



"The Foxworthy"

February 2013 – March 2013



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www.foxborough.k12.ma.us

From the Office of the Principal Mrs. Diana Myers-Pachla

Dear Parents and Guardians,

Although we are well into February, I would like to wish all of you a very Happy 2013!

It certainly does appear that our unseasonable "snowless" winters of the past couple of years are now but a memory as we have weathered not just a blizzard, but a snow storm, both within a week.

Weather aside, the next couple of months will be filled with excitement and anxiety as many of our seniors wait for their college acceptance letters or decide on future employment options. As parents, try to be patient with your child. Find those teachable moments and offer advice. They may not acknowledge your input but they will welcome it.

January marked the beginning of the scheduling process for the underclassmen. Much time and effort will be devoted to creating the best possible course schedule for each student. In this edition of the *Foxworthy*, you will find important information about the scheduling process. Every student will meet with his or her counselor to develop the most *rigorous, yet appropriate*, schedule for him or her. As I have mentioned in the past, it is imperative that parents and students spend time discussing their expectations and agree on student placement for each course.

Teachers will recommend their students for an appropriate level of study. As a parent, if you disagree with your child's placement, please fill out the override form which acknowledges your wish to move your child from a college prep course to an honors level course or from an honors level course to an advance placement course. Developing a challenging, yet appropriate class schedule requires input from parents, students, teachers and guidance counselors. ***We will do our best to accommodate your requests.***

We build our schedule based upon student selections. Once the schedule has been finalized it can be very difficult to change a class. A final verification of courses will be sent home in early

June to every student. If any concerns arise, please call guidance to make any corrections. The final schedule will be given to students on the first day of school.

We have added the following new courses to the Program of Studies for the 2013 – 2014 school year:

Mathematics:

Advanced Placement Calculus BC

Science:

Advanced Placement Physics

Social Studies:

Advanced Placement Psychology

Technology:

Intro to Communication Arts (*and*)
Video and Audio Production I

Also, twice a year at the end of both the second and fourth quarters, academic expectation reports are sent home along with report cards. These reports reflect student performance on the school wide academic / 21st century learning expectations. Each department is responsible for formally reporting out on two of the school-wide learning expectations. Attached in this newsletter are the rubrics that are used to report out on student performance. Although not part of the FHS graduation requirements, the 21st century learning expectations demonstrate how students are performing in the areas of writing, reading, speaking, communicating, critical thinking, and effectively using technology. FHS believes these areas of performance are just as critical to a student's long term success as their understanding of the curriculum.

Preparing students for college or the workforce requires that each student has the ability to think both critically and creatively and to work collaboratively with a diverse group of people. Every student must be able to communicate their ideas to an intended audience both verbally and in writing and use technology appropriately. The enclosed graphs display individual classes (9, 10, 11, and 12) and performance scores, as well as composite grades and performance. Scores are reported out on a scale of one to four: **4-Advanced, 3-Proficient, 2-Needs Improvement and 1-Failure to Meet Requirements.**

The graphs in the *Foxworthy* allow students to compare their scores with their peers. As previously mentioned, students will receive their individual performance scores at the end of the second quarter.

A social and civic rubric is also used to assess freshmen and sophomores during wellness classes on attributes such as integrity, respect for self and others, responsibility, appreciation for diversity and contribution to society. The social and civic rubric displays the combined grades (9&10) and performance scores.

SAMPLE- Grade 12
Academic Expectations
2012-2013 – Semester 1

Course / Teacher	Standard	Grade
AP English 11 Paula Smith	Reads actively and Critically	4
	Writes using standard English	3
AP US History Harry Jones	Reads actively and Critically	4
	Writes using standard English-Open Response	3
Concert Band Mike Anderson	Effectively uses Technology	4
Physics H Katherine Donahue	Effectively uses Technology	4
	Uses Critical Thinking Skill for Assessing Information and Solving Problems	4
Pre-Calculus H Carolyn Harrison	Writes using standard English-Open Response	3
	Uses Critical Thinking Skill for Assessing Information and Solving Problems	4
Spanish 4 H Christine Mitchell	Writes using standard English	3
	Communicates ideas and information coherently (oral and visual)	4

SAMPLE –GRADE 10
Academic Expectations
2012-2013 – Semester 1

Course / Teacher	Standard	Grade
Biology 1 CP John Smith	Effectively uses Technology	4
	Uses Critical Thinking Skill for Assessing Information and Solving Problems	3
English 10 CP Sarah Jones	Reads actively and Critically	4
	Writes using standard English	2
Geometry CP Lizabeth Jones	Writes using standard English-Open Response	4
	Uses Critical Thinking Skill for Assessing Information and Solving Problems	2
Into to Woodshop John Harrison	Effectively uses Technology	3
	Uses Critical Thinking Skill for Assessing Information and Solving Problems	4
Physical Education S1-CP Jon Evans	Integrity	4
	Respect for Self and Others	4
	Appreciation for Diversity	3
	Contribution to Society	3

Note: A copy of the Academic Expectations is attached to the end of this newsletter on page 11.

