

DRACUT SENIOR
HIGH SCHOOL

SCHOOL
IMPROVEMENT
PLAN

2008-2009

School Improvement Plan

for

Dracut Senior High School 2008-2009

**Created and Approved by the
Dracut Senior High School Council**

March 14, 2008

James Generoso, Co-Chair

Karen Merrill, Parent, Co-Chair

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School Mission

The Dracut High School community is committed to the following:

- providing a safe, positive environment
- challenging students to acquire and apply knowledge and skills
- preparing informed, responsible, productive citizens

DRACUT HIGH SCHOOL STUDENT EXPECTATIONS

ACADEMIC

The Dracut High School student is able to do the following:

- listen actively and critically
- write effectively
- read, view, and respond appropriately to media
- use a variety of methods to analyze or solve problems
- demonstrate technological literacy

SOCIAL

The Dracut High School student is able to do the following:

- behave in a socially responsible manner

CIVIC

The Dracut High School student is able to do the following:

- demonstrate a sense of community

Endorsed by formal unanimous vote of the Dracut High School Faculty on April 1, 2003.
Adopted by formal unanimous vote of the Dracut School Committee on April 14, 2003.

DRACUT SENIOR HIGH SCHOOL COUNCIL SCHOOL IMPROVEMENT PLAN

I. Dracut Public Schools Vision

The Dracut School System embraces a vision of an educational community committed to developing each student as a life-long learner, capable of meeting his or her fullest intellectual, emotional, and physical potential in an ever-changing, culturally diverse, and technologically expanding society.

II. Dracut Public Schools Mission

The Dracut School Community is committed to fostering a safe and caring learning environment where tolerance, respect, and cooperation are valued. The community endeavors to provide students with the knowledge and skills necessary for success in a changing world. The community also works to inspire all students to become life-long learners and responsible, productive citizens.

III. Principal's Summary about School

The Dracut High School community strives to create multiple learning opportunities for all students, in order to develop each student to his or her maximum potential. Furthermore, the DHS community is committed to presenting career and college options to enable students to become lifelong learners in a dynamic and evolving world economy.

Factors Affecting Student Population in the Community

The town of Dracut has experienced a growth of new single-family homes as well as condominium developments. As large parcels of farm and rural land are sold off for development and additional housing is added, the size of the school's population continues to grow as well. On October 1, 2007, enrollment at Dracut High School was 1231, and over 60 additional students are projected for the 2008 – 2009 school year.

Community Strengths, Opportunities, Assets

The strengths of the school community lie in the attitudes and actions of its constituents: caring and dedicated teachers, counselors, support staff, and administrators; caring and supportive parents and extended family; and energetic students involved in academic, athletic, and co-curricular programs. Many parents of DHS students are products of the Dracut Public Schools and are invested in their children's education. This fact helps to strengthen the home-school involvement.

The Dracut Scholarship Foundation, celebrating its 50th year, is pivotal in providing scholarship assistance to seniors who have demonstrated academic excellence and community service. With the Class of 2007, the Foundation bestowed more than \$100,000 to graduating seniors who were attending four-year colleges and universities.

Dracut High School is located in an educational complex of four schools, a fact that lends itself to multiple opportunities for students to perform community service at neighboring venues.

IV. Class Size

Impact on Student Performance

Class size ratios of students to teacher potentially affect students' academic achievements; smaller group classes give more opportunities for contact time between learners and instructors. Throughout the scheduling process, consideration is given to those course sections that prepare students for the MCAS Competency Determination in English, mathematics, and science. Some academic course sections are larger than others due to the popularity of elective courses. For example, if show choir is offered during one period only, those who elect to take show choir must be scheduled into academic courses using a more limited range of periods. Every effort is made to ensure that students are able to take the courses they have selected.

Student to Teacher Ratios

In order to earn a diploma from Dracut High School, students must meet the state's Competency Determination (currently MCAS English Language Arts and Mathematics through the Class of 2009) and earn credits in mandatory core courses in English, Social Studies, Mathematics, Science, Foreign Language, and Wellness. The student to teacher ratios vary in these courses. Refer to the chart in the Appendix section for expanded details.

