

**ANNUAL REPORT
OF THE
SUPERINTENDENT OF SCHOOLS**

**THE
STOUGHTON SCHOOL COMMITTEE**

**AND THE
ADMINISTRATIVE STAFF
OF THE
STOUGHTON PUBLIC SCHOOL SYSTEM**

**TOWN OF STOUGHTON
STOUGHTON, MASSACHUSETTS**

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REPORT OF THE SUPERINTENDENT OF SCHOOLS

Marguerite C. Rizzi, Ed.D.

Introduction

In the following pages you will find the Annual Report of the Stoughton Public Schools. We have taken a very comprehensive approach to the document this year. There are detailed contributions from our School Committee Chair, District Administrators, schools and departments. We are very proud of the service that we are able to provide to the residents of the Stoughton community with the help of Stoughton Town Meeting. Our teachers are engaged, highly professional and dedicated to their work. Our students respond with their hard work. The educational opportunities available to our students are truly competitive with those offered in any educational institution anywhere. We are working every day to stay on the forefront of new educational frontiers, addressing all of the needs of all of our students, and helping them reach their full potential and pursue their many interests in preparation for successful careers and fulfilling lives.

REPORT OF THE STOUGHTON SCHOOL COMMITTEE
Joyce A. Hussein, Chair

“A school committee must be responsive to its constituencies in governance, sensitive to the diverse needs of all learners, an advocate for students and learning before the people of the community and, as such, a vigorous ambassador for public education before all citizens.”

This excerpt is from the Roles and Responsibilities of a School Committee prescribed by the Massachusetts Association of School Committees. The governance portion of our work includes the establishment and review of educational goals and policies, the development and oversight of the school budget, and the adaptation of performance standards and professional development. The School Committee members are, above all, advocates for public education and for the children of Stoughton.

We have a strong leadership team that works diligently to meet the needs of a diverse community of learners. I would like to thank Superintendent, Dr. Marguerite Rizzi, Deputy Superintendent, Jonathan Ford, the administrative team, the teachers, and the staff of the Stoughton Public Schools for their dedication to our children, and their creativity and energy in developing and delivering a 21st century education within the confines of countless state and federal mandates that sometimes run counter to that effort.

This past year we have devoted a great deal of time and resources to two large reviews. First, the Coordinated Program Review (CPR) of our Special Education program, the English Learner Education program, and a review of our Civil Rights and Other General Education Requirements, was an exhaustive audit of our practices, policies and procedures. Credit goes to Heather Tucker, Director of Special Education, Teresa Schwarz, Director of ELL, and Jonathan Ford, Deputy Superintendent, for their work on the CPR process and for the excellent results. Second, the entire high school faculty under the guidance of Principal, Matthew Colantonio successfully completed the accreditation process from the New England Association of Schools and Colleges. The CPR runs in a six year cycle and the NEASC accreditation is every ten years. The full results of both the CPR and the NEASC report can be found on the school’s website at www.stoughtonschools.org. While you are at the website I invite you to check out the variety of programs available to our students and their many accomplishments.

Stoughton has much to be proud of in the opportunities that it provides the students in our schools and of their individual accomplishments.

Another focus of the School Committee this year has been our facilities. Starting with a Town Meeting article in FY10 to fund a town wide Facility Master Plan, we have set upon the course of providing the required documentation to start the process to apply for available state funds through the Massachusetts School Building Authority (MSBA) for the repair, renovation or replacement of some of our structures. We have created a Facilities Master Plan Committee that works along with Joel Harding, Supervisor of Support Services, in assessing and prioritizing the building repairs. We have also created a Feasibility Committee that is charged with taking the two buildings currently most in need, the South Elementary and the High School, through the process of applying for funds from the MSBA. The first step of this process was recently completed with the submission of Statements of Interest for both schools.

Another area of focus for the schools has been the integration and implementation of technology in the classroom. We thank Town Meeting for their generous support in two prior years for funding SMART Boards® for nearly every classroom in the system. We are currently piloting the use of handheld technologies through a Special Education grant and through a pilot program with a handful of teachers at all grade levels. As the state curriculum framework evolves and the National Common Core is fully adopted, these technologies will help us make that transition to the new curriculum with minimal investment in expensive textbooks. Dr. Lawrence Gray, Administrator of Educational Technology has been instrumental in rolling out new instructional technology while at the same time providing a dynamic network that serves the educational needs of our students and teachers, and the needs of the business staff for both municipal and school operations.

The School Committee will continue to advocate for the highest quality educational program for the children of Stoughton.

**REPORT OF THE DEPUTY SUPERINTENDENT
Jonathan D. Ford**

Stoughton Public Schools Professional Development

The District developed and implemented a new, comprehensive professional development plan for the 2011 – 2012 school year. The explicit goal of the new plan is to prepare and support educators so that they may help all students achieve and develop to the highest standards.

The guiding principle during the development of subsequent annual professional development plans are based on the fact that professional development has been shown to be most effective when it 1.) fosters a culture of continuous improvement; 2.) is research based; 3.) is job embedded; 4.) promotes shared leadership and responsibility; 5.) involves and reflects the diverse nature of the community; 6.) improves the learning of all students; 7.) is data driven; 8.) supports refinement of practice; 9.) encourages the use of new strategies; 10.) occurs in professional learning communities; 11.) is adequately supported.

All new professional development activities are vetted through the filter of professional development standards. These have been identified, defined, and supported by clearly delineated strands. These standards, along with a brief explanation and the corresponding strands are as follows:

Standards	Explanation	Strands
Context	High quality professional development occurs within an all important context. Learning is an ongoing process of reflection, experimentation, and discussion that requires more than a single event. The environment in which educators work must support their learning – through adequate resources, strong supportive leadership, and a community that encourages collaboration and	1. Learning Communities 2. Leadership 3. Resources 4. Technology

	application of new learning.	
Process	In this view of professional development, the workshops and other one-time events become part of a coherent series of events that sustains, reinforces, and deepens learning. Today’s professional learning allows far more active engagement for the purpose of deepening understanding and making application in real-life contexts. Ongoing teamwork, discussions, product and project development, research, data analysis, reflection, demonstrations, and modeling are just some of the ways professional development facilitates the active engagement of the learner.	<ul style="list-style-type: none"> 5. Data-Driven Professional Practice 6. Evaluation 7. Research-based 8. Design 9. Learning 10. Collaboration
Content	Effective professional development balances attention to content knowledge, instructional strategies and assessment practices. The content of staff development that advances student achievement reflects national, state, and local content standards. The content of staff development that advances student achievement is further aligned with district goals, school improvement goals and educators’ individual professional goals, level of experience and competence.	<ul style="list-style-type: none"> 11. Equity 12. Quality Teaching 13. Family Involvement

There are several major professional development initiatives taking place at this time. These initiatives include, but are not limited to the following:

1. Sheltered English Immersion (SEI) Training

The Stoughton Public Schools has entered year two of a three year professional development initiative designed to ensure that all students identified as English language learners will receive instruction in a classroom in which the teacher has been fully trained in Sheltered English Immersion (SEI) strategies. By law, English language learners (ELL) must learn content through instruction delivered in English, with all printed materials in English. Stoughton Public School teachers with English language learners in their classroom must adjust, or “shelter,” their instruction to make it comprehensible to students not yet proficient in English.

To ensure that students are receiving instruction in a “Sheltered” classroom environment, training is being offered in each of the following Categories of Sheltered English Immersion training:

Category 1: Second Language Learning and Teaching

Category 2: Sheltering Content Instruction

Category 3: Assessment of Speaking and Listening

Category 4: Reading and Writing in the Sheltered Content Classroom

The District has four clear SEI training objectives for FY12:

- 1.) Complete the training of all West Elementary School teachers who have not completed all four categories of SEI training.
- 2.) Complete the Category training of all teachers on each of the Grades 6 – 8 English language education teams.
- 3.) Certify one teacher per grade level at the Dawe, Gibbons, Hansen, and South Elementary Schools to provide instruction in a SEI classroom environment.
- 4.) Certify at least one teacher per grade level, per core content area (including reading), at Stoughton High School to provide instruction in a SEI classroom environment.

The District has currently trained, during the 2011 – 2012 school year, 62 teachers in Category I, 74 teachers in Category IV, and currently has 61 teachers either taking or registered to take a Category II course. The State has suspended Category III training for a year, as it updates the student evaluation testing regime provided to ELL students.

2. Responsive Classroom(Kindergarten thru Grades 5)

The Responsive Classroom is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent research, the Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach therefore consists of classroom and school-wide practices for deliberately helping children build academic and social-emotional competencies. There are two levels of Responsive Classroom, described as follows:

Responsive Classroom I

In this four-and-a-half-day course, faculty members explore key *Responsive Classroom* teaching practices with a focus on building classroom community and establishing positive discipline. Topics covered include:

- Morning Meeting
- Rule Creation
- Interactive Modeling
- Positive Teacher Language
- Logical Consequences

Responsive Classroom II

This four-and-a-half day course builds on the fundamental concepts and practices developed in *Responsive Classroom I*, and covers topics that include:

- Guided Discovery
- Academic Choice

Classroom Organization

Collaborative Problem-Solving

The District has currently trained 65 teachers in Responsive Classroom I, as well as 2 teachers in Responsive Classroom II. The District will be providing at least 24 seats in each of the courses this summer, following the end of classes in June. The District has also begun the process of having several faculty members certified as Responsive Classroom trainers. This will significantly reduce the cost of professional development as well as open a potential revenue stream for the District as a Responsive Classroom professional development provider to neighboring school districts. It is important to note that as the District continues to provide training to its current faculty, there is now an informal expectation that new elementary teachers to the District participate in the training within their first three years of service.

3. Buzzards Bay Writing Project

The District has begun building a relationship with the Buzzards Bay Writing Project (UMASS Dartmouth), a *National Writing Project* site. The Buzzards Bay Writing Project (BBWP) is a nonprofit K-16 professional development provider that serves teachers at all grade levels. The mission of BBWP is to promote exemplary instruction in writing for every classroom and in all disciplines. As a designated site of the [National Writing Project](#), the Buzzards Bay Writing Project is a provider of standards-aligned professional development for teachers and administrators.

The first BBWP offering to Stoughton Teachers will be the 3 – credit UMASS Dartmouth graduate course *Nonfiction Writing for Teachers K – 8*, offered in July of 2012. This course deals with the teaching of non-fiction writing in the K-8 classroom. Topics that are explored include the teacher as writer, the interaction between reading non-fiction texts and writing nonfiction, and creation of authentic nonfiction writing lessons. Readings and presentations offer up-to-date information, theory, and practical techniques for teaching nonfiction writing not only in the English Language Arts classroom but also across content areas. Participants meet regularly in response groups to work on their own writing, observe demonstration lessons that showcase various strategies for teaching non-fiction writing, and create their own lessons to share in

small groups as well as with the larger class. The course combines theoretical writing pedagogy with practical methods.

4. District Data Team

The District is partnering with the South East Regional District and Support Assistance Center (DSAC) and the Research for Better Teaching (RBT) group to develop a formal District Data Team. The partnership will result in the development of Data Coaches, school and district leaders who guide Data Teams through a process of collaborative inquiry that involves:

- Building an infrastructure to evaluate student data
- Identifying student-learning problems
- Verifying the causes
- Generating reasonable solutions
- Implementing, monitoring, and achieving results

Training has already begun and will be concluded over the summer of 2012, ensuring that the new Team will be in place prior to the start of the 2012 – 2013 school year.

5. Bridgewater State University Program

The Stoughton Public Schools (SPS) and Bridgewater State University (BSU) are in the second year of a program that offers affordable graduate courses to Stoughton Public School teachers and members of the Stoughton Public Schools community. This school year the Stoughton Public Schools have offered the following 3 credit BSU graduate courses to the faculty, staff, and members of the SPS community:

- EDMC 532 – The Teacher as a Leader: From Issues to Advocacy
- EDMC 533 – The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- ENGL 570 – Henry David Thoreau’s America
- ENGL 511 – Special Topics in Writing: Cultural Rhetorics
- TESL 504 – Sheltered Content Instruction: Principals and Practices

The District has entered negotiations with BSU in the hopes of assembling a 30 graduate credit Certificate of Advanced Graduate of Study in Reading cohort of at least 12 teachers, with classes beginning in the fall of 2012. Once negotiations have

concluded, the District plans to begin by providing the pre-requisite courses over the summer of 2012, and conclude the program in August of 2014. This program should significantly increase the District's ability to provide effective remediation to students that struggle with the development of literacy skills, as well as provide a strong knowledge and skill base for cost effective, district-wide professional development.

