

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MA1

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Mrs. Naia Wilson

Official School Name: New Mission High School

School Mailing Address: 655 Metropolitan Avenue
Hyde Park, MA 02136-3650

County: Suffolk State School Code Number*: 00350542

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Carol Johnson Superintendent e-mail: cjohnson@boston.k12.ma.us

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Michael O'Neill

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

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 80 Elementary schools (includes K-8)
10 Middle/Junior high schools
31 High schools
7 K-12 schools
128 Total schools in district
2. District per-pupil expenditure: 7374

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	37	46	83
10	34	24	58
11	27	33	60
12	38	36	74
Total in Applying School:			275

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
62 % Black or African American
31 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
4 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 8%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	17
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1, 2011	258
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 6%
 Total number of ELL students in the school: 16
 Number of non-English languages represented: 8
 Specify non-English languages:

Spanish, Haitian Creole, Somali, Cape Verdean, Arabic, Mandingo, Portuguese, Urdu.

9. Percent of students eligible for free/reduced-priced meals: 100%

Total number of students who qualify: 275

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Effective September 2012 all students qualify for free and reduced lunch due to the high percentage of low income families at New Mission High School. All students are given free breakfast and lunch. Students continue to complete lunch applications for the purposes of Title 1 funding (eligible for free or reduced lunch = 78%).

10. Percent of students receiving special education services: 14%

Total number of students served: 38

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>38</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>0</u>
Total number	<u>29</u>	<u>3</u>

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

14:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	91%	92%	92%	92%	92%
High school graduation rate	91%	88%	88%	85%	85%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>60</u>
Enrolled in a 4-year college or university	<u>67%</u>
Enrolled in a community college	<u>26%</u>
Enrolled in vocational training	<u>2%</u>
Found employment	<u>2%</u>
Military service	<u>0%</u>
Other	<u>3%</u>
Total	<u>100%</u>

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

New Mission High School is one of nine “pilot” high schools within the Boston Public School system. Founded in 1998, the school was explicitly created as a model of educational innovation and to serve as a research and development site for effective urban public schools. The school recently moved to its current location in the Hyde Park section of Boston. New Mission was named after both its original location in the Mission Hill area in Roxbury and its purpose of “doing things differently.”

New Mission services 263 students from across the City of Boston. The school’s student and faculty population is diverse, representing over 10 different ethnicities and cultures. Ninety six percent of the students at New Mission are students of color. Thirty-one percent are classified as either Limited English Proficient or First Language not English, and eighty-two percent are considered High Needs. The New Mission High School community strives to “level the playing field” for students of color by providing both a rigorous and supportive environment for its students to learn and develop. All students are expected to participate in at least one honors level class prior to graduation as well as apply for a minimum of five colleges.

In 2006, the New Mission school community shifted its mission to ensure that college preparation and social justice was clear in its articulation of purpose.

Our Mission

New Mission High School empowers all students to become self-directed, lifelong learners who do well in the world and do well for the world. In our inclusive, portfolio-based school, our students develop their passion, commitment to learning, habits of mind, and essential skills. Our students will become college graduates who work to create positive change and a more democratic and just society.

New Mission High School recently won the prestigious 7th annual \$100,000 Thomas W. Payzant School on the Move Prize sponsored by Edvestors. From 2007 to 2011, our improvement was more than 40% faster than the district averages in English language arts and three times the district average improvement in math compared to all district high schools in the Boston Public Schools (BPS).

In 2011, New Mission was named by Governor Deval Patrick, one of 26 Title 1 Commendation Schools across the state of Massachusetts for narrowing proficiency gaps as evidenced by the Massachusetts Comprehensive Assessment System, MCAS. As a result, we were awarded funding to disseminate our effective practices to schools within our region.

New Mission High School has created a strong school community and high expectations culture where rigorous coursework is paired with targeted supports for students. Graduation Requirements are aligned to the Common Core:

- 4 years of English;
- 4 years of Math (minimum of pre-calculus);
- 4 years of History;
- 3 years of Science (3 lab sciences);
- 2 years of Spanish;

- 1 course in Health;
- 1 course of Senior Research Seminar/Senior Defense;
- 1 course of Computer Literacy;
- Physical Education;
- 100 hours of community service – Senior Internship;
- Portfolio – all years;
- 4 years of Advisory (College Access Curriculum, Community Service); and
- Passing MCAS (ELA, Math, Science).

All students are also required to complete bi annual Portfolio Presentations, health, computer literacy, and physical education. Because we strive for every student to complete at least one honors course prior to graduation, many of our students complete 5 sciences, history, and math courses through our Advanced Placement offerings. New Mission's signature course, Senior Seminar, affords our students the supports necessary to navigate the college process as well as critical community service experience in a field of their choice. A final 20 page research paper is required at student's final Portfolio Presentation ("The Defense"). Our partnerships with local artists allow us to offer an array of electives.

New Mission High School has exceeded the Boston Public School's 2014 Acceleration Agenda goal of a graduation rate of at least 80%, exhibiting the most impressive gains for the district by increasing our four-year graduation rate more than 33 points since 2006. In 2012, 90.8% of New Mission High students graduated in four years, compared to just 57.6% six years ago.

New Mission High School is a strong competitor both in the classroom and on the court. We are well known for our championship sports teams. Over the past 6 years we have held three state titles in basketball, as well as, numerous city championship titles in basketball and track and field. We also take pride in our award winning Urban Debate Team, which has qualified students for the National Forensic Competition.

Teachers at New Mission engage in extensive peer learning and professional development opportunities to advance student learning. Our distributed leadership model is grounded in shared accountability between administrators and teachers toward a goal of instructional excellence and increased student achievement. Existent in our school structure are intentional systems to use data to drive decisions about curriculum, instruction and student supports. Teachers possess an “All Hands on Deck” mentality and take a student-centered approach that balances high academic expectations with integrated academic and developmental supports targeted to student needs.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Massachusetts Comprehensive Assessment System (MCAS) is the Commonwealth of Massachusetts' standards-based student assessment program.

