

# Green Eggs and Haaget



TO EAT, OR NOT TO EAT,  
THAT IS THE QUESTION...

MAY 20, 2019

THE ENGLISH LANGUAGE ARTS PROGRAM  
IN THE HINGHAM PUBLIC SCHOOLS

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**ENGLISH / READING PROGRAM REVIEW**  
**Presented to the School Committee**  
**May 20, 2019**

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A Persuasive Response to "Green Eggs and Ham"  
by Delaney Walsh, 1st Grader at PRS

In my opinion you should  
try green eggs and ham because  
it has a lot of calories. One reason  
is that it will make your tatebuds  
grow. Another reason is that  
it will make you strong.  
Most importantly is that it  
is very very delicious! Will you

try green eggs and ham?

**Timed Response to *Hamlet* Prompt**  
**Grade 12 AP Literature – Hingham High School**  
**Edan Larkin**

Throughout Shakespeare's *Hamlet*, the titular character of Hamlet finds himself more and more entangled in the corruption of Denmark as he works towards discovering the truth behind the untimely death of his father. Although Hamlet unravels this mystery eventually, his investigations into his father's death reveal to him that one must not allow excessive thought to inhibit action during life.

At the beginning of the play, Hamlet's investigation of his father's mysterious death immediately forces Hamlet to confront the inevitability of death. When Hamlet first meets what is presumably the ghost of his dead father, the ghost requests that Hamlet avenge its death. Hamlet's confrontation with this ghost not only jumpstarts his investigation, but also introduces him to the overwhelming and constant presence of death which encourages him to avenge his father's death in order to take action rather than stay idle. However, once Hamlet receives this information, he decides to try and solve this mysterious murder by adopting an "antic disposition." Hamlet's choice of action in this investigation is very telling of his character because it is not actually a form of action at all. Instead, Hamlet's tactics further increase the chaotic state of Denmark and reveal that overthinking greatly inhibits action and thus progress, especially in the face of death. Hamlet's encounter with the ghost and the beginnings of his investigation demonstrate his tendency to think rather than act, and how such a strategy is detrimental.

As Hamlet's "antic disposition" fails to produce any results regarding his father's murder, Hamlet turns to other tactics that further support the need for action rather than thought. Hamlet decides to have some visiting actors put on a play called "The Mousetrap" in which they reenact Old King Hamlet's death, so that Hamlet can watch Claudius' reaction to determine whether or not he is guilty. Hamlet's choice here is still very much passive, and he refrains from truly taking action, which causes even more confusion. When Claudius flees, it is unclear whether he did so because he killed Old King Hamlet, or because he himself feels threatened by Hamlet. Hamlet's passive, thought-driven tactics demonstrate that one must never permit thought to inhibit action because Hamlet's inability to take charge only further confuses the mystery he must solve. Shortly after the showing of "The Mousetrap," Hamlet happens upon Claudius, with his back turned, confessing openly to the murder. Hamlet's investigations have led him to the perfect moment to avenge his father, but, after he ponders it, he forgoes the opportunity to kill Claudius. Hamlet's tendency to overthink makes him hesitate in a moment where action is needed most, and a murderer walks free because of it. As Hamlet's investigation into his father's murder progresses throughout the play, he continues to exhibit the truth that one must never let thought prevent necessary action.

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(Edan Larkin is the editor of "The Harborlight" student newspaper. She will be attending Brown University.)

## Introduction

The English/Language Arts and Reading programs were last reviewed in June 2014. This report is intended to give an overview of core content and practices that have remained ongoing and to highlight significant changes that have occurred since the presentation of those reports.

The following principles are philosophical statements that underlie the 2017 [Massachusetts Curriculum Framework for English Language Arts and Literacy](#), which aligns with the Common Core standards. Accordingly, they guide the construction and evaluation of the ELA curriculum for the Hingham Public Schools.

- Students should receive explicit instruction in skills, including phonics and decoding. Explicit skill instruction is especially important in narrowing opportunity gaps.
- To become successful readers, students need to develop a rich academic vocabulary and broad background knowledge. Educators should help students develop a love of reading by:
  - Selecting high-quality works of literature and nonfiction.
  - Reading aloud in class.
  - Providing students with ample opportunity and encouragement for sustained independent reading, both for school and on their own.
- Students should be exposed to complex and challenging texts at their grade level and above, with extra support and scaffolding as needed, reflecting high expectations for all students.
- Students should read a diverse set of authentic texts balanced across genres, cultures, and time periods. Authentic texts are intact and unadapted texts in their original complexity; they are texts composed for purposes other than being studied in school.
- Students should have frequent opportunities for discussing and writing about their readings in order to develop critical thinking skills and to demonstrate understanding.
- Reading well-crafted texts is an essential foundation for developing effective writing skills.
- Developing the ability to write well demands regular practice across multiple forms and genres of writing and opportunities to write for a variety of audiences, including expository, analytical, persuasive, narrative, and creative writing, as well as explicit instruction in vocabulary and standard English conventions.
- Educators and families should view each other as resources who are both invested in supporting students' skills in reading, writing, speaking and listening.
- Social and emotional learning can increase academic achievement, improve attitudes and

behaviors, and reduce emotional distress. Students should practice recognizing aspects of themselves in texts (self-awareness), struggling productively with challenging texts (self-management), tailoring language to audience and purpose (social awareness), grappling vicariously with choices faced by others (responsible decision making), and collaborating respectfully with diverse peers (relationship skills).

- Educators should select works of fiction and nonfiction that instill in students a deep appreciation for art, beauty, and truth, while broadening their understanding of the human condition from differing points of view. Reading, discussing, and writing about high-quality prose and poetry should also help students develop empathy for one another and a sense of their shared values and literary heritage, while learning about who they are as individuals and developing the capacity for independent, rigorous thinking.

## Elementary Language Arts Program Grades K-5

Grade K-5 classroom teachers in the Hingham Public Schools are expected to provide a minimum of 90 minutes of instruction per day in the English/Language Arts (ELA). This instruction includes reading, writing, spelling, and language study and is intended to establish the foundation for the entire K-12 ELA program. In addition, all students in grades K-3 participate in instructional groups based on a model of tiered instruction. Tiered instruction is a process by which educators utilize data from a variety of assessments to evaluate learners' needs and provide all students with targeted instruction at their appropriate reading levels. Teachers adjust instruction as needed and monitor student progress so that groupings are fluid. Similar practices have been integrated into literacy instruction in grades 4 and 5 as well.

### Reading

#### **Houghton Mifflin Harcourt (HMH)**

*Journeys* – HMH's core reading program – is a comprehensive, research-based reading program which offers a variety of quality literature to engage learners. Explicit instruction and numerous opportunities for practice ensure students' growth in reading proficiency. Each week's lesson integrates phonics, grammar, writing, and spelling for a total language arts approach. Instruction for skill development in the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) is structured to meet individual needs. The skill sets build upon one another as students progress through the grades. Lessons are aligned with the Common Core standards and are thus compatible with the Massachusetts Curriculum Framework for ELA and Literacy.

The HMH program provides all elementary classrooms with comprehensive student and teacher resource materials. Students are provided with an anthology and practice books. Teachers receive resource packages that include teacher guides and a variety of materials (including Reader's Notebooks, Close Readers, Leveled Readers, and trade books) designed to ensure that all students at all levels receive a substantive and challenging program of study in the language arts.

### **Additional Resources**

In addition to the core reading program, teachers in grades 3-5 provide instruction in district-wide reading selections. Teachers in each of the four elementary schools share common materials based on the following three titles: Grade 3 – *Stone Fox*; Grade 4 – *Shiloh*; and Grade 5 – *The Diving Bell*. Teachers also utilize multilevel children's books that integrate reading with content areas such as science, math, and social studies. At each school, book closets and classroom libraries provide students with trade books used to supplement reading instruction and encourage independent reading.

K-5 classroom teachers use a wide variety of best practices in their delivery of the ELA program. Some of these practices include the tiered instruction model, differentiated instruction, flexible grouping, learning centers, and cross-curriculum project-based learning.

Each school has a team of reading specialists, special education teachers, reading tutors, and para-educators working to ensure that each child's needs are being met in terms of literacy instruction.

*The Telian Lively Letters* approach is used in kindergarten to teach letter and sound recognition. The program utilizes imagery and mnemonics (creative memory tricks) to teach letter-sound associations and sight word acquisition.

## **Specialized Reading Programs**

### **Orton-Gillingham/Wilson**

Students who are not making progress in the core program according to district assessments may be provided with one of the above programs. The multi-sensory approach used in these programs helps students to understand sound/symbol associations and to use phonograms for decoding and encoding. Lessons provide structured, systematic, scaffolded instruction.

### **Lexia Core 5**

*Lexia Core 5* is a computer-based supplemental reading program designed to help learners master basic literacy skills. HPS offers this differentiated literacy instruction to identified at-risk readers. Through independent practice, students build speed and accuracy in the application of phonics skills. The program develops critical phonological reading skills that foster automatic word recognition while monitoring for meaning. The activities promote comprehension skills through the application of phonological strategies to single words, phrases, sentences, and paragraphs in complex narrative and informational texts. Activities also target vocabulary and fluency skills.

### **Raz-Kids**

Raz-Kids is a computer-based program that features modeled fluency, engaging reading practice, and automatic assessment of a student's reading comprehension. The website offers over four hundred interactive leveled e-books at twenty-nine developmental levels ranging from kindergarten through grade 5. This supplemental program is offered to identified at-risk readers.

## Writing

Students in grades K-5 should be able to. . .

- understand the various steps in the writing process at their grade level
- apply the process as they write for a variety of purposes and in a variety of forms
- take ownership and responsibility for their own writing
- use a common language to communicate about the process, the forms, and the traits of writing
- use rubrics and models to aid their understanding of good writing
- apply writing strategies used by good writers as a means to develop and strengthen their own reading and writing skills
- understand that each person is a contributing member of a community of a classroom of writers

### Grades K-1

Basic writing skills in content, structure, and mechanics are taught across curriculum areas. Steps and stages of the writing process are introduced as are the use of graphic organizers as a writing tool. Shared writing, journal writing, and letter writing are also used as forms of writing practice. Teachers introduce concepts through research-based methodology such as using published examples, modeling, giving guided practice and allowing for application of writing skills.

### Grades 2-5

In grades 2-5 writing is taught through *The Empowering Writers* program in order to meet the 2017 Massachusetts ELA Framework, as well as expectations established by the Hingham Public Schools for expository, opinion, and narrative writing. Students receive explicit instruction in structure, development, voice, and style as these elements relate to the different modes of written expression. Teachers use graphic organizers such as the *Expository Pillar* and the *Narrative Diamond* to help students understand the reading/writing connection and to craft essays and stories in response to text, personal experience, or their own powers of imagination. Teachers introduce concepts through research-based methodology such as using published examples, modeling, giving guided practice and allowing for application of writing skills. Students apply their writing practice across all areas of the curriculum with a concentration on research-based projects in the upper grades.