What's Happening at F.H.S.?

We have had quite a number of noteworthy events these past couple of months including:

- Selection to the **Charles Mingus "Let My Children Hear Music" at the Charles Mingus Institute**. FHS Jazz Combo – Alexa Dumont, Alex Olsen, Kevin Scollins, and Nick Adair (3 public high school groups were selected out of a total of 12. FHS being one of them.) The competition and festival took place this past weekend in New York City. Alexa was named an **"Outstanding Bass Musician"**! Congratulations to the combo for an outstanding performance and representing Foxborough High School so well! More information on page (10).



- Forty-six entries were submitted to the **Boston Globe Scholastic Art and Writing Award Competition**. Several art pieces received **Honorable Mention, Silver key and Gold Key Art Awards**. (In the next Foxworthy, a full list of names will be announced.)



- Intel Corporation and the Society for Science and the Public** announced that senior Aheli Chattopadhyay was named a semifinalist of the 72nd annual Science Talent Search. We are one of 190 schools in the US that has one or more finalists. \$1,000.00 was awarded to both Aheli and FHS! (Congrat's to Aheli!!)



- Southeastern District Senior High School Music Festival** Twenty FHS students competed recently and Alex Olsen received 1st Place in Composition Contest! Great Job Alex!



- McGeary Institute of Accounting** – FHS Business Department students were named finalists in the **Project Innovation: "Start Here, Go Places Competition of Creative Excellence"** (See page 3 for additional information regarding the importance of YOUR vote!



- Bob's Discount Furniture Stores** generously donated to our Career Exploration (School-to-Career) program \$1,000.00 after a visit to their Connecticut facility. See more on page (7)

As always, do not hesitate to contact me at 508-543-1616 or at myers-pachlad@foxborough.k12.ma.us with any questions or concerns.

Diana M. Myers-Pachla

Massachusetts Department of Elementary and Secondary Education

From Special Education Director, Ms. Arlene Grubert

As part of the State Performance Plan, DESE collects data as required under the Individual with Disabilities Education Act. One measure focuses on how well schools are partnering with parents. The federal government asks that school districts provide a survey to parents of students with disabilities. However, the survey can be taken by any parent.

The Special Education Office will be providing information to parents about the survey in several ways: Inserting letter/FAQs with IEPs, passing out letter / flyer at IEP meetings, posting information on our web site and our SEPAC web site, on cable, etc. DESE is conducting this Parent Survey on family engagement, partnering with parents and promoting parent involvement. This is a web based survey only and is open to all parents now through March 29, 2013 at <http://www.MAparent1.com>

I encourage you to participate in this survey as a means for the DESE to determine how well your child's school is partnering with you and promoting your involvement in your child's or guardian's education. Once again, the website to visit is <http://www.MAparent1.com>.

Thank you for your time and input.

....Ms. Arlene Grubert



The next Coffee with the Principal will be held on Monday, March 4th at 9:00 a.m. in the 2nd floor media center. The meetings are an open discussion of topics of interest to parents and guardians with Principal Diana Myers-Pachla Please join us!!

News from the Business Department

From Lead Teacher ...Mr. Jon McCabe

On December 7, 2012 five seniors from Mr. McCabe's Accounting Class attended the Massachusetts CPA Student Conference

"Is Accounting for Me? -From College to Career" at Bentley University. Students heard from Accounting professionals in the field as well as current college students who are accounting majors. There was also an interactive session in one of Bentley's accounting computer labs, followed by a networking lunch.

(Pictured from L to R are:)

Tim Smith, Connor Capece, Drew McGeary, Ashley Snyder and Kristina Reddy



A group of Students from Mr. McCabe's Accounting class have been selected as finalists in American Institute of CPA's Project Innovation contest. Students had to create a preview or a Hit TV show which centered around the life of a C.P.A.



Drew McGeary, Alyssa Kelly and Connor Capece are now eligible to win scholarships if they are selected as one of the top three teams.

Currently the top 10 finalist's videos are online where the public can vote for their favorite choice. Please help this team get the votes they need by going to the following webpage:

www.startheregoplaces.com/projectinnovation/finalists/

The teams name is: **McGeary Institute of Accounting: "Accountability"**. To vote you will need to enter your email address and then be sure to confirm your vote by responding to the email that is sent to you. Voting closes on Feb. 27th.

Rotary Club of Foxboro

The Foxboro Rotary participates in many Community projects: Foxboro Founder's Day, St. Augustine Fest, Roses for Your Valentine, Clothing Collection for the Foxboro Discretionary Fund and Computer Collection for 3rd World Countries. Let the Children Hear and many more projects.