MCAS has three primary purposes: (1) to inform and improve curriculum and instruction; (2) to evaluate student, school, and district performance according to the Massachusetts curriculum framework content standards and MCAS performance standards; and (3) to determine whether a student has met the state's Competency Determination (whether a student is eligible for a high school diploma).

All students who are enrolled in the tested grades (3-8, 10) and who are educated at public expense are required by state and federal law to participate in MCAS testing.

Student results on the MCAS, tests are reported according to four performance levels: *Warning(3-8)/Failing(high school)*, *Needs Improvement*, *Proficient*, and *Advanced*. High school students must achieve a score of Needs Improvement in Math, English Language Arts and Science in order to graduate from high school with a diploma. Students may take one of four high school Science Technology Engineering (STE) tests offered in Biology, Chemistry, Introductory Physics, and Technology/Engineering in grade 9 or grade 10. Retest exams are offered in math and ELA twice per year and once per year in Biology.

Students with significant cognitive disabilities who are unable to take the standard MCAS tests, even with accommodations, are required to participate in the MCAS Alternate Assessment (MCAS-Alt).

Between 2008 and 2012 New Mission students improved English scores on the MCAS 40 percent faster than the district average and math scores three times as quickly as the district average.

Composite Performance Index, CPI

An analysis of CPI from 2008-2012 for New Mission indicates an increase of over 11 points in ELA and over 21 points in Mathematics. New Mission CPI scores have consistently improved during this period and surpassed the state in both subject areas since 2010. 2012 CPI data reveals that New Mission is performing above the state by 9 points in ELA and over 18 points in mathematics (NMHS ELA CPI₂₀₁₂ = 95.70 vs. MASS ELA CPI₂₀₁₂ = 86.70 NMHS MATH CPI₂₀₁₂ = 98.10 vs. MASS MATH CPI₂₀₁₂ = 79.90).

Percentage of Students Scoring Proficient or Higher

Between 2008-2012 New Mission's percentage of students scoring Proficient or Advanced has had a steady increase of over 29 percentage points in ELA and 40 percentage points in Math (with the exception of Math in 2009 when our percentage decreased by 2%, we attribute the small decrease to an increase in enrollment of students who did not participate in our programming in grade 9). In 2010 we began to surpass the state in both subject areas. Currently we are 16 percentage points above the state in ELA and 35 percentage points above the state in mathematics (NMHS ELA A/P₂₀₁₂ = 85% vs. MASS ELA A/P₂₀₁₂ = 69% NMHS A/P₂₀₁₂ = 94% vs. MASS MATH A/P₂₀₁₂ = 59%).

Student Growth Percentiles, SGP

Between 2009 and 2012 New Mission achieved good growth in English meeting or exceeding the district average and surpassing the state in 2009 and 2010. We attribute this growth to the ELA team's vertical alignment to AP. The team ensured appropriate skill development in each grade level leading to AP Language and Composition in grade 11.

In 2012, New Mission's math SGP was 84%. This significant growth is 37.5 % positive change from 2009 to 2012. This was the highest SGP in the Boston Public Schools and 34% points higher than the state. We attribute this to our Math Accelerated Pathways. Over 50% of our grade 10 students are on track for AP Calculus because they take three honors level math courses (Algebra 1, Geometry, and Advanced Algebra) prior to taking the MCAS exam in grade 10. They are doing this by choice and by forfeiting an elective course. 67% of our incoming freshman in the fall of 2011 participated in this accelerated math program.

Closing Achievement Gaps

Hispanic Students

New Mission has successfully closed the Hispanic–white achievement gap for ELA and Math. In 2012 New Mission's Hispanic students outperformed their statewide white counterparts in both ELA and Mathematics. This is evidenced by their CPI scores (NMHS Hispanic ELA $CPI_{2012} = 97.9$ vs. MASS WHITE ELA $CPI_{2012} = 97.7$, NMHS Hispanic MATH $CPI_{2012} = 97.9$ vs. MASS WHITE MATH $CPI_{2012} = 93.2$).

African American Students

New Mission has successfully closed the African American–white achievement gap for Math and come close in ELA. In 2012 New Mission's African-American students outperformed their statewide white counterparts Mathematics. This is evidenced by their CPI scores. NMHS African American ELA $CPI_{2012} = 94.6$ vs. MASS WHITE ELA $CPI_{2012} = 97.7$ NMHS African American MATH $CPI_{2012} = 98.6$ vs. MASS WHITE MATH $CPI_{2012} = 93.2$). We have determined that in order to close the ELA achievement gap our African American students need deliberate instruction in writing. As a result, we have adopted a whole school initiative to address this need. *See next section.*

2. Using Assessment Results:

We believe that critical to our success is a commitment to teacher development. We focus on teaching quality and provide opportunities for staff to analyze and use data in a way that leads to instructional or curricular changes designed to improve outcomes for students. Teachers are flexible and willing to adjust to student needs through continual analysis of student work and assessment data. We have a strong culture of continually improving skills and processes to bring more clarity and consistency to how data is used to make decisions. New Mission utilizes a variety of data including formative assessments, MCAS, PSAT, SAT, AP exam data to plan instruction and school programming.

Teachers are familiar with sharing and using data to make instructional decisions. We utilize a 4-step Cycle of Inquiry in Weekly Content Team Meetings, co-facilitated by both a teacher leader and administrator. The Student Support Team, Special Education Team, and Grade Level Team all follow this process for problem solving.

