

ANNUAL REPORT – 2017 HINGHAM PUBLIC SCHOOLS

As of October 1, 2017, there were 4,233 students enrolled in Kindergarten to Grade 12 (K-12) in the Hingham Public Schools, a count nearly level with October 1, 2016. In addition, the district had responsibility for funding and/or programming for 67 pre-school students in the Integrated Pre-school program, 50 out-of-district special education students, and 4 vocational students.

Operational and leadership changes for Fall 2017 included the appointments of Principal Richard Swanson at Hingham High School (HHS) and Principal Melissa Smith at Plymouth River School (PRS). Filling their former Assistant Principal roles are Collin Shattuck, HHS, and Charleen Fabrizio, PRS. Mary Andrews has assumed the role of K-12 Director of English and Language Arts, and Joann Bellis and Rose Papuga are the new Resource Teachers for Elementary Music and K-12 Art, respectively. Jim Quatromoni was appointed Athletic Director in October.

The 2017 Town Election added a new member of the School Committee when Michelle Ayer was elected to fill the vacancy resulting from Carol M. Falvey's decision not to seek re-election. Dr. Edward M. Schreier, DDS, was re-elected for a third term. Liza O'Reilly, Aylene Calnan and Cynthia Galko were elected School Committee Chair, Vice Chair, and Secretary, respectively, in May 2017.

The Annual School Department Operating Budget for fiscal year 2018 (school year 2017-2018) was approved at the April 2017 Town Meeting at \$49,762,698; another \$850,820 was appropriated for Capital Projects including preventative maintenance and roof repair projects, technology infrastructure and device replacement work, and HVAC repairs and upgrades, etc.

Academically, Hingham students performed above state averages at every grade and subject on the 2017 Next-Generation MCAS. The percentage of students meeting or exceeding expectations in mathematics is strong across grades 3-8. In grade 10, 99% of students scored at the proficient or advanced level in English language arts (ELA), 94% in math, and 95% in science. All members of the class of 2017 demonstrated proficiency on the ELA, math, and science MCAS tests that are required for a state certified diploma. The Massachusetts Accountability system is used to classify districts and schools on a five-level scale from the highest performing in Level 1 and the lowest performing in Level 5. The levels reflect both overall performance and the progress of the different subgroups of the student population. Due to the change-over to the Next Generation MCAS exams in grades 3-8, only MA high schools received an accountability rating in 2017; yet again, Hingham High School is rated as a Level 1 high school.

On Saturday, June 3, 2017, 292 students graduated from Hingham High School. In addition to a diploma, 36 members of the class received the Global Competency Certificate. Through interdisciplinary academic study, community service and international travel, these graduates demonstrated increased global awareness, a heightened appreciation of diversity, and a capacity to work and contribute in an increasingly interconnected world. Of all graduates, 93% will go on to four-year colleges located in 31 different states and four foreign countries, about 3% will attend specialized or two-year institutions, some will attend post-graduate programs or take a gap year, and a few will begin full-time employment. Academic accomplishments of the HHS Class of 2017 include 8 National Merit commended students, 107 Advanced Placement Scholars, 4 National Scholars, and 83 members inducted into the National Honor Society.

HHS students continue to have the opportunity to participate in a myriad of extracurricular activities including a new Climate Committee, a student group dedicated to strengthening a positive school culture. In April 2017, the Climate Committee launched its flagship program, the "Harbormen Helping Hingham Day," which inspired more than 95 percent of HHS seniors to spend a full day engaged in community service projects around town. Competitive extracurricular activities include Mock Trial, Debate, Quiz Bowl, Math Team and Robotics. The Quiz Bowl team participated for the eighth straight year in WGBH's High

School Quiz Show and for the first time advanced to the semi-finals. The HHS Student Council, one of the largest groups in the school and one of the largest councils in the state, was awarded the Gold Medal as a Student Council of Excellence in Massachusetts.

Hingham High School Athletics enjoyed continued success in 2017. HHS teams won ten Patriot League Championships (Sailing, Girls' Cross Country, Girls' Soccer, Girls' Basketball, Girls' Tennis, and Girls' Spring Track, Boys' Cross Country, Boys' Golf, Wrestling and Boys' Lacrosse). Boys' Lacrosse finished the season as State Champions and Coach John Todd was selected as a 2017 National Federation Coach of the Year. Boys also excelled in Golf by winning the South Sectional Championship and the Hockey team winning the prestigious Malloy Award for Sportsmanship. Girls' Tennis were South Sectional Champions and Girls' Basketball's Patriot League Championship win was the first since 1999.

