



BRANFORD HIGH SCHOOL'S

MISSION STATEMENT & EXPECTATIONS FOR STUDENT LEARNING¹

The mission of BHS is to foster academic and personal excellence. To this end, we join with the home and community to cultivate skills, attitudes, and talents that will prepare our graduates not only to succeed in college and careers, but also to become informed, responsible citizens who respect diversity, value lifelong learning and lead fulfilling lives.

ACADEMIC EXPECTATIONS²

The Branford High School graduate is able to:

- ❖ **Read non-fiction actively and critically for a variety of purposes**
- ❖ **Write using standard English for a variety of purposes and audiences**
- ❖ **Convey ideas and/or feelings through a chosen area of the fine and practical arts**
- ❖ **Use technology to find, organize and communicate information**
- ❖ **Utilize evidence to formulate, support, and present positions**
- ❖ **Understand and appreciate texts from many literary periods and cultures**
- ❖ **Communicate mathematically**
- ❖ **Use mathematical reasoning in problem solving**
- ❖ **Demonstrate an understanding of and apply the basic principles of biological, earth and/or physical science**
- ❖ **Identify and design techniques for solving problems in science or technology**
- ❖ **Design and execute a major project that fulfills the student's own stated purpose**

CIVIC AND SOCIAL EXPECTATIONS

The Branford High School students demonstrate:

- ❖ **The ability to be contributing members of their community**
- ❖ Respect for themselves, their fellow students, the faculty, staff, as well as their school and community
- ❖ A recognition and an understanding of the benefits of diversity in their school and community
- ❖ Integrity while participating in all academic and social activities

¹ Unanimously approved by the BHS faculty in June 2003 and the Branford Board of Education in August 2003.

² Expectations in **bold** are Branford High School's **Performance Graduation Requirements** that apply to members of the Class of 2006 and on.

- ❖ An understanding of the life-long value of personal physical fitness and good health

BRANFORD HIGH SCHOOL'S
PERFORMANCE GRADUATION REQUIREMENTS
FOR THE CLASSES OF 2006 AND ON

THE BRANFORD HIGH SCHOOL GRADUATE IS ABLE TO

1 Read non-fiction actively and critically for a variety of purposes

5 Excellence	The student consistently demonstrates an insightful understanding of main and subordinate ideas in a text; recognizes implications; supports interpretations with ample, pertinent evidence; engages in thoughtful reflection, and is able to persuasively defend a position and draw logical conclusions from a variety of sources.
4 Honors	
3 Proficiency	While The student may miss some subtleties in a text, s/he usually comprehends main ideas and clear implications, supports interpretations with appropriate evidence, engages in thoughtful reflection, and argues a position based on a variety of sources.
2 Approaching Proficiency	
1 Not Proficient	The student understands the general gist of a text, but demonstrates little grasp of specifics, often misses clear implications, tends to ignore details, engages in relatively superficial reflection, provides limited evaluation or poorly organizes a position based on a variety of sources.

2 Write using Standard English for a variety of purposes and audiences.

5 Excellence	The student's writing is consistently compelling. Papers are well organized, amply developed and insightful. They examine causes, make distinctions and explore implications; sentence structure is varied and polished; diction is often striking; grammar and mechanics are correct; and vocabulary, usage and style are geared to audience and purpose. These qualities are demonstrated with minimal assistance and are sustained for at least five double-spaced pages with standard margins and a conventional twelve-point font.
4 Honors	
3 Proficiency	The student's ideas are fairly well organized, developed and connected; diction is adequate; overall style is clear, though sentences may need to be more varied and polished; grammar and mechanics are generally correct; and writing reflects some sense of audience and purpose, but may not adequately adjust style and diction accordingly. These qualities are demonstrated with minimal assistance and sustained for at least three pages with standard margins and a conventional twelve-point font
2 Approaching Proficiency	
1 Not Proficient	The student's ideas may be imprecise; organization may be illogical; development may be minimal; or diction, sentence structure, grammar and mechanics may significantly undermine the writers credibility..