Assess Effect: Careful Use of Data at Every Phase

The Inquiry approach to solving complex problems begins with data: Where are students now, and where do they need to be? Does student data indicate that our efforts have had the desired results? What does data suggest is the specific problem we need to address next? This data analysis will determine key practices that have proven to be best practices for the target group to grow and develop academically. A specific learning goal based on the Whole School and District goals is developed.

Hypothesize: Small Changes Achieve Big Results

Based on this analysis, each team then tackles that specific learning goal with a series of small changes to classroom and school practices. We understand that there are no quick fixes for students who are struggling. Each team will identify what strategic and deliberate changes will yield the greatest improvement.

Define Success

The next step in the cycle requires that teachers drill down and determine how they will assess whether the indicated change has actually made a difference for students. They will need to answer the question, what will be the evidence that this change has yielded.

desired results? The answer to this question will be specific (e.g., 80% accuracy on formative assessment, students are maintaining a C+ or better each quarter, results of a Learning Walk demonstrate 85% implementation of a specific instructional strategy).

Plan & Act

During this phase of the inquiry cycle teams clarify who will do what when and how it will be done with a specific goal in mind.

One example of this process in action is New Mission's changes to our school-wide authentic assessments based on student portfolios presentations. With the need to implement common core, teachers ensured that there was clear alignment of rubrics and standards for performance based in both skills and content knowledge. Determining how to analyze this rich information has been a challenge, but teachers see the value in exploring alternative ways to evaluate students' work and academic growth. Teachers have found portfolios presentations particularly helpful in assessing special education students and improving strategies to support these students.

Another example is the schools decision to focus on writing. After a thorough review of MCAS data, teachers found that students' average writing was not high enough for students to reach Advanced scores on MCAS. They also determined that students struggled with writing on the SAT and AP exams as well.

The following Smartgoals were developed by the ELA team:

ELA SMART GOAL: Based on the fact that New Mission students score lowest on the writing portion of the ELA MCAS and AP exams, our goal is for 80% of all students in grades 9 and 10 to receive a minimum of a 7 on the mock MCAS writing prompt and a minimum of a 6 on the mock AP writing prompt by April 2013.

Teachers spend a considerable amount of time and energy to ensure that their curriculum and instruction for writing was vertically aligned across the grade levels and that scoring rubrics were consistent and aligned to grade-level standards and expectations. Determining how to better align instruction to build the

right foundation for successful grade-to-grade progression is an ongoing process at New Mission. Integration of writing across all disciplines was implemented.

Another example of data driven decision-making which resulted in programmatic shifts was the student Support Team's utilization of a Universal Screening Tool. This tool screens students for social emotion concerns. This data revealed a need for whole school culture changes including anti-bullying programs, conflict resolution, small group counseling to address the needs of girls, African American males, and students who have lost parents.

Another example is the use of regular grade data from our Online Grade Book, Aspen. Grade Level teams determined which students were not making sufficient progress and provided students with scheduling and class-based instruction interventions to improve academic performance. As a result, New Mission adopted several interventions built into student schedules including one-on-one tutoring, small group concentrated discipline specific support, and in some cases an in-class tutor has been assigned.

All interventions are shared with families regularly through our weekly Grade Level Team meetings and bi annual Portfolio Review Process. Each teacher utilizes a School-to-Home newsletter to inform parents of decisions that are made to their individual class. Parents are invited to the Weekly Grade Level Team meetings if shifts are being made for their child to ensure that the parent voice is heard and that they are part of the process of decision making. By focusing on both academic and non-academic indicators of student progress, New Mission can better ensure that its academic support programs are responsive to students' unique needs.

3. Sharing Lessons Learned:

New Mission teachers and administrators share their practice by working in a variety of teams and networks across the city of Boston in order to build and sustain a professional collaborative culture and to learn innovative strategies for success. Descriptions of such networks are described below.

Pilot School Leadership Network

The Pilot Schools Network member engages in leadership development for governing boards, administrators, staff, students, and families, with a focus on creating democratic and shared decision-making governance models;

Principal Residency Network, PRN

For the past three years, the headmaster mentors one New Mission teacher in preparing to lead in an autonomous school through the Greater Boston Principal Residency Network (PRN). PRN is an apprenticeship-based program developed by the Center for Collaborative Education and Northeastern University. Through the program, participants, also known as "aspiring principals," complete projects and handle challenges that they will encounter as principals. After completion of the program, teachers gain principal certification and continue to lead at New Mission for a minimum of three year.

Academic Achievement Framework, AAF, teams

New Mission is a member of the cohort of BPS schools who meet to share strategies to address student's socio-emotional behavior. Each member school uses a data driven problem solving approach for developing systematic, tiered supports for social, emotional, and behavioral skills The cycle uses universal screening and diagnostic data to begin the stages of inquiry.

Charter School-Public School-Parochial School Compact

Funded by the Bill & Melinda Gates Foundation, its purpose is to foster collaboration among the city's school system, charter schools, and parochial schools and to bolster the quality of education for all the city's students, regardless of what kind of school they attend. Together New Mission High School, City on a Hill Charter School, and Cathedral High School focuses specifically on sharing strategies and training teachers on instructional techniques for students who have special needs.

Governor Deval Patrick - Commendation Dissemination Grant (2011-2012)

In 2011, New Mission was recognized as a "Commendation" schools for our success in narrowing proficiency gaps. The award included a Dissemination Grant to allow us to share a best practice throughout our district. New Mission chose to develop a video on our work in developing a collaborative and professional learning community through our Peer Instructional Feedback.

MIMSI (2011-2012)

Massachusetts Math and Science Initiative, MIMSI, provides New Mission staff and students intensive support to expand and improve Advanced Placement courses. MIMSI offers AP and Pre-AP teachers in the cohort professional development and students specialized AP workshops.

AT&T Drop- Out Prevention

New Mission participated in a cohort of 5 Boston Public Schools for a three - year grant (2008-2011) to study strategies in support of Drop Out Prevention. The grant focuses on training teachers in analyzing grade 9 student data in an effort to provide proactive interventions for students.

