggregate or its subgroups. Just 94% percent of students with special needs participated in the math MCAS assessments, so the participation requirement was not fulfilled in this subject also.

One major AYP indicator on which Methuen High improved is graduation rate. In 2010 the Hispanic and special education subgroups did not meet the graduation rate requirement, but for 2011 all subgroups did. There was a 12.5% increase in the four-year graduation rate for special education students in the cohort counted for this year's AYP. For the Hispanic/Latino subgroup there was a 4% increase. For low-income students the increase was 6.4%. Seventy-five percent graduations is the desired target. Although these three subgroups did not reach that target, each group improved enough to qualify for AYP. Among all students at Methuen High, the most recently reported graduation rate was 80.4%. The school's efforts to reduce failures, keep students enrolled, and offer various credit-recovery options for on-time graduation are clearly paying off.

For the foreseeable future AYP is likely to be measured through a combination of MCAS proficiency rates and student growth percentiles (SGP). Student growth percentile data issued by the Department of Elementary and Secondary Education make it possible to assess students' growth from the end of one school year to the next, by comparing local students to others statewide who started from the same scaled scores. Only students who are tested for two consecutive years are included in this measure. The median student growth percentile is the percentage of students across Massachusetts whose knowledge and skills grew less than those of the typical local student. A median student growth percentile of 40 indicates at least moderate growth. At Methuen High in 2011, the median growth percentile for all students in English was 40.0, while in math the SGP dipped below the moderate range to 38.5. Generally, subgroup growth percentiles in ELA were moderate, while in math they were mixed. Acceptable growth results in math were

achieved by the low-income and Hispanic/Latino subgroups, which achieved median SGPs of 44.0 and 45.5 respectively. Oddly, the median SGP in math for white students was just 35.0, and for non-low-income students it was 38.0. Going forward, it will be important for the high school to show that all students—even those who are high-achieving—are growing at high, or at least moderate, rates in grades 9 and 10.

Most Methuen High tenth graders achieved *Proficient* or *Advanced* scores on the 2011 MCAS in all three subject areas—English language arts, mathematics, and biology. Table 1 shows the 2011 score distributions. High school students are now required to at least pass all three exams and, in the case of ELA and math, either to achieve MCAS proficiency or to execute individual Educational Proficiency Plans, which specifically map how the students are working toward achieving sufficient ELA and math skills before graduation.

Table 1: 2011 MCAS Score Distributions

	Advanced	Proficient	Needs Improvement	Failure
ELA	16	62	18	5
Math	31	29	26	14
Biology	18	41	29	13

Methuen High School is demographically diverse, a reflection of the full Methuen community. Almost 20% of its students did not speak English as their first language. Thirty-two percent come from low-income families, and 33% are minorities. The largest minority group, Hispanic/Latinos, comprise 25% of the school’s population. Close to 12% of Methuen High students receive special education services.

Although the subgroups definitely made progress in 2011, they still struggle to match the MCAS proficiency in ELA and math generally achieved at the high school. In 2011, for instance, among students with special needs, proficiency was reached by only 27% in English, 12% in math, and 15% in biology. For low-income students in 2011, proficiency rates were 64% in English, 49% in math, and 42% in biology. For non-low-income students, in contrast, these rates were 83% in ELA, 66% in math, and 67% in biology. The Hispanic/Latino subgroup reached 58% proficiency in English, 40% in math, and 35% in biology. This compares to white students’ proficiency rates of 83% in English, 66% in math, and 66% in biology. While these results are hardly unique to Methuen, as the achievement gap exists across the nation for poor and minority students, the school still must address the challenge of improving the students’ skills in English and math and their content knowledge in science.

The Appendix includes the school’s 2011 Adequate Yearly Progress reports, as well as its MCAS score distributions and student growth percentiles for the aggregate and all subgroups. These reports—combined with MCAS objectives and item analyses and data from other assessments—have helped the school to develop its improvement plan for 2012.

2012 Student Performance Goals

Two measures of student performance will be used to determine the school's success in meeting its performance goals for 2012. The first is the percentage of students who have scored either *Advanced* or *Proficient* on MCAS, thus achieving the proficiency goal of No Child Left Behind. The second measure is the student growth percentile or SGP. The SGP tells how a child's progress compares to the progress of other students in the state with similar MCAS score histories. The growth percentile score tells the percentage of these academic peers who achieved less growth from the end of one year to the end of the next, as measured by MCAS scaled scores. The median growth percentile for a group is the SGP of the student who is in the exact middle of the score distribution. Median growth percentiles range from 1 to 99. An SGP of 1 to 39 indicates low growth. An SGP of 40 to 60 indicates moderate growth. An SGP of 61 to 99 indicates high growth.

The 2011 MCAS score distributions and student growth percentiles appear in the Appendix.

For the coming year, for both the aggregate and each subgroup, the school's performance goals are to...