Ratios of Students to Other Supportive Adult Resources

An MCAS grant program (#632) offered a winter pullout day program to any student who had not yet earned a passing score on the ELA or Mathematics MCAS. Two certified and highly qualified teachers, both retired from DHS, gave small group and one-on-one instruction to these students from January through early March, a time period coinciding with the March MCAS retesting sessions that began on March 3rd. This model has been most successful in the past, and prepares the at-risk students with test-taking strategies, especially for the open response and composition questions.

Due to an increase in grant funds, DHS initiated an after school MCAS Support Program for current sophomore students before they take the MCAS test. Dracut High School English and Math teachers meet with sophomore students in small groups to improve their skills in order to maximize their scores on the MCAS test. The intent of this MCAS Support Program is to increase the number of sophomore students who may reach the proficient level on the MCAS test.

Plan for Reducing Class Size

During the 2007 – 2008 year, professional staffing was increased by 2.2 full time equivalents (FTEs) (1.0 Math, .6 History, .6 Science) to meet the increased population. With the anticipation of continued growing enrollments for the upcoming 2008 –2009 year, the proposed budget for professional staffing reflects an increase in teaching FTEs.

V. English Language Learners

Dracut High School expects an increase in the number of English Language Learners (ELL) students in 2008-2009. The Dracut High School ELL Program consists of both sheltered subject matter instruction in English and English language instruction. To identify Limited English Proficient (LEP) students, Dracut High School administers a Home Language Survey to all students when they enroll. If the language spoken in the home is not English, then an English proficiency assessment, such as the L.A.S. (Language Assessment Scales) LAS R/W is used to determine if the student is L.E.P. and to determine the appropriate placement of each L.E.P. student by English proficiency level.

Sheltered English Immersion (S.E.I.) is the program model for L.E.P. students at Dracut High School unless the student has received a waiver in accordance with G.L. 71A. The L.E.P. students at Dracut High School receive instruction that is designed specifically to assist them both in learning English and in learning subject matter content. Sheltered English Immersion has two components:

- English as a Second Language (ESL) instruction, and
- Sheltered content instruction.

Massachusetts English language proficiency assessments such as the Massachusetts English Proficiency Assessment – Reading/Writing (MEPA R/W) and the Massachusetts English Language Assessment-Oral, (MELA-O) are administered through the E.L.L. classes. Students are considered to be Limited English Proficient (LEP) until they can perform grade level academic work in English.

VI. Parent Involvement

Parental involvement has been steady throughout the past year at DHS. Parents are encouraged to participate in many clubs and organizations to support students. Two parent representatives serve on the DHS School Council for a two-year period with an additional two-year option if selected. Parents on the School Council are provided additional opportunities to serve on sub-committees on an as-needed basis.

There are several organizations at DHS that encourage parental attendance and support. Those organizations include: DHS PTO, Dracut Grad Night Committee, DHS Band Boosters, DHS All Sports Boosters Club, and Friends of the Orchestra.

The DHS PTO was created as a resource to all parents, teachers, and administrators. It provides a platform for addressing current teen, parent, and school-based issues and acts as a vehicle for promoting community awareness and communication. This is not a fundraising organization.

The Dracut Grad Night Committee works every year to ensure there is an alcohol and drug free evening offered to graduating seniors on the night of graduation. The group sponsors several fundraising events toward this goal.

The DHS Band Boosters is an organization composed of parents and administration staff involved in supporting the DHS Band which is the largest high school band in the Merrimack Valley. They sponsor several fundraising events to assist with uniforms, equipment, and activities for band students. The Friends of the Orchestra was formed to support those students who have interests in orchestral music.

The DHS All Sports Booster Club is a fundraising organization composed of parents, coaches, community members, teachers, and the DHS Athletic Director. The DHS All Sports Booster Club offers athletic scholarships to graduating seniors, recognition gifts, seasonal awards and plaques for each member of a team that has earned a division championship. The group intends to offer the Class of 2008 more than \$12,000 in scholarships on Pride Night. Over the past two years, the Boosters have been able to continue to increase their monetary contributions to student-athletes because of successful fundraising efforts throughout the year.

VII. Extra-Curricular Activities

The development of a comprehensive co-curricular program is an essential element in the establishment of a supportive school environment. Such activities support academic excellence and foster students' social and emotional development. These activities are an extension of the classroom where students learn the values of competition, teamwork, goal setting, respect, and hard work. The educational experiences of all participants are enhanced through these values.