English Language Education (ELE)

The Stoughton Public Schools' ELE Department is responsible for ensuring the appropriate identification, assessment, and education of its limited English proficiency (LEP) / English language learner (ELL) students. Since its 2010-2011 *Coordinated Program Review*, the SPS ELE Department has been especially concerned with attaining all state and federal requirements while still maintaining a qualitatively effective program for its students. Due to its increasing population of LEP students and the current nation-wide revision of ELE-related policies and practices, the Stoughton Public Schools was required by the Department of Elementary and Secondary Education to appoint an ELE Coordinator for FY12. This position was the only new position added to the SPS FY12 budget.

The ELE Department Coordinator has been given the responsible for providing vision, management and leadership for the district's English Language Learner (ELL) program while continually evaluating and improving upon its effectiveness. Some of the initiatives that the Coordinator has begun thus far include:

- ☒ The development of an annual program evaluation procedure in compliance with Title III requirements. This includes the organization of data which will be used for analyzing and promoting improvement of the SPS ELE program and activities, as well as ascertaining progress in attaining English proficiency by LEP students.
- ☒ The development and maintenance of an LEP/ELL student database which has been used to analyze information (including student state assessment scores) at both department and administrative levels. This database is also being used for

the continued identification and reclassification of student LEP levels, as well as tracking hours of service delivery.

- ☒ A District-wide monitoring program of ELL student service delivery to ensure, whenever possible, adequate service delivery hours for each student.
- ☒ Scheduling and assessment of new elementary-level out-of-district students, compilation of document folders, and record-keeping.

Massachusetts Educator Evaluation Framework

The Stoughton Public Schools is preparing to work with the Stoughton Teachers Association to develop a new, comprehensive educator evaluation system, based on the recently adopted Massachusetts Educator Evaluation Framework, for implementation at the beginning of the 2012 – 2013 school year.

The District recognizes the fact that no other school-based factor has as great an influence on student achievement as an effective teacher. It is equally important to recognize that effective leadership is essential to create the conditions that enable powerful teaching and learning to occur. Therefore, ensuring that every child is taught by effective teachers and attends a school that is led by an effective leader is the fundamental focus of the school administration.

The priorities that will drive the new educator evaluation system are based on the following principals:

- ☒ ***Place Student Learning at the Center*** – Student learning is central to the evaluation and development of educators
- ☒ ***Promote Growth and Development*** – Provide all educators with feedback and opportunities that support continuous growth and improvement through collaboration
- ☒ ***Recognize Excellence*** – Encourage districts to recognize and reward excellence in teaching and leadership
- ☒ ***Set a High Bar for Tenure*** – Entrants to the teaching force must demonstrate proficient performance on all standards within three years to earn Professional Teacher Status

- ☒ ***Shorten Timelines for Improvement*** – Educators who are not rated proficient face accelerated timelines for improvement

Moving forward, all faculty evaluations will be based on a 5-step cycle, which includes the following components:

1. ***Self-Assessment*** – Alone and in teams, educators will reflect on and assess their professional practice, analyze the learning, growth, and achievement of their students, and prepare to propose goals for their individual Educator Plan.
2. ***Analysis, Goal Setting, and Plan Development*** – Each educator will meet with their evaluator(s) to review self-assessments, jointly analyze students’ learning, and develop team and/or individual goals and a plan that encompass both practice and student learning.
3. ***Implementation of the Plan*** – Each educator will implement the action steps outlined in their plan and engage in the professional development and support needed to be successful. Educators and evaluators will collect evidence regarding practice and student learning to inform and document individual progress.
4. ***Formative Assessment/Evaluation*** – Evaluators will review each educator’s progress toward goals and/or performance against clearly delineated standards. Evaluators will issue formative performance ratings.
5. ***Summative Evaluation*** – Evaluators will assess each educator’s performance against the standards, attainment of student learning goals, and attainment of professional practice goals. Evaluators will determine an overall summative rating using the 4-point rating scale and student learning impact rating using the 3-point scale.

Student learning will be placed at the center of the new evaluation system:

- ☒ Educators and evaluators will set clear and attainable student learning goals
- ☒ Evaluators will draw upon multiple measures of student learning as a source of evidence for summative performance ratings

- Educators will receive a rating of high, moderate, or low for their impact on student learning gains based on trends and patterns:
 - State-wide growth measure(s) where available, including the MCAS Student Growth Percentile and the MEPA gain scores
 - District-determined measure(s) of student learning comparable across grade and/or subject
- The District will determine the appropriate student learning measures for educators whose primary role is not as a classroom teacher

REPORT OF STOUGHTON HIGH SCHOOL

Matthew Colantonio, M. Ed, Administrative Principal

At Stoughton High School, we continued to live our mission in 2011: “The Stoughton High School Community fosters the development of responsible citizens who value high academic expectations, diversity, and excellence.” This past year, our students, faculty and staff displayed this excellence in classrooms, on stage, in galleries, and at athletic venues, garnering some notable recognition along the way.

This year, Stoughton High School was one of fewer than 400 public schools in the United States honored by the College Board with a place on the 2nd Annual AP[®] Honor Roll. We earned this national recognition for simultaneously increasing access to Advanced Placement coursework while maintaining or increasing the percentage of students earning scores of 3 or higher on AP exams. Achieving both of these goals is the ideal scenario for an Advanced Placement program, because it indicates that the district is successfully identifying motivated, academically-prepared students who are likely to benefit most from AP coursework. Since 2009, Stoughton High School has increased the number of students participating in AP from 99 to 134, while improving the percentage of students earning AP Exam scores of 3 or higher from 54% in 2009 to 63% in 2011.

Stoughton High School received the District C Sportsmanship Award from the Massachusetts Interscholastic Athletic Association (MIAA) in 2011. This award was presented to Stoughton High School administrators, coaches, and student-athletes at the 2011 MIAA Sportsmanship Summit held at Gillette Stadium on November 18, 2011. Robert Kraft, among other presenters, congratulated Stoughton High School’s selection by fellow schools in the district for exemplifying the highest ideals of sportsmanship. Stoughton High School was one of only eight schools in Massachusetts to receive this honor.

In March of 2011, the New England Association of Schools and Colleges (NEASC) sent a fifteen-member Visiting Committee to Stoughton High School. These evaluation visits occur once every ten years and are an important part of our accreditation process. The preparation and planning that went into this visit required a substantial and sustained effort from the entire high school faculty over the past few years; we look

forward to continued efforts in addressing the recommendations of the NEASC Commission on Public Secondary Schools based on the final report of the Visiting Committee. While Stoughton High School maintained its accreditation, the Commission requested a Special Progress Report to address some critical needs, including an “update on approval of funding from the Massachusetts School Building Authority to address the facilities and space issues.” Stoughton High School received many commendations as well. Among them, the Visiting Committee stated the following in the introduction to its final report: “There are many positive initiatives in place at Stoughton High School which result in a school culture that is positive and focused on teaching and learning within a safe and nurturing environment.”

The 2011 MCAS scores for Stoughton High School were strong once again. In English Language Arts, 91% of our sophomores scored Advanced or Proficient on the MCAS. In Mathematics, 76% scored Advanced or Proficient. The Class of 2012 has seventy-two seniors qualified for the John and Abigail Adams Scholarships for outstanding MCAS scores. These scholarships offer free tuition at any Massachusetts state college or university.

Stoughton High School students continue to demonstrate leadership and citizenship in their extracurricular activities. Our Student Council and National Honor Society students, in particular, dedicate thousands of hours to improving their school community and their community at large. Many of these students serve as tutors for other Stoughton students, work in senior centers, and/or with small children. The Stoughton High School Girls’ Volleyball Team with Coach Ken Gay led the entire Stoughton High School community in a week of fundraising and awareness in support of the American Cancer Society. The second year of this fundraiser topped last year’s efforts significantly. Our students continue to epitomize the stone engraving on the outside of A-Building, which reads: *Dedicated to Citizenship*.

The School Council at Stoughton High School, a group of parents, students, community members, teachers, and the principal, worked to develop our School Improvement Plan for 2011-2012, emphasizing the use of the Parent Portal feature of our Student Information Management Software as a vehicle for improving school/home communication. In our first year using this feature, which allows parents to view

schedules, grades, and attendance information, we have had hundreds of parents sign up. We have seen a significant improvement in school/home communication as a result of this new technology feature.

The faculty of Stoughton High School is committed to the success of our students. The Visiting Committee for the New England Association of Schools and Colleges (NEASC) noted the “many caring and dedicated teachers” at Stoughton High School during their accreditation visit. Countless teachers work with students, either for extra help or advising our many extracurricular activities, long after the end of the regular school day. There are noteworthy accomplishments in each of the academic departments at Stoughton High School, as outlined in the following department summaries.

It saddens me to report the loss this year of two very special people from our Stoughton High School community.

English Department

Stoughton students continued to excel on standardized tests, including the Advanced Placement Tests as well as the ELA MCAS. All but two sophomores passed the ELA MCAS exam last spring. While this certainly warrants accolades for Language Arts teachers at the elementary schools, the Language Arts teachers at the O’Donnell Middle School and the teachers of the high school English department, it is also a tribute to the hard work and dedication of the students of the class of 2013. On the Advanced Placement exams, 98 % of the students in both AP Language and Composition and AP Literature and Composition scored high enough to merit some form of college credit.

Several students also won recognition for excelling in English. At Senior Class Night, Melanie McFayden earned the award for Outstanding Achievement in English, and Bryan Arnott earned the award for Outstanding Achievement in Journalism. At the Awards Assembly in June, junior, Kerlyne Jean-Baptiste, received the Colby College Book Award as a result of her outstanding academic achievement and her contributions to the school community.

The American Studies program scheduled several field trips: a walking tour of historical buildings in Stoughton as well as trips to The Breakers in Newport, the Museum of Fine Arts and the JFK Museum in Boston. In addition, several senior classes

had guest lecturers come in and speak on topics of special interest to high school seniors, such as writing effective college application essays and resumes.

Professional development opportunities in the fall enabled teachers to take a series of courses in the Sheltered English Immersion program (SEI) and to use that information to adjust instructional strategies and readings to meet the students' diverse needs. Teachers continue to become more adept with the SMART Board® technology, and it is being integrated more and more into each curriculum. Teachers have spent many hours updating the English Language Arts curriculum to incorporate the Common Core State Standards. Within two years, the Common Core assessment will replace the current MCAS Exam. Last fall several English teachers served as mentors for new department members and/or as cooperating teachers for student observers from Bridgewater State University and Stonehill College.

English teachers Ms. Ashley Goldstein, Ms. Emily Wood, Ms. Alex Loud, Mrs. Jill Goldberg, Mrs. Janean Ruschioni, and Mrs. Jill Mackay served as mentors to the Step Up to Excellence program while Ms. Ashley Goldstein served as advisor to the Fruition Scholars, a mentoring program geared to integrate more students into higher-level classes. Mrs. Angelina Furioso serves as co-advisor for the class of 2014 with Mr. Bryan Norman. In addition, Mr. Norman serves as advisor for both the school newspaper and JSA.

Business/Technology Department

2011 has been a very productive year for the Business/Technology Department. The Business/Technology Department's focus continues to be the strengthening of its curriculum to align with the Career Pathways initiative. 2011 also brought with it the Coordinated Program Review (CPR) as part of our participation in the Perkins Grant program through the Department of Elementary and Secondary Education. As part of this CPR, we received recommendations as part of a Corrective Action Plan (CAP). In response to these recommendations, we plan on trimming the number of Pathways programs to 4 with two in Business (Business and Finance and Marketing) and two in Communications (Media/Radio and Television Broadcasting and Design and Visual Communications). With these proposed consolidated pathways, we are also proposing to seek Department of Elementary and Secondary Education (DESE) approval as a Chapter

74 program for Career and Technical Education (CTE). This would enable us to firmly establish these programs and provide students the opportunity to gain the skills necessary for careers in the 21st Century. In addition to the proposed pathways for Chapter 74 approval, we will continue to offer pathways in Information Technology in both Network Systems and Programming and Software Development.

