

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

---

*U.S. Department of Education*

## **Cover Sheet**

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Charter

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

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

School Mailing Address 100 Cable Road, PO Box 1887  
(If address is P.O. Box, also include street address.)

North Eastham, MA 02651-1887  
City State Zip Code+4 (9 digits total)

County Barnstable State School Code Number\* 06600505

Telephone (508) 255-1505 Fax (508) 255-9701

Web site/URL www.nausetschools.org E-mail conradt@nausetschools.org

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

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

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

District Name Nauset Regional School District Tel. (508) 255-8800

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

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

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

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

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

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.



6. Racial/ethnic composition of the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>96</u>         | % White                          |
| <u>1</u>          | % Black or African American      |
| <u>2</u>          | % Hispanic or Latino             |
| <u>.5</u>         | % Asian/Pacific Islander         |
| <u>.5</u>         | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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

7. Student turnover, or mobility rate, during the past year: 8 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	41
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	51
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	92
<b>(4)</b>	Total number of students in the school as of October 1	1086
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	0.08
<b>(6)</b>	Amount in row (5) multiplied by 100	8.47

8. Limited English Proficient students in the school: .02 %  
3 Total Number Limited English Proficient  
 Number of languages represented: 3  
 Specify languages: Tagalog, Portuguese, Italian
9. Students eligible for free/reduced-priced meals: 6%  
 Total number students who qualify: 64

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

10. Students receiving special education services: 14 %  
154 Total Number of Students Served

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

<u>2</u> Autism	<u>2</u> Orthopedic Impairment
<u>1</u> Deafness	<u>17</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>114</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>8</u> Multiple Disabilities	

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

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>74</u>	<u>14</u>
Special resource teachers/specialists	<u>8</u>	<u>2</u>
Paraprofessionals	<u>11</u>	<u>3</u>
Support staff	<u>18</u>	<u>0</u>
Total number	<u>114</u>	<u>19</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	92%	93%	93%	92%
Daily teacher attendance/%present	97%	97%	97%	97%
Teacher turnover rate	7%	8%	10%	4%
Student dropout rate (middle)	0%	0%	0%	0%
Student drop-off rate (high school)	2%	2%	3%	2%

**13. *High Schools***

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

Graduating class size	<u>276</u>
Enrolled in a 4-year college or university	<u>55.7%</u>
Enrolled in a community college	<u>14.8%</u>
Enrolled in vocational training	<u>2.9%</u>
Found employment	<u>22.0%</u>
Military service	<u>1.4 %</u>
Other (travel, staying home, etc.)	<u>3.2%</u>
Unknown	<u>    %</u>
<b>Total</b>	100 %

## PART III - SUMMARY

---

Nauset Regional High School, in partnership with its member communities, strives to develop responsible and educated citizens by providing an environment that expects and encourages respect for each other and the community. We uphold rigorous academic standards through a variety of teaching and learning strategies so that all students may acquire the skills, the knowledge, and the work ethic to become contributing members of an evolving society. We provide diverse extra and co-curricular activities to complement the academics, creating a rich variety of valued and supported offerings.

Our school is located in North Eastham, Massachusetts and serves the towns of Brewster, Eastham, Orleans and Wellfleet. In addition, the school has a contractual agreement with Truro to accept 25 tuitioned students. Situated in the heart of the National Seashore Park, the campus retains much of the wild and fragile beauty of the Cape's earlier landscape. Nauset derives its name from the Native Americans who first inhabited the peninsula.

The school's uniquely designed 72-acre campus features modern wood and stone buildings that surround an open courtyard and naturally fit in to their environment. Made up of an eclectic, energetic student body and a creative, highly qualified and caring faculty, Nauset is a school community worthy of its special setting. This sense of community encourages responsibility, respect, and independence within the student body, who take pride in the appearance of the property and its 35-year-old facility.

The arts play an important part in the lower Cape communities. The areas' exquisite vistas inspire creative expression and have been a destination for artists of all kinds for over a century. Because of its rich and vibrant art and cultural scene, Cape Cod has been voted one of the top-ten art destinations in the country. The diverse offerings of Nauset's Fine Arts program reflect the interests of its students and provide many opportunities for self-expression.