Dracut High School supports these activities and validates the accomplishments of its various clubs and teams by budgetary accommodation and by facilitating the communication of club/team news and accomplishments in school intercom announcements, local articles in newspapers, and on the Athletic Department's website, www.dhssports.org.

The school holds celebratory events such as Athletic Awards Nights, Foreign Language and National Honor Society Induction Nights, Senior Pride Night, the Top Twenty Senior Scholars Breakfast, and the Senior Sports Awards Banquet. Student achievements are highlighted through showcase events such as the Spring Musical, the Boston Globe Scholastic Arts Awards, the Fall Dramatic Presentation, DECA Competition, JETS Science Competition, and the Student Council MASC Conference. The Annual DHS Pride Night features senior awards for academic excellence, local civic involvement, and scholarship achievement; the presentation of the annual scholarship awards from the Dracut Scholarship Foundation is a highlight of this event.

During the 2007 – 2008 year, the following clubs and organizations have conducted myriad activities for the DHS student body: Student Council, National Honor Society, the Classes of 2008 through 2011, Art Club, Environmental Awareness Club, Foreign Language Club, DECA, Peer Leaders, Destination Imagination, Renaissance Program, Amnesty International, Gay Straight Alliance, Calculator Club, Engineering Design Club, DHS Yearbook, DHS Navigator, Siren Literary Publication, Fall Dramatic Production, Spring Musical, Fall and Spring Badminton Clubs, Color Guard, Winter Guard, Show Choir and Jazz Band.

Interscholastic Athletics serve as a course in physical development as student-athletes learn health, exercise, strength, stamina, fitness, and nutrition. Research demonstrates that when compared to non-participants, those students who participate in extra curricular activities enjoy higher GPAs, increased rates of attendance, graduation, and college acceptance.

Dracut High School is a member of the Merrimack Valley Athletic Conference and competes in the Division II North Section in most sports. Dracut student-athletes have achieved recent statewide acclaim in Indoor Track, Wrestling, Ice Hockey, Football, Girls' Gymnastics, Cross Country, Swimming & Diving, Golf, and Softball.

The DHS fall competing teams include Football, Soccer, Field Hockey, Cross Country, Swimming and Diving, Golf, Volleyball, and Cheerleading. Winter teams are comprised of Basketball, Indoor Track, Wrestling, Ice Hockey, and Gymnastics. Spring competing teams include Outdoor Track, Lacrosse, Volleyball, Softball, and Baseball. In addition to these interscholastic sports, DHS students are actively involved in the Badminton Club, an intramural program open to all students and held in between the official fall/winter and winter/spring sports seasons.

Organized sports, clubs, assemblies, and co-curricular activities are essential to the self-esteem of the DHS students and to the maintenance of a nurturing school atmosphere.

VIII. School Safety and Discipline

The faculty, staff, and administration at Dracut High School are committed to providing a safe and positive learning environment. The administrative team works with the faculty and staff throughout the year to inform and review expectations concerning supervision in the classrooms, hallways, and duty posts (such as visitors' desks, cafeteria, and bathrooms) and to review and practice safety drills in case of lockdown for intruders or K-9 searches. Dracut High School has a restraint team comprised of school personnel to help calm an agitated student. Dracut police officers are on call to report to DHS upon request. The high school campus security monitor assists with the enforcement of proper parking, traffic control, and the monitoring of student activity via the security camera system. The principal attends the monthly Community-Based Justice (CBJ) meeting with local school leaders and police and court representatives; the shared information allows school leaders to be informed about at-risk juveniles and young adults, with the intent of providing support to these students.

The administrative team organizes early September assemblies for each class so that the school rules and expectations for student behavior are explained. Each student and his/her parent must sign and return a form from the student agenda book to signify their reading and understanding of the student handbook rules. The vice principals work with the students and staff to investigate student referrals for inappropriate behavior and to take disciplinary action, usually in the form of detention, or in-school/home suspension. Additional assemblies are held during the year to address specific safety topics. In the spring, the Make a Date with Life Committee offers a two-day alcohol awareness and responsible driving presentation to the current seniors. Additional assemblies and meetings have been organized to re-direct the negative habits of at-risk youth who present unacceptable behavior or poor academic progress.

In the fall of 2007, Dracut High School initiated a Saturday school, a three hour session from 8:30 A.M. – 11:30 A.M. Students earn Saturday school for excessive tardies, cutting class, or other infractions. A DHS faculty member serves as the Saturday School Monitor.