1. Achieve an increase in the percentage of students scoring *Advanced* or *Proficient* in English language arts.
2. Achieve an increase in the percentage of students scoring *Advanced* or *Proficient* in mathematics.
3. Achieve median student growth percentiles in the moderate range or higher in English language arts.
4. Achieve median student growth percentiles in the moderate range or higher in mathematics.

2012 Student Learning Objectives

The Student Learning Objectives are based upon 2011 MCAS item analyses and objectives analyses. They identify specific skills and areas of knowledge that need improvement across groups of students in English language arts, mathematics, and all content areas. Unless otherwise noted, the Student Learning Objectives apply to all students in the school.

LEARNING OBJECTIVES FOR ALL CONTENT AREAS

Students will be able to...

1. complete high school in four years.
2. find evidence in a text, story, or article to provide support for their generalizations or thesis statements.
3. develop a thesis statement and stay focused on the topic. Differentiate between polished writing and scattered ideas.
4. produce clear and coherent writing in which the development, organization, and style are appropriate to the task and follow the rubric and writing standards for the school.
5. analyze and apply nonfiction and technical reading skills in all content areas.
6. clearly communicate thoughts and ideas in expository writing.
7. increase overall vocabulary across all disciplines.
8. apply the principles of probability.
9. interpret data by reading and creating graphs.

ENGLISH LANGUAGE ARTS STUDENT LEARNING OBJECTIVES

Students will be able to...

1. develop a topic with well chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples.
2. identify and show evidence of both symbolic language and stylistic devices.
3. articulate thoughts and ideas effectively using oral and nonverbal communication skills in a variety of forms and contexts.

MATHEMATICS STUDENT LEARNING OBJECTIVES

Students will be able to...

1. understand how to use and interpret the equation of a line.
2. develop conceptual understanding of formulas and how they relate to figures.
3. simplify algebraic expressions with radicals and exponents.
4. determine ratios, proportions, and percents.

SCIENCE/BIOLOGY STUDENT LEARNING OBJECTIVES

Students will be able to...

1. understand that chemical elements from organic molecules interact to perform the basic functions of life.
2. understand that cells have specific structures and functions that make them distinctive, and that processes in a cell can be classified broadly as growth, maintenance, and reproduction.
3. increase their understanding of the scientific method by applying this method in in-depth laboratory investigations relating to all six learning strands in the Massachusetts Curriculum Frameworks in Biology.
4. understand that evolution is the result of genetic changes that occur in constantly changing environments.

2012 Improvement Objectives

The Improvement Objectives identify the opportunities that the school and its faculty will provide, in order for its students to achieve the Student Learning Objectives.

Improvement Objectives may identify specific interventions, curriculum emphases, and instructional strategies that are designed to enhance students' learning.

IMPROVEMENT OBJECTIVES FOR ALL CONTENT AREAS

Students will have the opportunities to ...

1. learn from effective instructional strategies and curriculum adjustments, with the goal of reducing course failures and raising graduation rates.
2. decrease failures through interventions for students struggling to master standards that underlie grading practices.
3. practice finding evidence in a text to support thesis statements or generalizations.
4. see samples of both excellent and poor expository writing so that students can correct/modify the poor samples.
5. see samples of nonfiction selections for discussion and analysis in all disciplines.
6. discuss, see examples, and apply probability concepts.
7. engage in data analysis and produce graphs to represent their analyses.
8. use technology to increase their understandings.
9. utilize school-wide writing rubrics to formulate clear and coherent writing samples.

ENGLISH LANGUAGE ARTS IMPROVEMENT OBJECTIVES

Students will have opportunities to ...

1. appropriately develop a topic and practice finding evidence in support of their answers.
2. experience texts rich in symbolism, and demonstrate writing that focuses on symbolic language and stylistic devices, as opposed to plot development.
3. communicate through a variety of media.

MATHEMATICS IMPROVEMENT OBJECTIVES

Students will have opportunities to...

1. use graphing technology to graph lines.
2. use the MCAS formula sheet on a regular basis and demonstrate an understanding of when, why, where, and how to use formulas.
3. use multiple resources to practice mathematics skills.

SCIENCE IMPROVEMENT OBJECTIVES

Students will have opportunities to...

1. study science by using an in-depth (as opposed to a broad) approach, by completing course work in microbiology and macrobiology as a course sequence prior to MCAS.

2. conduct scientific investigations while following the scientific method—through generating hypotheses, collecting data, analyzing the data, and forming appropriate conclusions.
3. make important connections between basic science knowledge and real-world applications.

