

## **Brockton High School Profile 2006 – 2007**

Brockton High School is a comprehensive high school located in the city of Brockton, 30 miles south of Boston, MA. 4,200 students occupy the nine buildings which comprise the current high school, which opened in 1970. The building is approximately the size of an aircraft carrier (1/3 mile long) and has 13.5 acres of floor space, about half the size of the Prudential Center in Boston.

Our diverse student population provides a unique multi-cultural experience. Along with native Brocktonians, we have students from Europe, Asia, Africa and Central and South America. Our students distinguished themselves academically as 80% of our 2006 graduating seniors went on to some type of higher education, while 43% were accepted to 4-year colleges.

### ***Philosophy***

Brockton High School seeks to teach our students in a safe, supportive environment the knowledge, skills, values, and behaviors necessary to become responsible and productive members of a diverse society. Instruction focuses on enabling students to demonstrate the literacy skills of reading, writing, speaking, and reasoning and preparing them to participate actively as citizens in a technologically advanced society.

Brockton High School remains a comprehensive high school while establishing smaller learning communities. We meet the individual needs of our students by providing opportunities for them to fulfill their potential and by offering choices in accordance with their own aspirations. We are committed to enhancing intellectual and emotional connections among adults and students through a personalized approach in both instruction and interpersonal relationships. Our school encourages and fosters positive, working relationships with students, families and the community.

### ***Executive Summary***

High expectations and high standards help motivate students enrolled in Brockton High School. The Brockton High School began a restructuring process in 1995 to increase student achievement and provide a more personalized educational experience for all students. The literacy initiative to improve student skills by having all teachers assume responsibility for literacy instruction within their classes has improved student performance to the point that the school was recognized as a *Commonwealth Compass School* by the State of Massachusetts in 2002. Brockton High School has also been recognized as a *Model School* by the International Center for Leadership in Education in 2004, in 2005, and again in 2006. In 2006, Brockton High School was one of only six schools in the country to be awarded *The National School Change Award* by the U.S. Department of Education and Fordham University.

A cornerstone of the successful school improvement effort is the creation of positive relationships among administrators, faculty, and students, built on trust, vision, and consistency. Brockton High School maintains a clear vision of the type of educational institution it wishes to be and how it will provide a high quality education that motivates and engages students. Over the past five years, the school has consistently maintained the challenge that it will:

1. provide literacy in reading, writing, speaking, and reasoning,
2. use best practices for effective instruction,
3. provide ongoing evaluation and revision of courses and programs,
4. address standards set by state and national agencies,
5. establish high academic standards using a variety of assessment instruments,
6. foster effective communication among staff, students, parents, families, and the community, and
7. seek ways to personalize the educational experience of each student.

The school culture at Brockton High, another important factor for school improvement, is student-focused and positive. In the tradition of Brockton as the City of Champions, the school is dedicated to continuous improvement with a diverse population and an experienced faculty, many of whom grew up in the city where they now teach. Some manifestations of this positive school culture are the Restructuring Committee, a group of administrators and teachers, which challenges teachers to increase their expectations for student achievement. Additionally, each department employs a steering committee to review and revise curriculum, programs, and definitions of quality student work. The faculty is experienced and supportive of one another. As previously mentioned, the Literacy Initiative reflects the emphasis on identifying student needs and provides a school-wide emphasis to address these needs. Ultimately, the culture is an even-tempered, positive force that is student-centered and professionally stimulating. Literacy is integrated into all lessons across the grades and subjects.

The hallmark of Brockton High School is the collaborative communication model operating among the administration, faculty, and student body. Administrators operate in a supportive fashion, involving faculty in decision-making and ownership of key school initiatives. Issues are identified from several sources such as the Restructuring Committee, departmental meetings, Student Council, or community advisory groups, which assist the school in reaching its goal of increasing achievement levels of all students. When issues are presented, they are analyzed through open discussion groups before an action is contemplated or pursued. In this fashion, the administration uses the stated mission of seeking high quality education for all students to refocus the staff's attention on reaching the higher proficiency levels on the MCAS rather than simply the passing level. Professional training is provided using data and best practices which, in turn, is followed by departmental discussions and demonstrations of effective lessons. In addition, the administration used the requirements of *No Child Left Behind* to emphasize Adequate Yearly Progress in faculty discussion groups designed to generate exemplary lessons and materials to assist teachers from all disciplines to strive for continuous instructional improvement.