## Handwriting

### Grades K-1

Students in kindergarten and first grade take part in the *Drop Everything and Write* (DEW) program based on letter formation best practices created by district occupational therapists. Five basic starting strokes are the basis of the formation of the twenty-six letters of the alphabet. Students practice the stroke before being introduced to the letters in the group. The strokes are *Tall Line Down*, *Short Line Down*, *C-Curve*, *Sliding Line*, & *Sleeping Line*. Handwriting instruction occurs daily with practice pieces reinforced at home.

### Grades 2-5

*Loops and Other Groups* is a handwriting program that aims to provide systematic steps for letter analysis while providing motor and memory cues for children. The program is beneficial



for children already writing in cursive or for those just learning how to write in cursive. The *Loops and Other Groups* program takes the following approach:

- emphasizes the kinesthetic awareness required to learn the formation of letters, which allows children to gain "feel" of the form of the letter
- teaches letters in four groups that share common movement patterns
- aims to enhance the child's visual and kinesthetic memory for letters, while also emphasizing the importance of verbalizing movement patterns
- assigns groups fun names, such as Clock Climbers, Kite Strings, Snake Tops, etc. to help the child remember the strokes used in the letters
- addresses developmental issues involved in handwriting, such as body awareness, appropriate sitting posture, wrist stability, pencil grip

### **Assessment**

District-wide assessment for ELA currently includes the following:

DIBELS (early reading assessment)	K-5
Journeys – various assessments	K-5
Developmental Spelling Inventory	K-3
Common writing assessments	1-5
Next-Generation MCAS	3-5
Diagnostic Decoding Survey	2-3
ESGI	K

### **Promoting Literacy K-5**

Each of the four elementary schools is committed to creating an environment that promotes literacy and encourages enthusiasm for reading. All schools have implemented school-wide reading incentive programs over the past few years. Many have had visits from local authors and poets. Highlights of these incentive programs are listed below.

#### **East School**

- 1001 Book Club
- East School Reading Nights/Book Fair
- National DEAR Day/Guest Reader Day
- The Wedding of Q and U
- Seussify Week
- Visiting Authors
- Student Author Shares
- Battle of the Books
- Before/After Reading Tutoring Program

#### **South School**

- Read Across America Week
- Dr. Seuss Breakfast
- The Wedding of Q and U
- 1000 Book Club
- Student Author Shares
- Visiting Authors
- Reading Incentive Programs

**Plymouth River School**

- PRS Summer Reading Program
- Olympic Reading Incentive
- Read Across America Week
- MCAS After School Prep Program
- Visiting Authors
- 1000 Book Club
- Battle of the Books
- Poetry Nature Program
- Technology Free Week
- After School Tutoring Program

**Foster School**

- Family Literacy Night and Book Fair
- Author Visits
- Story Tellers
- Poetry Palooza
- Read Across America
- Battle of the Books
- TV Turn-off/Screen-free Week
- 1000 Book Club
- Reading Incentive Programs
- Global Read Aloud
- Guest Readers

**Summer Reading**

The K-5 Summer Reading Program is intended to encourage supported and independent reading in order to maintain literacy skills that students have acquired over the course of the year. Teachers provide students with a resource list that includes some book suggestions, related links, and ideas to promote this initiative. The resource list can also be accessed via links on the Hingham Public Schools [website](#) and on each school's website. As always, the Hingham Public Library is a wonderful resource for materials and programs to foster reading. Students in grades K-5 are invited to make choices from the resource list. In addition to their choices, all students entering grades 4 and 5 are *required* to read a specified selection. At the current time, those selections include *The One and Only Ivan* by Katherine Applegate for grade 5 and *Frindle* by Andrew Clements for grade 4.

## Secondary Programs Grades 6-12

The Hingham Public Schools offers a comprehensive and challenging course of study in the English/Language Arts to students in grades 6-12. Students gain competence and confidence as they progress through a vertically articulated program of skills in the areas of reading, writing, speaking/listening, and language.

### Guiding Principles

1. **Structured Writing:** Our program will emphasize formal structural principles as they relate to the expository, persuasive, narrative, and descriptive essay.
2. **Close Reading:** Our program will provide guided instruction for reading and literary analysis that emphasizes critical reading and critical thinking skills.
3. **Active Learning:** Our program will promote instructional practices that are student-centered and differentiated. These practices will take into account the readiness level and promote the optimum range of challenge for all students.
4. **Vertical Articulation:** Our program will be designed to promote a consistent continuum of skills from one grade level to the next.

### Structure and Requirements

All students in grades 6-12 are required to take a full year of English. In grade 6, students receive an additional period of STEM/Literacy Lab twice each four-day cycle. All students in grades 6-12 must complete departmental requirements for reading, writing, research, and language study as outlined in the Program of Studies, curriculum guides, and the English Department Handbook. Course requirements are structured as follows:

Grade	English Offerings/Structure	Class Meetings
6	Grade 6 ELA (heterogeneous groups) STEM/Literacy Lab	every day 2 classes per 4-day cycle
7	Grade 7 English level 2 (Advanced) Grade 7 English level 3 (Upper Standard) Grade 7 English level 4 (Standard)	every day
8	Grade 8 English level 2 (Advanced) Grade 8 English level 3 (Upper Standard) Grade 8 English level 4 (Standard)	every day
9	Humanities – English level 2 (Honors) Humanities – English level 3 (College Prep) Humanities – English level 4 (Support)	6 classes per 7-day cycle
10	World Literature level 2 (Honors) World Literature level 3 (College Prep) World Literature level 4 (Support)	6 classes per 7-day cycle
11	AP Language and Composition – English level 1 (AP) American Studies – English level 2 (Honors) American Studies – English level 3 (College Prep) American Studies – English level 4 (Support)	6 classes per 7-day cycle
12	AP Literature – English level 1 (AP) Senior Seminars – English 12 levels 2, 3, 4 (Semester-long seminars in Film Studies, Modern Dilemmas, Global Issues in Literature, Detectives in Literature, and Satire, Irony, and Humor)	6 classes per 7-day cycle

## **Writing**

The writing program in the Hingham Public Schools is intended to give students explicit instruction and ample practice in writing in a variety of modes, for a variety of purposes, and to a variety of audiences. This instruction helps students acquire skills related to the structure, articulation, and analysis appropriate to expository, persuasive, narrative, and descriptive writing experiences. Particular attention is paid to the following types of essays:

- thesis essays of literary analysis
- thesis-driven research essays
- persuasive essays
- personal narrative essays

Writing lessons incorporate instruction in all phases of the writing process and are aligned with the standards established by the 2017 Massachusetts Curriculum Framework for English Language Arts and Literacy. A great deal of emphasis is placed on the rich development of detail, especially the logical presentation of textual evidence and related analysis. Writing requirements for each grade level are outlined in the current Program of Studies and English Department Handbook. Students maintain in-class writing portfolios in order to record ongoing teacher feedback and to monitor progress over the course of each school year.

## **Reading**

Maya Angelou has described the “life-giving power of literature” that enables a person to “gain a sense of [self] in the world.” English courses at the secondary level engage students in this process by providing them with a varied selection of challenging texts ranging from the classic to the contemporary. Through their study of novels, short stories, poetry, drama, nonfiction, autobiography, memoir, graphic novels, and film, students develop and refine their vocabulary, language, comprehension, inferential reasoning, and critical analysis skills as well as their understanding of themselves, humanity, and world culture. A complete list of reading selections is available in both the Program of Studies and the English Department Handbook.

## **Summer Reading**

All secondary students in grades 6-12 are expected to participate in the Summer Reading Program. All middle school students are required to read a designated One Book One School selection and, in grades 7 and 8, one choice from a grade-level booklist. All high school students are required to read a specified grade-level selection and one choice from a grade-level booklist. (Note: Separate requirements are specified for seniors enrolled in AP Literature and juniors enrolled in AP Language.) Lists include a brief synopsis of each book and may be found on the Hingham Public Schools [website](#) and at the Hingham Public Library. Lists are also available in the front offices of each school and at local bookstores such as Barnes and Noble and Buttonwood.

Summer reading assessments take place in September. Teachers provide a variety of grade appropriate options for writing and discussion. Students who choose to take notes on their summer reading choices will receive extra credit. Teachers will discuss note-taking strategies and options with students when they assign the summer reading. Suggested note templates will also be posted on the website.

## Assessment

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework/class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

The following standardized tests for ELA are also administered to students in grades 6-12:

Grade 6:	MCAS ELA
Grade 7:	MCAS ELA, Johns Hopkins Talent Search, departmental final exam
Grade 8:	MCAS ELA, departmental final exams
Grade 9:	departmental mid-year and final exams
Grade 10:	MCAS ELA, PreACT, departmental mid-year and final exams
Grade 11:	MCAS Retest (as needed), PSAT, SAT, ACT, AP, departmental mid-year and final exams
Grade 12:	MCAS Retest (as needed), SAT, ACT, AP, mid-year and final exams

## Secondary Reading Courses

Reading specialists at both the middle school and high school offer programs geared toward meeting the continued literacy needs of adolescents and emerging adults. The following courses target the specialized and varied needs of select students.

Grade	Reading Offerings/Structure	Class Meetings
6-8	<b>Reading Lab</b> an elective recommended for students needing additional reinforcement of reading/study skills and strategies that can be applied to English and all other content areas	every other day – full year
9	<b>Secondary Literacy Strategies</b> an elective recommended for students needing continued support with comprehension strategies, reading fluency, content area reading, and study skills	6 classes per 7-day cycle – full year
10	<b>Core Literacy Strategies</b> an elective recommended for students needing continued support in the development of literacy skills and test taking strategies that can be applied to increasingly more complex content area text	6 classes per 7-day cycle – full year
6-12	<b>Specialized Reading</b> individual/small group instruction for designated students	As required by IEPs

## Drama

Hingham Public Schools maintains the philosophy that a drama program should be a supportive, confidence-producing arena where many students can discover talents they never suspected and find niches where they can be successful, either on the stage or behind it. Students at both the middle school and the high school benefit from elective classes in drama as well as a variety of extra-curricular performance and improv opportunities.