The year-round population of the four towns is approximately twenty-four thousand five hundred, with a dramatic three-fold increase during the summer months due to tourism and seasonal residents. The increase of population in a ten-year period from 1994-2004 is 15%. The towns are mixed economically, but not racially. The school has a population of 1074 students, with a non-white component of 44 or 4%, which is representative of the community with its 3% minority population. The largest of these minority groups is of Hispanic origin and consists of 18 students (2%) followed by Asian students (1%), African-Americans (1%) and Pacific Islanders (<1%). Despite what appears to be a homogenous ethnic profile compared to other Massachusetts towns, diversity abounds at Nauset. The region's rich and varied cultural history, enriched by the descendants of such varied groups as French cable workers and Portuguese fishermen, and an unusually broad economic mix are reflected in differing lifestyles, careers, home environments and social traditions.

No major businesses or industries are located in the towns served by the Nauset Regional High School region; although there are some small business and retail operations. The occupation of parents of Nauset Regional High School students can be broken down to include: 29% retail trade, 29% accommodation and food, 17% health care, 2% other except public administration and 2% each for finance, manufacturing and arts entertainment with the rest being self-employed or in other areas. The unemployment rate of 5% is .46% below the state average, but varies with the season. The median family income is \$44,511, which is nearly \$6,000.00 below the state average. Fifty-five district families, who represent 2% of the local number of families with children under 18 years of age, currently live below the low-income level established by the Federal Free Lunch Program. The average cost of an existing home in the four communities is \$505,000.00

The per pupil cost for a Nauset high school student for 2005-2006 was \$9,758.00. The state of Massachusetts' average expenditure was \$9,096.00. Approximately 43% of local tax revenue is spent on public education, the range being a low of 35% in Orleans to a high of 50% in Brewster. 60% of the school's funding is generated from local resources, 30% from state sources, and 10% from other sources, such as tuition and interest income. Five elementary schools are organized K through 5, while Nauset

Regional Middle School and the Lighthouse Charter School include grades 6 through 8 and the high school serves grades 9 through 12.



## PART IV – INDICATORS OF ACADEMIC SUCCESS

---

### 1. Assessment Results:

Based on analysis of the MCAS, Nauset provides MCAS preparation classes in English and math. Several SAT and PSAT preparation classes, with different teaching styles and class sizes, exist to serve the needs of the students in the attainment of their post-school goals, many of which hinge on successful test results.

Through a thorough review of curriculum, many departments such as science, history, fine arts and English have established common mid-year and final exams. Within biology, history, English and math, constant MCAS review has resulted in enhancing new teaching practices and assessments such as the five-paragraph essay and essays that require data table and graph analysis and interpretation. Our School's improving scores on MCAS seem to indicate that the implementation of the essay format has been successful.

Data derived from the teacher surveys of 2006 and 2005 suggest that Nauset is moving towards greater collaboration, collegiality and reliance on observations based on the mission statement. Teachers report that they are 23.1% more likely this year to have modified their teaching based on discussions with other teachers (57% vs. 34% respectively). Teachers stated that they are 18% more likely to have modified their curriculum in response to classroom assessments of student learning (74% vs. 56% respectively). Finally, teachers indicated that they were 29.1% more likely to modify instruction in response to classroom assessments of student learning (88% vs. 59% respectively). This developing emphasis on student learning on an individual level has led to a general realization of the need for more collaborative work within these areas.

Our MCAS (Massachusetts Comprehensive Assessment System) results were outstanding over the last two years. Our Math score for 2006 ranked 5<sup>th</sup> in the state. Our MCAS results are indicated at the end of this application. Our SAT and PSAT results are listed below:

Our SAT scores are:	2003	531 verbal	528 math	
	2004	546 verbal	546 math	
	2005	546 verbal	544 math	
	2006	554 verbal	558 math	543 writing
Our PSAT scores are:	2003	50.8 verbal	50.5 math	51.9 writing
	2004		52.8 verbal	53.8 math 55.6 writing
	2005		51.3 verbal	53.1 math 53.3 writing
	2006		52.7 verbal	53.3 math 50.2 writing