The above-stated policies, programs, and activities represent tangible steps to achieve the goals and mission. The administration and faculty annually review the perceived strengths of the school and identify new initiatives to address areas of need. The Restructuring Committee represents a vehicle to highlight and review issues related to the school's efforts to achieve its overarching goals: to increase student achievement levels and to personalize education for all students. The 32 member committee represents academic areas, resource staff, and administration. For 2006-07, the committee was structured to address seven challenging issues in subcommittee discussions:

1. transitioning from junior high to high school
2. raising academic expectations for all students
3. improving school and classroom culture
4. personalization
5. examining the senior year
6. advancing technology.

The administration and teachers at Brockton High School are constantly looking in the mirror to use whatever data are available to assess where we are, what is working well, and correct what is not working well. This on going process has achieved a more rigorous and relevant academic program.

Data have been used differently and more extensively at the school over the past 10 years. The school makes consistent use of data to evaluate programs and to pinpoint areas in need of new or revised programming. The monthly faculty meetings and departmental steering committee meetings are devoted to reviewing data, preparing a recommended course of action, and conducting Professional Development to address areas of need. The annual School Improvement Plan is the culmination of these efforts to “target and respond.” In this plan, the data from MCAS and other assessment tools are summarized with the degree of attainment of the preceding years’ goals and activities. This document then lists the goals and recommended course of action for the next year based on the available data. Each goal statement includes a needs assessment, specific objectives, action plan, and evaluation. Staff uses the report to focus its energy and resources on new or continuing objectives to serve the needs of students and the needs of faculty to deliver quality instruction.

The MCAS results for the graduating class of 2006 indicate that 98% of Brockton’s students passed the Math and English exam. Beginning in 2005, Massachusetts awards Adams Scholarships to students who reach proficiency levels on the MCAS. The Adams Scholarships provide tuition support for four years at any state college. In 2005, 2006, and 2007 over 20% of Brockton’s graduating seniors were awarded these scholarships. The Governor of Massachusetts along with the Commissioner of Education came to Brockton to announce the Adams Scholarship Program in 2005, recognizing the high number of Brockton students who achieved this distinction, especially noting that 25% of these students were minorities. It is noteworthy that 56% of the 2005 Brockton award recipients used the grants to further their education in public institutions, indicating that, without the scholarships, many students may have been unable to attend college financially. Staff of the high school has achieved considerable success in improving student passing rates on the MCAS, which is now raising expectations that even more students will reach proficiency levels on this test. Past success has bred higher expectations of success in the future.

The administration and the Restructuring Committee continue to seek new avenues that would increase the rigor and relevance of the curriculum. For 2006-0, the Restructuring Committee continued to focus on improving math skills across the curriculum areas, improve reading comprehension strategies, strengthening the 12<sup>th</sup> grade experience, and making application for the International Baccalaureate Program.

The school’s open enrollment policy for Advanced Placement (AP) courses also augments student achievement. Students must be allowed the opportunity to reach their highest potential. In fact, one student pointed to the fact that students frequently ask to be placed in more demanding courses called “moving up.” Brockton students participate in nine AP courses, but the administration is seeking ways to increase both the number of courses available as well as the number of students who participate. In 2004-05, the numbers of student participating in AP courses increased slightly, but the total number of scores reported doubled when compared to 2003-04. During the 2005-2006 school year, the initial application was submitted to the International Baccalaureate Program for BHS to begin operation within two years. In 2005-2006, five courses were offered through the Virtual High School Program in Economics, Spanish, Chemistry, Calculus and pre-AP Language. Virtual High School is a collaboration of high schools that share online teaching and learning opportunities globally. All of the above outline the progressive and creative steps Brockton is taking to meet its goal of improving student achievement,