School	Electives	Performance Opportunities
HMS	<ul style="list-style-type: none"> <li>• Introduction to Drama - Grade 6</li> <li>• Drama I – Grade 7</li> <li>• Drama II – Grade 8</li> </ul>	<ul style="list-style-type: none"> <li>• Spring Musical Production (grades 6-8)</li> <li>• An Evening of One-Act Plays (grade 8)</li> </ul>
HHS	<ul style="list-style-type: none"> <li>• Acting and Improvisation – Grade 9 (and up)</li> <li>• Acting, Improvisation, and More (after above pre-req has been met)</li> <li>• Options for independent study</li> </ul>	<ul style="list-style-type: none"> <li>• Fall Musical</li> <li>• An Evening of One-Act Plays (twice yearly)</li> <li>• Massachusetts Theater Guild “Festival” play</li> <li>• Spring Drama</li> <li>• Thespian Night</li> <li>• Senior Directed One-Act Plays.</li> </ul>

Recent Performances		
	HMS	HHS
2018-2019	<i>Bye, Bye Birdie</i> , spring musical Grade 8 Evening of One-Acts	<i>Urinetown</i> , musical <i>Life, Off Book</i> , festival entry <i>Midsummer's/Jersey</i> , spring drama Improv Troupe Two Nights of One-Act Plays
2017-2018	<i>Legally Blonde</i> , spring musical Grade 8 Evening of One-Acts	<i>Chicago</i> , musical <i>Dark Road</i> , festival entry <i>I Remember Mama</i> , spring drama Improv Troupe Two Nights of One-Act Plays
2016-2017	<i>Guys and Dolls</i> , spring musical Grade 8 Evening of One-Acts	<i>Rock of Ages</i> , musical <i>April Fish</i> , festival entry <i>Slut: The Play</i> , spring drama Improv Troupe Two Nights of One-Act Plays
2015-2016	<i>Sound of Music</i> , spring musical Grade 8 Evening of One-Acts	<i>Hello, Dolly!</i> musical <i>Shuddersome, The Tales of Poe</i> , festival entry <i>The Complete Works of William Shakespeare</i> (abridged), spring drama Improv Troupe Two Nights of One-Act Plays
2014-2015	<i>Beauty and the Beast</i> , musical Grade 8 Evening of One-Acts	<i>Curtains</i> , musical <i>A Play with Words</i> , festival entry <i>You Can't Take It With You</i> , spring drama Improv Troupe Two Nights of One-Act Plays



## Changes Since the 2014 Review

### **Journeys Adoption**

In the spring of 2016, a selection committee made up of representatives from all four elementary schools chose the Houghton Mifflin Harcourt *Journeys* reading program for district-wide adoption. This adoption was the result of a multi-year selection process. During the 2014-2015 school year, the Literacy Committee and volunteers on the Adoption Subcommittee attended presentations by publishers of three major reading programs where they evaluated and rated each product. Based on teacher feedback and out-of-district observations, the committees selected two programs for full year piloting the next year, 2015-2016. At the conclusion of the piloting process, the committee analyzed feedback from the pilot teams and decided to adopt the *Journeys* program. During the 2016-2017 school year, all K-5 classroom teachers were provided with new materials and received regularly scheduled training in the implementation of this new program.

### **Standards-Based Report Cards (SBRC)**

Since the last program review the district has changed the method for reporting on student progress K-5. This change involved a transition from traditional report cards to standards-based report cards. Toward this goal, during the 2014-2015 school year grade K-2 teachers identified benchmarks and established a consistent format and grading system. In the summer of 2017, grades 3-5 teachers met to isolate power standards from the newly revised MA English Language Arts Framework. To prepare for the 2017-2018 SBRC roll-out, grade 3 teachers held regular meetings with the director to articulate semester benchmarks for each report card standard, create rubrics for each marking period, and finalize and implement mid-semester progress reports. This process was repeated with grade 4 teachers as they transitioned to standards-based report cards during the 2018-2019 school year. Grade 5 will embark on this process later in the spring so as to be ready for their adoption of SBRC in the upcoming 2019-2020 school year.

### **Grade 6 STEM/Literacy Lab**

STEM/Literacy Lab is an interdisciplinary sixth grade class that is guided by principles of collaboration, creativity, and problem solving. Literacy Lab was first introduced in 2014 as a supplemental English Language Arts course for sixth graders which focused on interdisciplinary reading skills and building content-specific vocabulary. Every sixth grader (schedule allowing) took this course along with its sister course, STEM. Each class ran for two alternating terms, until the two courses combined in 2016 as a full-year class that met every other day. Since then, STEM/Literacy Lab has been co-taught as a course that integrates reading and writing skills into project-based units.

### **Grade 6 Introduction to Drama**

As part of the electives Exploratory Program, all grade 6 students participate in *Introduction to Drama* for one term. In this basic introduction to acting, students explore different skills connected to the effective use of body, voice, and face on the stage. A wide range of topics includes: Mime, Storytelling, Choral Poetry, Technical Theatre, Script Writing, and Team Building. Students work collaboratively in small groups for projects, and options for in-class performance are voluntary. The class topics are a precursor to more in-depth work in the Grade 7 and Grade 8 Drama elective courses.

### **One Book, One School for HMS**

The One Book, One School program began in 2016 when all students, teachers, administrators, and support staff read *A Long Walk to Water* by Linda Sue Park, as a common summer reading selection. Inspired by the book, the school community came together to engage in a number of community service projects, including raising \$15,000 to fully fund a well built in South Sudan. Since then, a committee of teachers was formed to help select an OBOS book each year that would unite the entire school community with common themes and ideas. The selected book determines the One Book, One School Day in the fall, when all students and teachers participate in interdisciplinary workshops inspired by the book. For instance, for the 2017 selection, *World Without Fish* by Mark Kurlansky, students solved math problems related to overfishing, and for the 2018 selection, *Refugee* by Alan Gratz, students delved deeper into the refugee crisis through world history. One Book, One School encourages literacy and critical thinking that is inclusive of all students at Hingham Middle School.

### **Notice and Note Pilot**

In the fall of 2017 the HMS English department embarked on a professional practice goal that involved a book study of *Notice and Note, Strategies for Close Reading* by Kylene Beers and Robert E. Probst. The strategies articulated in this text provide a common language for teachers to use when instructing students how to close read for significant moments in works of literature. After piloting this new framework for note-taking on works of fiction during the 2017-2018 school year, teachers were so pleased with the results that they committed to piloting the strategies taught in the complementary text, *Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies*, the following year.

### **New Senior Seminars**

Two new senior seminars were added to the high school English offerings starting in the 2016-2017 school year. In the winter of 2016 teachers submitted proposals for new courses, and all juniors were surveyed to gauge their preferences relative to these classes. Based on the results of this survey, *Detectives in Literature* and *Global Issues in Literature* were offered in place of *Irish Literature*.

### **Vertical Articulation of a Grammar Program for Grades 9-12**

In the fall of 2017 an HHS grammar committee created a curriculum based on the updated 2017 MA ELA Framework with the goal of assigning specific topics of grammar, usage, and mechanics to a specific grade level in order to a.) improve consistency of instruction and b.) establish measurable benchmarks for all students. Year one was devoted to establishing topics as well as creating shared resources, lessons, application tasks, and common assessments. The official rollout of the program began during the current school year for all students in grade 9. Over the next three years the curriculum will be incorporated into instruction in grades 10, 11, and 12. By the spring of 2022, it is expected that the program will generate pre and post-test data that speaks to the efficacy of this vertical articulation of instruction.

### **Next Generation MCAS**

Since the last program review, the state has transitioned from the paper-based Legacy version of the MCAS exam to the computer-based Next Generation version of the exam. Grades 4 and 8 were the first to take the online exam in Spring 2017, and by Spring 2018 grades 3-8 had all made the transition to the new format. In March 2019 grade 10 students took the new version of the exam for the first time. DESE designed this updated version of the nearly 20-year-old MCAS



assessment to better focus on critical thinking skills, application of knowledge, and the ability to make connections between reading and writing. Their intention was also to design an exam that would give a better indication of readiness for the next grade or college and career. Teachers dedicated a significant amount of time in meetings and workshops to familiarize themselves with the parameters of the new exam and to research resources for practice. In this way they were able to prepare their students for new features of the exam such as technology-enhanced questions and on-the-spot essays to be written within the confines of a prescribed text box. The results of this commitment are evident in the fact that thus far the majority of Hingham students grades 3-8 are attaining scores of “meeting” or “exceeding” expectations on the new iteration of the state test. Further, item analyses of the Spring 2018 exam indicate that Hingham students in grades 3-8 achieved above the state average on each individual test question, and exceeded the state average on all content stands. Based on past performance of our sophomores with the former version of the state exam, we anticipate successful results for the Next Generation MCAS that was just administered at the high school for the first time in March. Aggregate ELA performance results from 2015-2018 for the 10th grade Legacy exam indicate a largely consistent achievement of an “advanced” rating by 75% of the class and a “proficient” rating by the remaining 25%. A more detailed review of the ELA performance on the Spring 2018 exam may be found on the district [website](#).

### **Technology**

In the last five years, the district has invested in a multitude of technology initiatives resulting in robust access to computing devices and resources in the classroom. At the elementary level, the younger grades share dedicated iPad carts, while grades 3-5 share dedicated Chromebook carts. The introduction of one-to-one computing at the middle school has brought about distinct changes in instructional practices. All teachers at HMS make use of Google Classroom as a learning management system and much of the writing and revision process is now carried out through shared Google Docs. Additionally, students are making regular use of online grammar platforms such as Grammarly and NoRedInk to further enhance the quality of their writing. Similarly, other applications such as Padlet and Flipgrid allow students innovative ways to communicate and collaborate with classmates, students at other schools in the district, and even classrooms in other countries. At the high school the English Department has acquired three Chromebook carts that teachers may sign out for class periods of their choosing. HHS has also recently acquired a dedicated Chromebook for each English classroom so that students who require assistive technology, especially text-to-speech accommodations, may have access to that support as needed. This overall increase in access to technology has also allowed the department to more consistently address the 2016 Massachusetts K-12 Digital Literacy and Computer Science Standards, especially the strand encompassing digital tools, collaboration and communication, and research.

## **Program Strengths**

### **Personnel**

The dedication, caliber, and expertise in literacy of our elementary staff, which includes teachers, reading specialists, special education staff, tutors and para-educators, is outstanding. Many offer up their own time during team prep planning sessions, summer trainings, and after school workshops to stay educated in the current research. Visits to elementary classrooms are noteworthy for the expertise, dynamism, and creativity with which teachers deliver literacy instruction.

Members of the secondary English Department are highly qualified professionals dedicated to the ideals of collaboration, innovation, and best practices. They establish high expectations for their students and hold themselves accountable to similar standards. Always seeking to enhance their content area knowledge and pedagogical strategies, they regularly attend, and sometimes even conduct, relevant book studies, workshops, in-services, and professional development courses. They are readily available for extra help, devote much time to listening to and supporting students, and write numerous, thoughtfully detailed letters of recommendation. Models of dedicated teaching, they volunteer their time to chaperone student events and serve as advisors to numerous extra-curricular activities.