The department currently has 5 teachers: Mr. Tom McCormack, Mr. David Krol, Mr. Kevin Smith, Mr. Kevin Bechet, and Mr. Ed Rodrigues, who also serves as our after-school DECA Advisor. In addition to their individual classroom schedules our teachers are also very involved in other school-related activities. Mr. Kevin Smith is the School to Career Coordinator as well as the Co-director of the BAWIB program that provides work readiness skills and summer employment to disadvantaged youth. Mr. Smith is also the coach of both our Golf Team and Hockey Team. Mr. McCormack is the Director of Stoughton Academy and Mr. Krol serves as our Tech Prep/CVTE Coordinator and Career Coordinator for the Perkins Grant. Mr. Bechet is in his fourth year running the Video Production Program. He also serves as editor/producer of “Knightline” our televised morning announcements. He has been instrumental in expanding the Video Production Program school-wide and to the community at large. Mr. Rodrigues serves as DECA and School Store Advisor as well as Freshman Football and Freshman Baseball Coach. Dr. Gorsuch serves as Director of Mathematics and Business Technology.

The Work Study Program is in its second year and has been renamed the Internship Program. Currently there are 17 seniors in the program who have been matched up with jobs, which relate to their individual career interests. This program allows students to apply the skills they’ve learned in the classroom in a real world setting. They are released from school at 12:30 each day and continue their day at the worksite. The program truly has been a win-win for the employers as well as the students. During this initial year of operation the feedback from employers has been overwhelmingly positive. We look forward to expansion in the future as we solidify our CTE Career pathways programs. We would like to extend a heartfelt “Thank You” to all our employer partners who have contributed greatly to the success of the new Work Study Program.

The School to Career Program under the direction of Mr. Kevin Smith is in its fourteenth year. Students participated in School to Career/Connecting Activities

throughout the year. Some of the students' job shadowed at local companies including New England Sinai Hospital, On Deck Sports, YMCA, Lids Locker Room, and Dr. Seth Rogan, a local dentist. A great big "Thank You" to Mr. Terry Schneider and all of our Chamber members for supporting many of our job shadows, field trips, and serving as employer partners for our Internship Program.

Under the leadership of our DECA advisor, Mr. Rodrigues, our DECA Chapter currently has 82 members, an increase of 25 over last year. As a result, Stoughton was awarded four additional participants at the International competition in Salt Lake City in April of 2012. Stoughton also received an award for largest increase in DECA participation. This year's students are working hard on marketing projects and practicing role-plays and are looking forward to competing at the district DECA competitions to be held on January 31, 2012. Hopefully they will be as successful as in previous year's competitions. Congratulations to Valerie Szeto and Nick Aliquo who were elected to serve as State DECA Officers. This is the fourth year in a row that Stoughton High DECA Chapter has at least one of our members serving on the State DECA Board. The Board consists of only 7 state officers from our region - quite an honor for Valerie and Nick!

Our SHS School Store under the guidance of Mr. Rodrigues has continued to grow and develop during the current school year. It has been a huge success on many levels, including the provision of hands-on tasks and real-world experiences for our DECA marketing students who work in the store. Also, DECA students were involved in a fund raising activity at Gillette Stadium during a Country Fest in August plus other activities in and around Stoughton. They look forward to another fundraising activity during a Patriots home playoff game in January 2012. The profits generated will not only allow us to invest in the continued growth and improvement of the store but also will enable us to defray the student costs of participation in the State and International DECA competitions.

SHS Fine Arts Department

The Art Department continues to grow and flourish at Stoughton High School. The courses range from entry level *Art I* to *Advanced Art* and *Portfolio*, as well as *Photography* classes. Students who are anticipating future careers in art are busy developing their portfolios. Also offered is *Fine Craft Exploration* where students engage in many 3-Dimensional art forms including woodcarving, bookbinding, basket weaving, and batik. A new course to this year's offering is the *Photography Portfolio*. This class is designed to help students prepare their college portfolio. Most students who take this class go on to major in Photography.

Student work from these classes adorn the walls and display areas throughout the high school and confirms the existence of the high level of talent that exists within the walls of Stoughton High School.

The 2011 Scholastic Art and Writing Awards were announced this past February and fourteen Stoughton High School students have earned recognition for their work. The awards are sponsored by the Alliance for Young Artists and Writers and the Boston Globe.

GOLD KEY PORTFOLIO WINNERS

Four Senior Portfolio students; Tiffany Parsons, Stephanie Hayner, Sarah Ocasio and Molly Boen, earned Gold Key Awards for their Photography Portfolios.

GOLD KEY INDIVIDUAL WINNERS

Students winning Gold Key awards for individual works included;
Samantha Blindt grade 12, for her painting self-portrait titled "Stopping Time".
Samantha Blindt grade 12, for her painting titled "Portrait of Shane".
Sarah Meadows grade 12, for her painting titled "Self Portrait".
Antoinetta Noe' grade 10, for her photography self-portrait titled "Wallflower".
Victoria Tran grade 10, for her photography titled "The Listening".

SILVER KEY INDIVIDUAL WINNERS

Students winning Silver Key awards for individual works included;
Samantha Blindt grade 12, for her painting self-portrait titled "Light".
Samantha Blindt grade 12, for her painting titled "Portrait of Sarah".
Nicholas Selby grade 11, for his painting titled "Russel".

HONORABLE MENTION INDIVIDUAL WINNERS

Students winning Honorable Mention awards for individual works included;

Brittney Anglin, grade 12, for her photography titled "Vacancy".
Samantha Blindt, grade 12 for her painting titled "Agony".
Alec DeNapoli, grade 9 for his painting titled "Is there more".
Stephanie Hayner, grade 12 for her photography titled "Unheralded Shadows".
Marisol Luna, grade 10 for her painting titled "Self Portrait".
Brent MacNeil, grade 11 for his painting titled "Mack".
Antoinetta Noe, grade 10 for her photography titled "Hocus Pocus"
Alexa Ploss grade 9 for her photography titled "Thirteen".
Julia Sjoquist, grade 9 for her drawing titled "two faces of a Soul".
Lee Wormald, grade 11 for his Digital Art titled "LoneLee".

Gold and Silver Key award winners had their work on display at the State Transportation Building in Boston. SPS Fine Arts members David Wall, Alyssa Dancey and Mark Craig are the art teachers at Stoughton High School.

In May, the art students collaborated in a weeklong exhibition held in the Stoughton School's Superintendent's wing at Stoughton HS. This presentation included art ranging from drawing and painting to sculpture and computer generated art. Family, faculty members, and friends enthusiastically received this exhibition.

The SHS Music Department has had another very successful year in 2011. January for the department kicks off the Jazz Festival Season. The Jazz Program at Stoughton High School is quite extensive. The school has two jazz ensembles, a jazz combo and a jazz choir. Under the direction of Daniel Davey, the SHS Jazz Band I earned a Gold Medal at the Southeast Mass District Jazz Festival sponsored by the Massachusetts Association for Jazz Education. SHS Jazz Band II was awarded a Silver medal. Jazz Band I was invited to participate in the Mass All-State Jazz Band Festival. Jazz Band I earned a Gold Medal at State Finals.

The SHS Music Department participated in the 2011 Berklee College of Music High School Jazz Band Festival held at the Hynes Convention Center in Boston. SHS Jazz Band I and the SHS Jazz Choir were recognized for their outstanding performances. Two Stoughton High School Music Department students were selected to represent their school in the Massachusetts Music Educators Southeast District Honors Concert. Trumpeters Tony Barros, and Adam Elmowitz were selected to perform with the S.E. Jazz Ensemble. Memberships in these groups were based upon competitive auditions held in November. Students from 85 southeastern towns competed for spots in the honors

groups. Freshmen Matthew Williams playing trombone, and 8th grade student Mallory Breen singing soprano, were selected to perform with the Junior SEMSBA Honors Music Festival. Junior Emily Barber was selected to play French horn in the Sr. SEMSBA Honors Concert Band.

Fall means marching band for the department. The SHS Marching Black Knights had a very successful season under the direction of SHS Band Director, Daniel Davey. The SHS Marching Black Knights competed in the New England Marching Band Championships (NESBA) at Lawrence High School. Performing in division 5, the Marching Black Knights earned a Gold Medal for their fine performance.

2011 was brought to a close with the Holiday Concert held in the Christianson Performing Arts Center at Stoughton High School.

The SHS Fine Arts Department would like to thank the community for their overwhelming support in 2011.

Mathematics Department

The Stoughton High School Mathematics Department continues to offer a variety of demanding and rigorous courses. The Mathematics Department continues to revise and write curriculum aligned with the Massachusetts Curriculum Frameworks. This work will be completed during the 2011-2012 school year with expected full implementation for the fall of 2012. Coordination of this will also be done with K-8 to provide a seamless transition to high school.

Despite the hard work and dedication of the math faculty and the student body the results of the Math portion of the MCAS dipped to a performance level of a CPI of 90 out of 100, representing a drop of 1.7%. In part this was due to a reduction in the number of Math Lab courses we offered during the 2010-2011 year because of the loss of two part-time Math specialists, we are serving 35 fewer students than the previous year. With restored funding for these labs during the 2011-2012 school year, we expect to see our CPI to increase. The importance of Math Labs has been demonstrated over the past several years. We have found that students who participate in Math Lab show an average of a 21 point increase in MCAS scores from 8th to 10th grade. Funding through the 632 Academic Support Services grant permitted us to serve only 12 students last year. The

department continues to teach testing strategies and create and use assessments that mimic the MCAS exam as well as common midyear and final exams as a way to assess student learning and progress.

Stoughton High School students have participated in extra curricular activities to enhance their mathematics education. Approximately 37 students participated in the Massachusetts 48th Olympiad Level One Examination, which was given to more than 2000 students across the state. This is a challenging and rigorous critical thinking and problem-solving exam. Questions cover a wide range of topics including geometry, algebra, pre-calculus, trigonometry, and calculus. This exam is a wonderful opportunity to challenge our students above and beyond their regular course work. Its design is to encourage and promote interest in mathematical fields of study. In 2011, one of our students finished in the top twenty percent.

During the 2010-2011 school year, we introduced two new courses, AP Computer Science and College and Career math. The AP Computer Science is the department's fourth AP class. For a first year AP class, students did very well on the AP exam with 4 of the 17 students receiving qualifying scores of 3 or more. This included one score of 5. The College and Career Math was begun as a transition Math class for students entering the work force or community college following graduation. Students in the class receive assistance in taking the Accuplacer college placement exam as well as career related math instruction. The course has been tailored to fit the needs of individual students.

The Math Team is flourishing under the leadership of Mrs. Rosanna DelMastro. The team has grown to approximately 30+ participating members. Students have the option of participating in one or both of the two teams we offer. The Southeastern Massachusetts Mathematics League, SMML, is a traveling team that competes against other students from schools in our division. The team currently ranks 13th in the league of 31 schools. The New England Math League, NEML, is a non-traveling team; in which students take a challenging timed 6-question competition individually each month.

The Mathematics Department members also serve in roles other than teaching. Mrs. Kim Kellogg is advisor to the National Honor Society, serves as co-chair of the NEASC Steering Committee, and Stoughton Teachers Association secretary. She has also served as a cooperating teacher for a student teacher from Stonehill College. Mr. Joe

Donovan is on the National Honor Society Advisory Council and co-chair of the NEASC Assessment Committee along with Mr. Will Kellogg. Mr. Mike Armour is head coach for the boy's varsity Baseball Team. Mr. Joe Donovan, Mr. Will Kellogg, and Mrs. Patricia Foley have served as mentors to our new teaching staff. Mr. Will Kellogg serves on the Negotiation/Grievance/Bargaining Committee and Chess Club advisor. Every member of the Math Department served on a NEASC committee preparing the report for the site visit in March 2011. Ms. Briana Bigelli has served as a mentor in the Step-up program

Mathematics Department members continue to advance themselves professionally. Mrs. Del Mastro and Ms. Bigelli are in the process of completing a Master's degree at Bridgewater State University. Dr. Gorsuch serves as an adjunct professor in Math and Education in both the undergraduate and graduate programs at Curry College. Dr. Gorsuch has also been involved with the Southeastern Mass Math Chairpersons Committee. The AP faculty members, Mr. Mike Armour, Mr. Robert Dacey, Mr. Joe Donovan, Mr. David Jerome, and Mr. William Kellogg participated in AP study sessions throughout the school year. Mr. Donovan also engaged in a mini teacher exchange with Randolph High School where the teachers taught a lesson at the respective schools. These professional development opportunities expose teachers to new teaching strategies, technological advances, curriculum and coursework requirement changes, and increases their knowledge base thereby enhancing the quality of mathematics instruction at Stoughton High School.