The Rotary is a world- wide organization which allows us to participate on the local level as well as the international level. The Foxboro Rotary donates money to many different charities and human service organizations: Rodman Ride for Kids, YMCA Youth Camps, Kennedy Donovan Center, Friends of Wrentham State School, Foxboro Discretionary Fund, Foxboro Senior Center, Local Athletic Clubs as well as we provide scholarships to help assist in furthering your education.

As a member of the Foxboro Rotary we enjoy ourselves by hosting eventful dinners, participating in dance classes, holiday parties and other fun events which strengthen our friendships. We are always looking for new members to join!



Service Above Self

"Interact" is Rotary International's service club for young people ages 12 to 18. Interact clubs are sponsored by individual Rotary clubs, which provide support and guidance, but they are self-governing and self-supporting.

Club membership varies greatly. Clubs can be single gender or mixed, large or small. They can draw from the student body of a single school or from two or more schools in the same community.

Each year, Interact clubs complete at least two community service projects, one of which furthers international understanding and goodwill. Through these efforts, Integrators develop a network of friendships with local and overseas clubs and learn the importance of:

- Developing leadership skills and personal integrity,
- Demonstrating helpfulness and respect for others,
- Understanding the value of individual responsibility and hard work,
- Advancing international understanding and goodwill

As one of the most significant and fastest-growing programs of Rotary service, with more than 10,700 clubs in 109 countries and geographical areas, Interact has become a worldwide phenomenon. Almost 200,000 young people are involved in Interact.

For more information about Interact in your area, contact your local Rotary club, or ask RI staff. Read the Interact Handbook and the Interact Brochure.

Give us a call, or stop by. We look forward to speaking with you about all the opportunity we have to offer. Thank you.

Class of 2014



With the start of second semester, the junior class student council will be starting their busiest season. During the week leading up to Valentine's Day, the class was selling carnations as a fundraiser during all lunches. The carnations accompanied by a note were delivered to students during their first period class on Thursday February 14. In addition, the annual Student vs. Faculty Basketball is just around the corner. This year's game will be on Thursday March 14. The class has also been busy with the collection of junior class dues. Class dues are \$20 and this is the last year they will need to be paid. Dues can be given to Mrs. Bishop in Room 209. Reminder, no dues, no prom! Finally, the student council has been busy all year planning this year's junior prom! The prom will be held on Saturday June 1 at Lake Pearl in Wrentham, MA.

Advisors: Ms. Kelly Bishop and Ms. Lauren Carlton

TUTORING AVAILABLE

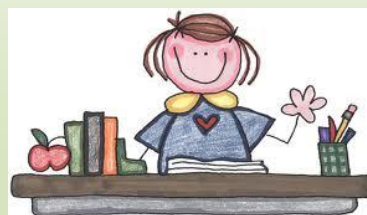
In an attempt to assure that each child is given an opportunity to achieve and succeed in school. Mathematics and English tutors are available to offer academic support throughout the school day and after school. We have a certified English and Math teacher in the building from 8:30am-2:30pm daily, in the upstairs Media Center. Please encourage your child to attend this beneficial service, which does not interfere with classes and has no financial obligation.

English Tutors

Ms. Kathleen Keane and Ms. Claire Lund

Mathematics Tutor

Ms. Karen Wimer





The Drama Club proudly presents the production of “**Anything Goes**”. The original production was written by Cole Porter in 1956 and included Bing Crosby and Donald O’Connor to name a few. It was a smash hit in New York and on the road. Dates of the show are: The play will be shown here on Friday, March 15th at 7PM, Saturday, March 16th at 2Pm and Sunday, March 17th at 2PM. Tickets will be available at the door.

(\$8.00 and \$10.00)

...Mrs. Joan Marino – Drama Club Advisor

RINGS...RINGS...RINGS...



Attention Students!

The class rings that were ordered in November are being delivered during all lunches on

Wednesday, February 27th and Thursday, February 28th.

Be sure to stop by and get your ring!!



Guidance News

Guidance Department Head

Ms. Laureen White

National College Fair – Boston, MA

The National Association for College Admission Counseling (NACAC) holds *The National College Fair* throughout the country during spring months to help expose college-bound students to the many options for their post-secondary plans. The local Boston dates for *The 2013 National College Fair* are April 30th and May 1st at the Boston Convention and Exhibition Center in Boston, MA.

The goal of this event is for students to be exposed to the variety of locations, programs, and majors that will be on display from over 350 colleges and universities from around the country. Students will have the opportunity gather information and research admission requirements, financial aid, testing, and college majors.

In addition, students will have many opportunities to personalize their experience by working with professionals to get specific college information that is significant to them.