As part of the initiative to provide a more personalized education, smaller learning communities were established. Students are now assigned to one of four houses to ensure closer working relationships with teachers and to enable teachers to gain greater knowledge of student interests. Recent initiatives, including a Freshman Academy and Academic Success Programs, are now underway to increase the rigor and relevance of the curriculum and to support 9<sup>th</sup> grade students in the difficult year of transition to high school. Back-to-back instruction in English and Math in Freshman Academy for at-risk students continues the personalization. In addition, students with disabilities are included in the regular academic program and are supported in classrooms by special education teachers. Senior and junior students mentor freshman as another academic support. The restructuring process is making personalization of instruction and student support the vehicles to maintaining the extensive opportunities afforded by a large complex school. It is a “best of both worlds” approach, offering personal instruction targeted at individual needs while providing many options to meet individual interests.

To improve student achievement, Brockton High School also builds upon its past strengths. The school has a long history and tradition of success in sports and performing arts. The philosophy and mission statement of the school dictate that students should be offered as many opportunities as feasible to maximize their talents and abilities both within and outside the classroom. As expected with a school this size, extracurricular and co-curricular programs are extensive. When a group of students expresses an interest in forming a club, activity, or service, the school makes every effort to locate an advisor and to provide support for legitimate requests.

Currently, Brockton High School has over 45 clubs and student activities. Teachers consistently seek out students who are not active in extracurricular activities and encourage their participation in the “life of the school outside the classroom.” Again, the faculty operates with an expressed belief that students who participate in the fuller life of the school tend to be happier, higher achieving, and more productive. The clubs and activities range from the traditional mathematics, ski, and yearbook activities to the STEP dance, garden, and Amnesty International clubs. The diversity of the student population is reflected in the Cape Verdean, Asian, Jamaican, and African-American clubs designed to develop kinship and cultural awareness. Several activities and organizations exist to foster student leadership. The National Honor Society, Skills U.S.A., and Student Council groups establish leadership roles among students by participating in decision-making at the school. Students also have the opportunity to provide service in the community. The TV and Radio Club is a unique organization operating at the school in support of the TV and radio studio. Videotaped programs link the community to sports, performances, and school issues. New in 2005-06 was the video yearbook that students designed and produced for themselves.

Publicity about the school highlights the award winning programs of band, chorus, and drama. School performers travel to local and national competitions and successfully represent the tradition of high achievement at Brockton. Equally meritorious is the athletic program that fields competitive and non-competitive teams. Numerous trophies, banners, and plaques attest to the outstanding talents of the students and their coaches. In fact, the May 2005 edition of *Sports Illustrated* recognized Brockton High School one of the best high school athletic programs in the United States. In the pride of the school and community, state championships and the development of life-long participation in sports have equal respect. The physical education building has two state-of-the-art wellness centers, a free weight room, and a pool used by the school and community each day and into the night.

The extracurricular opportunities are a legitimate source of school and community pride, especially considering that about 3,250 students participated in one or more of these activities during 2005-06. The school places a heavy emphasis on encouraging and supporting the development of student

interests, aptitudes, and learning styles. The extensive extracurricular, after-school, and during-school support programs and the variety of instructional strategies used in the classrooms are evidence of the commitment to personalize education for all students. The administration uses the public address system to celebrate daily the successes and achievements of both students and teachers in athletic, academic, and other arenas. Students feel recognized as individuals even within the large educational setting of the building.

Finally, Brockton High School is a safe and orderly school, which is quite an achievement considering its size, urban setting, diverse population, and complex of buildings. The security concerns of the administration remain in the forefront of policies and practices. Teachers are provided walkie-talkies in their roles as floor teachers and cafeteria monitors, which are regular assignments. Since teachers move between classes to relocate to office units, most staff members are in the halls with students during passing times. The school instituted identification cards, which permit staff to identify students entering the building and cafeterias or walking the halls. Teachers and administrators use the rules of conduct spelled out in the student handbook to enforce discipline uniformly. Many teachers post personal rules of behavior in their classrooms. Seldom are students “sent to the office,” but they are addressed with consistency when misbehaviors occur. Assistant housemasters in each of the four houses handle discipline. Brockton is safe and orderly because of the ongoing attention paid to procedures and the proactive stance taken by administration and the faculty.