Methuen High School Action Plans—All Content Areas

Improvement Objectives 1 and 2: Students will have opportunities to learn from effective instructional strategies and curriculum adjustments, with the goal of reducing course failures and raising graduation rates. Students will have opportunities to decrease failures through interventions for students struggling to master standards that underlie grading practices.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Reach out to parents to reinforce importance of attendance and academic achievement.</p>	<p>Improve format and timing of fall Parents' Night.</p> <p>Emphasize importance of student attendance during parent conferences.</p> <p>Schedule required meetings between faculty and parents of ninth- and tenth-graders who are not meeting standards.</p> <p>Build parent meetings into school schedule, e.g., during enhancement/intervention block.</p> <p>Use ConnectEd and letters to inform parents about excessive absenteeism.</p> <p>Inform parents of attendance and achievement problems before regular progress report intervals.</p> <p>Improve progress report format to allow for more individualized comments.</p>	<p>Principals</p> <p>Curriculum coordinators, department chairs, and supervisors</p> <p>Faculty</p> <p>School Council</p>	<p>Student achievement and attendance data</p> <p>Scheduled parent meeting times</p> <p>IPASS progress report function</p>	<p>Spring/Fall 2012</p>

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
Investigate causes of low graduation rate for special education students.	Investigate whether students in GCP program are appropriately coded in grade levels.	Principals Curriculum coordinators, department chairs, and supervisors	DESE guidelines for SIMS data Graduation rate data	Spring/Fall 2012
Broaden summer school program to include computer - based programs and investigate incentives and/or requirements for participation.	Examine procedures regarding eligibility for summer school make-up of course credits. Look for financial support and/or grants for students to attend summer school. Examine summer school curriculum to ensure alignment with standards. Implement required assessment, focusing on power standards, at end of summer school.	Assistant Principals Curriculum coordinators, department chairs, and supervisors Faculty Director of Grants Management and Program Development Summer school supervisor and faculty	Grant RFPs Funding for financial assistance Existing summer school curricula and assessments Massachusetts Curriculum Frameworks High school curriculum guides	Spring/Fall 2012
Investigate and improve expectations for students attending after-school and night school programs.	Improve communication between faculty in the day program and those in the after-school/night programs. Examine after-school/night school curricula to ensure alignment with standards. Implement NOVA NET Program requiring students to show mastery through computer driven learning with teacher support.	Assistant Principals Curriculum coordinators, department chairs, and supervisors Faculty Supervisors of after-school and night-school programs	Existing after-school and night-school curricula and assessments NOVA NET Program	Spring/Fall 2012

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Improve procedures for dealing with students who have missed work during absences.</p>	<p>Develop classes during vacation weeks to allow students to make up work missing from their classes.</p> <p>Investigate the credit denial practice.</p> <p>Investigate use of zeroes for missing work.</p> <p>Provide extra time in the day for make-up assessments.</p> <p>Investigate changing the make-up requirement in the Program of Studies.</p>	<p>Principals</p> <p>Curriculum coordinators, department chairs, and supervisors</p> <p>Faculty</p>	<p>Funding for supervision of vacation-week classes</p> <p>Current Student Handbook and Program of Studies</p> <p>Master schedule options</p> <p>Articles on effective grading practices</p>	<p>Spring/Fall 2012</p>
<p>Ensure that students are enrolled in course levels, especially Level 2, on the basis of their academic achievement levels and not extraneous factors.</p>	<p>Continue to look for areas that allow combining Levels 2 and 3.</p> <p>Ensure that students, after freshman year, are placed in course levels according to their academic achievement levels.</p> <p>Improve record-keeping regarding parent overrides.</p>	<p>Principals</p> <p>Curriculum coordinators, department chairs, and supervisors</p> <p>Guidance counselors</p> <p>Faculty</p>	<p>Student achievement and attendance data</p>	<p>Spring 2012, then ongoing</p>

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Work toward more consistent use of standards-based classroom assessment and grading practices that eliminate the 0 – 100 scale.</p>	<p>Provide professional development for faculty in standards-based assessment.</p> <p>Implement appropriate procedures for assessing homework.</p> <p>Allow students to re-take tests and quizzes, in order to demonstrate mastery.</p> <p>Investigate use of zeroes for missing work.</p>	<p>Assistant Superintendent for Curriculum, Instruction, and Assessment</p> <p>Principals</p> <p>Curriculum coordinators, department chairs, and supervisors</p> <p>Faculty</p>	<p>Professional development time</p> <p>Articles on standards-based assessment</p>	<p>Spring-Fall 2012</p>
<p>Develop procedures for quickly assessing and providing interventions when needed by struggling students. Focus on assessing and addressing needs of transient students.</p>	<p>Implement benchmark/interim testing in grades 9 and 10.</p> <p>Use School Brains data to plan differentiated instruction and intervention.</p> <p>Investigate a master schedule that includes an intervention/enhancement block.</p> <p>Cluster students who have the most significant learning needs, to follow the same schedule with the same teacher team.</p>	<p>Principals</p> <p>Curriculum coordinators, department chairs, and supervisors</p> <p>Guidance counselors</p> <p>Faculty</p>	<p>School Brains Testing and Performance Assessment module</p> <p>Master schedule options</p> <p>Funding for intervention staffing outside the classroom</p>	<p>Spring/Fall 2012</p>

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
Assess the transition of and the teaming for the first cohort of grade 8 to grade 9. Adjust as needed.	Implement a summer program for students needing skills work. Set up mentoring groups/advisor/advisee for ninth graders.	Principals Curriculum coordinators, department chairs, and supervisors Guidance counselors Faculty	School schedules	Spring/Summer 2012