Boston Plan for Excellence – Accelerating Improvement through Inquiry, AI2 Initiative (2010-2011)

New Mission was selected to be part of the AI2 program. This program offered our English and Math teachers with training in the Cycle of Inquiry. It also provided the headmaster with coaching in developing The focus of the grant was to ensure that students who were performing at a Needs Improvement level would receive specific content intervention to increase their performance to Proficiency on the 2010 MCAS exams.

Instructional Rounds

Staff and administrators from New Mission High School, Excel High School, and the Kennedy School of Health Professions participate in Instructional Rounds.

Instructional Rounds offer an opportunity for teachers, students, parents, and administrators to get out of their routines and looking deeply at the practices of teaching and learning in a different context and through a different lens than they experience during the day-to-day.

New Mission teacher leaders and administration also participate in the following monthly district meetings:

- Superintendent's Meetings,
- High School Collaborative Meetings – Professional development sub-committee, and
- Headmasters Association Meetings.

4. Engaging Families and Communities:

New Mission is fortunate to have a Family and Community Outreach Coordinator, FCOC, who provides ongoing information about and access to the school's programming. Monthly Parent Council Meetings and Governing Board Meetings allow for families to voice their opinions and provide input to the full development and running of the school.

Key Events include:

- Summer – New Families Orientation;
- Fall – Whole School Open House – Headmaster Presentation on the State of the School;
- Fall - Grade 11 and 12 Families – Financial Aid Night; and
- Spring - AP Night.

Mid Year & End of Year Portfolio Presentations: New Mission high school is a portfolio-based school where students develop their passions, commitment to learning, habits of mind, and essential skills. The portfolio review is a meeting occurring twice a year between the student his or her advisor and parent or guardian. Students thoroughly answer an essential question for each core content area (for example: How achievable is the American dream? How can we use known information to determine unknown information in Geometry?) In portfolio reviews, the students are given the opportunity to articulate learning and to demonstrate his or her abilities as a learner and as a presenter.

Weekly Grade Level team Meetings: Families are invited to attend at any time throughout the school year to ensure they have ample information about their child's progress.

Communications are sent out regularly throughout the school year via the Weekly Electronic Family Bulletin, Electronic phone calls, and mailings.

Aspen Online Grade System allows teachers to post their grade books online and update grades on a regular basis. Parents and students may check grades as often as they like allowing families to keep updated on their child's progress. Because Aspen is web based, families can access the system from any computer with internet access.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Graduation Requirements include:

- 4 years of English;
- 4 years of Math (minimum of pre-calculus);
- 4 years of History;
- 3 years of Science (3 lab sciences);
- 2 years of Spanish;
- 1 course in Health;
- 1 course of Senior Research Seminar/Senior Defense;
- 1 course of Computer Literacy;
- 1 course of Physical Education;
- 100 hours of community service – Senior Internship;
- Portfolio – all years;
- 4 years of Advisory (College Access Curriculum, Community Service); and
- Passing MCAS (ELA, Math, Science).

Evidence Based Argumentation (EBA)

From an academic, and whole child development point of view, motivation and achievement are intricately linked through the EBA process. It goes without saying that the specific skills of writing, reading, listening, and respecting the opinions of others are essential lifelong skills that can only contribute to the lifelong learning process of our students. Incorporating EBA into our curriculum as an exemplar of student-centered learning provides opportunities for both students and teacher. The process of inquiry and interactivity amongst students provides a replicable template for how to achieve and develop academic success. All students have equal access to effective instruction that consists of high quality teaching and student-centered supported by research. Our findings indicate that students are able to increase their achievement when their experiences within and across grades connect and build upon one another. Students are motivated and feel competent when they understand that what they are learning in one classroom relates across content. This promotes a sense of mastery and motivation when presented alongside new materials. Using a workshop model insures that structured instructional time is maximized and that the learning expectations create a supportive classroom environment.

AVID

In addition, last year we implemented school-wide Advancement via Individual Determination (AVID) strategies. Teachers adhere to a framework that emphasizes time on word knowledge, fluency, writing, and comprehension as critical to developing reading skills. Across grades, assignments are organized

horizontally, helping students to see how different content areas are connected, and allowing them to use skills from each content area multiple times, reinforcing the importance of the skills and offering the students opportunity for additional practice. Assignments are also aligned vertically, so that teachers build on prior work to move students to more complex intellectual challenges.

Every classroom utilizes Socratic Seminar, another AVID strategy, as a means of accessing the content at a higher level. AVID aligns seamlessly with EBA. Discussion is essential to both frameworks facilitate differentiate instruction. The inquiry process allows students to draw conclusions collaboratively. Both frameworks provide content at an appropriate reading level, allowing students to grasp the important concepts and ideas but more so the imbedded nuance of presented arguments. Throughout the year student are then systematically introduced to more complex text that they can now access. Most important is that within both frameworks discussion permits students with varying reading ability to express their understanding verbally, and to have their peers support, refute, or qualify the key concepts of what they themselves understand. As students connect and make meaning with the content, it is important the espouse value of questioning. Costa's Level of Questioning is incorporated across content to help develop the higher order thinking skills of analysis, synthesis, and evaluation.

Many students struggle to organize their notes effectively, making review for assessments much more difficult. In order to systematically scaffold students' ability to record new information, AVID includes the Cornell Notes strategy for note-taking. This strategy creates a mechanism for both addressing immediate issues and instituting meaningful, long-lasting change. Students are taught to record key information, summarize, and write analysis or clarification questions. NMHS has agreed that Cornell Notes will be used in each classroom, and that students will be required to reference their notes for exams. The substantial impact on the overall student success is that students must become accountability for their learning and cognitive of the demands of classroom rigor. NMHS understands that the complexity of the task facing teachers makes it paramount that rigorous and structured approaches to instruction result in positive achievement for all students. Therefore, adequate planning time is allocated weekly both within and across grades to collaborate, examine student's work and progress, and discuss practices.