- Students will have the opportunity to meet one-on-one with representatives from the world of higher education to discuss admissions at their respective institutions.
- Students will be able to visit the Counseling - Resource center to talk to a counselor about choosing major, financial aid information, and more.
- Students can attend any of the various workshops: What Really Counts in Selective College Admissions, Conquering the SAT, The College Application Process, Financial Aid, Perfecting the College Essay, Students with Disabilities, Understanding the Differences of Historically Black Colleges & Universities, Dual Enrollment, Honor Colleges, NCAA Athletic Eligibility, Transition from High School to College and more.

Foxborough High School will be attending the event with the junior class on April 30, 2013.

Parent Edmodo Sign-In

1. Go to www.edmodo.com
2. In the box that says “Sign up Now! It’s Free.”
 - a. Look underneath the “I’m a student” and “I’m a teacher” boxes to the blue Parent Sign Up link. Click on this link.
3. A Parent Sign Up box will come up on the screen. A parent code is required to move on from this point.

Please insert the appropriate grade level code from list below.

4. Once the parent has inserted their child-specific code, they must complete the Parent Sign Up box and click Sign Up.

Guidance Edmodo Codes:

Seniors - **l9v5lc**
 Juniors - **p19qal**
 Sophomores - **b3m70f**
 Freshmen - **s39c3i**



Sophomore Group Guidance

Sophomores will have Group Guidance class 1x per cycle during Quarter 3 (January 28th – April 5th).

In the Sophomore Group Guidance class, along with transcript information and the use of Naviance, there will be an overview of the *Money Smart for Young Adults* course in the curriculum. This information will give the students an introduction to bank services as they progress towards adulthood. Students will gain the knowledge of how to choose and keep a checking account, how to keep track of their money, and how to save their money. It will also provide the introduction to credit, how it works, and how to use credit. Finally, we will cover general information of loans, including student loans and car loans.

This overview of the *Money Smart for Young Adults* will provide the students further knowledge and a greater understanding of their current financial and future financial situations.

MCAS - All sophomores will be taking the MCAS this year.
Freshman Biology 1, will take the Science Biology MCAS in June.

ELA			
Tues. March 19th	Day 3	Long Composition	Periods 1-3-4
Thur. March 21st	Day 5	Sessions 1 & 2	Periods 1-5-6
Fri. March 22nd	Day 6	Session 3	Periods 6-7-2
MATH			
Mon. May 13th	Day 1	Session 1	Periods 1-2-3
Tues. May 14th	Day 5	Session 2	Periods 5-6-7
SCIENCE			
Tues. June 4th	Day 2	Session 1	Periods 2-3-4
Wed. June 5th	Day 5	Session 2	Periods 1-5-6

Senior Scholarships:

All seniors should remember to check in the guidance office periodically to see if new scholarship opportunities have arrived.

School-to-Career

Ms. Ellen Pillsbury-Career Specialist

The fall season has been very busy for the School-To-Career Program.

In September three students, seniors Samantha Kent, Matthew Sepe, and junior Victoria Gunn began the Certified Nursing Assistant Program. The students have finished their classroom and clinical rotation and are awaiting a date to take their state written and practical exam. Good luck to Samantha, Matt, and Victoria.

On Wednesday, December 5, 2012, the partnership along with North Attleboro High School hosted Transition Night. The event was to help the parents/guardians of students with special needs to plan their children's future after high school. Next year the event will be held at Norton High School.

On Wednesday, November 14, 2012, twenty-nine students went to MTTI in Seekonk, RI. MTTI integrates classroom learning with hands on learning in fields such as automotive service technician, building and property trades' technician, electronic communications technician, computer service technician/network installer, marine service technician, medical assistant, medical billing and coding, office administration, motorcycle/power equipment technician, and HVAC/R technician.



On Tuesday, December 4, 2012, twenty-five students went on a trip to New England Institute of Technology in East Greenwich, RI. NEIT offers degree programs in Aviation Science Technology, and flight, computers, communications, architecture, interior design, electronic systems engineering, mechanical engineering technology, medical, and transportation.

On Wednesday, December 5, 2012, nine students went on a trip to Johnson & Wales University in Providence, RI. The students got a tour of the campus and then were able to talk with students and professors about the college and opportunities available at the University.

On Tuesday, January 15, 2013, nineteen students attended a field trip to Porter Chester Institute in Canton, MA. Porter and Chester integrates classroom learning with hands on learning in fields such as Automotive Technology, CADD, Computer and Network Technology, Electrician, Electronic Systems Technology, HVAC, Administrative Health Specialist, Dental Assisting, Medical Assisting, and Practical Nursing.



On Wednesday, January 30, 2013, fourteen students participated in a field trip to Bob's Stores in Meriden, CT. The students will get to watch commercial being made in clay animation. Executives from Bob Stores will also be on hand to talk with the students about the business industry and advertising.