In summary, the administration and faculty have been guided by the School Improvement Plan for 2006-07, which identified four specific goals:

1. To continue implementing strategies to improve MCAS scores
2. To continue school-wide literacy training
3. To personalize the educational experience for all students
4. To continue implementing policies for safety.

While the attainment of those goals has not been perfect realized, much progress has been made. The following pages indicate our degree of attainment thus far. In the coming academic year, we will keep the same goals and continue in our efforts to improve academic achievement and personal the educational experience of every student at Brockton High School.

## Brockton High School Student Demographics

	2004-2005	2005-2006	2006-2007
Male	2,202	2,186	2,186
Female	2,270	2,119	2,149
<b>Total</b>	4,472	4,305	4,335

### Enrollment by Race/Ethnicity

Race	2004-2005	2005-2006	2006-2007
African American	52.0	50.2	52.6
Asian	3.4	2.9	2.7
Hispanic	10.5	12.15	14.1
Native American	.5	.5	.8
White	33.6	31.2	29.8

### Selected Populations

	2004-2005	2005-2006	2006-2007
First Language not English	32.9	32.1	31.8
Limited English Proficient	8.0	9.3	10.8
Low-income	56.3	60.4	61.9
Retentions	8.4		
Special Education (total)	9.6	9.9	9.6
General Ed Modified	2.2	3.7	3.9
Up to 20% Separate	4.8	3.9	4.3
21-60% Separate			
Substantially Separate	2.5	2.1	2.9

#### Academic Support Programs:

- MCAS support classes in English and math that are held during the day and after school for all students who have failed the MCAS
- After-school SPED Mentoring Program to provide academic support for SPED students
- PLATO Labs for reading and math improvement
- SAT Lab
- Access Center that provides during school support for all students
- Project Grads Teen Parent Program
- Summer School

#### Student Enrichment Programs:

- “Club Boxer”, an after- school, grant-funded program that provides students with a variety of experiences that include building, printing, computer, and reading workshops
- “Bridges”, an online college and career exploration program supported by the Guidance Department
- Dual enrollment that provides an opportunity for students to take college level courses not offered at Brockton High School
- Tech. Prep. that provides internship opportunities in a variety of occupational areas
- Summer of Work and Learning provides classroom and work experience
- Internship Opportunities

## Brockton High School MCAS Results

<b>GRADE 10 ENGLISH LANGUAGE ARTS</b>			
<b>PERFORMANCE LEVEL</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
ADVANCED	17	21	21
PROFICIENT	38	36	47
NEEDS IMPROVEMENT	30	28	24
FAILING	15	15	7
<b>GRADE 10 MATHEMATICS</b>			
<b>PERFORMANCE LEVEL</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
ADVANCED	11	16	27
PROFICIENT	27	22	25
NEEDS IMPROVEMENT	34	33	28
FAILING	28	29	20

<b>BHS Adequate Yearly Progress History</b>										<b>Accountability Status</b>
		<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Identified for Improvement - Subgroups
	All Subgroups	-	-	-	-	No	No	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Corrective Action - Subgroups
	All Subgroups	-	-	-	-	No	No	No	No	

**Brockton High School  
MCAS Results  
Performance Level Comparison**

<b>MCAS Tests of Spring 2004 Percent of Students at Each Performance Level</b>									
Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
<a href="#">GRADE 10 - ENGLISH LANGUAGE ARTS</a>	17	19	38	43	30	27	15	11	991
<a href="#">GRADE 10 - MATHEMATICS</a>	11	29	27	28	34	28	28	15	991

<b>MCAS Tests of Spring 2005 Percent of Students at Each Performance Level</b>									
Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
<a href="#">GRADE 10 - ENGLISH LANGUAGE ARTS</a>	21	23	36	42	28	25	14	10	940
<a href="#">GRADE 10 - MATHEMATICS</a>	16	35	22	27	33	24	28	15	942

<b>MCAS Tests of Spring 2006 Percent of Students at Each Performance Level</b>										
Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI
	School	State	School	State	School	State	School	State		
GRADE 10 - ENGLISH LANGUAGE ARTS	21	16	47	53	24	24	7	7	950	86.1
GRADE 10 - MATHEMATICS	27	40	25	27	28	21	20	12	950	74.0