IX. Establishment of a School Environment Characterized by Tolerance and Respect for All Groups

The Dracut High School Council feels that establishing a school environment characterized by tolerance and respect for all groups reflects the DHS Mission Statement. It also fulfills the schools expectations of its students to learn how to behave in a socially responsible manner and to demonstrate a sense of community. This environment is exemplified in many ways by several groups and organizations.

Peer Mentors provide wholesome activities for students and education around teen challenges such as alcohol awareness and safe driving. Each spring the Peer Mentors plan a unique program in concert with the Make A Date With Life Committee, staffed by DHS teachers, counselors, municipal volunteers from the Dracut Fire Department and Police Department, Dracut Funeral Home, and Patriot Ambulance Company.

Peer Mediators are students who help resolve student-to-student conflicts in a non-threatening and supportive way before minor differences evolve into more difficult problems. Mediators are trained to listen and support their peers in a non-judgmental fashion, and to assist with non-violent, productive solutions to disagreements. During 2007-2008, 18 Peer Mediators were trained at the Dracut Police Station over a 3 day period.

The Gay/Straight Alliance works to provide a safe and accepting atmosphere for all students in a private and confidential manner. This group is comprised of homosexual and heterosexual members of both genders. Alliance members have engaged in worthwhile activities such as raising money for fighting pediatric AIDS and fostering tolerance of diversity.

Amnesty International, part of the national organization, is a group of students who encourage other students to be involved in issues of peace and democratic values around the globe.

X. Professional Development Courses and Staff Attended Workshops

DHS Faculty and staff members engage in workshops established by the central office for general knowledge or skills training in specific subject matter. All staff members participate in the yearly restraint training and civil rights and sexual harassment workshops. The Dracut Public Schools Professional Development booklet published each September offers staff members myriad opportunities for after-school, day, and weekend workshops. Additionally the DHS *S.S. Middies for Staff*, the weekly bulletin written by the principal, announces training and enrichment opportunities as they are advertised from professional organizations (such as Massachusetts DOE, NESDEC, MSSAA, MaFLA, etc.) and graduate school programs. Several DHS teachers are pursuing a Master's or other advanced degrees in various areas (history, math, foreign language, and administration) on a part-time basis.

DHS teachers have participated in the following District initiatives during 2007 – 2008: Advisory Task Force for At-Risk Students, Autism Spectrum Disorder, Engaging At-

Risk Students, Hands-On Strategies for Struggling Mathematics Students, Restraint Training, Pre-Referral and 504, Tanglewood Festival Chorus, Lowell Philharmonic Orchestra, Music Theater International, Broadway Teaching Classroom in New York City, Teaching American History Program at Fitchburg State College, 23rd Annual Institute for Experienced AP Teachers, MELA-O Training, and Non-Violent therapeutic Crisis Intervention, Learning Disabilities, Bullying, and Mentor Workshop. Some DHS staff members are currently involved in workshops that are still in process: Assessment for Improving Student Achievement, Behavior and Classroom Management 7 – 12, Differentiated Instruction 7 -12, TI Conference/Workshop, AP Calculus Two-Day Conference, Smartboard Workshop, and Poetry Alive II, Integrating Technology with Classroom Learning, Sheltering Content Instruction, University of Phoenix – Communications, BER – Forensics, Activities to Introduce Chemical Concepts, Strategies to Improve Student Achievement in Biology Classes, Massachusetts Biotechnology Council – Biotechnology Course, Salem State Collaborative – Preparing for the Biology MCAS, University of Lowell Physics Alliance Workshops, Tufts Wright Center for Education – Practical Chemistry, New England Association of Chemistry Teachers Symposium, MTA Classroom Management, College of St. Joseph Biology Courses.

Additionally, DHS staff members have attended the following workshops and sessions held at other venues: NESDEC's and Primary Source's *The China Connection* workshop, UMASS Lowell's Adaptive Technology Design Fair, UMASS Lowell's TEAMS Academy planning sessions, DOE's Graduation Summit, Massachusetts Foreign Language Fall Conference, DOE training sessions for MCAS-ALT scoring, MSSAA Summer Institute and planning sessions, MIAA sports committees and annual meeting, College Board's SAT and Advanced Placement counselor workshops, Massachusetts Educational Finance Authority (MEFA) training seminar, Program in Mathematics for Young Scientists (PROMYS), Autograph (Mathematics software) training, Community Program Innovations workshop for nurses, Salem State's Mathematics and Science Consortium workshops (in Biology, Electricity and Magnetism, Forces and Motion, Forensics), DOE's Sheltered Instruction/ELL S.I.O.P. II training, the National Soccer Coaches Association of America diploma course, MaFLA – Diversity Day.