Natural & Applied Sciences Department

2011 brought a number of changes to the Science Department as it continues its mission to engage all students in learning experiences that: develop analytical problem solving skills through critical thinking, increase scientific knowledge, and highlight career options in science-related fields.

The Science Department achieved these goals through a wide variety of classroom curricular opportunities as well as extra-curricular venues. New technology including iPads, and boardworks software has been added to enhance existing curricula and offer new lab and interactive learning opportunities. The engineering program continues to expand with the introduction of a new course in green engineering and with

the expansion of the robotics program. Knowledge and skills in the areas of technology, engineering, physics, and math are interwoven throughout these courses as students design and construct a variety of projects. The annual science fair was revised and expanded to include several new events. The Construction Challenge Team completed its third year of competition and the Science Olympiad Team continued to participate in regional and state events. The curricula for many science courses was enriched by a variety of new extracurricular activities and guest speakers, which allowed students to develop and apply their scientific knowledge and skills and see how these skills relate to career opportunities in the sciences. The department continues to analyze MCAS data and make necessary changes to meet the needs of our diverse student population. Through these efforts the science department achieved a third straight year of improved MCAS science scores.

In addition to curriculum development, teachers have engaged in a variety of professional development activities in order to improve their knowledge and skills and to develop new and exciting activities to bring back to the classroom. This past year, nine science teachers, Ms. Wini Dillon, Ms. Jen Kelly, Mr. Chris Koutros, Mr. Tim Norton, Ms. Kathy Rahaman, Dr. Joel Rubin, Ms. Janet Sullivan, Ms. Amy Wiebe and Ms. Kerry Wilbur enrolled in graduate level courses and/or specialized training institutes involving such topics as astronomy, endocrinology, urban ecology, differentiated instruction, and engineering. Three members of the science department attended the Massachusetts Association of Science Teachers Convention this past fall and brought many new ideas and instructional techniques back to share with colleagues and students. The science department continues to participate in lab safety programs to improve the overall safety conditions in the various science laboratories at Stoughton High School and to alter curricula in order to provide the safest and “greenest” laboratory experiences possible for the students at Stoughton High School.

Many members of the science department serve as advisors for a variety of extracurricular school activities. Ms. Jen Kelly, Mr. Tim Norton, and Ms. Janet Sullivan coach athletic teams, Mr. Michael Carey coaches the Science Olympiad Team, Mr. Chris Koutros is the advisor for the Law Club and the Philosophy Club, Mr. Timothy Norton coaches the Construction Challenge Team, Ms. Kathy Rahaman is the advisor to the

Recycling Club and serves as a Step-Up to Excellence mentor, and Ms. Amy Wiebe is the Yearbook advisor.

Throughout the year Stoughton High School students have achieved success in a wide range of activities designed to enhance their science education. Through the combined efforts of the science faculty and dedicated students, SHS had another strong showing on the science portion of the MCAS. The science department continues to analyze MCAS data and update curricula to ensure continued success. The twenty-six member Stoughton High School Science Olympiad Team competed in five meets within the South Shore Regional Science League as well as the State Science Olympiad held each year on the campus of Framingham State College. The Construction Challenge Team, with over thirty members, won the regional competition and went on to place third at the state competition. At Senior Class Night, Kara Morse earned the award for Outstanding Achievement in Science, while Kara Morse and Stephen Schneider were selected as Co-MVP for the Science Olympiad Team. The 53rd Annual Stoughton High School Science Fair expanded to include eleven different events and involved over 300 students. The 1st Place Individual Grand Award winner was Kristina Kozak for her project, “Something a Day Keeps the Doctor Away, But What?” Finally, the prestigious Bausch and Lomb Science Award was presented to Kevin Roopcharan as the top junior science student of 2011.

The Science Department witnessed the departure of a highly respected and beloved faculty member, Mr. Kevin Kelleher who retired, and welcomed two new members to its staff, Galina Cardoza and Jessica Dunn who bring new knowledge and experience to the department.

History and Social Sciences Department

The History and Social Sciences department continues to implement curriculum changes connected to the latest Massachusetts History and Social Science Framework from the Department of Education. The History and Social Sciences department voted Marissa Petersile as the best History student of 2010 and Nicole Beauregard as the recipient of the Southworth Scholarship. The winners of the election to represent Stoughton High School at the Massachusetts State House for the 2010 Student Government Day were Adam Kenney and Alex Lobrano. The Voice of Democracy essay

contest winners for the Stoughton district were Mohammed Skaiky, Nicole Kerman and Brianna Shores. All of these students represent the best and brightest of Stoughton High School and are deserving of their awards and honors.

Despite the demands of a full teaching load, History and Social Sciences teachers are constantly upgrading their professional status by taking courses, teaching at colleges, attending workshops and participating in summer institutes. Ms. Amy Scullane continued working towards her doctorate in Social Studies. Ms. Scullane also participated along with Ms. Beth Manchester, Ms. Melanie Ingrao, Mr. Mike Ingrao and Ms. Mollie O'Connell in a Teaching American History grant program at Stonehill College. Ms. Nicole Cardoso and Mr. Mike Ingrao continue to take courses through the Norfolk County Teachers Association and Framingham State College. Ms. Marilyn Berman continues to teach graduate education courses for Framingham State College through an arrangement with the Norfolk County Teachers Association. In the fall of 2011, Ms. Berman and Ms. Alex Loud of the English Language Arts Department began team teaching a new interdisciplinary course called The Immigrant Experience.

Many members of the History and Social Sciences Department participate in extracurricular school activities. Mrs. Jaime Regan has been directing the Step Up To Excellence mentoring program. Ms. Nicole Cardoso serves as adviser for the class of 2012 and Mr. Ryan Corbett serves as advisor of the Tokyo Club.

The members of the History and Social Sciences Department consistently attempt to provide a well-rounded education for the Stoughton High School student body, both in and out of the classroom.

World Languages Department

World Language teachers continued to participate in professional endeavors by traveling abroad, taking additional courses, and attending the professional development workshops offered through the Stoughton Public Schools. Tom Silva traveled to Spain, Maria Zade spent the summer in Costa Rica, and Elyssa Schneider traveled to Costa Rica. Hilary Turnbull took a course titled Caribbean Borders, Liza Farquharson took a course titled Spanish Phonetics and Phonology, and Elyssa Schneider earned a certification in English-Spanish translation. Several members of the department have also signed up to complete ELL Category 2 training this spring. During February vacation of 2011, Latin

teacher Bill Gorman took a group of students to Italy, where they spent time in Rome and Sorrento. Elyssa Schneider is planning to travel to Spain with a group of students in April 2012. While the World Language department continues to be merged with the English department, Elyssa Schneider assumed the position of Head Teacher for the 2011-12 school year.

The World Languages department continued to refine the use of rubrics in the World Language classrooms. Department members work collegially sharing assignments that help promote fluency in the target language. All members of the department worked diligently on various committees in preparation for the NEASC site visit and participated in the 3-day visit of the NEASC committee in March of 2011. Spanish teacher Liza Farquharson is participating in an iPad pilot program to develop uses for the iPad within the World Languages classroom.

Ms. Lisa Pattavina was chosen by the members of the World Languages Department to be the recipient of the World Languages Achievement Medal for 2011. Lisa was a Spanish AP student and a French Honors student.

When the National Latin Exam was administered, the following students received awards for the Latin I exam: Dan Fountain was a magna cum laude winner, maxima cum laude winners were Christina Galyuk, Lane Shuman, Matt Colburn, Niccolo Fiandaca, and Caitlyn Cote; and Peter DaSilva was a summa cum laude winner. On the Latin II exam, Marcus Middleton was a magna cum laude winner; maxima cum laude recipients were Bailey Olson, Will McGrath, and Marie-Renee Chamblain; summa cum laude recipients were Connor Hay, Adam Lurie, Elizabeth Doherty, and Emily Leahy. On the Latin III exam, Kenneth Boykin was a cum laude recipient; Melanie McFadyen, Joe So, Mathew MacDonald, and Deirdre Simms received magna cum laude awards; and Michelle Henry was a summa cum laude winner. Additionally, Alana Cohen received magna cum laude for Advanced Latin Prose.

When the National Spanish Exam was administered, the following students received awards for their accomplishments on this exam: at Level II, Jessica Cohen and Jonatas Silva received Premios de Excelencia, while Alec Denapoli and Herica Meirrelles received Premios de Bronce; at Level III, Ava Dubovny, Taylor Ewing, Niamh Fennessey, Christina Galyuk, Sheldon Oliveira, Alexander Peixinho, Rachel Romeiro, and Christina

Solem were awarded Premios de Excelencia, while Timothy McGrath received a Premio de Plata; at Level IV, Samantha Morais received a Premio de Excelencia while Thais Borges received el Premio de Oro.

On the National French Exam, Monica Petersile and Andrew Henry received Certificate d'Honneur on the level two French exam. On the level three exam, Marie Maillet and Jessica Morse received Certificat d'Honneur, while Andrea Chica and Patrick Alexandre earned Certificates de Réussite.

Health and Physical Education Department

Major changes have been taking place within the Health and Physical Education Department in 2011. The department continues its commitment to provide a wide variety of opportunities for all students of all ability levels to develop an appreciation for, and the skills needed to maintain, a healthy and active lifestyle. The addition of the new fitness center and the creation of an alternative fitness/dance studio will increase the range of opportunities available to all students.

The department completed the third year of a four-year transition into an exciting new curriculum designed to emphasize the importance of a comprehensive wellness program. An important step in this process was the completion of the state-of-the-art fitness center which has allowed for new activities and individualized fitness programs to be offered. The conversion of existing space into a new alternative fitness/dance studio will allow students to take part in activities such as aerobics, yoga, dance, Pilates and other group-based fitness activities.

In addition to curriculum development, teachers have engaged in a variety of professional development activities in order to improve their knowledge and skills and to develop new and exciting activities to bring back to the classroom. One example of this specialized training is the implementation of the “Bigger, Faster, Stronger” strength and conditioning program.

The health and physical education department is actively working to expand existing programs for all students and staff in the Stoughton Public Schools and will offer an elective program to junior and senior students. Beginning with the fall of 2012, upper classmen will be allowed to select a physical education course which best suits their

individual fitness needs. Students may select from the following courses: strength and conditioning, competitive games, alternative fitness, and lifetime activities.

The department was pleased to recognize two seniors at Senior Class Night. Lianna Tilton and Devin Walsh earned the award for Outstanding Achievement in Health and Physical Education.

The Health and Physical Education department was also pleased to welcome a new addition to the staff. Caitlin Jamiel came to us from the Norton Public School System and has already brought new ideas, strategies, and activities which have helped to energize the existing program.

Athletic Department

The Stoughton Athletic Department has yet again proved that sportsmanship is a priority in 2011-2012. Stoughton has now won the Hockomock Sportsmanship Award for the third straight year. One of the more proud moments in recent history for Stoughton High School happened in November at the MIAA Sportsmanship Summit. The Stoughton Athletic Department was honored along with 7 other schools in the Commonwealth out of 377 for their outstanding Sportsmanship. Our students and faculty representatives were thrilled to receive the award on behalf of the Stoughton High School Athletic Department.

Our participation for the Freshmen, Junior Varsity and Varsity levels has increased over the past eight years. We have over five hundred student/athletes involved in forty (42) separate programs including the addition of a Freshman Volleyball team and a second tiered golf team. We have twenty-four (24) teams at the varsity level. Throughout the year we will compete in over seven hundred (700) different athletic events. Not only did several individual student/athletes achieve local, state, and regional prominence but several teams hope to qualify for state competitions.