Senior Seminar

NMHS has created a Senior Seminar course that helps to ensure seniors receive one on one attention with the college application and acceptance process. Students also receive financial aid counseling through the Access Program. NMHS ensures that students have the opportunity to experience the world around them by participation in the Senior Seminar Senior Internship Program. With the support of the Private Industry Council, our students participate in a three -week internship program in the fourth quarter of their senior year. Currently, New Mission students work in over 50 sites across the city of Boston. Each student has a choice of the field of interest. We ensure that students get a clear understanding of the social implication that the site effects. Students are asked to write about their experience and how it relates to their future plans.

Portfolios

New Mission high school is a portfolio-based school where students develop their passions, commitment to learning, habits of mind, and essential skills. The portfolio review is a meeting occurring twice a year between the student his or her advisor and parent or guardian. The student comprehensively reviews what he/she learned over the past semester and reflects on his or her performance with the use of artifacts completed over the course of the term. In portfolio reviews, the students are given the opportunity to articulate learning in each content class and to demonstrate his or her abilities as a learner and as a presenter.

Students thoroughly answer an essential question for each core content area (for example: How achievable is the American dream? How can we use known information to determine unknown information in Geometry? What is the 'literary canon,' and why does it include certain works?). Students

must answer the question as it relates to key learning standards from the core content area. They also must show work as evidence of learning, including tests, essays, quizzes, audio-visual presentations, or other major assignments.

Students are using their own data, in the form of their assignments, to analyze and reflect on how well they have understood the content. During the portfolios, students explain to their parents and advisor what they have learned and what they would like to improve on for next semester. Their own works serves as evidence to inform their own learning. New Mission High School empowers students to be independent thinkers by looking at their own data. Self-directed reflection promotes higher academic achievement. Through this portfolio process, teachers are able to see changes in students based on their presentations during portfolio reviews.

Through the process of portfolio review, it is required that a parent/guardian attend a one-hour portfolio presentation conducted by their child. Parents are encouraged to ask questions and evaluate the student's presentation. The parent partnership in the portfolio process provides an opportunity for parents to engage in their child's education. Parents work with the teacher and the student to develop a plan to foster academic success. Each conversation focuses on the individual student's goals so that every student is learning at his or her highest potential.

Arts Curriculum

New Mission High School believes that the arts can and should play a powerful role in the life of our students. We offer a variety of Arts opportunities including music, dance, theater, visual arts, and more – during and after the school day and on Saturdays. These courses are offered by Boston's rich and diverse arts, cultural and higher education institutions funded by the Boston Public Schools Arts Expansion Initiative and individual institution civic contributions. For the past several years, New Mission students have participated in consistent elective offerings ranging from three days per week for one hour to one day per week for one hour to meet its Arts Graduation Requirement.

In addition to our in school offerings, we offer our students the opportunity to take college arts courses at Roxbury Community College and Massachusetts College of Art and Design afterschool, in the summer, and on the weekends. Dual enrollment allows high school students to take credit-bearing classes. Credit is accepted both by our school towards graduation requirements, as well as by the college.

Course Offerings:

- Afro Caribbean Dance
- Step Team
- Music lessons (variety of instruments)
- Dance (includes ballet, Hip-Hop, African dance, and tap)
- Graphic Design
- Cartoon Drawing

These courses are offered via the following partners:

- Stajez Dance Company
- Jorge Arce

- Hakim Raquib Studios
- Sociedad Latina
- Massachusetts College of Art and Design (dual enrollment)
- Roxbury Community College (dual enrollment)

2. Reading/English:

English Language Arts Program of Studies

The English curriculum at New Mission High School is designed to hone and enhance the various reading strategies that students have practiced over the years in reading workshops throughout middle school and then gradually builds to include more complex reading instruction necessary to read and analyze college-level, complex text used in our Advance Placement Language and Literature courses. Students must create Cornell Notes for each piece of reading in order to frequently practice using foundational reading strategies, such as determining important information for character analysis, summarizing, questioning, making connections, and discovering author's purpose. This is a useful tool for students who are reading below grade level because teachers can modify the notes so that students are practicing one or two strategies at a time and the summaries offer a quick assessment of comprehension. Our struggling readers may also take an additional reading course with a special educator who is trained in various reading interventions including the Wilson Reading System that focuses on phonemic awareness and decoding.

Students practice close-reading strategies where they are asked to make more complex inferences and connect to literary elements such as allegory, allusions, and irony. As students move up to the eleventh grade, the curriculum includes more rhetorical analysis of non-fiction prose and students are asked to analyze the rhetorical modes of narration, exposition, and argumentation.

This course sequence is a four-year English Language Arts program ensuring all students are prepared to matriculate at most colleges and universities. Course offerings include College English 9 -12 or Honors College English 9 -12. In grades 11 and 12 students have the opportunity to participate in AP Language and Composition and AP literature respectively.

Differentiating instruction to match the individual differences of all New Mission students is a key instructional and curricular priority. We aspire to ensure that advanced students performing above grade level do not risk receiving less instructional attention. Students who are at this level are challenged in our Honors and Advanced Placement courses. In addition, New Mission's personalized approach to instruction allows students the option of taking above grade level courses, which supports their continued development of advanced proficiencies. Through our dual enrollment partnerships, New Mission's above level students also have the option of taking college level English courses at several local colleges and universities including Roxbury Community College, Benjamin Franklin Institute and Wentworth Institute.

Appropriate provisions to accommodate the needs of below level students ensure success in English Language Arts. The following interventions are offered.

All Hands on Deck Support – small group support, built into your schedule for a targeted amount of time.