Students will have the opportunity to participate in upcoming field trips to *McDonald's* for those students interested in a career in business and the food service industry, *Universal Technology Institute* for those students interested in going into car, boat, and truck motor repair, *Future Nurses Day* at Sturdy Memorial Hospital for those students who are interested in the medical field, and *Future Educators Day* at Bridgewater State University for those students who want to go into education.

Credit Fair

This is an interactive financial decision-making fair for 100 randomly selected seniors that illustrate basic personal financial management skills. Students will be given a financial profile of themselves at age 25 with the occupation they choose and figures of income, debt and savings.

The fair will be held on Thursday, March 14th at the Wheaton College in Norton. We will leave Foxboro High School at 8:15 a.m. and will return via the bus at about 1:00.

This is a great day! They will learn a lot about budgeting and finance and there will be many "surprises" as the day progresses.

College Admission Panel

The Foxborough High School Guidance Department will be holding an informational evening for parents and students regarding college admissions on Thursday, March 14, 2013 at 6:45 pm in room 122.

We highly recommend this session for parents of juniors and sophomores, however, ALL parents are welcome!!!

The panel will consist of College Admission Representatives from:

- *Boston College*
- *Harvard University*
- *Massasoit Community College*
- *Harvard University*
- *UMass Amherst*

(*College Admission Representatives are subject to change.)

Topics will include: *academic transcript, SAT/ACT exams, letters of recommendation, essays, student activities, community service, and other admission considerations.*

In addition, two current students from the class of 2013 will speak on their college admission experience.

Contact Joe O'Neil, FHS Guidance (508) 543-1620, ext. 147 with any questions.

TEST

TEST DATE

TIME

Chemistry	Mon. May 6	8:00am
Psychology	Mon. May 6	12:00pm
Spanish Language	Tues. May 7	8:00am
Calculus AB	Wed. May 8	8:00am
Calculus BC	Wed. May 8	8:00am
English Literature (12)	Thur. May 9	8:00am
English Language (11)	Fri. May 10	8:00am
Statistics	Fri. May 10	12:00pm
Biology	Mon. May 13	8:00am
Physics C: Mechanics	Mon. May 13	12:00pm
Physics C: Electricity & Magnetism	Mon. May 13	2:00pm
US Government & Politics	Tues. May 14	8:00am
French Language & Culture	Tues. May 14	12:00pm
US History	Wed. May 15	8:00am
European History	Wed. May 15	12:00pm
Macroeconomics	Thur. May 16	8:00am
Microeconomic	Thur. May 16	12:00pm

JUNIOR TIMELINE

College Planning Timeline 2012-2013

JUNIOR YEAR

November-December

Students will receive PSAT scores and should review their answers to determine areas that may need improvement. The College Board provides all students who take the PSAT with a very informative breakdown of the answers by category. All students received their original test booklet along with this score report.

1. Talk with recent high school graduates who come home from college.

2. Begin to involve your parents in the college selection process.
3. If you have a documented disability and receive special education services or 504 accommodations, please discuss testing options with your counselor (and Special Educator). Eligibility for extended time and other accommodations must be pre-approved by the College Board and ACT.

January-February

1. Continue taking your academics seriously and do your best heading into second semester.
2. Plan senior year courses carefully. Do they meet graduation requirements? Do they meet college requirements? Continue to challenge yourself when selecting courses.
3. **January 26, 2013** SAT Reasoning Test. Some students may consider taking a test preparation class.
4. **February 9, 2013** ACT Test.



March

1. **March 9, 2013** SAT Reasoning Test.
2. Joe O'Neil and the Guidance Department will have a meeting with parents and students to make sure they are on the timeline.
3. Complete the career interest inventory, "Do What You Are," on Naviance. Also explore colleges of interest by using Naviance, reading college handbooks and surfing the web. (<http://connection.naviance.com/foxborough>)
4. Make a file to manage your college searches, testing and application data.



April

1. **April 13, 2013** ACT Test. **FHS Test site.**
2. Schedule a junior/parent conference with Mr. O'Neil.
3. Visit college campuses-large, small, public and private. Get a feel for what works for you. Many colleges are open on Saturdays for tours.
4. Start to learn about financial aid. Read the Department of Education's *Funding Your Education*. You may also want to look at *Getting Financial Aid* published by the College Board and use the financial aid calculator found at www.collegeboard.org. Other resources include the *College Board Scholarship Handbook* and MEFA (mefacounselor.org/1-800-449-6332).



May

1. **May 4, 2013** SAT Reasoning Test/Subject Tests. **FHS Test site.**
2. Attend the NACAC National College Fair- **Boston** Convention & Exhibition Center (BCEC) on **April 30th or May 1st, 2013** or **Rhode Island** Convention Center **April 27th, 2013.**
3. Participate in AP Exams, if applicable.
4. If interested in R.O.T.C. or a military academy, look into special procedures and deadlines now. If you want a four-year ROTC scholarship, you should begin the application the summer before your senior year.