### **Writing Program**

Writing has historically been one of the major strengths of the ELA curriculum in Hingham. At the elementary level, daily writing practice is an essential component of the literacy block and is thoughtfully integrated into all curriculum areas. At the secondary level, all courses have minimum writing requirements, a guarantee that all students receive ongoing and rigorous instruction in this component of the curriculum. Writing portfolios provide students opportunities for reflection on their growth and development as writers. Some teachers have elected to move in the direction of maintaining online writing portfolios, and the department is in the process of exploring applications and software that would facilitate such a transition for other interested teachers as well. The English Department believes in teaching writing as a process, and this philosophy has yielded many dividends. Evidence of this commitment is apparent in work on file in student portfolios and can be seen in the careful attention given to multiple drafts of papers – from 6<sup>th</sup> grade essays on character to 12<sup>th</sup> grade college essays. Students are taught to present their ideas with insight, evidence, and powerful articulation. The effects of this program are readily visible in student performance on MCAS, SAT, and AP tests and in recognition students have received from various writing contests. Of great importance are the reports of graduates who return to tout the fact that the writing program in the Hingham Public Schools has prepared them exceedingly well for the challenges of college work and that they receive accolades on their writing from their professors.

### **Teacher Involvement in Curriculum**

Teachers take an active role in the development and refinement of the ELA curriculum. At the elementary level, the newly restructured grade-level curriculum meetings allow teachers the opportunity to meet monthly with their colleagues from all elementary schools for the purpose of sharing successful practices, helping to refine curriculum, and planning for the implementation of new local and statewide initiatives. Similar work is undertaken by middle and high school

teachers at monthly department meetings. Teachers K-12 make efficient use of scheduled planning time as well as their own time to work with each other on curriculum, share resources, and build a strong team identity. It is through such ongoing collaborative efforts that Hingham Public Schools is able to offer such a challenging, high-quality, and equitable ELA program to all of our students.

### **Literature Selections**

Our goal in selecting literature is to blend classic works that are timeless in value, contemporary pieces that are critically acclaimed, and promising new selections representing a range of voices. Our choices enable students to experience different genres, a variety of writing styles, diverse cultures, and gender balance in terms of both authors and protagonists. Our literature selections are intended to challenge students and to encourage discussions that promote inclusivity, compassion, empathy, tolerance, respect and an understanding of our common humanity.

### **Professional Development**

In 2017 the district introduced a new district-wide plan to provide a range of professional development options on three early release days over the course of the school year. This format has allowed the department to offer some really exciting workshop electives. In the first two years of the program we contracted with outside resources to offer the following content area choices: *How to Leverage Global Education to Empower our Youth*, *Empowering Writers: Various Instructional Models*, and *Genres We Are Afraid To Teach*. For next year we have arranged for Bridgewater State University professors to teach a three-part course entitled *Teaching Diversity, Cultural Relevancy, and Multiculturalism*. In addition, two of our own ELA middle school teachers will be running the K-12 offering, *Assistive Technology for the Inclusive Classroom*.

### **Drama Program**

Students involved in drama reap the benefits of endeavors that build character, confidence, and the understanding of process. Evidence of success in this area can be readily seen in the many outstanding performances that grace our stages. Additionally, Hingham students advanced to the semi-final round of the Massachusetts Drama Guild Competition in 2015 and 2016. Next year the program will expand to include a skills-level drama pilot at HMS so that students with intensive special needs may have access to a highly modified performance experience. Plans are already underway to create a similar elective for skills students at the high school.

### **Evidence of Student Success**

ELA is proud of its contribution to recent accolades that the district has received in the following areas: Plymouth River School named as a DESE School of Recognition for Exceeding Targets; South School named as a DESE School of Recognition for High Growth; and HHS named in Gale Databases' "Top Ten in MA" list for best usage of its research materials. With regard to ELA-specific successes, six middle school students were honored as Patriots Pen essay contest winners in 2018, and one eighth grader was recently named second place winner for this year's Israel Arbeiter Holocaust Essay contest. This year Hingham High School received recognition for nine years of participation in Poetry Out Loud, and the student newspaper, *The Harborlight*, took second place in the online journalism category at a competition sponsored by Suffolk University. Each year since our last report in 2014, Hingham High School has enjoyed a 100% passing rate on the first round of the 10<sup>th</sup> grade ELA Legacy MCAS. Student performance on the MCAS, Advanced Placement Examination, SATs, and ACT all reflect a strong ELA program and effective teaching. Data on these tests is available in the appendix of this report.

## Areas for Future Growth

### **Increased Opportunities for Collaboration with Special Educators**

The department's commitment to authentic and equitable ELA experiences for all students underscores the need to work closely with special education colleagues. Although co-teaching partnerships are currently in place, designated time/opportunities for common planning are essential for such an instructional model to thrive. On occasion special educators at the middle school have attended English department meetings for the purpose of sharing best practices and learning about changes to the Next Generation MCAS. However, at this juncture such collaboration only takes place as personal schedules allow. Committees have been formed at both HHS and HMS to explore the possibility of alternative scheduling that incorporates an "X Block" that may ultimately allow for creative solutions to address the increased need for collaboration among departments. Other initiatives such as the *Assistive Technology in the Inclusive Classroom* PD have also served to increase the dialogue between special educators and English teachers, an essential component of effective co-teaching and inclusion.

### **Navigating An Abundance of Change**

Since the last program review the district has welcomed a new ELA director, three new principals, a new assistant superintendent, a new director of student services, and (imminently) a new superintendent. At the elementary level, adapting to changes in leadership has been compounded by the fact that these shifts have taken place at the same time that teachers have had to acquire an understanding of the newly updated ELA framework, transition to standards-based report cards, adopt a new reading program, and prepare for a computer-based version of an entirely new MCAS exam. Secondary teachers have also experienced a number of these same changes and further report how changing trends in social media, social expectations, and social emotional wellness have impacted student performance.

### **Class Size and Available Classroom Space**

Additional sections of English have been funded at the secondary level to accommodate an increased number of students, especially for those "bubble-year" classes. Despite those accommodations, class sizes are not always ideal. For example, during this 2018-2019 school year ten English sections ran at 25 students or above. Projections for next year anticipate class averages of 23-24 in sixth grade ELA classes and potential scheduling of sections at or above 25 at the high school. A natural outgrowth of increased enrollment, space concerns have and will continue to be an issue at the high school. The need to utilize all available classrooms throughout the school day has led to an increase in the number of travelling teachers as well as decreases in available spaces for teachers to arrange both extra help/make-up sessions with students or team planning sessions with colleagues.

### **The State of the Humanities**

The importance of business, technology, and science in our modern world is undeniable. It also generates an interesting question about the state and relative importance of the humanities in our lives and culture. When our collective "Google brains" have come to expect that any information one might need may be found immediately – and with the single push of a button – it becomes more and more difficult to convince students that engaging with complex text to develop critical thinking skills is worth the patience, persistence, and prolonged attention it requires. As Gerald

Greenberg, an academic dean at Syracuse University notes, “Studying a humanities field involves moving beyond the search for the immediate and pragmatic; it opens one to the examination of the entirety of the human condition and encourages one to grapple with complex moral issues ever-present in life. It encourages reflection and provides one with an appreciation and empathy for humanity.” Thus, it is arguably more crucial than ever to make sure students understand and appreciate that the invaluable life lessons offered by the humanities indeed become the cornerstone for success in all other fields. As Greenberg rightly maintains, “Leaders and decision-makers who are able to employ a broader, more diverse range of ideas and knowledge will be better able to run business and governments and react to difficult situations as they develop and arise.” Our challenge as educators in a time when college majors in the humanities are seeing a precipitous decline, is to assure today’s teenagers that the empathy, creativity, and varied perspectives developed in the study of this essential discipline not only make us better human beings, but also better scientists, business people, and engineers.

[https://www.washingtonpost.com/news/answer-sheet/wp/2017/10/18/why-we-still-need-to-study-the-humanities-in-a-stem-world/?noredirect=on&utm\\_term=.695c16ca1556](https://www.washingtonpost.com/news/answer-sheet/wp/2017/10/18/why-we-still-need-to-study-the-humanities-in-a-stem-world/?noredirect=on&utm_term=.695c16ca1556)

<https://www.theatlantic.com/entertainment/archive/2016/06/learning-to-be-human/489659/>

# Appendices

## Personnel

Teacher	Years in District	Degree Status	Colleges	Current Assignment
<b>Secondary English Staff</b>				
Natalie Allen	14	M+30	Boston College (BA); Eastern Nazarene (MA)	HHS-grades 9, 11, 12
Mary Andrews	16	M+60	Dartmouth College (BA); Boston College (MA)	Director of ELA, K-12
Courtney Bruno	7	M+15	Boston University (BA/BS, MEd)	HHS -grades 9, 10
Lauren Ciocca	10	M+60	SUNY College at Geneseo, NY (BA); BU (MAT)	HMS-grade 6
Rea Cassidy	16	PhD	Holy Cross (BA); SUNY Albany (MA); URI (PhD)	HMS-grade 7
Kathleen Dollard	1	M	Dickinson College (BA); Brown University (MAT)	HHS-grade 10
Brianne Elinoff	4	BA	University of New Hampshire (BA); American International College (M Ed)	HMS-grades 7,8
Caroline Farris	13	M+60	Syracuse University (BA); Columbia University (MA); Simmons College (CAGS)	HMS-grade 6
Annmarie Fennelly	22	M+60	Holy Cross (BA); Boston College (M Ed)	HHS-grades 9, 12
Kellie Foster	11	M+30	Providence College (BA); UMass @ Boston (M Ed)	HMS-grade 7
Alan Freedman	20	M+30	Bridgewater State (BA); Cambridge College (M Ed)	HMS-grade 6
Sheila Hayward	19	M+60	UMass @ Amherst (BA); UC Riverside (SpEd certificate); UMass @ Boston (M Ed)	HMS-grade 8
Gustav Haflin	5	BA	Western New England University (BA)	HHS-grades 9, 12
Jillian Jope	12	M+30	UMass @ Boston (BA); UMass @ Boston (MA)	HHS-grades 9, 11, AP Language
Nicole Lytle	3	M	University of Pennsylvania (BA); Bridgewater State University (MAT)	HHS-grade 11
Carol Marshall	13	M	University of NH (BA); UMass @ Boston (M Ed)	HHS-grade 10
Nicole Pellegrini	5	M	Assumption College (BA); Bridgewater State University (MAT)	HMS-grade 8
Zachary Raymond	8	M	Suffolk University (BA); Boston College (M Ed)	HHS-grade 10, 12
Kara Roth	19	M+60	Ithaca College (BA); UMass @ Boston (MA)	HHS-grades 10, 12, AP Literature
Amanda Smith	14	M+30	Wake Forest (BA); Duke University (MAT); Northeastern (MA)	HHS-grades 10, 12
Ashley Stedman	9	M+60	Fitchburg State (BS) UMASS Boston (M Ed)	HMS-grade 6
Philip Struzziero	13	Ed.D	Tufts University (BA); Simmons College (MA) UMass @ Lowell (Ed.D)	HHS-grade 11
Heather Sullivan	22	M+60	Boston College (BA and M Ed)	HMS-grade 8 (.8)
Mathew Sullivan	13	M+15	University of Conn. (BA); UMass @ Boston (Ed M)	HMS-grade 7
Kate Tortola	7	M+15	UMass @ Dartmouth (BA); Bridgewater State University (MA)	HHS-grade 11 (.75)
Emily Van Leuvan	8	M+15	Bridgewater State University (BA and MA)	HHS-grades 9, 11
Peter Woodward	7	BA	University of NH (BA)	HHS-grades 9, 12 (.75)
<b>Drama</b>				
Maureen Fish	15	M+15	Eastern Nazarene (BA); Emerson College (MA)	HMS Drama
Anita Levy-Sisk	25	M	Rowan University (BA); The College of NJ (MAT)	HHS Drama, English 12