Homework Academy – afterschool support with your teacher

Academic Seminar – small group instruction for students with disabilities, focus is on foundational literacy skills.

Saturday School – Credit bearing blended coursework

Reading Intervention is offered to students in a separate elective block for students who are performing significantly below reading level. A certified reading specialist trained in Wilson Reading strategies is on staff.

3. Mathematics:

Mathematics Program of Studies

New Mission offers math courses designed to help students develop skills in a number of areas in mathematics. The program attempts to achieve the interplay of algebra, data representation, functions, geometry, and measurement, number systems and problem solving. The course sequences consider the areas of algebra, geometry, trigonometry, analysis and calculus. All math teachers utilize similar methodologies in each course. The framework for all course instruction is the Workshop Model of Instruction. The instructional components (Warm Up, Mini Lesson, Independent Practice, Share) establish the rituals and routines for seamless classroom instruction. Embedded in this model is a student-centered approach to teaching,

This course sequence is a four-year math program ensuring all students are prepared to matriculate at most colleges and universities. As such, students are required to complete four years of mathematics with a minimum of Pre-Calculus senior year. Because we believe that all students can achieve high level math mastery, we provide multiple entry points for students to enter into honors level coursework. We encourage students and families to advocate for themselves. We believe in an open honors environment – if you are willing to put in the effort, we know it can yield positive results.

Grade 9, “Foundations” students have a choice of College Preparatory Algebra 1, Honors Algebra 1 or Honors Geometry.

Grade 10, “Inquiry” students have a choice of College Preparatory Geometry or Honors Geometry with an option for an additional elective of Honors Algebra 2 taken simultaneously. Students who take Geometry in grade 9 take Honors Advanced Algebra 2.

Grade 11, “Mid Level” students are offered College Preparatory or Honors Algebra 2 or College Preparatory or Honors Pre-calculus.

Grade 12 – “Grad” students are offered College Preparatory or Honors Pre-Calculus or AP Calculus AB. Students who are advanced beyond the scope of our curriculum offerings can participate in dual enrollment math courses at Wentworth Institute.

Technology is integrated in all courses. All teachers utilize Smart board Technology, graphing calculators, and web based instructional tools to ensure our students are acquiring critical 21st century skills necessary for success in college. SAT Integration – all courses through grade 11 integrate SAT - test preparation strategies, simulated questions, and formative assessments to improve SAT results for all students.

To ensure math success for all students, additional intervention is offered.

All Hands on Deck Math Support – small group support, built into your schedule for a targeted amount of time.

Homework Academy – afterschool support with your teacher

Academic Seminar – small group instruction for students with disabilities. Focus is on foundational skills.

Saturday School – Credit bearing blended coursework

4. Additional Curriculum Area:

Science Program of Studies

New Mission believes that all students need to achieve a high level of scientific literacy to enable them to succeed in post-secondary education. With preparation for post-secondary opportunities in mind, New Mission requires all students engage in regular laboratory and fieldwork experiences in science. All students are required to take a minimum of three lab sciences in order to graduate. Many students participate in four or five.

Grade 9 – Foundations

College Preparatory Biology or Honors Biology with an option for an Honors Physics elective

Grade 9 – Inquiry

College Preparatory Chemistry Or Honors Chemistry

Grade 11 – Mid Level

College Preparatory Physics Or AP Biology

Grade 12 – Grads

AP Environmental Science (optional)

In addition to discipline-specific concepts, students are also taught standards for Scientific Inquiry Skills in all science course curriculum. These standards describe the skills and knowledge scientists use to inquire about natural phenomena through experimentation, fieldwork, and through reading and critiquing published investigations in scientific journals. Students use scientific knowledge and skills together to develop conceptual understandings and abilities that lead to critical scientific literacy.

Students participate in laboratory experiences that are purposeful activities designed to develop student understanding of science concepts. Students are provided with experiences that allow them to raise questions, draw upon their prior knowledge, and build new understandings and skills. Students also communicate scientific ideas by presenting, reviewing, and critiquing scientific information or findings with others.

Engaging in science often involves the use of mathematics to analyze and support findings of investigations or the design process. New Mission math and science teachers worked collaboratively to ensure that the mathematical skills needed for science courses are acquired. The teams have identified and integrated commonly applied and specialized mathematical skills necessary for success in science. For example, students must know how to determine the correct number of significant figures, percent error from experimental and accepted values, Celsius scale, and the appropriate use of a variety of discipline specific metric units of measurement including but not limited to for mass (kg), length (m), time (s).

To ensure success in science for all students, additional intervention is offered.

All Hands on Deck Science Support – small group support, built into your schedule for a targeted amount of time.

Homework Academy – afterschool support with your teacher

Academic Seminar – small group instruction for students with disabilities. Focus is on foundational skills.

Saturday School – Credit bearing blended coursework

5. Instructional Methods:

Meeting the Needs of Diverse Learners

Like many schools in the BPS, New Mission attracts learners with diverse abilities, who have a variety of needs. NMHS has implemented several strategies to best challenge and support our entire learning community. Forty-five percent of our content teacher are dually certified in Special Education.

Inclusion

NMHS offers its students with special needs either inclusion or sub-separate classes at the 9th grade and 10th grade level. Because we believe in educating students in the least restrictive environment, each student's individual progress is monitored carefully to determine if the students need to remain in a smaller group, or can be moved into an inclusion class. Transition to a larger group can happen throughout the year, as is deemed appropriate. Of course, this decision is made based on input from teachers, families, and the student working together.