June



1. **June 1, 2013** SAT Reasoning Test/Subject Test:
2. **June 8, 2013** ACT Test
3. Ask for 2 recommendations from teachers who know you well. Student and parent "Brag Sheets" are available on the FHS website and in the guidance office.
4. Make sure you are on the mailing list of the schools that interest you.
5. Stay involved. Find a full-time or part-time job, participate in a camp or summer college program or do some volunteer work.

Summer



1. Visit colleges and take campus tours. Keep notes on your visits! At colleges you are serious about, make appointments to have an interview with an admissions counselor.
2. Download applications from colleges to which you will apply. Check application deadlines. Many colleges and universities may have early dates or rolling admissions.
3. Type your resume. You can use the template on Naviance. (<http://connection.naviance.com/foxborough>)
4. If you are an athlete planning to continue playing a sport in college, register with the NCAA Clearinghouse. (www.ncaaclearinghouse.net)



SAT AND ACT DATES, DEADLINES, AND INFORMATION

Register early for your ACTs and SATs. We recommend students take the ACTs and SATs at least once during their junior year. They should then take at least one of the tests again during the beginning of their senior year.

Some colleges require that students take one or more SAT Subject Tests. Juniors should take these in the spring when the material is fresh. Download "Taking the SAT Subject Tests", for test-prep advice at www.collegeboard.org.

To prepare for all the tests, students can download practice booklets from www.collegeboard.org (for the SAT) or from www.actstudent.org (for the ACT).

Registration/Cost:

SAT/SAT Subject - www.collegeboard.org

SAT - \$50

SAT Subject - \$23, plus \$12 per each additional test.

ACT - www.actstudent.org

ACT (Plus Writing) – \$50.50

*Fee waivers are available for students with financial need. See your counselor for more information.

ACT TEST DATES	
Test Date	Registration Deadline
April 13, 2013 @FHS	March 8, 2013
June 8, 2013	May 3, 2013
SAT / SAT SUBJECT TEST DATES	
Test Date	Registration Deadline
May 4, 2013 (@FHS)	April 5, 2013
June 1, 2013	May 2, 2013

REMINDER TO ALL PARENTS / GUARDIANS

Please remember to contact the attendance line if your student is going to be absent or tardy. This will prevent a phone call home.

The attendance line phone number is 508-543-1626.

Thank you,

Get your dancing shoes ready!

The Semi-Formal will be held at
Foxborough High School on March 9th
from 7:00 -11:00 PM.



The Junior Prom will be held on
Saturday, June 1st at Lake Pearl, Luciano's

More information will follow!!

Attention Seniors!

There are a few seniors who have not paid for their
cap and gown.

Cap & Gown / Photograph Payments are due!

Student's Name: _____

Cap and Gown \$ 25.00

Graduation Picture: (optional) \$ ____ (8.00)
____ Yes ____ No

Total: \$ _____

Sent payment to Sheila Sneyd/ Main Office at FHS.





IMPORTANT NOTICE PARENTS!!

Due to power outages in October 2012, school was cancelled on Monday, October 29th and Tuesday, October 30th.

With the two additional days being cancelled on Friday, February 8th and Monday, February 11th due the recent snowstorm, a total of **four days** will need to be made up in June. The original last day of school was June 18th. It has now been extended to

Monday June 24th.

This extension affects all students and staff, with the exception of seniors. The last day for seniors will remain as May 31st.

Note: This of course is providing that there are no additional cancellations.

FHS Jazz Musicians off to NYC

Published by the Foxboro Reporter, Thur. Feb. 14, 2012

By: Rick Foster

Foxboro High School jazz musicians will be among several outstanding student ensembles competing in the Charles Mingus Institute fifth annual High School Competition and Festival Feb. 15-17 at the Manhattan School of Music in New York City.

A student group under the direction of band Director Steve Massey will compete in the combo category for non-specialized schools. The group consists of FHS students Alexander Olsen, piano; Kevin Scollins, guitar; Alexa Dumont, bass, and Nicholas Adair, drums.

"It's exciting," said Massey. "It's a self-directed group. The students who create the arrangements themselves."

The three-day event also includes competition among student big bands, clinics and master classes at the Manhattan School of Music. On the same weekend, the Mingus Big Band will be appearing at The Jazz Standard.

A student band from Foxboro High won the combo competition in 2010. King Philip Regional High School took top honors in 2009.

Big bands from Foxboro High School are former winners of the prestigious Essentially Ellington student jazz band competition.

Massey said the FHS jazz band is currently preparing an audition tape for this year's Ellington competition.