3 Convey ideas and/or feelings in a chosen area of the fine and practical arts

5 Excellence	The student shows an exceptional command of technical skill consistent with the ART form; possesses craftsmanship which often reflects inventive and creative thought and an ability to self-evaluate the work for improvement; and can engage in critical dialogue that defends the decisions made about the work
4 Honors	
3 Proficiency	The student shows a basic proficiency of technical skills consistent with the art form; shows moderate craftsmanship that reflects some original, inventive, and expressive thought; and can engage in some dialogue about the work..
2 Approaching Proficiency	
1 Not Proficient	The student shows incomplete evidence of technical skills, and/or lack of craftsmanship, and little original, creative or inventive thought; and/or is not able to self-evaluate work for improvement or engage in critical dialogue to defend the work

4 Use technology to find, organize and communicate information

5 Excellence	The student independently uses appropriate technology to locate, retrieve, organize, and store information; uses several types of software programs and demonstrates the skills needed to operate several forms of technology to create and communicate written, visual, oral, and/or multimedia presentations.
4 Honors	
3 Proficiency	The student is able, with minimal support, to use some form of technology to locate, retrieve, organize, and store information; uses several types of software programs and uses some form of technology to create and communicate student presentations.
2 Approaching Proficiency	
1 Not Proficient	The student is not able to use technology to locate, retrieve, organize or store information without significant help.

5. Utilize Evidence To Formulate, Support And Present Positions.

5 Excellence	The student consistently and effectively demonstrates ability to develop a thesis and support it with in-depth analysis of evidence; evaluate validity of sources and information; readily differentiate between fact and opinion; assess ideas or positions and possible significance/outcomes; and present his/her views via multiple modes of communication.
4 Honors	
3 Proficiency	Student can develop a thesis and support it with evidence in an organized manner; access and interpret a variety of information sources; begin to distinguish fact from opinion; recognize contrasting positions on an issue or topic, consider the relationship between ideas and possible outcomes; and present his/her views using differing modes of communication.
2 Approaching Proficiency	
1 Not Proficient	Student has difficulty developing a thesis; evidence is poorly organized or not appropriate; cannot identify contrasting points of view; and cannot present his/her views to make position clear using at least one mode of communication.

6 Understand and appreciate texts from many literary periods and cultures.

5 Excellence	The student consistently offers insightful analyses of classic and modern poetry and prose, including longer, more complex works. S/he can also explain the role of such literary elements as figures of speech, point of view and styles; appreciate nuances of language; and precise relationships among various selections and between literature and life, not only on a personal level, but also on a social and historic one.
4 Honors	
3 Proficiency	The student can adequately comment on theme and character development in moderately challenging works; can define and identify basic figures of speech and points of view; and can relate literature to personal experience
2 Approaching Proficiency	
1 Not Proficient	The student has difficulty demonstrating a comprehension of essential elements of theme and character development, is sometimes unclear about plot, and has difficulty relating literature to life.

7 Communicate mathematically

5 Excellence	The student consistently, clearly and effectively uses accurate math vocabulary in written communication to express mathematical concepts dealing with topics beyond Algebra 1. Written communication is well organized, grammatically correct, and sentence structure is appropriate. The student consistently demonstrates a clear understanding of math concepts where appropriate.
4 Honors	
3 Proficiency	The student generally uses math vocabulary correctly in written communication to express mathematical concepts
2 Approaching Proficiency	
1 Not Proficient	The student demonstrates very limited ability to communicate mathematical concepts.

8 Use mathematical reasoning in problem solving

5 Excellence	The student consistently demonstrates a clear understanding of real world problems dealing with topics beyond Algebra 1. The work is neat and well organized. Final answers and/or conclusions are supported by complete and accurate calculations. When explanations are written, they contain appropriate math vocabulary and effectively explain the answer or conclusion.
4 Honors	
3 Proficiency	The student generally demonstrates an understanding of real world problems. The work is reasonably neat and organized. Calculations are usually accurate.
2 Approaching Proficiency	
1 Not Proficient	The student demonstrates very limited ability to solve real world problems.