As students enter 11th and 12th grade, we emphasize that all students with an IEP should be in an inclusion classroom for their core content classes. This is vital in preparing students for the college experience, and students are taught about the rights they have according to their IEPs, and are guided to help them begin to advocate for themselves and enumerate their needs, strengths and struggles

In every grade level, core content teachers and special educators work together to differentiate the content for all learners. Students are able to access the content knowledge for each class at an appropriate reading level, a level that is challenging without being overly frustrating. We scaffold instruction through audio books, pre-highlighted and differentiated texts, graphic organizers, Cornell Notes and other methods specific to each class. Many teachers incorporate techniques into their lessons that allow visual, auditory and kinesthetic learners to have opportunities to learn in their preferred way, and teach students to help identify their strongest learning style.

Presently, our staff includes one teacher certified in reading (MGH/Wilson) who leads an academic seminar class devoted to helping students improve their reading skills. This class meets three times per week, and students are able to work using the Lexia computer program, the Edge grammar textbooks, and other various reading methods to improve their understanding of reading strategies. This course also includes regular testing of students' reading levels, to help teachers monitor their progress and adapt instruction accordingly.

Academic Seminar is another part of our curriculum that supports our special needs students. This class meets three times weekly, and serves as an additional support for students on IEPs, ELL learners and students who are struggling in their classes. These classes are taught by special education teachers who are ELL qualified. Academic Seminar teachers work with core content teachers to design lessons that supplement the work occurring in content classes, supporting students by reinforcing the skills currently

needed in each core content class. Students are also able to complete long-term projects and homework with the guidance of their Academic Seminar teachers.

Within the past two years, NMHS has made a new push to make sure that all of our students are supported in the transition from high school to post-secondary education. We have adapted our Senior Seminar classes to accommodate our students with IEP's. A partnership with the STRIVE programs at BPS and the Massachusetts Rehab Commission ensures that all students leave NMHS with the proper supports in place.

English Language Learners

New Mission uses a full inclusion model for its ELL students. Presently, we have 14 students who are ELLs and 9 students who have progressed through the ELL levels and are now considered to be FELPs (Former English Language Learners). Our ELL students English levels range from 3 through 5 (as of Spring 2012). These students are required to have ELL instruction from a licensed ESL teacher ranging from 1-2 hours per day (Level 3) to 2.5 hours weekly (Levels 4, 5). These students have additional instruction in small groups from our ELL certified instructors. Our 9 FELP students continue to have their academics monitored to ensure their success.

In the 2010-2011 school year, all teachers were required to become qualified in the ELL categories. NMHS offered category 2, 3, and 4 training, on-site, for our staff. At the end of the June 2011 90% of the staff completed all 4 categories. By September 2012, 100% staff will be qualified and 14% will be certified/licensed in ELL. English Language Development (ELD) meetings are held annually so that families of ELL students can see how their child is progressing in their English Language acquisition. The work conducted at each meeting helps to create family partnership complimenting the focus of learning for all. We have integrated this annual update with the end of the year Portfolio Reviews to allow a comprehensive conversation to take place with each student's family.

6. Professional Development:

Professional Teaching and Learning Environments

Instructional Rounds

For the past three years NMHS has instituted the instructional rounds model. Instructional rounds have become an integral part of the schools' ability to improve professional development, and curriculum mapping to include vertical and horizontal alignment within each department. NMHS relies on instructional rounds and understands that teachers are eager to learn from each other in order to improve their practice. As a standardized system that promotes teacher leadership and educational alignment NMHS has learned that this particular school-wide implementation creates professional learning communities. The instructional leadership team supports and monitors the schools' collective work and tracks consistent instructional methodology. Each academic year this measure guides the decisions about the types of support needed by teachers and students. Continual evaluation is linked directly to student achievement and performance indicators in honor classes, and on SAT's and Advance Placement exams. Creating strong professional learning community promotes effective school-wide instruction, teacher retention, and incremental year-over-year school organizational learning and improvement.

Successful systemic change of the instructional core is anchored by the seven principles of practice that guide instructional rounds. NMHS has examined the following variables within each content area: the instructional core, common definitions of rigor, formative assessments during the year, existing knowledge and skill set of students, the relationship between teacher and student, content as it helps determine instructional practice (i.e. the task), and time set aside for teacher collaboration. Our open door policy and best practice approach permits teachers and administrators from other schools to conduct

instructional rounds and provide feedback on the problem of practice and suggestions for next steps. In order to enhance our feedback to teachers we implemented a cycle of Peer Instructional Feedback in which teacher pairs offer direct feedback to each other on school-wide instructional strategies. Conducting instructional rounds to build common practice, as well as opportunity for leadership development within schools has a positive impact on the overall culture of learning, high expectations, and effectiveness .

Evidence Based Argumentation, EBA

Through the improvement of communications and academic cultural proficiency NMHS continues to take on new challenges while continually raising expectations. At NMHS students not only experience strong academic support to develop their skills, they also participate in programs that connects academics to their lives. The experiences help to teach students how to constructively participate in global communities. One primary performance outcome goal at NMHS is to incorporate partnership programs that support and engage the high-risk students that we serve. An example of success and partnering potential is with the Boston Debate League (BDL). During the 2010-2011 academic year, NMHS staff participated in the Evidence-Based Argumentation (EBA) Professional Development, volunteered numerous hours to prepare debaters, and helped to edit and revise the last edition of a BDL resource Teaching English Language Arts Using Evidence Based Argumentation. Training in formal argumentation offers a powerful means of engaging students in their own education and fosters critical thinking.

7. School Leadership:

Effective Distributive Leadership

A coherent alignment of professional development, teacher leadership, data analysis, curriculum, assessment, and instructional practices, helps to sustain a critical structural capacity for teaching and learning. Our 2009 reorganization incorporated teacher leaders and has enabled us to align and focus our curriculum, concentrating on supporting whole-school improvement. Importantly, all adults in the school community share responsibility for replicable classroom rigor. Essentially, a highly capable, distributed school leadership model has net favorable academic gains. A common theory of action among all the adults in the school is that all stakeholders must take personal responsibility for school achievement. All must seek to be reflective practitioners, continue collaborative efforts, and ensure equitable intervention, in order to sustain the improvement momentum that results in better outcomes for students.