March - 2013-Days of the Cycle

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Day 5	2
3	4 Day 6	5 Day 7	6 Day 3	7 Day 2	8 Day 3	9
10	11 Day 4	12 Day 5	13 Day 6	14 Day 7	15 Day 1	16
17	18 Day 2	19 Day 3	20 Day 4	21 Day 5	22 Day 6	23
24	25 Day 7	26 Day 1	27 Day 2	28 Day 3	29 No School	

Please refer to the on-line calendar for further dates at: www.foxborough.k12.ma.us. Click on the FHS website.

	February
18-22	School Vacation
25	School Committee-7PM
27-28	MCAS-ELA Retest
27-28	Class Rings - All Lunches
	March
2	NHS – Black Light Dance
4	Coffee with the Principal - 9AM
4	School Committee-7PM
4	Selectman Meeting
14	Credit Fair - Wheaton College 8AM-12PM
14	School Council - 3PM
15	"Anything Goes" - Drama Club 7PM
16	"Anything Goes" - Drama Club 7PM
17	"Anything Goes" - Drama Club 2PM
18	School Committee-7PM
19	MCAS - ELA
21	MCAS - ELA
21	Talent Show (Tentative - 7PM)
22	MCAS - ELA
27	Band-O-Rama 7PM
29	No School





Foxborough High School

The Foxborough High School student is able to:

Read Actively and Critically				
Category	4 Advanced	3 Proficient	2 Needs Improvement	1 Failure to Meet Requirements
Comprehension	Consistently demonstrates an insightful understanding of main ideas and details, and recognizes implications in a text.	Sufficiently demonstrates an insightful understanding of main ideas and details, and recognizes implications in a text.	Comprehends the main idea of a text, but demonstrates limited understanding of details and implications.	Displays little or no understanding of the main idea, implications and details of a text.
Application	Connects new reading to previous readings or experiences.	Usually connects new reading to previous readings or experiences.	Infrequently connects new reading to previous readings or experiences.	Rarely connects new reading to previous readings or experiences.
Reasoning	Supports interpretations with ample, pertinent evidence.	Adequately supports interpretations with pertinent evidence.	Seldom supports interpretations with pertinent evidence.	Does not support interpretations with pertinent evidence.
Quality of Argument	Persuasively defends a position based on a variety of sources.	Clearly defends a position based on a variety of sources.	Inadequately defends a position based on a variety of sources.	Fails to defend a position based on a variety of sources.

Write Using Standard English for a Variety of Purposes – Open Response Rubric				
Category	4 Advanced	3 Proficient	2 Needs Improvement	1 Failure to Meet Requirements
Organization	Information is effectively organized and contains introduction, examples, and conclusions.	Information adequately organized and includes introduction, examples, and conclusions.	Information presented is incomplete with one or more components missing.	No organization or development of information.
Quality of Information	Information demonstrates exceptional understanding of the topic. Insightful examples used to support answer to question.	Information demonstrates understanding of topic. Examples used to support answer.	Information demonstrates little understanding of topic. Insufficient examples used for support.	Information not relevant to topic. Examples used inaccurate for topic.
Language	Vocabulary shows sophistication and a sound understanding of the topic.	Vocabulary is appropriate for topic.	Vocabulary used is inadequate for topic.	Incorrect vocabulary used for the topic.
Mechanics	No grammatical or mechanical errors.	Some grammatical or mechanical errors.	Grammatical and mechanical errors make readability difficult.	Mechanical and grammatical errors greatly interfere with clarity or comprehension.

Writes Using Standard English for a Variety of Purposes and Audiences – Long Essay Rubric				
Category	4 Advanced	3 Proficient	2 Needs Improvement	1 Failure to Meet Requirements
Organization	Information effectively organized. Well-constructed paragraphs that follow logical informational patterns throughout the essay.	Information appropriately organized. Well-constructed paragraphs with organizational pattern evident.	Organizational pattern sometimes evident. Information sufficiently presented but not fully developed.	No organization evident. Inadequate development of topic.
Quality of Information	Information clearly relates to the main topic. Outstanding critical thinking demonstrated. Details and examples used prove exemplary knowledge of subject.	Information relates to the main topic. Sound critical thinking demonstrated. Provides sufficient supporting details and/or examples.	Information sometimes relates to the main topic. Demonstrates basic critical thinking. Few details and/or examples given are insufficient or incomplete.	Information has little to do with the main topic. No evidence of critical thinking. Lacking details and key information.
Language	Large and/or vocabulary shows sophistication. Demonstrates a sound understanding of the topic and subject.	Jargon and/or vocabulary appropriate for topic and subject. Demonstrates understanding of the topic and subject.	Attempts to use the appropriate vocabulary and/or jargon. Inadequate understanding of the topic and subject.	Little or no vocabulary or jargon used. No understanding of topic and subject.
Paragraph Construction- Introductory sentence, examples, explanations, details, and concluding sentence.	All paragraphs include: Introductory sentence. Examples with impressive explanations/details with elaboration and development. Concluding sentence that supports the subject.	All paragraphs include: Introductory sentence. Examples with elaboration or development. Concluding sentence that supports the subject.	Paragraphs include relevant information but: Vague or weak introductory sentence. An attempt at elaboration and development. Underdeveloped conclusion.	Paragraph construction demonstrates: No introductory sentence. No evidence of paragraph development. No concluding sentence evident.
Mechanics	No more than 3 mechanical or grammatical errors evident.	No more than 5 mechanical or grammatical errors evident.	Mechanical and grammatical errors make readability difficult.	Mechanical and grammatical errors greatly interfere with clarity or comprehension.