Improvement Objective 3: Teachers will consistently reinforce the practice of finding evidence in a text to support thesis statements or generalizations.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
Introduce the process of finding and using evidence from the text to support student responses	During faculty meetings and/or department meetings, master teachers provide teachers from other departments with examples of proper use of evidence from the text to support accurate answers.	Coordinators and department chairs Master teachers	Annotated samples of student work	2012
	Teacher shows various types of supporting evidence for a thesis.	Classroom teacher	Text, notes, various technology	2012
	Teacher provides sample texts and demonstrates and facilitates student identification of subject, supporting evidence, vocabulary and context.	Classroom teacher	Handouts, worksheets, notes	2012

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
	Teachers familiarize students with various forms of questioning, i.e., inference, evaluation, conclusion, identification, etc.	Classroom teacher	Notes, demonstration, various technology	2012
	In a carousel or alternate activity, students will indicate passages and/or line references as evidence to support their answer choices.	Classroom teacher	Handouts, various technology	2012

Improvement Objective 4: Teachers will provide samples of both excellent and poor expository writing so that students can correct/modify the poor samples.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
Define and introduce expository writing by providing samples in all content areas for examination and revision Enlist English teachers to offer suggestions and assist other faculty members in identifying standards that can be supported through expository writing.	During faculty meetings and/or department meetings, master teachers provide teachers from other departments with analyzed examples of strong expository writing.	Coordinators and department chairs Master teachers	Annotated samples of student expository writing	2012
	Teachers facilitate discussion of characteristics of expository writing as they apply to each content area.	Classroom teacher	Text, notes, various technology	2012

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
	Provide samples of each step of the 4 step writing process for identification and revision.	Classroom teacher	Handouts, worksheets, notes	2012
	Model the process to completion.	Classroom teacher	Notes, demonstration, various technology	2012

Improvement Objective 5: Teachers will provide samples of nonfiction selections for discussion and analysis in all disciplines.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
Define fiction and nonfiction by introducing and distributing samples of each for analysis and discussion.	During faculty meetings and/or department meetings, teachers discuss the types of nonfiction relevant to their disciplines.	Coordinators and department chairs Teachers	Curriculum guides	2012
	Provide sample texts from all content areas to enable students to identify and distinguish between fiction and nonfiction.	Classroom teacher	Sample text, handouts, various technology	2012
	Provide sample texts from all content areas to enable students to identify organizational methods and vocabulary characteristic of nonfiction.	Classroom teacher	Sample text, handouts, various technology	2012

Improvement Objective 6: Students will have opportunities to discuss, see examples of, and apply probability concepts.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Explore opportunities to use probability concepts and make predictions in all content areas and design appropriate teaching activities.</p>	<p>During faculty meetings and/or department meetings math teachers will offer examples of real-world use of data analysis.</p> <p>Teachers will work in small groups with a pair of math teachers to identify related standards within their content areas.</p>	<p>Coordinators and department heads</p> <p>All content area teachers</p>	<p>Newspapers</p> <p>Magazines</p> <p>Journals</p> <p>Curriculum guides</p>	<p>2012</p>
	<p>Teachers will design classroom activities that connect probability to their content areas.</p>	<p>All content area teachers</p>	<p>Newspapers</p> <p>Magazines</p> <p>Journals</p> <p>Curriculum guides</p>	<p>Once per term beginning winter 2012</p>

Improvement Objective 7: Students will engage in data analysis and produce graphs to represent their analyses.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
Analyze real-world examples using graphical representations and create instructional activities using graphs.	During faculty meetings and/or department meetings math teachers will offer examples of real-world use of graphs. Teachers will work in small groups with a pair of math teachers to identify related standards within their content areas.	Coordinators and department heads All content area teachers	Newspapers Magazines Journals Curriculum guides	Winter 2012
	Teachers will design classroom activities that connect graphing to their content areas.	All content area teachers	Newspapers Magazines Journals Curriculum guides	Once per term beginning winter 2012

Improvement Objective 8: Students will have opportunities to use technology to increase their understandings.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
Increase use of technology as a tool for improving course completion.	Implement online learning at home and learning labs in school.	All subject area teachers	Online programs and software and hardware for labs	Ongoing

Methuen High School Action Plans—English

Improvement Objective 1: Teachers will provide a variety of critical reading materials as well as opportunities for students to appropriately develop a topic and practice finding evidence in support of their answers.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Create language walls.</p> <p>Provide texts rich in symbolism.</p>	<p>Curriculum development</p> <p>Grade-level discussions</p> <p>Departmental sharing of materials and techniques</p> <p>Constant reference to and display of examples</p> <p>Model in department meeting</p> <p>Add to Survival Guide.</p> <p>Fine-tuning of lessons and assessments</p>	<p>Teachers and Coordinator</p> <p>Department Heads</p>	<p>Funding for curriculum teams</p> <p>Posters</p>	<p>2012</p>
<p>Collect reading samples for use in instruction.</p>	<p>Reading, identifying, discussing</p> <p>Disseminate materials at department meeting.</p> <p>Check for use of materials in plan book checks.</p>	<p>Teachers and Coordinator</p> <p>All building administrators</p>	<p>Materials sorted and categorized for accessibility</p> <p>Additional purchased materials to supplement current texts</p>	