The Football team went on the road to defeat rival Canton High School on Thanksgiving Day (27-7) to make it seven straight years and give Stoughton the overall lead in the series 43-39-4. The Boys' Basketball team has started off very strong (top 10 in the state) after the loss of our most recent 1,000 point scorer who contributed to a successful season that qualified for the state tournament in 2011. Our Girls Basketball team under the leadership of long time coach Janet Sullivan has the potential to be

tournament bound too. Boys and Girls Soccer experienced a rebuilding year, with new enthusiastic coaches. Their future looks very promising considering they both doubled their wins from the previous year. The newly elected team captains will most certainly help in getting the teams to where they need to be.

Senior Captain Nick Green, and Freshman Amy Kelly had an outstanding fall season in Cross Country. Leading by example these two both won multiple races, and contributed to a steadily improving program.

Our Volleyball team improved in their 4th season by meeting the previous team goal and qualifying for the MIAA state tournament. Coach Ken Gay leads this seasoned team, with students like Hockomock League All-Star Andrea Chica and Julia Quattrucci, along with Team MVP Katherine Chlus, and Nicole Daniels. Next year the students will need to step up to replace their leadership. The volleyball team has also received the “gold” award for their academic achievement having a team GPA average over 3.5. They also continued their fundraising efforts and raised over \$3,000.00 for the American Cancer Society.

It is the Stoughton High School Athletic Departments aim to create interest and enthusiasm, and to provide all of Stoughton High School student/athletes with the opportunity to participate and compete at a very high level. It is our hope and objective to provide the townspeople, fans, and parents the enjoyment and opportunity of seeing their sons, daughters and neighbors compete and represent the Town of Stoughton on the local, state and national level. Please show your support to these hard working Student-Athletes by attending sporting events in 2012.

**REPORT OF THE GUIDANCE DEPARTMENT OF THE
STOUGHTON PUBLIC SCHOOLS**

Barbara E. Regan, Director of Guidance K-12

The year 2011 was a very productive one for the Stoughton Guidance Department. Our new Developmental Guidance Curriculum has been implemented for the Stoughton Public Schools. This has ensured consistency in curriculum and in the delivery of services to the students in the Stoughton Public Schools. The Guidance Department consists of five counselors at the high school, two counselors at the middle school and five counselors in the elementary schools. All of the guidance counselors have Master's degrees in the field of counseling and are considered "highly qualified" by the Massachusetts Department of Elementary and Secondary Education. Many of the guidance counselors have additional certifications and expertise adding to the professionalism they bring to their respective schools. Many of the guidance counselors are active members of professional organizations including, but not limited to, the National Association of College Admissions Counseling, the New England Association for College Admissions Counseling, the Massachusetts Mental Health Counselors Association, the Massachusetts School Counselors Association, the South Shore Guidance Association and the South Suburban Guidance Association. Our participation in these organizations assures that counselors are aware of local, state and national counseling trends and issues.

At the elementary level, each school has one guidance counselor assigned to the school, with three buildings having a full-time counselor and two buildings having a part-time counselor. Each school offers individual, small group and classroom counseling. Activities for students focus on learning to cope with social, emotional and environmental issues that they may encounter. The activities are taken from the Second Step Program, a research-based violence prevention program that is endorsed by the Massachusetts Department of Elementary and Secondary Education. The curriculum teaches children to understand and peacefully resolve conflict. Through these lessons, children are able to recognize the patterns of behavior and emotions that lead to anger and impulsive behavior or bullying. The three main units explore empathy training, impulse control, problem solving, anger management and skills for learning. We hope to foster improved resilience, social skills and confidence to prepare children for their transition to middle school. In addition, crisis intervention is provided to children and

families, including offering outside referrals and connections to outside agencies, both local and statewide. The guidance counselors are supportive to classroom teachers in areas such as classroom management and understanding of mental health issues. The guidance counselors work closely with the principal, school nurse and school adjustment counselor in their building assisting with the various issues facing children and families throughout the system.

At the O'Donnell Middle School, the two guidance counselors work with students to address many age appropriate and sensitive topics through individual and group meetings. The Second Step program is taught to all grade levels, continuing the lessons they learned in the elementary schools. This program addresses academic, social, emotional and developmental issues that middle school students face every day, with particular attention to anti-harassment and bullying. The guidance counselors work with all three grade levels in small lunch groups throughout the year on a variety of academic, social and emotional topics to improve academic, social and life skills performance. Throughout the year, the guidance counselors assist students who apply to private schools and the local vocational schools, including visiting the schools, filling out applications, preparing for interviews and writing recommendation letters. In February and March, the guidance counselors help the students with their course selections for the following year through individual meetings, class discussions and parent meetings. In June, the secondary guidance counselors work closely with the elementary school guidance counselors to ensure a smooth transition of the fifth graders to the middle school in their spring orientation night for students and parents. The middle school team also works closely with the high school guidance counselors to ensure a smooth transition of the eighth graders to the high school. This year the two counselors are each teaching a Pathways class one period a day, which is new to the schedule. This class focuses on topics such as decision making, problem solving, emotion management and drug/alcohol awareness.

The guidance counselors at Stoughton High School continue to build on the skills developed in the earlier grades. A primary goal of the senior high school is to have students foster a climate of self-respect for themselves and others. Guidance counselors work with students on academic, personal and career development plans. Students are

encouraged to take a rigorous program of study while at Stoughton High School. This will prepare students for their post high school experience. The guidance counselors are committed to ensuring that all students have a postgraduate plan, whether it is to enter college, technical school, the military or the workforce. Each student is encouraged to realize his/her own potential and to set high goals to achieve all of which they are capable. The guidance counselors communicate with students through their First Class Email accounts, the Guidance folder within their accounts, and the blog for parents on the high school website in order to provide better communication regarding guidance department related issues.

The high school guidance services begin at Eighth Grade Parents' Night. This joint effort to transition students and parents to the high school was held in March of 2011. Information was given about academic, athletic, and extracurricular opportunities at Stoughton High School. Throughout the year, the guidance counselors implement the guidance curriculum through visits to classrooms, holding individual and small group sessions, and distributing materials and discussing topics such as "How to Make the Most Out of High School," "How to Get Good Grades," and "Career Choices and Educational Options." Students are introduced to college/career search programs, including Career Cruising and collegeboard.com. A Financial Aid Night was held at Stonehill College in February of 2011. A Financial Aid Night, sponsored by MEFA, was held in November of 2011. A MEFA sponsored Junior Parents' Night was held in February. In May, a joint College Fair was held at Brockton High School with over one hundred representatives from colleges, technical schools and the military in order to provide students with answers to questions about their opportunities in the future. During the fall, the guidance department hosted over seventy individual visits from colleges, technical schools and the military in small settings for students to receive more individualized attention.

Stoughton High School offered the PSAT test for all sophomores and juniors in October of 2011. Stoughton High School was a test center site for the College Board's SAT test in March, May and November. There were twelve Advanced Placement exams administered in May of 2011. In November, the College Board recognized Stoughton High School on their Honor Roll of high schools that recognizes districts for broadening

access to AP courses, while maintaining or improving the percentage of students earning scores of 3 or higher on AP exams.

The Guidance Department is pleased to announce that the 264 graduates of the Stoughton High School Class of 2011 were accepted at 144 colleges, universities and technical schools. 94% of the Class of 2011 is continuing their education. They were offered \$147,125 in local scholarships and reported \$2,436,400 in merit scholarships at the colleges and universities to which they were accepted.

The following is a breakdown of the plans for the Class of 2011:

Plans of the Class of 2011

	% of students
4 year college/university	67
2 year college/technical school	27
Work	4
Military service	1
Undecided/other	1
	<hr/>
	100%

REPORT OF THE DR. ROBERT G. O'DONNELL MIDDLE SCHOOL

Wayne R. Hester, Administrative Principal

We began the school year with 900 students, an increase of 35 from 2010 and a dedicated staff of 75, a decrease of two from last year. The OMS community continues to develop and implement many new programs and services to better meet the needs of our students. This year we are proud to announce the end of most of our study halls and replaced them with our Pathways Program. Below is a short listing of some of the programs we are offering our students instead of a study hall:

6th Grade Pathways Offerings

English Language Arts-in depth study of the book, Maniac Magee

Chinese-Culture, games, Alphabet, Basic phrases

Computers-advance programs

Social Studies-Focus on North America using physical and political maps

Science-Develop a science dictionary, labs, animal project

Physical Education-Lifetime activities

Engineering-Introduction to manufacturing, assembly line, design process

Math-Patterns and polygons

Band-Chorus-Academic Lab

7th and 8th Pathways Grade Offerings

Social Studies-History of Stoughton

Latin-Alphabet, phrases

Computers-Still photos, animated graphics, audio, visual

Science-Healthy diet, mental health and well-being and exercise

Physical Education-Fit for Life, CPR

Guidance-Second Step program

Math-Money and investing

Spanish-Don Quixote de la Mancha

Band, Chorus, Academic Lab

Reading Assistance-7 strategies of reading comprehension modeled after Harvey and Goudvis

MCAS scores continue to rise, as shown in the 2011 MCAS results. Fifth graders have an average of 68% proficient and advanced, sixth graders scored 77% proficient and

advanced, eighth grade scores rose to 83% proficient and advanced. By high school, 89% of our students are in the proficient and advanced categories. We continue to look for ways to improve on these scores.

The parent portal has been added to our many ways of reaching out to parents. This year, for the first time, parents are able to log in to the portal to check their students grades as the teacher enters it into their grade book. This will help parents keep up with their students progress. There should be no surprises when report cards are given out. As always, homework can be seen on line every night.

Social Studies

The Social Studies department at the middle school works hard to create an atmosphere that stimulates the interest of our students and the world around them. The staff continues to create interesting lessons that bring up-to-date information into their curriculum. In addition to working full time, the staff attends seminars, workshops, and graduate courses in the pursuit of higher education to pass along to our students.

This year's professional development focused on refining the Social Studies curriculum content through the lens of Understanding by Design. The Social Studies department continues to share quality lessons, and has begun the process of uploading documents to the SPS Curriculum site.

With the implementation of "Pathways" into the middle school curriculum, two new humanities courses are being taught in the Social Studies department. The sixth grade Social Studies Pathway class will review North America geography. In seventh and eighth grade, the students are learning about the history of Stoughton.

Jenn Ellis is teaching the grade six Pathways course. The students use political and physical maps to identify the various countries in North America. North America is then broken down and reviewed, beginning with the United States and its regions. In addition, students will explore the provinces of Canada as well as the states of Mexico.

Supporting the World History curriculum, Dave O'Neil and his sixth grade team brought their students on a field trip to the Museum of Science in Boston to view the exhibit *A Day in Pompeii*.

Christine Spears, grade 7, and Caitlin Murphy, grade 8, are teaching their students about the history of Stoughton including its Native inhabitants, founders and noteworthy

citizens, famous landmarks, as well as its significance role in state and national events. Dwight MacKerron, from the Stoughton Historical Society, has come several times to speak with the Pathways students and run activities focused on the history of Stoughton.

The 7th grade was pleased to welcome Odaiko New England, a Japanese drumming group, to play for the World Geography classes for the fourth year in a row. The performance was paid for through a generous donation from the PTSO. During the Knight of Excellence, 7th grade teachers John Gunning, Rachel Killion, and Chrissy Spears, hosted the 5th annual Geo-Bee. The 2011 Geo-Bee winner was Adam Potter.

John Gunning continues to serve his second year of a three-year term on the Executive Board of the Massachusetts Geographic Alliance (MGA). The MGA works to promote geographic education across the Commonwealth of Massachusetts. In addition, Mr. Gunning helped organize and judge the 25th Annual State Geography Fair at Bridgewater State University.

John Gunning and Rachel Killion participated in a number of workshops that were put on by the Southeastern Massachusetts Geography Network (SEMAGNET). Chrissy Spears and Rachel Killion took part in the ELL training offered by the Stoughton Public Schools.

The 8th grade staff continues to utilize the richness of Massachusetts history and government through a variety of field trips to museums, historic sites and state facilities. For the 17th year, Rich Grasso organized a trip for the 8th grade American Government classes to Washington, DC where they explore and learn about our nation's capital.

Caitlin Murphy obtained her initial licensure through the Class Measures program and completed several graduate courses at Framingham State University while working on her master's degree. Caitlin Murphy and Denise Fleming continue their community service program in which the 8th grade students are involved in several civic minded projects such as: sending care packages to troops overseas, mentoring 5th grade students at the West School, and acting as pen-pals to senior citizens.