### 2. Using Assessment Results:

The school analyzes all assessment data. This includes our MCAS data, our SAT results, our PSAT results, the results of our AP exams and any other material that we have present. Please note that we are, at this point, using common exams in each department for end of the year and mid-year exams. All of this information is given to each department and this material is analyzed during the school year, usually during staff development days. The results of this analysis is then given to the Principal, shared with the department and a plan is developed to address deficits that are detected. For example, if the analysis for the MCAS reveals that there are certain deficits in a certain part of geometry, then the department uses this information to decide on a plan of attack to correct the deficit. Once these action plans are implemented, then when the next set of results become available, we again analyze these results and repeat this process. Each time we use current performance data to determine the next action plan. This is an ongoing process that continues each time we have any new data from any assessments.

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

Throughout the year, parents and students are informed of overall progress through quarterly report cards, mid-quarter interim reports, reporting of MCAS results, the use of voice mail and e-mail systems, the Nauset website, and mid-year and final exam grades on the report cards. Nauset also holds twice yearly parent conferences to meet with parents individually to discuss student performance. In addition, there are four informational mailings or newsletters sent to all parents from the high school's administrative offices in regards to upcoming activities, registration and the opening of the school year. While this information is more general in nature, it does open the door to further individualized parent/student/staff dialogue. Other avenues include the Advisor/Advisee program which tracks and communicates student progress to the parents of all freshmen and the Student Resource Referral system for students who are experiencing academic, social and/or emotional difficulties. The advisor program has been so successful with the parents of the district that the school plans to expand the program to the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades during the 2008 school year.

Teachers complete weekly progress reports when requested through the Guidance Department. Students requiring special needs services have at least one annual team meeting to review Individual Education Plans and 504 Accommodation Plans. Also, we now have an academic probation system in place for honors and advanced placement students. The purpose is to communicate to parents when students are having difficulties and to indicate the steps students need to take to remain in class. Parents are invited to contact any staff member on an individual basis as needed. We also review student testing and academic progress during our regular I.E.P. process for special needs students.

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

Our results are typically communicated to the various schools via our website and local newspapers. In addition, our superintendent and principal attend meetings that bring together various superintendents and principals from other districts to share information on best practices and initiatives. This occurs both formally and informally. Results are often shared during regular meetings of the administrators and these meetings may be for the purpose of looking at various school results or talking about strategies to help bring additional funding from the State Legislature. This collaboration also occurs at meetings of the MIAA (our statewide athletic association) which meets on a regular basis with the principal and the athletic director in attendance. The Directors of Guidance meet monthly to discuss issues facing the Guidance Departments of the Cape and Islands schools. In addition, best practices are shared with all the Guidance Counselors from the Cape and Islands as a second part of monthly meetings with the Directors. Our principal, Mr. Conrad regularly attends the national NASSP convention in order to update him on current practices in education. We have recently completed a re-accreditation process through NEASC, and the report from that process is now posted on the school web site.

# **PART V – CURRICULUM AND INSTRUCTION**

---

## **1. Curriculum:**

Our focus is to provide a comprehensive high school curriculum that provides instruction for all students in a total variety of areas. We have all the standard areas represented such as:

- English
- Social Studies
- History
- Psychology
- Drama
- Fine and Applied Arts
- SWS (school within a school)
- Science
- Math
- World Language
- Business, Computers and Technology
- Video and other elective areas

Our goal is to provide all students with an instructional program that meets the educational needs for a high school graduate in the 21st century as well as preparation for college.