Reading					
Donna Fennessey	21	M+60	Lesley College (BS); Lesley University (M Ed)	HHS Reading (.6)	
Melissa Goldman	6	M+15	UMass @ Amherst (BA); Bay Path College (M Ed); The Reading Institute (Reading Specialist)	HMS Reading	
Marybeth Robinson	19	M+30	Bridgewater State (BS); Bridgewater State (M Ed); Eastern Nazarene College (Educational Leadership)	Secondary Reading Resource; HHS Specialized Reading, Academic Assessment	
Maria Swirbalus	15	M	Lesley University (M Ed)	HMS Reading	
Elementary Reading Personnel					
Teacher		Position	School	Total Years	Years in District
Meira Appell		Reading Specialist (.6)	Foster	18	16
Leslie Flanagan		Reading Specialist (1.0)	East	20	15
Kati Osterman		Reading Specialist (1.0)	PRS	14	10
Chrissy Swanson		Reading Specialist (1.0)	South	8	4

## English Staff Activities

*Activities, experiences, and accomplishments of the English staff, all of which serve to enhance instruction and enrich the school community.*

### English Teachers

**Natalie Allen:** Group Leader, Freshman Advisory Program; Advisor, NPH Club; Department Representative, Faculty Council; Participant, Freshman Orientation; Mentor Teacher, HPS Mentoring Program; Co-Advisor, Class of 2018; Advisor, Class of 2022. HHS HEF Grant Recipient; HHS PTO Grant Recipient; SEI Endorsement (2018); Curriculum Developer, Detective Fiction Senior Seminar.

**Mary Andrews:** Director, English/Reading/Drama K-12; Member, District Leadership Committee; HPS Professional Development Committee 2016-2017; Member, HHS ISIT team 2014-2016; Participant, *Empowering Writers* PD; Participant, BSU “Genres We Are Afraid to Teach” PD; Member, National Council of Teachers of English; Judge, HHS and HMS *Poetry Out Loud*; Participant, *How To Talk About Race* book group; Participant, *Disrupting Thinking* book study; Member, South Shore English Directors.

**Courtney Bruno:** Group Leader, Freshman Advisory Program (2015-2017); Participant, Freshman Orientation; Mentor Teacher, HPS Mentoring Program (2017-2018); Advisor, Class of 2018; Advisor, Senior Project; Freshman Volleyball Coach (2014-2017); Unified Track Coach.

**Rea Cassidy:** Advisor, HMS Literary Journal, *Poets, Artists, and Writers*; Coordinator, HMS *Poetry Out Loud*; Freelance Writer, *Boston Globe Magazine*; Recent coursework: SEI Endorsement (Fall, 2017); Assistant Coach, HHS Swim Team (2015); Assistant Coach, HHS Girls Varsity Rowing Team (2016); Teacher Chaperone, Grand Classroom (2017, 2018).

**Lauren Ciocca:** Organizer, HMS *Read Across America* activities 2015-present; Coordinator, *One Book, One School* program 2015-present; HMS PTO Grant Recipient: 2018 (STEM/Lit makerspace) and 2019 (*One Book, One School*, Padlet subscription, makerspace upgrades); Participant, Primary Source *Globalizing STEM in K-8 Classrooms* workshop; Participant, Tufts University Novel Engineering Program 2017.

**Kathleen Dollard:** 2019 PCEA Award-Winner “Rookie of the Year”; Participant, *How to Talk About Race* book group; Participant, Global Migration Book Group; Volunteer judge, *Poetry Out Loud* competition; Participant, HPS Mentoring Program.

**Caroline Farris:** Co-Advisor, Grade 6; Mentor teacher for Simmons College student teachers; Assistive Technology Presenter to HPS English and Special Education teachers; Technology advancement presenter for all new teachers; Pilot teacher for electronic writing portfolios; Pilot teacher for use of iPads to assess student work; Founder, non-profit Pencils for Pen Pals.

**Annmarie Fennelly:** Advisor, HHS *Harborlight* newspaper; Advisor, HHS *Outer Limits* literary magazine; Mentor Teacher, HPS Mentoring Program; Group Leader, Freshman Advisory Program; Chaperone, Senior Prom; Chaperone, Suffolk Journalism Conference 2019.

**Kellie Foster:** Co-Advisor, HMS Yearbook; Recent and current coursework: *Fully Wired: Understanding and Empowering Adolescents*; *Co-Teaching: Partners in Practice*; *The Writer’s Notebook*; *The Write Foundation*; *Reading Instruction for the Head and Heart*; *Succeeding with the Struggling Student*.

**Alan Freedman:** Advisor, Homework Club; Advisor, intramural activities; Participant, Summer Reading Planning Committee; Tutor; Recipient, SEI Endorsement.

**Gustav Haflin:** Head Coach, HHS Ultimate Frisbee 2014-present; Assistant Coach, Boys’ Indoor Track 2014-present; Assistant Coach, Boys’ Outdoor Track 2015-present; Group Leader, Freshman Advisory Program; Advisor, Friday Show; Advisor, Super Smash Brothers Club.



**Sheila Hayward:** Participant, YA Lit class at HMS, 2018; Chaperone, 8th grade trip to Washington D.C. 2018; Co-teacher, inclusion classes; HEF Grant recipient (camera).

**Jillian Jope:** Mentor, MYM Program 2018-2019; Co-Designer and Former Group Leader, Freshman Advisory Program; Member, Friends of SADD: Town-wide Task Force; Audit-approved instructor for AP English Language & Composition; Former Participant, St. Johnsbury Academy AP Instructors' Institute; Advisor, Freshman Orientation; Author and Recipient, HHS PTO Grant for "Save A Life" Tour; Mentor Teacher, HPS Mentoring Program 2012-2015; Student, Primary Source Seminars 2012-2019; Teacher Sponsor, NCTE Writing Awards 2016-2019; Judge, NCTE Writing Awards 2019; Participant, BSC Professional Development Workshops; Participant, College Board Experienced AP Teacher Trainings 2015-2017.

**Nicole Lytle:** Advisor, Current Events Club; Participant, HPS Mentor Program; Judge, Poetry Out Loud Competition; Chaperone, Homecoming Dance and Junior Prom.

**Carol Marshall:** Participant, Primary Source webinars on *Using Global Primary Sources, Voices of Women in the Modern Middle East*; Participant, Primary Source courses on *The Distinctive Dynasties of Ancient and Imperial China, Teaching for Global Understanding, Storied Subcontinent: An Introduction to South Asia, Modern African History, The Modern Middle East, American Protest Literature*; Curriculum Contributor to BU's Pardee School of Global Studies, African Studies Center; Coordinator, Global Read of Jean Kwok's *Girl in Translation*; Coordinator, annual *Poetry Out Loud* recitation competition.

**Nicole Pellegrini:** Advisor, HMS Ambassador Club; 2019 PCEA Award-Winner "Rookie of the Year; Participant, Young Adult Literature Book Group, Participant, Summer Reading Planning Committee; Tutor; Classroom teacher, Extended School Year Program 2015-2018; Faculty Advisor, Read Across America-took students to East School to read to kindergarteners, March 2018 and October 2018.

**Zachary Raymond:** Co-Advisor, Class of 2016; Advisor, Fiction Club; Advisor, Dungeons and Dragons Club; Advisor, Guitar Club; Participant, group reading of *Between the World and Me* and *How to Talk About Race*; Participant, Global Migration book group; Speaker, NHS Induction 2017 and 2019.

**Kara Roth:** Reader/Exam Scorer, for College Board AP Literature Exam; Audit-approved instructor for AP English Literature & Composition, The College Board; Presenter at Global Education Conference (online); Presenter, Primary Source: Globalizing the Classroom; Primary Source Facilitator: South Shore Global Educators Book Group; Group Leader for student travel: Dominican Republic Service Trips 2015, 2017, 2019, and Spain 2018; Co-Leader, Tennoji Exchange 2015-2018; Global Citizenship Program Coordinator 2011-2016; Participant, *How to Talk About Race* book group.

**Amanda Smith:** SIT team member; SEI endorsement 2018; Participant, Primary Source Global Migration Book Group; Chaperone at school events as needed; Professional membership, NCTE; Online curriculum developer through 2017; Editor, *New England Journal of Photographic History* (Photographic Historical Society of New England's annual publication) through 2015.

**Ashley Stedman:** Advisor, 6th grade soccer intramurals; Advisor, 6th Grade Homework Club; Recent and current coursework includes: *One Stop Shop: Online Docs, Sketches, Spreadsheets and Virtual Travel for Your Classroom; Bringing Your Classroom Online: Best Practices to Get You There; Create and Captivate: Using Online Presentations to Teach; Sticks and Stones: The No Bullying Zone; Instructional Strategies that Work; Learning to Learn: Student Skills for School and Life; Clearing the Hurdles of Writing Instruction.*

**Philip Struzziero:** Recipient, Doctorate in School Leadership, UMass Lowell, 2015; Author, *Teen Ref: A Good No Call*, debut March 2018; Co-Advisor, Hingham Student Facilitator Program; Recipient, HEF grant for ADL training; Participant, ADL Youth Congress; Participant, HHS Freshman Orientation.