Rich Grasso and technology teacher Russ Clough are running a Teacher-to-Teacher Workshop: Civil Rights in the U.S., the World and the American Presidency culminating with a trip to the JFK Library. The workshop is well attended by various middle school staff members.

The 8th grade again hosted a Veteran's Day assembly. The veterans were first interviewed by 8th grade students, who then introduced them at the assembly. After each veteran had a chance to say a few words about their experiences, they were invited to a brunch sponsored by the middle school.

English Language Arts

The English department at the middle school continues to provide students with opportunities to excel.

During the month of February each student participated in a class spelling bee with a winner and runner-up continuing on to the school wide spelling bee. On Thursday, March 17, 2011, the 51st Annual O'Donnell Middle School Spelling Bee took place in the Media Center with Julie Linehan, sixth grade reading teacher, as the moderator. Ms. LaCivita and Mrs. Baeta were judges. Thanks to the continued support of the Stoughton Woman's Club certificates and prizes were awarded to the winners. Also in March, students took their ELA MCAS tests. The school overall earned a rating of highly performing from the state.

Additionally, on March 14, 2011, the entire eighth grade had the opportunity to attend a performance of Shakespeare's *A Midsummer Night's Dream* performed by the theatre company Shakespeare Now. The O'Donnell Middle School Parent Teacher Organization graciously sponsored this performance as an extension activity of the Drama Unit which all eighth graders participated in.

The Knight of Excellence, in April, was another opportunity for English students to bring their creativity to the forefront. Grade level presentations were displayed and performed that demonstrated student achievements over the course of the school year. Performances and displays included: poetry presentations, story readings, biographical displays of famous personalities, a pictorial slideshow, Grammar Fantasy Football, SMART Board® poetry exhibits, examples of student writing, and more.

As the end of the year arrived all middle school students completed their year-end reading comprehension evaluation using the Scholastic Reading Inventory. This assessment helps to benchmark and target students' language arts placement for the following year.

In June students were provided with a presentation and letter outlining their requirements concerning the summer reading program. Students were able to choose from one of four books to read over the summer and are tested on their chosen book in September. As part of our ongoing attempt to increase MCAS scores, the summer reading test mirrors that of the MCAS test.

There are some noteworthy things that have been happening in the middle school ELA department. In sixth grade students are reading the book *Crash* by Jerry Spinelli which focuses on bullying. As part of the class they have to create a bullying situation where they make-up and solve the real-life problem. Additionally, over school vacations some sixth grade students compete in an optional free reading contest. As a team, the students have read more than one thousand pages over each vacation. Also, over vacations students are encouraged to do something kind for someone else. They are asked to write down their good deed and reflect upon what they did and how they felt.

Our sixth grade reading students have set a goal to read twenty-nine books from September to June. They keep a log of books completed, as well as selections which they have chosen to abandon. Just in 2011 alone, one student has read forty-six books! This challenge is being taken seriously, and obviously is successful, with the hope that similar reading enthusiasm will continue into 2012! Students are also working on vocabulary "attack" skills every day as they read. Students are constantly practicing inference skills, summarizing, identifying the main idea and supporting details as well as making connections. Students will be starting their big research and summarizing project in the new year and learning how to take effective notes from non fiction text. Sixth graders are "reading to learn" and feel empowered by being able to understand intricate texts.

Seventh grade students have written poetry (to describe their favorite places) as well as original fiction (depicting seventh grade) utilizing the literary techniques and elements studied in class. They have participated in literature circles concerned with historical fiction, learning to conduct small group educational discussions without teachers directing the conversation. Students have produced and starred in commercials for outside reading books. They have created PowerPoint projects to offer advice for incoming seventh graders on how to be successful in the seventh grade. They have studied classic literature and have begun writing their own universal thesis statements as

a basis for future research projects. Also, students have studied Bloom's Taxonomy in order to identify the thinking levels involved with each of their assignments.

Eighth grades students have been working on biographical web quests, drama performances/productions, poetry slams, generation interviews, ancestry investigation and chronicling, and video documentaries. Some students have been doing community service at the West School by reading to fourth grade classrooms and peer tutoring fourth graders. Also, students wrote their own thematic screenplays in groups which were filmed by Jeff Pickett of The Stoughton Patch and featured on the website.

This September students started their new pathways classes. In sixth grade students are reading *Maniac McGee* by Jerry Spinelli. They create original tall tales to understand exaggeration and hyperbole. They also create a charm bracelet that captures the main idea of the chapters by using different symbols to represent different parts of the story. Additionally students write an original song about *Maniac McGee*, make a class map by recreating the town of Two Mills using description from the story, as well as other art projects. In seventh grade students are exploring their own identities. They express themselves through such projects as creating a collage on a wall in the middle school, creating paper mache masks, and writing original poems about themselves, which must incorporate sounds and graphics. Students are usually not given the chance to explore who they are in an academic setting, so this class affords them the opportunity. In eighth grade students created an Autobiographical Portfolio including poems, narrative, timelines and other writings about their lives. Students also participated in school beautification by painting a mural representing their values.

Professional development is an ongoing facet of the ELA department at the middle school. This year was focused on looking at the current curriculum and aligning it with the Common Core Standards. Part of this process has included creating new lessons and revising current ones. In addition the district offers graduate level courses and teacher to teacher workshops after school and during the summer months, which are all directly related to the school initiatives and curriculum.

Mathematics

The Math Department at the O'Donnell Middle School is continuing to work very hard to improve our Math MCAS scores. The state has deemed the O'Donnell Middle School to be high performing in their ranking statewide for Mathematics. Continuous modeling of various MCAS sample problems in class, combined with the weekly Study Island skill reviews keeps students alert and energetic about math.

The data collected on the MCAS tests allows teachers to help students with their mistakes and to improve future performance. The sixth graders continue to work on their basic skills to prepare for their next leap to Pre-Algebra. The seventh graders all take a pre-Algebra Course to prepare them for the rigors of Algebra I in the eighth grade. Constant reinforcement of basic mathematical skills is stressed in all Math classes at the middle school. This past summer, the curriculum for grades six through eight was rewritten to coincide more closely with the common core standards in Mathematics.

The faculty continues to challenge themselves and to add to their own professional development in the area of mathematics. Teachers have taken courses in the practical applications of Algebra and Geometry in the middle school classroom. Students are using their math skills to build graham cracker houses, write their own word problems, solve mental arithmetic problems and bungee jump with stuffed monkeys from the stairwell. While students are having fun, they are learning the principles of mathematics. These real life situations show the best application of mathematics from the classroom.

Homework and MCAS help are also offered after school by faculty members on certain days. In addition, this school year a Mathematics remediation position was added during the school day to further assist students and reinforce the many math facts and strategies for solving problems. Students at the middle school are encouraged to challenge themselves in Mathematics and to always do their personal best. Each spring hundreds of our middle school students compete on Teams in the Math Rumble.

Science

This year the O'Donnell Middle School science department has implemented many new and exciting activities. In the spring of 2011, a grant was obtained through Donors Choose that allowed a team of seventh grade students to put in a vegetable

garden. The students tilled the land, started their plants indoors, transplanted, weeded and watered the garden. Over the summer, the garden was in the care of students at the West School Multiple Intelligence camp. In the fall, OMS students were able to go back and pick tomatoes, cucumbers, and corn that were still available for harvest.

There are three new science staff members for the 2011-2012 school year, as well as a new science head teacher.

The science department is continuing its implementation of science, technology and engineering into the sixth grade study skills program. The new 6th/7th grade study skills teacher is implementing many new activities and expanding upon the seventh grade house project. The sixth grade teachers continue the toothpick bridge project and the earthquake-proof structure project. Also, team 6A took the students on a field trip to the Museum of Science in Boston.

Ten new microscopes were purchased for the seventh grade, which allows every student in the largest science class to have their own working microscope. The students and teachers are always very excited to participate in this unit each year. The microscopes are used in several labs, including looking at the animals and protists that live within area ponds. The seventh grade teachers are also implementing a unit in which the students design and build a prosthetic arm.

One seventh grade team is also experimenting with using only the online version of the science textbook for student homework. This means that only students who need a hard copy of the book are issued one, and of the 86 students on the team only 24 requested a textbook. This was at the request of the previous years' students, who had suggested that the textbook should be optional, because they liked the online version better.

The eighth grade teachers continue using many hands-on activities and experiments to teach students the concepts within physical science. They make polymers out of everyday household materials, build bottle rockets, and use kits to build a fuel cell.

Many of the science teachers are participating in professional development. Two of the seventh grade science teachers are participating in the iPad pilot group at OMS. Both teachers are very enthusiastic about using these tools in their everyday instruction. Eighth grade science teacher Ms. Minnette is finishing her Master's degree in Science Education

grades 1-8 at Lesley College this fall. Also, many other science teachers are taking Master's level courses in order to further their education.

There is a new Pathways course at the middle school, which is called STEM Science. The course is taught in either seventh or eighth grade, and includes three main areas of focus: health and nutrition, digestion and absorption, and lastly a forensics unit. The course is still being developed by the seventh and eighth grade teachers involved, and students have been responding very well to this new program.

World Language

In April, the World Language department held two major events, The Knight of Excellence and field trips to New York and Canada. During the Knight of Excellence, students' projects were on display in the cafeteria. Along with the projects there were also over 100 ethnic dishes prepared by students and their families. Students, staff, and family members were able to sample the dishes and view the displays of student work. This has become an annual event that is highly anticipated each year.

The department also held two field trips in April. Over ninety students attended the field trip to New York. They visited the United Nations and had a guided bus tour of popular tourist areas of New York. Students also ate lunch in a traditional Spanish restaurant, shopped in Times Square, and visited The Metropolitan Museum of Art. At the museum, students were able to enjoy a self-guided tour of famous European artists as well as the art of non European cultures. Forty French students visited Quebec, Canada. Their trip included a two-night stay. Some highlights of their trip were: Restaurant St. Hubert, National Battlefields, Commission's Discovery Pavilion, Maison de la Découverte, restaurant le Cochon Dingue, group photograph on the Promenade des Gouverneurs, Place Royale, Chasse au Trésor, Quartier Latin, tour of the Basilique Sainte-Anne-de-Beaupré, Parc de la Chutes Montmorency, Musée du Fort, and Quartier Petit Champlain. For many students this was their first trip out of the United States.

In June, 53 students took the National Spanish exam and 20 students took the National French exam. The students taking these exams were honored at eighth grade graduation. For Spanish, first place honors went to Abbie Roane. Second place was tied between Sarah Almajed, Colleen Foley, and Ethan Raul. Third place was tied between Shannon Hickey and Mat O'Connor. First place for outside experience was Sarah Santos.

For French, the first place winner was Joseph Souto. Second place was shared between Sierra Watson and Evan Schulze. Third place was Shannon Barkey. Outside experience first place was Leslie Camilo.

In September the department was able to add two humanities classes: Latin and Don Quixote. Along with the addition of these two courses the department continues to advance in the area of SMART Board® technology. The teachers have utilized professional development hours to create lesson plans that integrate the use of Notebook software. This technology has opened many doors for second language learning as it allows the teacher to bring authentic rich media from around the world into the classroom.

Principal Hester's Farewell

After 42 years in public education, I officially announce my retirement. It has been a pleasure to serve the Stoughton Public School System for the past 12 years. During my tenure at the Dr. Robert G. O'Donnell Middle School, I was the Assistant Principal for 3 years and I have been the Principal for the past 9. Over that span of time, I have hired over 71 of the approximately 90 staff members and I have overseen the academic, social, and civic programming offered to the students and families. In terms of academics, I was integral in writing a complete curriculum for all courses, in restructuring the general program to include specific subject area teachers for all major disciplines in grade six, in the addition of Activity Hour and its transition to the new Pathways Program, and in the consistent improvement of our MCAS scores across all groups. I am most proud of the improvement in our MCAS scores over the last 6 years. As I look back on my days at OMS, I would like to acknowledge the contributions of the teachers, secretaries, custodians, nurses, counselors, and my fellow administrators for their encouragement, support, and diligent efforts on behalf of the students and families. I would also like to thank the community of Stoughton for showing consistent support for OMS and for the Stoughton Public Schools.

