

**HINGHAM HIGH SCHOOL**  
**NEW SCHEDULE AND NEW HOURS**  
***YEAR TWO: A Status Report***

During school year 2003-04, Hingham High School changed both its start and end times and the organization of the day. The decision to make these changes was based on a desire to maintain and improve our academic programs. To determine the success of these changes, both qualitative and quantitative data was collected and evaluated in the spring of 2004. Quantitative data included grades, attendance and tardy rates, honor roll statistics, disciplinary incidents, and suspensions. Qualitative data included student surveys, teacher surveys, and informal input from parents.

Although the trends were positive at the time we evaluated the changes last spring, it was premature to draw major conclusions about the effect of these changes on the academic program. We chose to continue the same hours and schedule for another year and to review the effects again this spring, particularly since we would have two years of hard data including standardized tests. For the second year in a row, the trends all continue to be positive. We did not take any formal surveys this year, but anecdotal evidence continues to suggest that parents, students, and teachers are relatively pleased with the schedule and school hours.

When a draft of this report was shared with all faculty members and their input solicited, the following two emails were received.

*I am a big fan of the current schedule- 55 minutes is a perfect amount of time (No longer, please) and the 7 day drop period adds enough variety to keep things interesting.*

(social studies teacher, grades 11-12)

*I continue to believe that the new schedule is a real plus for everyone. I wouldn't change it. The A period classes are as awake as the B period classes so I don't think the tired student A period is a reality. I also feel that the teachers and the students have benefited from the rotating periods and dropping one class. The stats really seem to show that this change is very successful. I also think that the stats point out how valuable our school climate program is.*

(English teacher, grades 10, 12)

The only request that some teachers had was to look again at the idea of rotating the first and last two periods of the day. That will be investigated next year.

Based on the data included in this report, I recommend that we continue the current schedule and school hours.

## MCAS RESULTS

English Language Arts			
	2001-02	2002-03	2003-04
Advanced	49%	49%	50%
Proficient	37%	44%	40%
Needs Improvement	11%	8%	10%
Failing	0%	0%	1%

Mathematics			
	2001-02	2002-03	2003-04
Advanced	43%	46%	52%
Proficient	33%	31%	31%
Needs Improvement	19%	17%	13%
Failing	4%	4%	2%

Over the course of the last three years, students scoring proficient or advanced in math increased from 76% to 83%. Students scoring proficient or advanced in English increased from 86% to 90%. At the same time, the number of students taking these tests increased from 208 in 2001-02 to 248 in 2003-04.

## SAT RESULTS

YEAR	Verbal	Math	Combined
2002	564	565	1129
2003	560	572	1132
2004	573	587	1160

SAT scores have risen steadily over the past several years, and that trend continued under the new hours and schedule. Last year's scores are the highest in HHS history with 95% of students taking the tests. Both math and English scores are well above the national and state averages.

Some SAT II Subject Tests scores also showed improvement. Dramatic improvements occurred in chemistry (increase of 31 points) and English writing (increase of 47 points). Slight improvements occurred in Biology – E, English Literature, and Mathematics level IIC. Biology – M, Mathematics Level IC, Physics, US History, and World History did not improve. Those tests tend to be taken by fewer students.

## AP RESULTS

	2001-02	2002-03	2003-04
Number of students tested	207	212	210
% of grades 3 or higher	96%	100%	94%
% earning a 5	46%	40%	46%

### Suspensions

02-03	51 incidents; 39 students	enrollment 946
03-04	43 incidents; 32 students	enrollment 967
04-05 (as of 3/11/05)	43 incidents; 30 students	enrollment 1043

### Attendance

02-03	Average daily absent	6.64%
03-04	Average daily absent	6%
04-05	Average daily absent	5.8% (as of 2/1/05)

### Tardiness

02-03	Average daily tardy	4.47%
03-04	Average daily tardy	3.2%
04-05	Average daily tardy	2.3% (as of 2/1/05)

### Use of Other Learning Areas

One of the reasons for lengthening the periods was to allow teachers time to use other learning areas in the school such as the library or computer labs. The following charts reflect that both those areas are well used.

#### PC Computer lab use

MONTH	Periods used by classes 03-04	Periods used by classes 04-05
September	NA	45
October	53	53
November	16	26
December	24	38
January	32	47
February	36	48
March	68	
April	57	

#### Library Use

	November	December	January	February
Before school use	1086	939	820	871
Research classes	15	10	8	19
Study hall Use	1425	1425	1035	1050
Students with research passes	116	145	94	220
After school use	290	169	167	174
<b>DOOR COUNT TALLY</b>	<b>9489</b>	<b>8643</b>	<b>8176</b>	<b>8022</b>

Five other recommendations were included in that year's report. The following is a summary of the status of those recommendations.

*1. Revise the testing schedule.*

With input from faculty and department directors, a new test day schedule was implemented this past fall. To date it seems to be working well.

*2. In lieu of a fully rotating schedule, flip the first period with the second period and the fifth period with the sixth period of each day each quarter. That would provide some relief from the issues that occur with a class that always meets first period and a class that always meets last period.*

This was not implemented. At the end of first term faculty decided that this was not a desirable option. Any benefit would be outweighed by the potential confusion such switches might cause. As stated earlier, this will be reconsidered again next year.

*3. Investigate the possibility of increasing the passing time during the second and third period of each day to provide a longer break.*

This was not implemented. In order to meet the mandate of 990 hours, we could not do this and maintain five released-time sessions.

*4. Continue to provide released time for departments to meet to adapt curricula and teaching strategies for the longer periods.*

Five released-time sessions were held during this school year. This is one more than last year. Four of the five sessions were devoted to individual department work. The practice of common planning time every day for the five largest departments (English, math, foreign languages, science and social studies) has also continued. Through these two venues, teachers have had the opportunity to meet together on a regular basis to discuss teaching methodology and curricular issues.

*5. Continue to monitor the effect of a later dismissal on athletics.*

In early spring and late fall (before or after daylight savings time) there is still a concern for games held at schools that require a lengthy drive, especially Middleboro and especially field hockey. We will continue to work to develop an athletic schedule that will have these games at the most opportune time.