Improvement Objective 2: Teachers will utilize and refer to language exemplars during class activities, provide texts rich in symbolism, and implement assessments that focus on symbolic language and stylistic devices, as opposed to plot developments.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Create language references</p> <p>Provide texts rich in symbolism</p> <p>Use of activities and assessments that focus on symbolic language and stylistic devices.</p>	<p>Curriculum development that showcases symbolic language and stylistic devices</p> <p>Grade level discussions AP strategies and exemplars</p> <p>Departmental sharing of materials and techniques</p> <p>Constant reference to and display of exemplars Models in department meetings</p> <p>Additions to survival guide</p> <p>Fine-tuning of lessons and assessments</p>	<p>Teachers and coordinators</p>	<p>Funding for curriculum teams</p>	<p>Spring 2012</p>

Improvement Objective 3: Teachers will provide opportunities for students to communicate through a variety of media.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Create multi-modal projects</p> <p>Provide exemplars</p> <p>Use activities that focus on different communication modes</p> <p>Provide materials for analysis of generalizations and supporting evidence.</p>	<p>Curriculum development that showcases multi-media communication</p> <p>Create exemplars</p> <p>Reading, grade-level discussions, and projects</p> <p>Department sharing</p>	<p>Teachers and Coordinators</p> <p>Principal</p> <p>IT support</p>	<p>Funding for curriculum teams</p> <p>Funding for software</p>	<p>2012</p>

Methuen High School Action Plans—Mathematics

Improvement Objective 1: Students will have opportunities to use graphing technology to graph lines.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Continue to introduce technology in all freshman and sophomore classes at all levels.</p>	<p>Research and identify supplemental technological resources to enhance and support the teaching of graphing.</p> <p>Purchase enough graphing calculators.</p> <p>Train staff.</p> <p>Use a form of technology once weekly in instruction.</p> <p>Model how to graph a line using a graphing calculator.</p>	<p>Principal</p> <p>Coordinator</p> <p>Teachers</p>	<p>Tutors</p> <p>Graphing calculators</p> <p>Graphing software programs</p> <p>Trainer/professional development</p> <p>Technology</p> <p>Technology teacher</p> <p>ELL word to word dictionaries</p> <p>IPADS for all instructional staff and students</p>	<p>Ongoing</p> <p>2012 -2014</p>

Improvement Objective 2: Students will have opportunities to use the MCAS formula sheet and demonstrate an understanding of when, where, why, and how to use formulas.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Give each student in grades 9 and 10 a formula sheet.</p> <p>Provide mathematics template to students who have that accommodation on their IEPs.</p>	<p>Make copies of the sheet</p> <p>Create packets of MCAS questions related to the formula sheet.</p> <p>Make sure that liaisons discuss math template accommodation at all annual review meetings.</p> <p>Hands-on implementation with 2- and 3-dimensional manipulatives.</p>	<p>Teachers</p> <p>Coordinator</p> <p>Special education teachers and program assistants</p>	<p>DESE web site</p> <p>PLATO</p> <p>Technology teacher</p> <p>Additional math templates</p> <p>Tutors</p> <p>Central location for storing math templates, Power Points and developed materials for all instructional staff to access.— stored by topic/folder, not by book chapter.</p> <p>Professional development</p>	<p>2012 -2014</p>

Improvement Objective 3: Students will have opportunities to use multiple resources to practice math skills.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Set up all freshmen and sophomores in the system.</p> <p>Allow access for all freshmen and sophomores to additional resources such as the IPAD and graphing technology.</p>	<p>Schedule students in PLATO lab.</p> <p>Purchase additional mobile labs.</p> <p>Professional development for staff</p> <p>Research grant opportunities</p> <p>Purchase or lease additional IPADS</p>	<p>Technology teacher</p> <p>Math Coordinator</p> <p>Grant Coordinator</p> <p>Teachers</p> <p>Outside Tech specialist</p>	<p>Lab</p> <p>IPAD and related equipment</p> <p>Graphing calculator</p> <p>Tutors</p>	<p>2012 - 2014</p>

Methuen High School Action Plans—Science

Improvement Objective 1: Students will have opportunities to study science by using an in-depth (as opposed to a broad) approach, by completing course work in microbiology and macrobiology as a course sequence prior to MCAS.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Develop curricula, instructional activities, and assessment tools that reflect all concepts in the Massachusetts Biology Frameworks.</p>	<p>Ongoing curriculum development Collaborative lesson-planning Implementation of varied instructional methods to address different learning styles, including visual aids, physical models, and scientific demonstrations. Classroom activities and common assessments using MCAS-style multiple-choice and open-response questions Modeling of best practices at monthly department meetings Reinforcement of test-taking strategies Use of MCAS open-response samples in science instruction Use of varied formative and summative assessment tools and strategies</p>	<p>Classroom teachers Science Coordinator Principal All building administrators</p>	<p>Common planning time Professional development opportunities Refined curriculum guides Textbooks Previous MCAS data</p>	<p>January-December 2012</p>