XI. Means of Meeting, Within Regular Education Programs at the School, the Diverse Learning Needs of Children, Including Special Needs Currently Assigned to Separate Programs.

Dracut High is committed to understanding the varied learning needs of its students and working to ensure that all children have the opportunity to succeed in the classroom. Educators challenge students to acquire and apply knowledge and skills according to their individual learning styles and interests. The school provides after-school tutorial sessions, MCAS remediation programs, and alternative program opportunities for students with diversified needs. Teachers develop lessons that allow students of different academic strengths to engage in the material and employ a variety of assessments and rubrics in order to measure students' success.

The Special Education Department at Dracut High School identifies and meets the needs of its students and works with administrators, guidance counselors, and general

classroom teachers in order to accommodate these needs. Special attention is given to improving student performance on MCAS tests for those students who have not reached the Competency Determination needed for a diploma. In addition, sophomore students who have struggled in the past have been offered support for the MCAS test before they take the MCAS in their sophomore year.

XII. Goals: Objectives, Expected Outcomes, Timelines, and Evaluations

Objective - General Goal #1:

To improve student performance by analyzing and using data in decision-making from the Massachusetts Department of Education, our student information management system (MMS Generations), and communication from the New England Association of Schools and Colleges (NEASC).

Expected Outcome - General Goal #1:

Dracut High School administrators, counselors, and teachers will continue to examine state testing data from MCAS and MEPA results to identify students for improvement and AYP standards and implement strategies to effect positive change; the focus is to move a higher percentage of students into the levels of *proficient* or *advanced*. Under the direction and supervision of department chairs and supervisors, teachers will continue to incorporate open-response, short answer, and topic development/composition assessment strategies and practice to increase students' skills levels to meet Competency Determination. As per the MCAS action plan of October of 2007, English and Mathematics teachers are giving extra instructional emphasis to those content items that resulted in low scores in spring of 2007. DHS teachers will participate in District professional development initiatives that will assist them in meeting the needs of the students in at-risk subgroups. To that end, all DHS teachers have given written suggestions in a District survey for meaningful professional development activities for 2008 – 2009. The central office staff will work with such input to develop and publish the booklet of professional development activities available in late August.

Timeline - General Goal #1:

On-going

Evaluation - General Goal #1:

On-going

Objective - General Goal #2:

To improve school – home communication and parental involvement in supporting and advancing student achievement.

Expected Outcome - General Goal #2:

The use of family mailings, posted calendars and newsletters on the DHS web page, and the automated message system of Connect-ED will continue to inform parents of valuable resources and meetings. Important information such as the Program of Studies Booklet, the Grade Eight Orientation program, the summer reading list, the DHS student handbook, and monthly parent newsletters are posted for the knowledge of the greater school community. It is anticipated that such efforts will result in increased attendance and participation at school-sponsored events such as Curriculum Orientation Night, Open House for Parents, Financial Aid Night, and College Planning Night for Junior Parents, as well as PTO and other parent-group functions.

Throughout the school year, the DHS administration offers programs and informational sessions for parents of DHS students. A Curriculum Grade Eight Orientation, Financial Aid Night for Senior Parents, and College Planning for Junior Parents have been well attended by the DHS families. These programs are posted in the calendar and shared through our enhanced automated communication message system of Connect-ED.

Activities such as the Spring Orientation for incoming ninth graders and their parents, summer orientation with the Middie Mates, and Freshman Class meetings in early fall help navigate the challenges faced by incoming DHS students. Student volunteers from the National Honor Society arrange for tutoring of high school and junior high students; they also assist the administration in conducting many school functions.

Timeline - General Goal #2:

On-going

Evaluation - General Goal #2:

On-going

Objective - General Goal #3:

To provide a supportive school environment that promotes academic excellence.