Our foreign language goes through level 5 in Spanish and French, through level 3 in Latin, level 4 in German. In addition we have American Sign Language. The science curriculum includes Earth Science, Biology, Chemistry, Physics, Environmental Science and Forensics. The History curriculum includes U.S. History, World History, Psychology, Economics and AP Economics. The English curriculum includes English courses, specialized English courses and also AP English. The math includes Pre-algebra, Algebra, Geometry, Pre-calculus, Calculus and AP Calculus. In addition, we have Physical Education, Home Economics, Culinary Arts, Fashion Design, and Yearbook Publication. Our goal is to provide each student in our comprehensive high school with a suitable program that meets their individual needs. In addition to the academic program we have a rich and diverse Arts Program that includes: Drawing, Clay, Wood- working, Metal-working (including the making of jewelry), Print-making, Guitar building, Pottery-making, Ceramics, Art Portfolio and AP Art. We offer a “School Within a School” in our SWS program that attracts students who are motivated by a heightened sense of social awareness. We offer a “work-study program” and an “internship” program that allows students to gain valuable experience at placements off campus. We also have a dropout prevention program that provides education to over 60 students (this includes a work-study component). We have an active PE program, a full set of clubs and a competitive interscholastic sports program.

## **2b. English**

The English program includes a variety of courses to meet the needs of all of our students. Through the process of teacher recommendation and placement testing, incoming freshmen, with the help of their teacher advisors, enroll in English courses. These courses range from B level courses (strengthening basic skills) to honors courses for students who have demonstrated superior thinking, reading and writing skills. Throughout the four-year program, all students are assigned required summer reading, which enhances our regular curriculum. Through a variety of literature, including both fiction and non-fiction, students learn how to critically analyze and evaluate what they read. To demonstrate their comprehension, students write frequently and are encouraged to revise, to be able to formulate their own ideas, to develop them logically with supporting evidence, and to draw conclusions from them. In

addition, students who have not been able to achieve competency in reading and writing in their freshmen and sophomore English classes are recommended for one-on-one tutoring in an MCAS prep lab staffed by English Department members. Two AP courses are offered: A.P. Language (for Juniors) and A.P. Literature (for Seniors).

In their senior year, students can choose from a variety of electives that target their particular interests: A.P. Senior English, Honors English, Great Books, Blending Genres, Home and Away, Film as Literature, and Speech and Debate.

To support the Nauset Regional High School English program, Inclusion classes are available in the A and B levels for grades 9 and 10 and B level only for grade 11. Special Needs Tutorial classes reteach English concept to students who need reinforcement. Intensive remediation is offered through the Wilson Reading Program to students with identified reading disabilities who so choose it. Reading remediation in the form of software programs, fluency instruction and guided reading group is offered within the Resource Room setting for students on an IEP.

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

The mathematics curriculum at Nauset Regional High School is greatly influenced by Massachusetts Educational Reform, Massachusetts Curriculum Frameworks along with the state's standards and benchmarks established for each course within the curriculum. Nauset Regional High School ranked 5th among 326 high schools with 95% of the students scoring advanced or proficient on the spring 2006 state MCAS test.

The courses are designed to meet the needs of students at all levels and abilities. Inclusion classes are scheduled to meet the special needs of students. The curriculum includes courses in Pre-algebra, Algebra, Geometry, Algebra 2 (a.k.a. Advanced Algebra), Introduction to Statistics, FST (Functions, Statistics and Trigonometry) and Pre-Calculus. Advanced Placement courses through which college credit can be acquired are offered in Calculus AB, Calculus BC and Statistics. Additionally students may be enrolled in higher-level math courses through independent study courses that are administered by one of the members of the mathematics department. Examples of independent study courses offered over the last five years are Differential Equations, Number Theory, Survey of Real Analysis (Calculus outside the scope of a traditional course in Calculus), Linear Algebra, and Differential Equations with Multi-Variable Calculus.

Courses are highly structured and designed using methods in Standards Based Educational practices. Students are placed in courses based on their prior experiences in mathematics. For example, a freshman beginning their career at the High School may begin with Pre-Algebra or Algebra 1 or Geometry based on completion of a prior math course along with their performance in that course. Students are assessed at the end of each unit, for courses taught by different teachers using common unit exams. This ensures all students within a course such as Algebra 1 are being measured in the same manner.

Students are well prepared for college math assessments and state assessments such as the SAT and the state assessment test (MCAS) through our various course offerings. Additionally, the math teacher's expectations and demands for a high level of student performance, well organized course offerings and the collaboration of math teachers within the same, and across different, courses are a few of the factors that enable our students to be well prepared for college, business or citizenship in the 21st century.