Improvement Objective 2: Students will have opportunities to conduct scientific investigations while following the scientific method, through generating hypotheses, collecting data, analyzing the data, and forming appropriate conclusions.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Employ the scientific method, particularly to analyze and interpret graphs, charts, and diagrams by applying mathematical formulas and concepts.</p>	<p>Effective instruction of the scientific method in the laboratory</p> <p>Teachers introducing MCAS-style activators and summarizers focused on statistical analysis and data interpretation</p> <p>Students using concept maps and graphic organizers to make connections within the curriculum</p> <p>Common laboratory assessments to effectively communicate statistical data and results in graph form</p>	<p>Classroom teachers</p> <p>Science Coordinator</p> <p>Principal</p> <p>All building administrators</p>	<p>Common planning time</p> <p>Professional development opportunities</p> <p>Refined curriculum guides</p> <p>Textbooks and laboratory materials</p> <p>Previous MCAS data</p>	<p>January-December 2012</p>

Improvement Objective 3: Students will have opportunities to make important connections between basic science knowledge and real-world applications.

Student Group: All Students

Strategy	Activities	Who Responsible	Resources Needed	Specific Timeline
<p>Interact to plan lessons that afford students the opportunity to make real-world connections to the curriculum.</p> <p>Implement the curriculum through teaching strategies that relate to students' interests outside the classroom.</p>	<p>Teachers discuss and share strategies for connecting the science curriculum to the real world.</p> <p>Teachers plan hands-on lab investigations that involve real-world applications.</p> <p>Students are given opportunities to apply scientific skills to real-world experiences.</p> <p>Teachers use technology to help students develop skills necessary for post-secondary opportunities in science.</p>	<p>Classroom teachers</p> <p>Science Coordinator</p> <p>Principal</p> <p>All building administrators</p>	<p>Common planning time</p> <p>Professional development opportunities</p> <p>Refined curriculum guides</p> <p>Textbooks and laboratory materials</p> <p>Previous MCAS data</p>	<p>January-December 2012</p>

Civic and Social Goals

CIVIC/SOCIAL GOAL 1 : Provide a school climate of mutual respect and understanding for all who work and go to school at the high school.				
Activities	Responsible Participants	Time-Line for Implementation	Means of Assessing Goal's Achievement	Benchmarks
Use classroom instruction techniques that teach students to work cooperatively in groups.	Teaching staff Department Chairs Administrators 7-12 Coordinators	2012	Attendance reports Teacher observations and evaluations Learning walks	Reduced number of office referrals for insubordination and fighting
Monitor office referrals for number of insubordination and fighting incidents.	Administration	2012	Monthly discipline reports DESE suspension reports	

CIVIC/SOCIAL GOAL 2: Build upon the theme of community service for students and staff.				
Activities	Responsible Participants	Time-Line for Implementation	Means of Assessing Goal's Achievement	Benchmarks
Fund raising	Students, staff	2012	Lists of participants in community events	Increased number of students involved
Promoting city events	Student Council			
Involving school clubs and teams	Advisors, Coaches			

Professional Development

The high school's Professional Development Plan, in concert with the district's goals, is based upon the belief that teaching is a highly skilled craft and that all students can achieve at high levels, given the appropriate learning opportunities in the classroom setting. Professional development needs to provide support for teachers to develop curriculum, to deliver instruction effectively, and to assess students' learning on a continuous basis. Specifically, professional development offerings must expand teachers' knowledge of subject matter; increase knowledge of standards-based curriculum, instruction, and assessment; and help teachers to make data-driven decisions in order to reduce the achievement gap.

To improve MCAS scores and meet Adequate Yearly Progress (AYP) under the federal legislation No Child Left Behind, teachers and administrators must be provided training in the best instructional practices, and particularly in assessment strategies, both formative and summative. Research indicates that a well-planned, focused, and sustained professional development program that is connected to practice as well as to other school initiatives is related to student achievement gains. Research also points to evidence that collaborative approaches to professional learning can promote school change that extends beyond individual classrooms.

The immediate educational focus, as we prepare for the new construction/renovation of the high school will be 1) strengthening programs and instruction by refining how we address the standards, assessments, and groupings; and 2) raising the academic achievement of all academic levels, specifically low performing groups.

As Methuen High School embarks on a multi-million dollar building project, the faculty is poised to participate in a cohesive professional development plan with formal collaboration and collective internal accountability for student achievement. Fixture targets for all staff will include instruction based upon standards and mastery learning, a grading format that is balanced and fair, a re-assessment of our homework policy, and a collective focus on interventions to support our at-risk population. An additional thrust will be to provide opportunities for staff to learn more about MassCore recommendations, classroom management, meeting the needs of our ELL and special needs students, and using technology in the classroom.