REPORT OF THE ELEMENTARY SCHOOLS

Elementary Schools Curriculum Report

2011 was a year of many successes for our Stoughton Elementary Schools, with a focus on developing programs and instructional practices that help all of our students reach high levels of achievement as scholars and citizens. Emphasis again this year was placed upon the development of professional learning communities within our schools, with teachers meeting regularly in grade-level teams, whole-school teams, and cross-district grade-level teams to develop curriculum, plan instruction, and analyze student assessment data to determine effective practices to lead all students to success. In the individual schools, teachers have come to these professional meetings with assessment data gathered from the annual MCAS exams, end-of-unit benchmark tests from our newly implemented Scott Foresman *Reading Street* program, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and *Everyday Mathematics* end-of-unit assessments. At the district level, grade-level teams have met with elementary principals and the Superintendent on early-release days to develop consistent instructional practices among the five schools and plan future professional development that will have the most impact on students' learning.

The 2011 school year began with a professional development day geared toward the introduction of the Stoughton Schools Curriculum web site. The Curriculum Development Committee utilized our reading program, Scott Foresman *Reading Street* to create Notebook files (interactive lessons for the SMART Board®) and downloaded all of the materials from the reading program web-site to be utilized daily by the staff. They then presented the material on the site, and all of the resources that were created, to their grade level colleagues. The creation and utilization of the Curriculum web site has provided the staff with the whole reading program literally at their fingertips while utilizing the technology that was purchased through a previous Town Meeting Article for classroom SMART Boards®. The next step in the design of curriculum is to align the Stoughton Schools Curriculum with the newly released Common Core, assuring that all our students are receiving a world class education. We will continue to utilize formal and informal assessments to present differentiated instruction aimed at addressing the needs of all of our students.

Common Core State Standards in Mathematics (CCSSM) were adopted by the Board of Education in July of 2011. In preparation for the transition, 12 elementary teachers worked during the summer of 2011 examining the changes that will need to be made in our curriculum and instruction practices. Each presented the math standards changes to their grade level colleagues during the first full professional development day on September 2, 2011. The CCSSM communicate exactly what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, working toward shared goals. These national standards define what students should understand and be able to do in their study of mathematics. The standards set grade-specific benchmarks and provide clear signposts along the way to the goal of college and career readiness. Professional Development in understanding and implementing the new content standards and practice standards will continue for the next 2 years. In each of the elementary schools we emphasize problem solving skills, number sense and basic math fact mastery. Throughout this year, teachers develop and disseminate Notebook lessons in mathematics that can be viewed and used interactively on each classroom's SMART Board®. The district continues to utilize the Everyday Mathematics program to deliver instruction and in December of 2011 twelve teachers began to pilot another math program called Envision Mathematics to compare it to our current program and its approach to student mastery of the CCSSM .

The Stoughton Writing Curriculum for grades one through five was implemented over the course of the school year in all classrooms. Students worked to master specific genres and traits of writing that spiraled up through the grades. In June of 2011, all students selected their best pieces of writing from their Grade Level Writing Folders, reflected on the pieces, and added them to their Elementary Writing Folders that will hold a showcase of exemplary writing for each student that is compiled over the elementary years. In late 2011, the Writing Committee reconvened to revise the Writing Curriculum to align it with the March 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy. The revised Writing Curriculum will be unveiled in June of 2012 for implementation in September. Additionally, based on standards from the new Massachusetts' Framework, the Committee identified the need for and developed a

kindergarten through fifth grade Stoughton Handwriting Curriculum that will be implemented in September of 2012.

In looking closely at the Social Studies curriculum, we have come together as a fourth and fifth grade team to develop a consistent district wide Social Studies Curriculum web site. The fifth grade team was the first to convene and produce a document outlining their four Social Studies topics. Each topic includes an essential question, what the students will understand and ultimately know, along with the skills that will be mastered and the standard that it addresses. Also included for each topic is a vocabulary list, important people, suggested writing and activity portion. Once completed and added to the fifth grade website, the fourth grade team assembled and developed and produced a Social Studies document including all of the components as the above mentioned.

In addition to every elementary classroom, all kindergarten classrooms have also had SMART Boards® installed. Teachers have enthusiastically welcomed the new technology into their repertoire of instructional approaches. Many opportunities for teachers to learn more about incorporating the SMART Board® into their instruction continue to be offered.

In 2012, we will look closely at the elementary science curriculum. We will develop a scope and sequence from grades K-5 to ensure all units are appropriate for each particular grade level. Teachers will meet by grade level to develop the curriculum using the Understanding by Design model. Throughout this process the grade levels will identify essential questions for each unit and identify what the students will understand and be able to demonstrate at the end of the unit. This process will also allow teachers to identify materials they may need to enhance the units at each grade level. Once this process is complete these documents will update the existing science curriculum.

Joseph R. Dawe, Jr. Elementary School

Over the past year, the Dawe School students, staff, and families demonstrated support for the *Core Beliefs* through their spirit and actions to enhance the climate. As the *Dragons*, the Dawe family has embraced the acronym that reminds us of our beliefs:

D .R. A. G. O. N. S. means ***Diversity, Respect and Responsibility, Achievement, Goals, Opportunities, Never Give Up, and Safety.*** In addition to our daily inclusive practices, ***Diversity*** was celebrated by having everyone who visited the school sign our huge banner that displayed “Alike, Different...Dragons.” ***Respect and Responsibility*** is recognized regularly through our Caught Being Good program in which students who are “caught” wear stickers and feel pride in their acts of kindness. ***Achievement*** at the highest levels stems from our staff who have the highest of expectations for all of our students. To achieve success, students are frequently encouraged to set ***Goals*** for themselves. Whether it be short term or long term, everyone at the Dawe School is always working on furthering his/her learning to accomplish goals. ***Opportunities*** for learning exist in every classroom throughout the school year. When faced with a challenge, students are reminded to ***Never Give Up!*** Working hard and making mistakes is a part of learning and by persevering, success is achieved. Finally, having a respectful environment where responsible students know the expectations and routines creates a ***Safe*** climate where students are comfortable and happy. Our fifth grade students serve as Safety Patrol officers to act as role models to the younger students. With everyone working together to support our core beliefs, all of our students, staff, and families play integral roles in enhancing the Dawe School climate resulting in happy *Dragons* and excellent academic growth among all students.

Joseph H. Gibbons Elementary School

The Gibbons School is alive with learning! This year the focus of that learning is our core values – **Generosity, Effort and Safety.**

Generosity – Each year a renewed effort takes place with respect to community involvement. This year the staff, students and families collected food for the Stoughton Food Pantries, coats for Coats for Kids and hats and mittens for the Evelyn House. During National Inclusion Week, students discussed helping people to fit in and making them feel valued and the whole student body created a banner using their thumb prints to symbolize working together. Through these experiences our students gain an

understanding of the people around them and how they can have a positive impact on their community.

Effort – We have students of various ability levels who strive for success each and every day. Our students are encouraged to work hard, set goals for themselves and be the best that they can be. Our staff provides feedback to students about the effort that is put into their work. Our students are learning that their effort directly impacts their learning. We continue to maintain that 100% of our students have a library card for the Stoughton Public Library to help extend their learning beyond the classroom and school. We have also incorporated the tenets of Responsive Classroom. Many staff members attended the training over the summer and have included Morning Meeting into their daily routine. We have also been working on teacher language to foster student confidence and competence.

Safety – The Gibbons School fosters an environment where students and staff feel safe each day they come to school. This climate encourages students and staff to be risk takers with their own learning as everyone is heard and respected for what they have to say. We continue to monitor our traffic challenges at arrival and dismissal and make changes as needed.

The Gibbons School is developing our students into life long learners with a sense of commitment to self, school and community.

Helen H. Hansen Elementary School

The Hansen School continues the “Walk to Read” model of small group reading instruction. In addition, we have implemented a “Move to Math” weekly block. The classroom teachers, along with a specialist, work with children to stretch their thinking, support individual weaknesses, and reinforce already-presented skills. Children’s needs are looked at weekly in order to appropriately place them in small skill-based groups. They are asked to read, compute, write, and share the strategies they used when determining their answer.

Every school year the Hansen School celebrates a school wide theme. Our theme this year is “Year of Environment”. Our first and third grade “Paper Pals” collect the

paper bins in each classroom at the end of every week and deposit the paper in our Paper Bin Retriever. Currently an environmental engineer and two of her students from Suffolk University have adopted a second and fourth grade classroom and are working closely with them on a variety of activities. With the assistance of these adults and several parents, we are planning to begin a composting project. We are in the process of having a composter delivered to our school. We will also collect rain water to help water a small Hansen School garden in late spring. The Hansen School entered a float in the 2011 holiday parade and won first place. Under the direction of Hansen School parents, and using handprints supplied by the students, an environmentally based scene was created. These handprints were designed during one of our “Community” gatherings.

Every child and staff member at the Hansen School is a part of a cross-grade level community under the supervision of two adults. Each community is recognized by a specific color and has 16-18 students. This is a continuation of last year’s communities theme. During our gatherings we meet either as an entire school and watch a brief video, share a project or remain for the entire time in our specific communities where students work on an activity that is aligned with our nine Hansen School values. These values are respect, cooperation, acceptance, honesty, excellence, safety kindness, and joy.

At the Hansen School, a student’s effort is valued as much as their achievement. We celebrate students’ individual accomplishments each day. Using various incentive programs such as “On-A-Roll,” Hawk Dollars,” “Blue Ribbon All-Stars,” “Fact Masters,” and school store, students are encouraged to challenge themselves to work toward their greatest potential.

The Hansen School family, which includes students, teachers, staff and parents embraces the challenge of helping students learn to love learning.

Edwin A. Jones Early Childhood Center

This past school year has been an exciting time for the Jones Early Childhood Center. The pre-school is preparing students by teaching pre-readiness skills to ensure a smooth transition to the district full day kindergarten. As the first experience with the

public school, the Jones ECC is committed to incorporating parent collaboration into the education our youngsters.

There has been a Transition Committee formed with representatives of pre-school teachers, kindergarten teachers, special education staff, parents, and administrators. This committee is looking at the current curriculums in place, best practices, and ways to build continuity. Parent workshops have been occurring monthly with the Building Principal and the School Adjustment Counselor in the form of “Tea Time with the Principal”. The topics are related to setting schedules and routines, how to set up play schemes, facilitating interactions between siblings, and other hot topics identified by the parents participating. The Parent Information and Wellness Center, located in the Jones ECC, has housed events such as Strengthening Families put on by the Youth Commission, the Stoughton Special Education Parent Advisory Council (SSEPAC) monthly presentations and the Mom’s Club activities.

We have implemented several new curriculum initiatives over the past year. The pre-school version of Responsive Classroom is utilizing the same language as the elementary schools program in order to promote consistency and smooth transitions. The pre-school has integrated Handwriting Without Tears throughout. This is a multi-sensory approach to handwriting. The Jones ECC staff is participating in professional development on Lively Letters which is a pre-reading multi-sensory phonemic based program developed by Nancy Telian. The pre-school staff is working diligently to realign the current curriculum to the new Common Core curriculum frameworks. The staff is also utilizing the Understanding By Design framework to map the pre-school curriculum. Once this curriculum is revised there will be an update of the pre-school standards based report card.

The Jones Early Childhood Center has a lot of positive and enriching experiences happening everyday. The goal is to create a student body of life-long learners motivated to explore the world around them.

South Elementary School

Throughout the past year, the South School Community has focused on various academic and social areas that support our Core Values and Mission.

Effective Communication: In order to communicate effectively with all students and especially those with English as their second language, 11 South School teachers have trained in Sheltered English Immersion by attending graduate courses and workshops in the 4 categories. When teachers continue with professional development, literacy and communication acquisition improves for all students. Parents receive a bimonthly newsletter communicating and describing students' successes, classroom experiences and are given a brief explanation of one content area in the Principal's Curriculum Corner section.

Creative Thinking Skills: The goal of all our educators is to promote great thinkers and problem solvers. Last spring, our fourth graders expanded their mathematical thinking and its application to real world meaning by taking a 'walking field trip' called, Math Journey: a Historical Walking Tour of downtown Stoughton.

Love of Learning: Science is one subject loved by both students and teachers. We take an inquiry based approach to learning the content including physical, life, technology & engineering and earth & space sciences. We celebrate science with in-school science and out of school science field trips, use the web based programs, Study Island and Brain Pop to enhance the learning and join older students with younger ones to participate in science activities. Science MCAS scores in 2011 soared to 69% as being advanced and proficient in this curricular area.