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

Teachers have been trained in a variety of instructional methods, and we constantly encourage our teachers, throughout their careers, to expand their repertoire of instructional methods through workshops

and course work. Experimentation and reflection in lesson design are supported because students require a wide range of instructional methodologies in order to achieve their full potential. Teachers regularly embed auditory, visual, tactile, group work, discussion, discovery and other methods in their daily lessons. The administration has encouraged examination and discussion of the most current research on learning and the brain as well as the continuing research on learning styles. In addition, all teachers are informed of the accommodations and modifications needed for our special needs population and are supported in designing lessons for the inclusion classes. Our Special Needs department uses a wide variety of instructional methods for our students who are on an IEP. Also, the Special Needs staff and the regular education staff collaborate on lessons and strategies to improve student learning in the inclusion classes. Our district has had several thrusts in methods, two of which are noteworthy. Many of our staff were extensively trained in the “clinical teaching method” (Madeline Hunter model), and we have several individuals who are now qualified to teach this model to our staff. Also, we have had, as a district, extensive training in the “Standards Based Education” model. In addition, the staff regularly attend workshops and conferences and share the information obtained with their colleagues. We have developed a standard format for Standards Based Education (SBE) called ETUD (effective teaching unit design). The District requires that teachers complete curriculum work in this format which gives standardization to this K-12.

## **5. Professional Development:**

Nauset Regional High School has an outstanding district wide professional development program that has been on going for 30 years. In order to create a common understanding and vocabulary in all areas of learning, all teachers have been provided the opportunity for on going professional development opportunities. Initially, training in the UCLA Clinical Teaching Model (Madeline Hunter) was provided for all teachers, including continuous peer observation and discussions. More recently, by contractual agreement, the students attend 180 days, while teachers attend 189 days. Five of those days are proscribed professional development days while four are flex days, which allows teachers to pursue (with administrative approval) their own professional development needs. During the proscribed professional development days, all district teachers have been trained in Standards Based Education using professional consultants. In addition, because of the requirements of the Massachusetts Department of Education for recertification every five years, teachers are required to accumulate Professional Development Points. The administration encourages teachers to attend trainings and workshops in the areas most needed for the continuing development of their curriculum. In addition, we hold regular curriculum meetings on release days and at other times during the year. We have various release times for teachers to work on curriculum projects and release them for trainings as directed by their individual building principals. In addition, we have a new teacher mentor program which meets throughout the year and gives new teachers assistance and explanations regarding procedures that happen throughout the school. There are regular meetings and teachers are assigned a definite mentor to help them throughout their initial stay at Nauset Regional High School.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

### MCAS Results

Subject Mathematics Grade 10

Test Massachusetts Comprehensive Assessment System

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Needs Improvement	99	100	99	97	98
% At or Above Proficient	95	93	88	77	66
% At or Above Advanced	65	62	51	38	31
Number of students tested	234	259	266	235	236
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Students with Disabilities					
% At or Above Needs Improvement	90	96	97	89	97
% At or Above Proficient	83	80	67	54	30
% At or Above Advanced	54	45	10	12	4
Number of students tested	31	31	30	23	27
<b>STATE SCORES</b>					
% At or Above Needs Improvement	88	86	85	79	75
% At or Above Proficient	67	62	57	51	44
% At or Above Advanced	40	35	29	24	20

## STATE CRITERION-REFERENCED TESTS

### MCAS Results

Subject English Grade 10

Test Massachusetts Comprehensive Assessment System

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Needs Improvement	99	99	99	100	97
% At or Above Proficient	92	92	91	88	86
% At or Above Advanced	46	55	52	46	42
Number of students tested	237	261	266	236	236
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Students with Disabilities					
% At or Above Needs Improvement	93	100	97	100	85
% At or Above Proficient	73	71	76	63	41
% At or Above Advanced	20	16	17	50	4
Number of students tested	30	31	29	24	27
<b>STATE SCORES</b>					
% At or Above Needs Improvement	93	90	90	89	86
% At or Above Proficient	69	64	63	61	59
% At or Above Advanced	16	22	19	20	19