**Heather Sullivan:** Mentor Teacher, HPS Mentoring Program; HMS liaison for VFW Patriots' Pen writing contest; Member, *One Book, One School* committee 2015-2019; Co-leader, YA Literature workshop for teachers, 2018; Judge, *Poetry Out Loud* competition; Member, *Poem in your Pocket Day* committee; Sponsor, April Poetry Madness, 2018; Faculty Advisor, Read Across America-took students to East School to read to kindergarteners, March 2019.

**Matthew Sullivan:** Co-organizer and judge, HMS *Poetry Out Loud* competition; Assistant Organizer, *Poem in Your Pocket Day*.

**Kate Tortola:** Group Leader, Freshman Advisory Program; Advisor, St. Francis House Helpers; Co-Advisor, Class of 2016 for 2014-15 school year; Co-advisor, Class of 2020; Recipient of SEI Endorsement.

**Emily Van Leuvan:** Advisor, Class of 2020; Advisor, HHS Film Club; Group Leader, Freshman Advisory Program; Recipient of MA in English from Bridgewater State University; Author, graduate thesis: Film Genre and David Fincher's *Gone Girl*; Recipient of SEI Endorsement.

**Peter Woodward:** International Teacher – Shanghai American School; International Baccalaureate Certification in Literature.

## Drama Teachers

**Maureen Fish:** Director/Choreographer/Set and Light Designer, HMS Spring musical 2009-present; Director, 8th Grade One Act Plays 2008-present; Advisor, HMS Drama Club 2008-present; Choreographer, HHS Fall musical 2008-present; Trip Organizer & Chaperone, HMS Drama Trip to NYC 2014-present; Chaperone, HHS Drama Club NYC Trip & Great East Music Festivals; Mentor teacher for Emerson College student teachers in Theatre Education program; Member, Summer Reading Selection group for HMS; Recent coursework: *Teaching Shakespeare* at Emerson College.

**Anita Levy-Sisk:** Director, Massachusetts Educational Theater Guild Drama Festival plays 1999-present; Director/Choreographer, HHS fall musicals 2008-present; Director, HHS Spring Play (full length, non-musical) 2009-present; Director, Evenings of One-Act Plays; Advisor, HHS Drama Club 2008-present; Organizer and chaperone of HHS annual NYC Theater Trip; Organizer and chaperone to Massachusetts Educational Theater Guild workshops at Bridgewater State University; Recent courses include *Light Design for Educators* at Emerson College and *Poetry for Teachers from Whitman to Hip Hop* at Harvard University.

## Reading Teachers


**Donna Fennessey:** Recipient of SEI Endorsement (2017); Participant, Harvard seminar: *Dyslexia and Literacy: Language Connection to Reading* (2018); Participant, *Differentiated Instruction for General Education Teachers*; SEI Study Group, Participant; technology seminars: *The IPAD Revolution*, and *Collaboration in the Classroom: An Introduction to Google Apps*; Participant, *Executive Function Strategies* workshops/study group; Trained in the following programs: Orton Gillingham, Wilson Reading System, Lindamood Bell: Visualizing and Verbalizing, RAVO Reading Program; Graduate Courses: *Adolescent Reading and Writing*; *Teaching Comprehension to Secondary Students 6-12*; and *Engaging Students to Achieve Real Results*; Member, Massachusetts Reading Association and International Literacy Association.


**Melissa Goldman:** Coordinator, HMS Title I, 2017-present; Member, *One Book One School* committee, 2015-present and Co-coordinator, 2018-present; HMS RTI Committee, 2018-present; METCO mentor, 2016-present; Co-leader, YA Literature workshop for teachers, 2018; Board Secretary, non-profit Pencils for Pen Pals, 2017-present; Co-Facilitator, *Disrupting Thinking* book study, 2017-2018; Search committee member, HPS Director of Student Services, 2017; HPS Professional Development Committee 2016-2017; Member, HMS ISIT team 2014-2017; member, Hingham Special Education Working Group 2012-2013; HEF board member 2006-2012. HMS PTO Grant recipient: *One Book, One School* (2019) and *Alternative Seating Options for Students* (2017). Participant in the following trainings: Wilson Reading Systems, Wilson Just Words, Orton-Gillingham, Project Read, Lindamood Bell LiPS and Visualizing and Verbalizing, Key Three Vocabulary Routine, Keys to Literacy Comprehension Routine,

Keys to Literacy Keys to Close Reading, Disrupting Thinking, The Art of Coaching Teams, Secondary RTI Strategies, DIBELS, and Lexia Reading Systems.

**Marybeth Robinson:** Member, HPS Leadership Team; Certified instructor, Orton-Gillingham; Trainer/Mentor for graduate students taking educational evaluations coursework; Co-Facilitator, *Disrupting Thinking* book study, 2017-2018; Participant, Young Adult Literature workshop for teachers 2017-2018; HMS Staff Presentation: The Invisible Learning Difference - Dyslexia (May-2016); Graduate Coursework: Word Study Wilson Steps 1-3, Word Study Wilson Steps 4-6 (2016), Sheltered English Immersion course and state endorsement (2018); Participant in seminars: *Dyslexia and Literacy: Language Connection to Reading* (Harvard, 2018); *Best Practices in Reading Instruction* (2018), Reading Non-fiction seminar: *Notice and Notes: Stances, Signposts, and Strategies* (2016); Participant in the following trainings: Wilson Reading Systems, Wilson Just Words, Orton-Gillingham, Project Read, Lindamood Bell LiPS, Seeing Stars, and Visualizing and Verbalizing, Key Three Vocabulary Routine, Keys to Literacy Comprehension Routine, Keys to Literacy Keys to Close Reading.

## Book Lists

<p><b>Grade 6</b> C= Core (anchor texts), S=Supplementary (teacher option)</p> <p>Avi, <i>True Confessions of Charlotte Doyle</i> (S) Burnett, <i>The Secret Garden</i> (S) Draper, <i>Out of My Mind</i> (C) Ganda, <i>I Will Always Write Back: How One Letter Changed Two Lives</i> (C) Hinton, <i>The Outsiders</i> (C) Hunt, <i>Fish in a Tree</i> (C) Kelly, <i>The Evolution of Calpurnia Tate</i> (S) Lai, <i>Inside Out and Back Again</i> (S) Liverpool, <i>Moon Over Manifest</i> (C) London, <i>Call of the Wild</i> (S) Lord, <i>Rules</i> (S) Lowry, <i>The Giver</i> (C) Morris, <i>My Dog Skip</i> (S) O'Brien, <i>Mrs. Frisby and the Rats of NIMH</i> (S) Park, <i>A Long Walk to Water</i> (C) Park, <i>A Single Shard</i> (C) Paulsen, <i>Hatchet</i> (S) Rawls, <i>Where the Red Fern Grows</i> (S) Stevenson, <i>Treasure Island</i> (S) Vanderpool, <i>Moon Over Manifest</i> (S) Wyss, <i>Swiss Family Robinson</i> (S)</p> <p><b>Anthologies/Language Texts</b> (2, 3, 4) <i>The Language of Literature</i> 6, McDougal Littell <i>Language Network</i> 6, McDougal Littell</p>	<p><b>Grade 7</b> C= Core (anchor texts), S=Supplementary (teacher option)</p> <p>Anderson, <i>Fever 1793</i> (S: 2, 3, 4) Benjamin, <i>The Thing About Jellyfish</i> (S: 2, 3, 4) Bloor, <i>Tangerine</i> (S: 3, 4) Carter, <i>Education of Little Tree</i> (S: 2, 3, 4) Creech, <i>Walk Two Moons</i> (S: 2, 3, 4) Dickens, <i>Great Expectations</i> (C: 2) Gibson, <i>The Miracle Worker</i> (C: 2, 3, 4) Kazerooni, <i>On Two Feet and Wings</i> (S: 2, 3, 4) Larsen, <i>The Collected Works of T.S. Spivet</i> (S: 2, 3, 4) Twain, <i>The Adventures of Tom Sawyer</i> (C: 2, 3, 4) Twain, <i>The Prince and the Pauper</i>, Mark Twain (S: 2, 3, 4)</p> <p><b>Anthologies/Language Texts</b> (2, 3, 4) <i>The Language of Literature</i> 7, McDougal Littell <i>Language Network</i> 7, McDougal Littell</p>
<p><b>Grade 8</b></p> <p>Anderson, <i>Chains</i>, (C: 3, 4) Bruchac, <i>Code Talkers</i> (C: 3) Frank, <i>The Diary of Anne Frank</i> (C: 2) Hackett and Goodrich, <i>The Diary of a Young Girl</i> (C: 3, 4) Hansberry, <i>A Raisin in the Sun</i> (C: 2 - S: 3) Knowles, <i>A Separate Peace</i> (C: 2) Mrazek, <i>Stonewall's Gold</i> (C: 3, 4 - S: 2) Rinaldi, <i>In My Father's House</i> (S: 2) Smith, <i>A Tree Grows in Brooklyn</i> (C: 2) Steinbeck, <i>Of Mice and Men</i> (C: 2, 3, 4) Taylor, <i>Roll of Thunder, Hear My Cry</i> (C: 3, 4) Zindel, <i>The Pigman</i> (S: 3, 4) Wasserman, <i>Man of La Mancha</i> (S: 2)</p> <p><b>Anthologies/Language Texts</b> (2, 3, 4) <i>The Language of Literature</i> 8, McDougal Littell <i>Language Network</i> 8, McDougal Littell <i>Vocabulary from Classical Roots</i>, Fifer</p>	