Expected Outcome - General Goal #3:

The Dracut High School Administration will continue to recognize student achievements and promote outstanding accomplishments in its academic, co-curricular, and athletic programs. The administrators and curriculum leaders will continue to encourage student participation in the traditional academic competitions such as the Boston Globe Scholastic Art Competition, the national WordMasters challenge, the Mathematics Olympiad exam, the JETS science competition, the Toshiba science competition, and the UMASS Lowell's Assistive Technology Design contest. The DHS administration and curriculum leaders in mathematics and science have encouraged our most advanced juniors to apply for acceptance into the TEAMS Academy of UMASS Lowell for 2008 – 2009. The TEAMS (Technology, Engineering, and Mathematics/Science) Academy is a collaborative effort among high school

representatives in the Merrimack Valley and the academic Deans of UMASS Lowell. Accepted students will experience a dual enrollment program in which they will receive both high school and college credit for their research-based courses at the Lowell campus.

The DHS administration will continue to organize celebratory events to validate the importance of students' accomplishments and to publicize them in the local media. Showcase functions such as the fall Pride Breakfast, Renaissance ice cream socials, Foreign Language and National Honor Society induction ceremonies, seasonal sports awards nights, and Senior Honor Scholars' (Top 20) Breakfast. In addition, the Dracut Scholarship Foundation and other community scholarship awards are given during Pride Night, a well attended community event that occurs a few nights before graduation. Finally, the Graduation Ceremony with the recognition regalia and Dr. Christos Daoulas academic medals will highlight our distinguished students.

The DHS Administration will continue to provide assemblies and programs to support the transition of incoming ninth graders, to assist students with 1:1 tutoring, to provide coping skills for interpersonal relationships, and to inform students on healthy lifestyle choices. A Freshman Support Team comprised of freshman teachers will contribute to improving the transition from 8th to 9th grade.

In order to provide an internal professional review of academic procedures, programs, and policies as part of the ongoing accreditation process with NEASC (New England Association of Secondary Schools and Colleges), a new DHS review board named the Continuous Curriculum Committee has been established. The scope of this board will be to review proposals for new courses, weighting of courses, class rank, the values of midyear/final examinations and quarters, and the weekly bell schedule to provide academic rigor and integrity.

The teachers of Advanced Placement courses at DHS have participated in the College Board's AP Course Audit process to standardize the curriculum content for uniformity across the nation and to insure rigor for the awarding of proper college credit. The teachers' electronic submission enabled all of our current AP courses to receive approval and to be listed in the upcoming College Board booklet. Schools of higher learning will receive this publication and award college credit to those students who received passing scores in the approved courses at their local high schools.

Timeline - General Goal #3:

On-going, with the completion of the AP audit in late spring of 2008

Evaluation - General Goal #3:

On-going

Objective - General Goal #4:

To ensure the continued safety, health, and wellness of Dracut High School students, faculty, and support staff.

Expected Outcome - General Goal #4:

The Dracut High School Administration will continue to work with the local municipal departments to protect the safety of all the school constituents and promote a safe, positive school facility and learning environment. Fire drill evacuations and practice lockdown drills for potential intruders or K-9 searches are conducted according to written guidelines. In the event of future bomb hoax threats, the local authorities and the school administrators will conduct informational assemblies to share the practical and legal consequences of hoaxes and answer questions from the school community. The DHS Administration and guidance staff will be available for students to speak anonymously about information “tips” on hoaxes.

The DHS Administration will continue to encourage healthy lifestyle habits regarding smoking, food choices, and exercise and address unwanted behavior (smoking or use of alcohol/drugs) through the discipline code. Student participation in electives such as Strength and Conditioning, Lifetime Activities, and Food and Nutrition is encouraged, as is training in the weight room for all students and staff after school. The Food Service Director meets periodically with Student Council members and class officers to discuss healthier food choices. As a result of these meetings, more wheat and whole grain products have been offered at lunch. Furthermore, low-fat yogurts and fresh fruit choices have been added to the lunch menu in the school cafeteria.

Timeline - General Goal #4:

On-going

Evaluation - General Goal #4:

On-going

XIII. Appendix

A. Test Results

2004 - 2007 Spring MCAS Results
2007 Advanced Placement Scores

B. Additional References

DHS School Profile with SAT Scores from 2002 – 2007
Class Size Averages 2007 – 2008
Class and Club Advisors 2007 – 2008
DHS Teachers' Professional Development Activities 2007 – 2008