Parent Involvement

With a diverse student enrollment, a key to school growth and success will be increasing parent (and student) involvement at the high school. Effective home/school communication is another key component of enhancing achievement for all students. The school currently has two very active parent support groups—The Methuen Ranger Boosters Association (MRBA) and the Methuen Ranger Band Parents Association—that serve as a good base for developing parent involvement. One school goal is to build upon that base.

As a result, several steps have been taken to build on parent involvement. An initiative to actively address the needs of the school's minority population has been in place for several years. A student support counselor is available to all students, including those who may feel more supported by a bicultural service provider. She uses her fluent Spanish-language skills to work with students and parents as needed. Likewise, a bilingual parent liaison is available to offer ELL support to students in classrooms, providing outreach to parents regarding school attendance and other issues, and acting as interpreter throughout the building.

These staff positions have enhanced service delivery to our minority students, and the student support counselor has been at the forefront in developing programs and opportunities specifically for minority students. She is the faculty advisor for the Voices of Culture Students Club, which spearheads initiatives to promote an appreciation for diversity and provides a social network for minority students and others interested in promoting diversity. This group meets weekly. She also supervises student interns who act as ambassadors to new students who are transitioning to the high school. The student support counselor, along with the Principal, hosts evening meetings for Spanish-speaking parents, focusing on the freshman transition to the high school and school policies and practice. These meetings are attended by Language Acquisition Department Supervisor Jane Sigillo and Assistant Principal Karen Hallbauer. In addition to these formal initiatives, the parent liaison has worked on translating many of the existing school documents to improve parent communication and continue to provide translation as new mailings and documents are developed. They also encourage minority parents to participate in School Council meetings and activities.

Teachers will continue to be encouraged to communicate frequently with parents, not only to discuss problems but also to report on student successes, using phone calls, note card, and emails. Moreover, the automated phone message system Connect Ed will be used to further enhance home/school communication.

Calendar for School Improvement Plan

December 2011	2012 School Improvement Plan due
January 2012	Presentation of School Improvement Plan to School Committee
Spring 2012	PIM team reviews implementation of action plans; adjusts improvement plan as needed
October 2012	PIM team reviews outcomes data, including 2012 MCAS results; determines revisions to improvement plan for following year
December 2012	2013 School Improvement Plan due

APPENDIX

2011 Student Achievement Data

Methuen High School - NCLB Accountability

Accountability and Assistance Level: Level 3

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Corrective Action - Subgroups	On Target
MATHEMATICS	Corrective Action - Subgroups	Declined

To make adequate yearly progress in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Graduation		
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet graduation rate target—four-year rate of 75% for 2010 cohort, or five-year rate of 80% for 2009 cohort, or 2% increase in four-year rate from 2009 to 2010 cohort?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes	98	No	92.7	Yes	0.9	Yes	80.4	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	No	92	No	79.7	Yes	3.4	Yes	63.3	No
Low Income	Yes	96	No	87.8	Yes	2.0	Yes	72.4	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	Yes	96	No	85.6	Yes	4.9	Yes	66.2	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	95.1	Yes	0.3	Yes	85.6	Yes
MATHEMATICS	Met Target	Actual	Met Target (92.2)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes	99	No	82.2	No	-3.2	Yes	80.4	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	No	94	No	60.7	No	5.6	Yes	63.3	No
Low Income	Yes	97	No	77.5	No	2.0	Yes	72.4	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	Yes	99	No	71.8	No	3.1	Yes	66.2	No
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	No	85.1	No	-4.9	Yes	85.6	No

Adequate Yearly Progress History														NCLB Accountability Status
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Corrective Action - Subgroups
	All Subgroups	-	-	-	Yes	Yes	Yes	No	Yes	No	No	No	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Corrective Action - Subgroups
	All Subgroups	-	-	-	Yes	Yes	Yes	No	Yes	No	No	No	No	

**Methuen High School
2011 AYP Data**

Student Group	ENGLISH LANGUAGE ARTS																
	2011				2011 Data								Graduation Rate (D)				AYP 2011
	Participation (A)				Performance (B)			Improvement (C)									
Enrolled	Assessed	%	Met Target (95%)	N	CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4 yr.)	Change (4 yr.)	2009 (5 yr.)	Met Target			
Aggregate	433	426	98	Yes	415	92.7	No	91.8	2.1	91.8-96.4	Yes	80.4	2.4	80.8	Yes	Yes	
Lim. English Prof.	19	18	-	-	17	-	-	-	-	-	-	-	-	-	-	-	
Special Education	52	48	92	No	48	79.7	No	76.3	5.9	77.7-86.7	Yes	63.3	12.5	54.2	Yes	No	
Low Income	138	133	96	Yes	131	87.8	No	85.8	3.6	86.9-91.9	Yes	72.4	6.4	69.6	Yes	Yes	
Afr. Amer./Black	12	12	-	-	12	-	-	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	113	108	96	Yes	101	85.6	No	80.7	4.8	83.0-88.0	Yes	66.2	4.0	65.5	Yes	Yes	
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	289	287	99	Yes	283	95.1	Yes	94.8	1.3	94.8-98.6	Yes	85.6	3.2	84.7	Yes	Yes	