<p><b>Grade 9: Humanities</b></p> <p>Dickens, <i>A Tale of Two Cities</i> (2)  Golding, <i>Lord of the Flies</i> (2, 3, 4)  Homer, <i>The Odyssey</i> (2, 3, 4)  Lee, <i>To Kill a Mockingbird</i> (2, 3, 4)  Rosenberg and Baker, <i>Mythology and You</i> (2, 3, 4)  Shakespeare, <i>Romeo and Juliet</i> (2, 3, 4)</p> <p><b>Anthologies/Language Texts (2, 3, 4)</b>  <i>Elements of Literature</i>, Holt, Rinehart, Winston  <i>Holt Handbook</i>, Third Course, Holt  <i>Vocabulary from Classical Roots</i>, Fifer  <i>Sentence Mastery</i>, Schuster</p>	<p><b>Grade 10: World Literature</b></p> <p>Achebe, <i>Things Fall Apart</i> (2, 3, 4)  Hua, <i>To Live</i> (2, 3)  Ibsen, <i>A Doll's House</i> (2, 3, 4)  Mehran, <i>Pomegranate Soup</i> (2)  Orwell, <i>1984</i> (2) or <i>Animal Farm</i> (3)  Shakespeare, <i>Macbeth/Merchant of Venice/Othello</i> (2, 3, 4)  Satrapi, <i>Persepolis</i> (2, 3, 4)  Solzhenitsyn, <i>A Day in the Life of Ivan Denisovich</i> (3)  Spiegelman, <i>Maus I &amp; II</i> (2, 3, 4)  Wiesel, <i>Night</i> (2, 3, 4)  Also: a variety of short stories, poetry, and essays from selected global areas</p> <p><b>Anthologies/Language Texts</b>  <i>Language and Literature</i>, McDougal Littell (2, 3)  <i>Holt Handbook</i>, Fourth Course, Holt  <i>Vocabulary from Classical Roots</i>, Fifer</p>
<p><b>Grade 11: American Literature</b></p> <p>Cisneros, <i>The House on Mango Street</i> (2, 3, 4)  Douglass, <i>Narrative of the Life of Frederick Douglass, an American Slave</i> (2, 3, 4)  Fitzgerald, <i>The Great Gatsby</i> (2, 3, 4)  Hawthorne, <i>The Scarlet Letter</i> (2)  Hemingway, <i>various selections</i> (2, 3, 4)  Miller, <i>The Crucible</i> (2, 3, 4)  Salinger, <i>The Catcher in the Rye</i> (2, 3, 4)  Steinbeck <i>The Grapes of Wrath</i> (2)  Twain, <i>Adventures of Huckleberry Finn</i> (2, 3, 4)  Walker, <i>The Color Purple</i> (2)  Wharton, <i>Ethan Frome</i> (2)</p> <p><b>Anthologies/Language Texts</b>  <i>American Literature</i>, McDougal Littell (2, 3)  <i>English Workshop</i>, Holt</p>	<p><b>Grade 11: AP Language</b></p> <p>Coates, <i>Between The World &amp; Me</i>  Douglass, <i>Narrative of the Life of Frederick Douglass, an American Slave</i>  Fitzgerald, <i>The Great Gatsby</i>  Gilman, <i>Herland</i>  Hawthorne, <i>The Scarlet Letter</i>  Kingston, <i>Woman Warrior</i>  Steinbeck, <i>The Grapes of Wrath</i>  Skloot, <i>The Immortal Life of Henrietta Lacks</i>  Twain, <i>Adventures of Huckleberry Finn</i>  Vowell, <i>The Wordy Shipmates</i></p> <p><b>Anthologies/Language Texts</b>  <i>Everything's An Argument: Sixth Edition</i>, Bedford/St. Martin  <i>Language of Composition: Fifth Edition</i>, Bedford/St. Martin  <i>50 Essays: A Portable Anthology, Third Edition</i>, Bedford/St. Martin  <i>English Workshop</i>, Holt</p> 

## Grade 12: Senior Seminars

**Detective Fiction:** Christie, *And Then There Were None*; Lehane, *A Drink Before the War*; Brown, *Angels and Demons*; selected short stories, films, and documentaries

**Film Studies:** Selected critical readings; Gilmore, *The Film Club*; Kermode, *The Shawshank Redemption*; Lewis, *The Godfather*; Quirke, *Jaws*; Tasker, *Silence of the Lambs*.

**Global Issues in Literature:** Hamid, *The Reluctant Fundamentalist*; Kincaid, *A Small Place*; Lalami, *Hope & Other Dangerous Pursuits*; Cleave, *Little Bee*; Gieda, *In the Sea There are Crocodiles*; Nguyen, *The Refugees*; St. John, *Outcasts United*; selected short stories, articles, & poetry

**Modern Dilemmas:** O'Brien, *The Things They Carried*; Picoult, *My Sister's Keeper*; Alexander, *The New Jim Crow*. Also: a selection of poetry, short stories, news/magazine/online articles, and films related to units on Censorship and Government, War, Medical Ethics, and Gender, Race, and Sexuality.

**Satire, Irony, and Humor:** Adams, *Hitchhiker's Guide to the Galaxy*; Austen, *Emma* and *Pride and Prejudice*; Shakespeare, *Twelfth Night* or *Much Ado About Nothing*; Rosen, ed. *May Contain Nuts*; Vonnegut, *Slaughterhouse 5*; Wilde, *The Importance of Being Earnest*

### Anthologies

A variety of anthologies as well as titles from AP also available as appropriate to each course

## Grade 12: AP Literature

Beckett, *Waiting for Godot*  
Chopin, *The Awakening*  
Conrad, *Heart of Darkness*  
Hurstun, *Their Eyes Were Watching God*  
Hwang, *M. Butterfly*  
Irving, *A Prayer for Owen Meany*  
Joyce, *Dubliners*  
Lee, *Rose*  
McCarthy, *The Road*  
Miller, *Death of a Salesman*  
Naipaul, *A Bend in the River*  
Rankine, *Citizen*  
Roy, *God of Small Things*  
Shakespeare, *Hamlet & Twelfth Night*  
Shelley, *Frankenstein*  
Stoppard, *Arcadia*  
Vonnegut, *Slaughterhouse Five*  
Woolf, *Mrs. Dalloway*  
Wright, *Native Son*

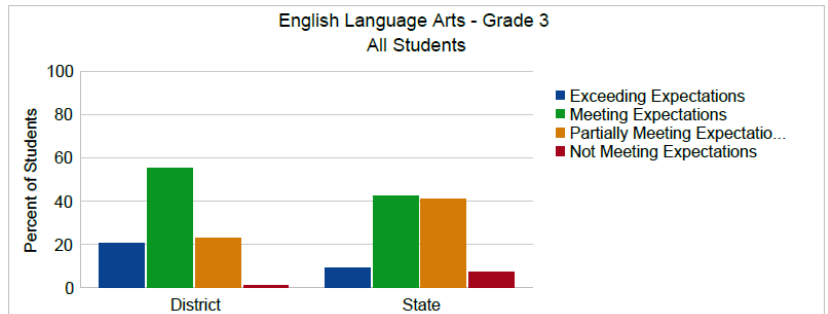
### Anthologies/Language Texts

*Introduction to Literature*, Bedford

# MCAS Results Hingham Public Schools Spring 2018

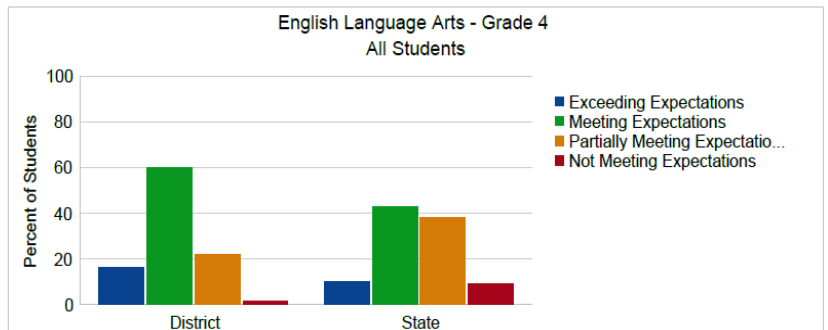
## GRADE 3

English Language Arts	N Included	% District	% State
Exceeding Expectations	62	21	9
Meeting Expectations	167	55	43
Partially Meeting Expectations	69	23	41
Not Meeting Expectations	4	1	7
Total Included	302		



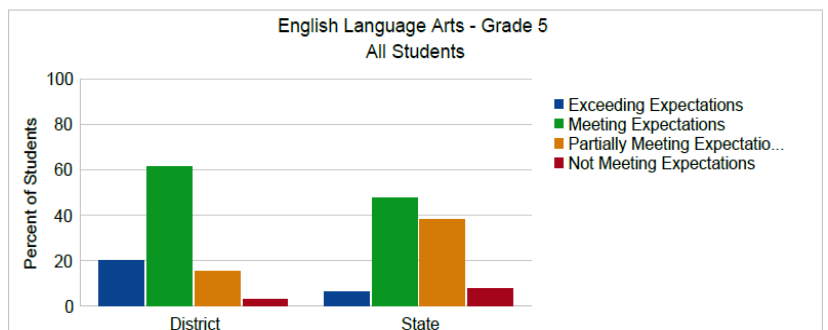
## GRADE 4

English Language Arts	N Included	% District	% State
Exceeding Expectations	60	16	10
Meeting Expectations	219	60	43
Partially Meeting Expectations	80	22	38
Not Meeting Expectations	6	2	9
Total Included	365		



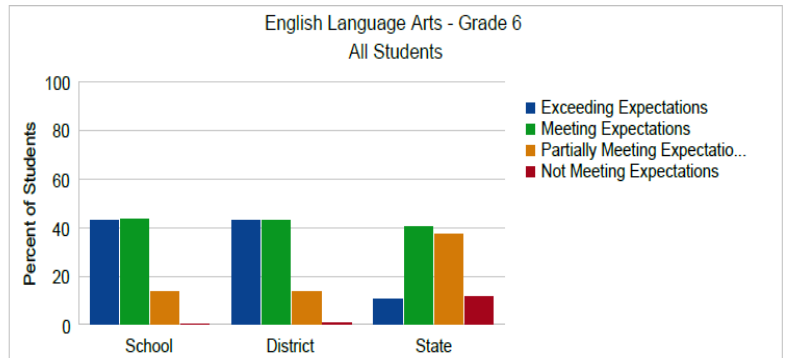
## GRADE 5

English Language Arts	N Included	% District	% State
Exceeding Expectations	66	20	6
Meeting Expectations	202	62	48
Partially Meeting Expectations	50	15	38
Not Meeting Expectations	10	3	8
Total Included	328		



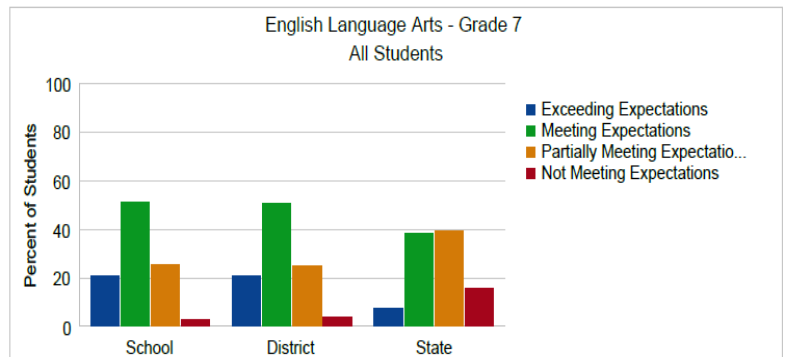
## GRADE 6

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	149	43	43	10
Meeting Expectations	150	43	43	40
Partially Meeting Expectations	47	14	13	37
Not Meeting Expectations	1	0	1	12
Total Included	347			