Respect: 10 South School teachers and its principal took a graduate level course in Responsive Classroom during the summer of 2011. Teachers are utilizing Morning Meeting to begin each day with their students to promote positive, social and respectful ways of learning. Students also proudly wear South School Stars after they have demonstrated character traits that we promote daily including respect, responsibility, honesty, determination and integrity. They wait eagerly each Friday morning to hopefully hear their name announced on the Public Address system and earn a PTO school store coupon and a special "Character Counts" pencil.

Responsibility: The South School Student Council takes great responsibility by serving as future leaders within the school community. The Council is comprised of 2 student representatives from classrooms in grades 3, 4, and 5. They are lead by 4 Student Council teacher advisors. They are responsible for Spirit Days, recycling paper and water bottles, and coordinating service projects such as Pennies for Patients, Food Pantry, Blue Dog Shelter, Cradles to Crayons, and Turkey Grams to benefit Copley Nursing. The South School is nestled in the pines and is a vibrant, connected community thanks to staff, parents and students.

West Elementary School

The West Elementary School is a proudly diverse building committed to the growth of its students both educationally, as well as, socially with the support of parents, teachers and community. We strive to foster a well-rounded student who will succeed academically while simultaneously being compassionate to his or her world. The staff works hard each day to meet the needs of our students and differentiate their instruction to provide appropriate leveled instruction. Over the past few years, the West School has begun to implement Responsive Classroom practices in the classrooms and throughout the entire school.

The West School is committed to working with families and community members to enhance student achievement. It is very common to walk the halls and see parents and/or community members working on math facts or reading with students. We also have many parents that assist in the classrooms with a variety of different activities. To enhance this connection to families, the school has created family evenings based around reading and math initiatives. In addition, there are also evenings during the year for our families that speak a second language to attend a potluck supper and an informational night to learn more about the ELL program and the school. The West School continues to develop ways to increase family involvement and participation in family events.

The West School is proud to have a high quality afterschool and summer program. The after school program (S.M.A.R.T.S.) is for students in grades 3-5 and runs afterschool Monday thru Thursday from October – May. The program offers the students homework support and a variety of ELA and Math activities. The Summer Program

(Multiple Intelligence Camp) is for students in grades 2-5 and runs for 6 weeks in July and August. During the summer the students participate in activities that vary from the arts, physical education, cooperative games, music and drama. During the Multiple Intelligence Camp all the students have access to a free lunch in the West School Cafeteria. By offering both of these programs, we give the students opportunities they may not have during the traditional school day or academic school year. These enrichment programs positively impact students and increase their abilities across the curriculum.

The West Elementary School is a wonderful place for students to learn and continues to strive to increase student achievement.

REPORT OF THE SPECIAL EDUCATION DEPARTMENT

Heather Tucker, Administrator of Special Education

This past school year has been an exciting time for the district. The Special Education Department continues to work with the students, staff, and parents to further develop our high quality programming and services.

Over the past year, the Special Education Department underwent the Coordinated Program Review (CPR), which is the audit by the Department of Elementary and Secondary Education (DESE). Last winter, the department conducted an internal self-assessment of student records and Special Education procedures and submitted the report to the DESE. During January and February of 2011, the DESE conducted document reviews and interviews with administration, staff and parents. The district received the results in late June 2011. The district was found to have no areas of non-compliance and very few areas of partial compliance. These were very exciting results. These results and the CPR process assisted the special education department in identifying areas to refine our procedures and practices so we may better serve the students and families in our district.

The Special Education Department continues to improve consistency across the district in regard to the Individualized Education Program (IEP) process. During monthly faculty meetings, the staff has been working as High School, Middle School and Pre-k/Elementary School teams develop consistency in language and process for the delivery of service. This year the district is focusing on progress reporting. The special education department continues to work together to build greater consistency for the benefit of our students.

As for our most recent initiatives, the special education department has been working on using Assistive Technology to support students transitioning to life after high school. Through the use of Bookshare, an on-line source for electronic/audio texts for students diagnosed with learning disabilities; Kurzweil, text-reader software; the use of I pads, and the First Class email system, students are able to complete school work and enhance their strengths. The district has conducted professional development for staff to better identify the skill set students need to be prepared for post-secondary education and

the work force. We are also identifying better ways to address the enhancement of skill development enabling students become stronger members in their community.

The Special Education Department has been working very closely with the Stoughton Special Education Parent Advisory Board (S-SEPAC) to continue to identify and implement practices to build communication and continuity for the education of special education students. The S-SEPAC holds monthly meetings offering presenters, free of charge, to parents of students with disabilities. All are encouraged to attend to continue the growth in membership. Both the administration and S-SEPAC, would like to continue this growth and development.

The Special Education Administration continues to be impressed with the level of dedication to student achievement the staff demonstrates on a daily basis through all activities. It is the hard work and collaboration of the regular education and special education staff that maximizes student achievement and minimizes the impact of student disabilities. The Administrative Team in partnership with the School Committee actively support the implementation of strategies which will enable all students to be committed to excellence.

The Special Education Department is thankful to have the support of the town to develop and implement practices to continue to create consistency and stability to better educate the students with special education needs. The investment in learning requires a village mentality to meet the goals of a high quality education, which all students deserve.

REPORT OF THE SCHOOL HEALTH DEPARTMENT

Patricia M. Small, R.N., B.S.N., M.Ed., Director of Nursing

“You can’t educate a child who isn’t healthy and you can’t keep children healthy who are not educated.”

Dr. Jocelyn Elders, former Surgeon General of the United States

Our school nurses are the key resources for staff and students for health issues. The nurse is the person who links students and their parents to health insurance and health care providers, if needed.

2011 was the third year of the Essential School Health Services Grant; a grant through the Massachusetts Department of Public Health designed to provide all school-age children in Massachusetts access to a high quality, comprehensive health program. With help from the grant, we are able to maintain a level of staffing necessary to meet the needs of the larger schools and to deal with emergency and crisis situations at any school. Our school nurses are often the key resources for staff and students for almost any health issue and they are always on call for crisis intervention. There are 1,004 students with medical concerns enrolled in the Stoughton Public Schools. During the school year 2010-2011, our nurses handled over 11,000 office visits for first aid, and 40,000 office visits for illness and health assessments. This does not include the daily medications, procedures or routine screenings. Routine screenings include hearing and vision, scoliosis and BMI. Students in grades 1, 4, 7 and 10 had their heights, weights, BMI and BMI percentages done and recorded and the results were mailed to each parent accompanied by educational materials.

Wellness remains a priority to Health Services. Mandated by the Federal Government, every school district receiving federal funding must have a Wellness Policy in place. That Wellness Policy needs to address goals for nutrition, nutrition education, physical education and other wellness activities. Our Wellness Policy recognizes the critical role of our schools in curbing the epidemic of childhood obesity and encouraging a healthy lifestyle. In addition, it recognizes that nutrition and physical activity can have an important influence on a child’s ability to learn. The Wellness Policy provides an opportunity for the Stoughton Public Schools to create an environment conducive to

healthy lifestyle choices and a readiness to learn. In light of the new standards and laws and the results of the BMI screening, the Wellness Committee, made up of nurses, administrators, teachers, Food Service Director, School Committee and parents, began the long process of reviewing the policy and updating it.

Other wellness initiatives in 2011 included the introduction of an oral health program that allows parents/guardians to take advantage of four public health dental hygienists who offer services at no cost to the families. Those services include screening, cleaning, sealants and referrals for additional dental care. Ninety eight children were seen. Twenty-two percent of the children seen were found to have untreated decay, needing a prompt dental office visit.

With the help of our School Physician, the Stoughton Public Schools established a partnership with Signature Health Care to care for our students who suffer from traumatic brain injuries and/or orthopedic injuries. In addition, Signature provides educational programs for the athletic department and provided an in-service for the High School staff on the educational implications of traumatic brain injury. Providing our students with the appropriate education, prevention and aftercare is of the utmost importance.

The Massachusetts Department of Public Health mandates careful scrutiny of immunization records. The nursing staff works closely with parents and local physicians to guarantee full compliance to the law for all of our students. New students are not admitted without complete records. Additional immunizations are required during the school years. Therefore, the updating of records by parents is necessary. The nurses notify parents if they find that immunizations are needed.

Physicals examinations are mandatory in grades K, 4, 7, and 11 and all athletes are required to have a physical exam prior to participating in any interscholastic sport.

Our nurses continue to do health evaluations as a requirement of the Chapter 766 Special Education Law. They also assist school officials in the identification, evaluation, program planning and management of students with health problems that affect their classroom performance. While their duties and responsibilities are numerous and varied, the members of the School Health Department remain dedicated to providing the children of Stoughton with the best possible care.

**REPORT OF STOUGHTON ACADEMY and
STOUGHTON EVENING SCHOOL**

Thomas W. McCormack, III, Director of Alternative Education

Stoughton Academy

Stoughton Academy, established in 1995, continues to grow as a leading high school adult diploma program in the area. We have graduated over 450 students. All of our students must complete the twelve course requirements, as well as pass the MCAS tests in the areas of Math, English Language Arts, and Biology. The MCAS testing is administered under the requirements of the Department of Elementary and Secondary Education.

Our sixteenth commencement ceremony was held at Stoughton High School on June 7, 2011. Thirty-one students received their high school diplomas before a large crowd of family and friends, who came to share this very special achievement. The sense of accomplishment and pride is always a highlight of our graduation ceremonies. This adult diploma program affords an educational opportunity to many people who have left high school before completing their required program. Through Stoughton Academy, students are able to enroll in a series of academic courses, offered at standard high school level, taught by certified secondary teachers. Upon completion of this program and its required courses, many students go on to higher education either at the community college level or at other institutions of post secondary education.

We have just completed our first year of partnership with **Quincy College**, and we will continue to make this opportunity available for anyone who may be interested. The courses are under the umbrella of Quincy College, but are held here at Stoughton High School in the evening. They are taught by certified teachers, who are required to also have their Masters degree. Our students are very excited about this new opportunity. It is a great way for us to encourage them to continue with their education. These classes are open to anyone who may be interested. You do not need to be a Stoughton Academy graduate or a Stoughton resident. For more information, please call us at 781-341-8701.

Stoughton Academy continues to be proud of the reputation we have built within our community as well as surrounding communities. We service Stoughton students, as well as many students from surrounding towns. The program is well respected by the guidance departments in the area, as all of these high schools now accept the credit a student earns from Stoughton Academy. Representatives from the various branches of the military, who have come to visit us, are now accepting a Stoughton Academy diploma to complete requirements to enlist in the military. We have offered “Career Night” and brought various speakers to our assembly to offer our students a better understanding of the options they have upon completion of our course requirements. They gain a true appreciation of the difference earning their high school diploma will make in their lives. Counselors recommend Stoughton Academy to many of their students when they may need just one class to meet graduation requirements from their own high school. Upon completion of the class, Stoughton Academy sends the area high school a transcript for their records and the student is able to graduate with their own high school class in June.

In conclusion, as I complete my eighth year, I am honored to have the opportunity to serve as Director of Alternative Programs. I continue to feel a great sense of pride in being able to reach out to our students and offer them this fantastic opportunity.

Information about Stoughton Academy may be obtained by calling 781-341- 8701 or by visiting our website at www.stoughtonschools.org and clicking on the Adult Programs link.

Stoughton Evening School

The programs offered by Stoughton Evening School continue to be popular with our residents. Although attendance has decreased a bit from previous years, we continue to seek enrichment programs that the community shows an interest in.

Zumba was introduced last year, and the class is continuing to grow. All of the participants had a great time learning the dance moves, and getting great exercise at the same time. We will continue to offer Zumba, and hope to increase participation next semester.

Yoga is still the most popular offering at Stoughton Evening School. We run two classes and each one quickly fills to capacity. Our Volleyball program has expanded, and

both nights are very well attended. We would like to continue to expand our Evening School programs and would welcome any suggestions for class offerings from our residents. If you feel you have something to offer to enhance our program, please call. We welcome new ideas and suggestions. We can be reached at 781-341-8701.

Our course offerings are advertised in the Stoughton Pennysaver, as well as the Community Bulletin Board on Cable Channel 6.