Hingham students again excelled with strong performances in the visual and performing arts, as demonstrated in building and district-wide concerts and in regional music and local and regional art competitions. The annual all-town art show continued in its Town Hall location in Spring 2017; the multi-day event featured the work of students from all six schools. Drama students continue to captivate audiences with their productions, and our instrumental music and choral programs continue to thrive and provide engaging opportunities for HPS students to apply their talents across a multitude of settings.

The four elementary schools continue to enhance curriculum and instruction in literacy, mathematics, science, and social studies through a variety of initiatives. In English Language Arts (ELA), the second year of implementation of the new literacy program, Journeys, progressed across all grades and schools. In mathematics, HPS specialists and teachers have worked to implement Number Talks and a Math Workshop model across the district. In both ELA and mathematics, work continues to fine-tune our instruction to meet the new 2017 MA Curriculum Frameworks guidelines. The curriculum alignment and revision of our K-5 science program continues with several new units and topics being addressed across the grade span, with new units of study also rolling out across grades 6-8. Expanded course offerings in social studies and business were rolled out at Hingham High School, along with the establishment of "coding clubs" at both HHS and HMS. In each of the schools, targeted instructional opportunities have been designed to respond to needs identified by analysis of district, state, and standardized test results.

The Special Education Department, working collaboratively with members of the extended school community, has formed the Special Education Continuous Improvement Task Force to coordinate the district's efforts to assess needs and improve our programs and services. Professional development for HPS special educators has included completion of a three-day Project Read: Framing Your Thoughts course, as well as focused sessions on a variety of other special education topics. The district has revised and implemented new procedures to align with the requirements of the Individuals with Disabilities Education Act (IDEA), as well as Section 504 of the Rehabilitation Act of 1973.

The district launched a revamped professional development model for all teachers that saw not only an increase in the hours allocated to professional development, but an increase in the number of topics offered. The new model provides opportunities for both teacher-selected learning opportunities and building-based focused sessions on a variety of topics. Our Social Studies Department has formed a partnership with the Hingham Historical Society for not only professional development opportunities for Hingham faculty, but also internship opportunities for our students.

Further, the district has initiated a concerted effort to ensure a multi-tiered approach to supporting the social and emotional needs of students across the district. The work began this year in partnership with the Boston University School of Education by surveying our faculty, students (grades 4-12), and parents to help inform our work in this area.

In Fall 2017, the School Committee met in a Planning Session to establish goals and priorities for the upcoming FY 19 budget season. The meeting marked the beginning of dialogue around the development of a five-year district vision, a project that continued throughout the fall and is in the process of being shared widely as of this writing. Subsequent to discussion of district needs and priorities at that meeting, Budget Guidelines were initiated and approved by the School Committee. In December 2017, the School Administration developed a "level services budget" that is (at the time of this writing) in the process of refinement with the ultimate adoption of a FY 19 Operating Budget or other action by the School Committee and the Board of Selectmen, and the Advisory Committee's recommendation of an Operating Budget figure to the 2018 Annual Town Meeting for its action.

The School Committee continued to review facilities needs through the year and is completing a successor Master Plan, with focus on a Foster School Project. Town Meeting approved the formation of a Foster School Building Committee and feasibility money to study the school pending acceptance into the Massachusetts School Building Authority Core Program. In the fall, the School Department was notified that the Statement of Interest that was submitted last spring was not selected by the Massachusetts School Building Committee for funding in this cycle; we were encouraged by the MSBA to reapply in Spring of 2018 (planning to that end is in process).

Again in 2017, the Hingham Public Schools continued to benefit from strong and long-standing community partnerships. The cooperative efforts, volunteerism, and generosity of parents, PTOs, booster and other community groups, civic organizations, SEPAC, the Hingham Education Foundation, and the Hingham Sports Partnership have again supported the School Department in realizing its mission and achieving both short and long-term goals. Myriad graduation scholarships and awards were presented in recognition of students' outstanding performance in academic areas or involvement in school organizations. The School Department and the School Committee gratefully acknowledge and appreciate the many community efforts that serve to enhance the excellent facilities, programs, and activities of the Hingham Public Schools.

Our appreciation goes again to the citizenry and voters of the Town for their ongoing support and financing of annual education budgets and facilities enhancement projects. Equally important to our students of all ages is the support for school activities, student performances and other achievements that Hingham residents provide. Thank you, Hingham!

DOROTHY GALO, Ph.D.
Superintendent of Schools

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