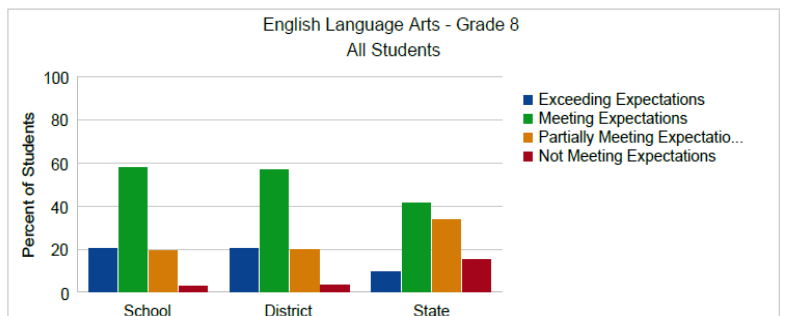
## GRADE 7

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	73	21	21	8
Meeting Expectations	181	51	51	38
Partially Meeting Expectations	89	25	25	39
Not Meeting Expectations	10	3	4	15
Total Included	353			



## GRADE 8

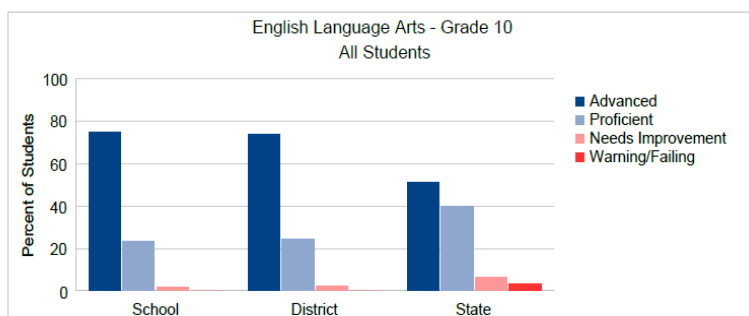
English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	73	20	20	10
Meeting Expectations	206	58	57	41
Partially Meeting Expectations	69	19	20	34
Not Meeting Expectations	10	3	3	15
Total Included	358			





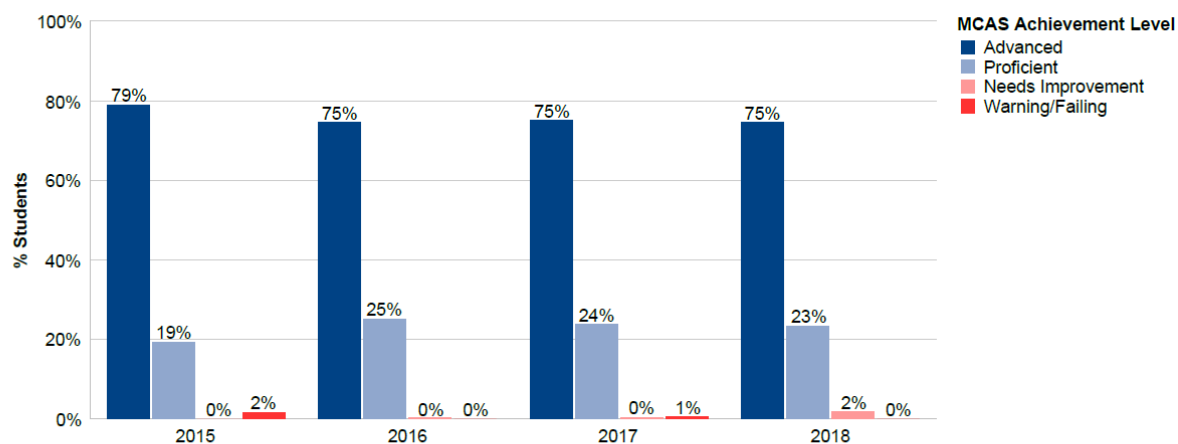
## GRADE 10

English Language Arts	N Included	% School	% District	% State
Advanced	230	75	74	51
Proficient	72	23	24	40
Needs Improvement	6	2	2	6
Warning/Failing	0	-	-	3
Total Included	308			



## SCHOOL ACHIEVEMENT DISTRIBUTION BY YEAR

Student Group: All Students



	2015			2016			2017			2018		
	School	District	State	School	District	State	School	District	State	School	District	State
CPI	99.8	99.8	96.7	99.8	99.6	96.7	99.9	99.5	96.5	99.4	99.3	96.2
Advanced	79%	78%	49%	75%	73%	47%	75%	74%	47%	75%	74%	51%
Proficient	19%	20%	42%	25%	25%	45%	24%	24%	44%	23%	24%	40%
Needs Improvement	0%	0%	6%	0%	1%	6%	0%	1%	6%	2%	2%	6%
Warning/Failing	2%	2%	3%	0%	1%	3%	1%	2%	3%	0%	0%	3%
N Students	294	300	69,751	323	331	69,937	280	286	70,268	308	315	70,532
Mean SGP										58.7	58.7	49.9
Median SGP	54.0	54.0	51.0	49.0	49.0	50.0	60.0	60.0	50.0			

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

# AP Data

## Hingham High School

2018 Advanced Placement Mean Grades			
	Hingham	Massachusetts	National
English Language	4.13	2.88	2.56
English Lit. & Comp.	3.96	2.71	2.32

AP Course Enrollments 2009-2018										
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
English Language	none	none	none	none	none	41	57	60	70	56
English Lit. & Comp.	39	26	43	33	33	33	44	25	47	24

2018 Percentage of Grades 3 and Higher Comparison English Language		
Hingham	Massachusetts	National
96.43	68.59	56.49

2018 Percentage of Grades 3 and Higher Comparison English Literature and Composition		
Hingham	Massachusetts	National
95.83	58.60	47.12

Percent of Grade 3 and Above English Language				
2014	2015	2016	2017	2018
100	100	100	97	96

Percent of Grade 3 and Above English Literature and Composition									
2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
92	100	93	100	94	100	95	96	98	96

**SAT Data  
Hingham High School**

<b>SAT Reading &amp; Writing Class of 2018</b>		
<b>Hingham</b>	<b>Mass.</b>	<b>National</b>
<b>612</b>	<b>562</b>	<b>536</b>

**HINGHAM SAT SCORES  
2009-2018**

<b>Year</b>	<b>Critical Reading/ Reading &amp; Writing</b>	<b>Writing</b>
<b>2009</b>	<b>567</b>	<b>573</b>
<b>2010</b>	<b>565</b>	<b>570</b>
<b>2011</b>	<b>569</b>	<b>577</b>
<b>2012</b>	<b>556</b>	<b>566</b>
<b>2013</b>	<b>551</b>	<b>559</b>
<b>2014</b>	<b>573</b>	<b>571</b>
<b>2015</b>	<b>577</b>	<b>574</b>
<b>2016</b>	<b>555</b>	<b>562</b>
<b>2017*</b>	<b>611</b>	<b>n/a</b>
<b>2018</b>	<b>612</b>	<b>n/a</b>

**\*The College Board states that results prior to the 2017 administration cannot be compared to more recent results. The “old SAT” made use of an entirely different scale with different benchmarks.**

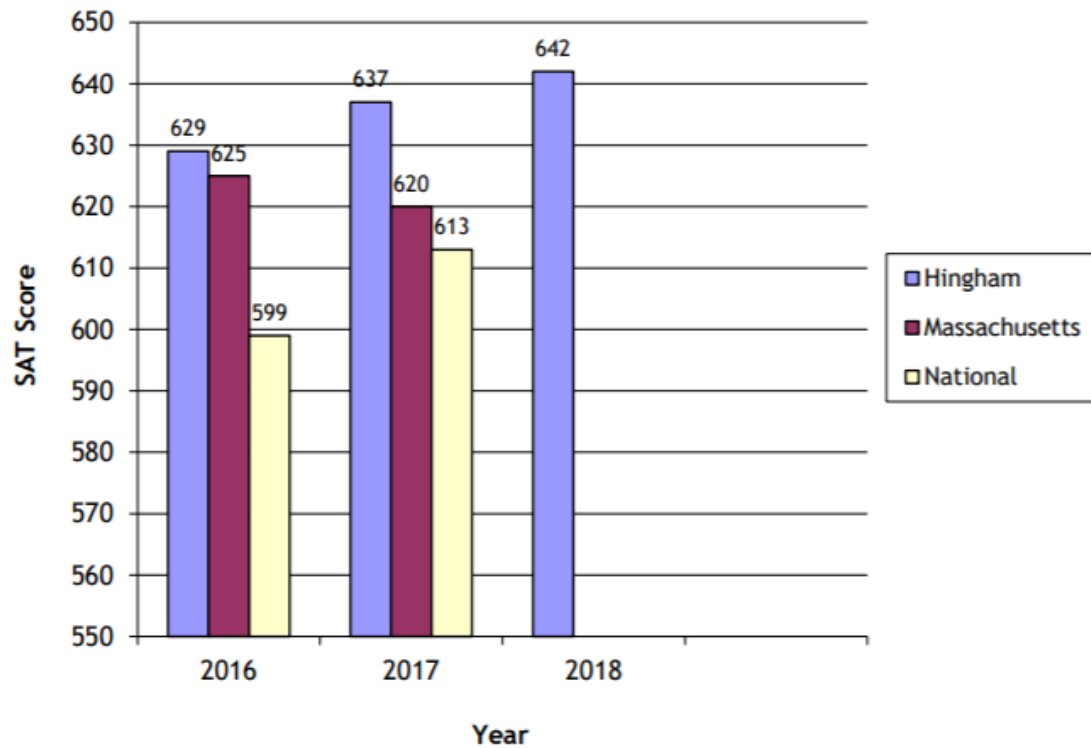
## SAT SUBJECT TEST: ENGLISH LITERATURE

### Hingham High School 2017-2018 School Year English Literature

Percent by Score Interval by Reference Group

	2017			2018
	Hingham	Massachusetts	National	Hingham
Mean (Avg. Score)	637	620	613	642
Number Tested	20	2182	48340	20

### English Literature



## ACT Results Hingham High School

Year	Number Tested	English	Reading
2009	48	23.9	24.6
2010	67	26.1	26.1
2011	55	26.1	26.2
2012	80	24.4	24.7
2013	96	24.6	24.4
2014	63	25.8	25.9
2015	105	25.8	26.4
2016	125	26.4	27.3
2017	156	26.7	27.4
2018	131	26.6	26.5

### ACT Local, State, and National Comparisons 2018

English		
Hingham	Mass.	National
26.6	25.5	20.2

Reading		
Hingham	Mass.	National
26.5	25.9	21.3