In 2010, NMHS better understood that in order for teachers to lead their peers, expertise, specialized training, and explicit focus was required. Therefore, each year teachers interested in developing leadership skills are placed in a cohort with the Center for Collaborative Education's Principal Residency Network (PRN). The program, rooted in real world practices and problems, prepares future educational leaders using a competency-based approach

Role of the Headmaster

At New Mission the headmaster values the wisdom of others and cherishes it by distributing leadership. The headmaster is the educational leader who mobilizes the expertise, talent, and care of others. She symbolizes, supports, distributes, and coordinates the work of the teacher as instructional leader.

New Mission teachers engage in a wide range of leadership activities and structures, from leadership committees to discipline-based teams. Budget and staffing autonomy allows for the creation of new roles, such as team facilitators. In Pilot Schools the conditions exist to make such leadership a reality. New Mission staff are expected to:

- Choose and create curriculum and instructional practices that best meet the needs of their students. Pilot School teachers, while still accountable to state standards, have the autonomy to determine the best path to reach standards.
- Collaborate with colleagues to assess student learning and improve curriculum and instruction. Autonomy over schedule allows sufficient time for professional collaboration.
- Take on a variety of leadership roles on committees, teams, and in the wider Pilot Schools Network to support the continuous improvement of teaching and learning and sharing of best practices.

New Mission teacher leadership roles and responsibilities:

Director of Curriculum and Programming – For the past three years, the headmaster mentors one New Mission teacher in preparing to lead in an autonomous school through the Greater Boston Principal Residency Network (PRN). PRN is an apprenticeship-based program developed by the Center for Collaborative Education and Northeastern University. Through the program, participants, also known as “aspiring principals,” complete projects and handle challenges that they will encounter as principals. After completion of the program, teachers gain principal certification and continue to lead at New Mission for a minimum of three year. (2)

Grade Level Team Facilitators – each grade level team has one teacher leader who is responsible for the smooth operation of the grade level team as well as the implementation of all instructional and operational policies. These teams have much autonomy in making decision for their grade level. (4)

Content Teacher Leaders – Instructional Leadership Team

Facilitate all professional development and inquiry cycles for discipline specific teams. Reside on the Instructional Leadership Team. (4)

English Language Learner Facilitator – Ensure school is in compliance with state and federal regulations as they relate to English Language Learners. Coordinate all testing and data analysis. Ensure data is presented to teaching body to help drive instructional decisions. (1)

Special Education Facilitator - Ensure school is in compliance with state and federal regulations as they relate to Students with Special Needs. Coordinate all testing and data analysis. Facilitate Special Education weekly meetings. Ensure data is presented to teaching body to help drive instructional decisions. (1)

Student Support Facilitator – Key liaison to the district AAF Team. Ensure universal screening is taking place and implementation of all strategies are occurring with fidelity. (1)

Public-Parochial -Charter School Compact Facilitator – Key liaison to the compact. Facilitate meetings, agendas, and ensure Inquiry process is occurring with fidelity. (1)

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: MCAS

Edition/Publication Year: changes yearly Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Advanced/Proficient	94	77	72	52	54
Advanced	54	43	36	10	20
Number of students tested	52	53	56	73	41
Percent of total students tested	98	98	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient	95	77	66	45	52
Advanced	52	44	35	10	22
Number of students tested	46	45	48	58	27
2. African American Students					
Advanced/Proficient	98	70	73	49	54
Advanced	49	37	39	11	23
Number of students tested	37	30	41	55	26
3. Hispanic or Latino Students					
Advanced/Proficient	92	85	61	59	53
Advanced	75	52	23	6	13
Number of students tested	12	21	13	17	15
4. Special Education Students					
Advanced/Proficient	Masked	72	54	62	Masked
Advanced	Masked	36	27	0	Masked
Number of students tested	5	11	11	21	4
5. English Language Learner Students					
Advanced/Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	1	1	2
6. High Needs					
Advanced/Proficient	95	76			
Advanced	52	45			
Number of students tested	46	49			
<p>NOTES: Masked indicates data were not made public because fewer than 10 students were tested. ELL students data not reported due to small cohort size Special Education data not reported for 2008 and 2012 due to cohort size High needs students The new high needs group is an unduplicated count of all students in a school belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch). For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the "all students" group and high needs students must be 75 or higher. Data is only available for 2012 and 2011.</p>					

13MA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: MCAS

Edition/Publication Year: changes yearly Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Advanced/Proficient	85	72	69	58	56
Advanced	6	7	5	4	8
Number of students tested	52	55	56	72	40
Percent of total students tested	98	100	98	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient	82	75	66	57	50
Advanced	4	9	6	5	12
Number of students tested	46	47	48	58	26
2. African American Students					
Advanced/Proficient	81	69	68	58	58
Advanced	5	3	2	5	12
Number of students tested	37	32	41	55	26
3. Hispanic or Latino Students					
Advanced/Proficient	91	81	70	38	50
Advanced	8	10	8	0	0
Number of students tested	12	21	13	16	14
4. Special Education Students					
Advanced/Proficient	Masked	58	36	25	Masked
Advanced	Masked	0	0	0	Masked
Number of students tested	5	12	11	20	4
5. English Language Learner Students					
Advanced/Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	1	1	2
6. High Needs					
Advanced/Proficient	82	73			
Advanced	4	8			
Number of students tested	46	51			
<p>NOTES: Masked indicates data were not made public because fewer than 10 students were tested. ELL students data not reported due to small cohort size Special Education data not reported for 2008 and 2012 due to cohort size High needs students The new high needs group is an unduplicated count of all students in a school belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch). For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the "all students" group and high needs students must be 75 or higher. Data is only available for 2012 and 2011.</p>					