9 Demonstrate an understanding of and apply the basic principles of biological, earth and/or physical science

5 Excellence	The student identifies and explains in depth scientific concepts and principles from several areas of science (biological, physical and earth) using examples, models and or scientific problem solving techniques..
4 Honors	
3 Proficiency	The student explains scientific concepts & principles from 1 area of science (biological, physical or earth) using examples, models and or scientific problem solving techniques.
2 Approaching Proficiency	
1 Not Proficient	The student is yet unable to explain scientific concepts & principles from 1 area of science (biological, physical or earth) using examples, models and or scientific problem solving techniques

10 Identify and design techniques for solving problems in science or technology

5 Excellence	The student demonstrates an ability to analyze the key factors of given scientific problems, develop appropriate hypothesis, design relevant experiments, select and organize needed resources, safely and effectively conduct experiments, collect data, draw valid conclusions and present results in well supported manner.
4 Honors	
3 Proficiency	The student demonstrates an ability, with some guidance, to develop relevant hypothesis for selected scientific problems, design appropriate experiments, use equipment in a safe, effective and accurate manner, gather data, draw and support conclusions in coherent presentations
2 Approaching Proficiency	
1 Not Proficient	The student is not yet able to design experiments, test a specific hypothesis, select appropriate resources and laboratory equipment and/or draw and support conclusions in presentations

11 Design and execute a major project that fulfills the student's own stated purpose.

5 Excellence	In addition to the criteria for Proficiency: the student provides evidence of rigor in the choice of project, exhibits a serious commitment to the project as a learning experience, provides substantial evidence of continuing reflection, self-evaluation, and/or adjustment of the learning plan in the journal entries, and makes an oral presentation that demonstrates organization and polish, provides evidence of careful and comprehensive preparation, and includes multiple visual aids
4 Honors	
3 Proficiency	The student's written portfolio adheres to the process and requirements of each component as described in the Senior Graduation Exhibition Handbook and includes the following: statement of intent; learning plan proposal; appropriate sources (documented using MLA format); content consultant application and verification; appropriate number of journal entries that provide evidence of study, reflection, self-evaluation and/or adjustment to the learning plan; artifacts (including research notes from a minimum of five sources); Works Cited page (MLA format); reflection essay. The student's oral presentation adheres to the process and requirements of each component as described in the Senior Graduation Exhibition Handbook and includes a logically presented description of the process used to develop and follow through on the learning plan, at least one visual aid (e.g. PowerPoint, display board); is concluded, prior to questions and answers, in under 20 minutes and is presented to three assessors, one designated by the student The student prepares for and attends a community exhibition of the Senior Graduation

	Exhibition.
2 Approaching Proficiency	
1 Not Proficient	The student did not adhere to the criteria for Proficiency

12 Demonstrate the ability to be a contributing member of his/her community

5 Excellence	The student participated extensively in several and helped lead one or more volunteer service activities dedicated to helping the community, comprising [75+] hours of service; effectively completed journal and reflective essay; shared the experience through a presentation that effectively communicated a sense of responsibility to help meet a community's need and encouraged others to participate in volunteer activities; received high written commendation for efforts from supervisors
4 Honors	
3 Proficiency	The student participated in one or more volunteer service activities dedicated to helping the community, comprising [40+] hours of service; satisfactorily completed the journal and reflective essay that summarizes the agency's need, the actions taken on behalf of that need and what was learned from participating in this program; received written acknowledgment of efforts from supervisor(s).
2 Approaching Proficiency	
1 Not Proficient	The student participated in volunteer activities for less than [40] hours; journal and reflective essay were partially completed; shared the experience through a presentation but inadequately explained the community's needs, the actions taken to meet that need and/or what was learned; received a less satisfactory acknowledgment of efforts from supervisor(s).