Student Group	MATHEMATICS																
	2011				2011 Data								Graduation Rate (D)				AYP 2011
	Participation (A)				Performance (B)			Improvement (C)									
Enrolled	Assessed	%	Met Target (95%)	N	CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4 yr.)	Change (4 yr.)	2009 (5 yr.)	Met Target			
Aggregate	429	425	99	Yes	414	82.2	No	85.4	3.7	86.6-91.6	No	80.4	2.4	80.8	Yes	No	
Lim. English Prof.	19	19	-	-	17	-	-	-	-	-	-	-	-	-	-	-	
Special Education	52	49	94	No	49	60.7	No	55.1	11.2	61.8-70.8	No	63.3	12.5	54.2	Yes	No	
Low Income	137	133	97	Yes	131	77.5	No	75.5	6.1	79.1-84.1	No	72.4	6.4	69.6	Yes	No	
Afr. Amer./Black	12	12	-	-	12	-	-	-	-	-	-	-	-	-	-	-	
Asian or Pacif. Isl.	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	112	111	99	Yes	103	71.8	No	68.7	7.8	74.0-79.0	No	66.2	4.0	65.5	Yes	No	
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	286	283	99	Yes	280	85.1	No	90.0	2.5	90.0-95.0	No	85.6	3.2	84.7	Yes	No	

2011 MCAS Score Distributions
All Assessed Students—Percentage in Each Proficiency Level

	ENGLISH LANGUAGE ARTS Needs				<i># Students</i>
	Warning	Improvement	Proficient	Advanced	
ALL STUDENTS					
Grade 10	5	18	62	16	415
DISABLED STUDENTS					
Grade 10	27	46	27	0	48
LIMITED AND FORMERLY LIMITED ENGLISH PROFICIENT STUDENTS					
Grade 10	29	29	41	0	17
LOW-INCOME STUDENTS					
Grade 10	11	25	56	8	131
HISPANIC/LATINO STUDENTS					
Grade 10	12	30	54	4	101

	MATHEMATICS Needs				<i># Students</i>
	Warning	Improvement	Proficient	Advanced	
ALL STUDENTS					
Grade 10	14	26	29	31	414
DISABLED STUDENTS					
Grade 10	57	31	10	2	49
LIMITED AND FORMERLY LIMITED ENGLISH PROFICIENT STUDENTS					
Grade 10	47	35	6	12	17
LOW-INCOME STUDENTS					
Grade 10	21	30	29	20	131
HISPANIC/LATINO STUDENTS					
Grade 10	24	36	27	13	103

2011 Student Growth Percentiles—Aggregate and Subgroups

English Language Arts Grade 10

Median Student Growth Percentiles

MHS Aggregate	40.0
State Aggregate	50.0
MHS SPED	52.0
State SPED	43.0
MHS F/LEP	***
State F/LEP	56.0
MHS Low Income	43.0
State Low Income	46.0
MHS Not Low Income	40.0
State Not Low Income	52.0
MHS Hispanic/Latino	44.5
State Hispanic/Latino	45.0
MHS White	39.0
State White	50.0

Mathematics

Grade 10

Median Student Growth Percentiles

MHS Aggregate	38.5
State Aggregate	50.0
MHS SPED	38.0
State SPED	46.0
MHS F/LEP	***
State F/LEP	59.0
MHS Low Income	44.0
State Low Income	48.0
MHS Not Low Income	38.0
State Not Low Income	51.0
MHS Hispanic/Latino	45.5
State Hispanic/Latino	48.0
MHS White	35.0
State White	50.0

Each child who participated in the MCAS ELA or Mathematics tests in Grade 10 in 2011 and who also took the Grade 8 MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP tells how a child's progress compares to the progress of other students in the state with similar MCAS score histories. Growth percentile scores range from 1 to 99. An SGP of 40, for example, means the student's progress is higher than the growth of 40 percent and lower than the growth of 60 percent of the students in the state with similar prior test scores.

High Growth	61st to 99th percentile
Moderate Growth	40th to 60th percentile
Low Growth	1st to 39th percentile

Participants Involved in Preparation of School Improvement Plan

James Giuca – Principal
Debra Thomas – Grade 7-12 Mathematics Coordinator
Ann Marie Krusell – Grade 7-12 English Coordinator
Joseph Harb - Grade 7-12 Science Coordinator

Math Teachers:

Jason Symmes
Patricia Wentworth

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Social Studies Teachers:

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Specialists:

Johanna Fawcett – *ELL Teacher*
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John Puffer – *Special Education Teacher*
Kevin Geary- *Special Education Teacher*