Academic Expectations

Use Oral Skills to Communicate Ideas Coherently for a Variety of Purposes				
Category	4 Advanced	3 Proficient	2 Needs Improvement	1 Failure to Meet Requirements
Subject Knowledge	Demonstrates mastery of the topic.	Demonstrates accurate knowledge of the topic.	Demonstrates some knowledge of the topic.	Demonstrates little knowledge of the topic.
Clarity of Information	Presents information effectively and appropriately in a coherent and organized manner. Allocates time effectively.	Presents information in a coherent and organized manner. Allocates time appropriately.	Presents information in a somewhat coherent and organized manner. Allocates time somewhat appropriately.	Lacks coherence and organization. Lacks attention to time.
Language Conventions	Uses specialized terminology effectively and appropriately. Uses grammar and vocabulary correctly most of the time.	Uses specialized terminology appropriately. Uses grammar and vocabulary correctly most of the time.	Specialized terminology is somewhat appropriate. Grammar and vocabulary are somewhat correct.	Specialized terminology is used incorrectly or not at all. Grammar and vocabulary are used incorrectly.
Voice	Enunciates clearly and confidently. Pronounces accurately. Speaks with sophisticated awareness of pace.	Enunciates clearly. Pronounces correctly most of the time. Speaks at an appropriate pace.	Enunciates with some clarity. Pronounces with some accuracy. Speaks at somewhat appropriate pace.	Lacks clear enunciation. Lacks accurate pronunciation. Speaks at an inappreciable pace.
Performance Qualities	Incorporates visual aids appropriately and effectively. Engages audience consistently. Demonstrates appropriate appearance, posture and body language.	Incorporates visual aids appropriately. Engages audience usually. Demonstrates appropriate appearance, posture, and/or body language most of the time.	Incorporates visual aids somewhat appropriately. Engages audience occasionally. Makes eye contact occasionally.	Incorporates few or no visual aids. Engages audience rarely or never. Makes eye contact rarely.

Develop Critical Thinking Skills for Assessing Information and Problem Solving				
Category	4 Advanced	3 Proficient	2 Needs Improvement	1 Failure to Meet Requirements
Identification	Exemplary identification of the specific question or problem and the correct procedural approach.	Appropriate identification of the specific question/problem and the correct procedural approach.	Needs improvement in the identification of the specific question or problem and the correct procedural approach.	Deficient identification of the specific question or problem and lacking the correct procedural approach.
Analysis	Exemplary interpretation and evaluation of information, facts, sources, images, and/or graphics.	Appropriate interpretation and evaluation of information, facts, sources, images and/or graphics.	Needs improvement in the interpretation and evaluation of information, facts, sources, images and/or graphics.	Deficient interpretation and evaluation of information, facts, sources, images and/or graphics.
Synthesis	Exemplary integration of informational sources.	Appropriate integration of informational sources.	Needs improvement in the integration of informational sources.	Deficient integration of informational sources.
Application	Exemplary application of acquired skills, knowledge and problem solving strategies in deriving a valid solution or answer.	Appropriate application of acquired skills, knowledge and problem solving strategies in deriving a valid solution or answer.	Needs improvement in the application of acquired skills, knowledge and problem solving strategies in deriving a valid solution or answer.	Deficient application of acquired skills, knowledge and problem solving strategies in deriving a valid solution or answer.
Presentation	Exemplary presentation of a well-organized, clear and accurate conclusion.	Appropriate presentation of a well-organized, clear and accurate conclusion.	Needs improvement in the presentation of a well-organized, clear and accurate conclusion.	Deficient presentation of a well-organized, clear and accurate conclusion.

Use Technology Effectively				
Category	4 Advanced	3 Proficient	2 Needs Improvement	1 Failure to Meet Requirements
Communication and Organize Ideas	Effectively uses technology to communicate and organize ideas.	Adequately uses technology to communicate and organize ideas.	Inconsistently uses technology to communicate and organize ideas.	Poorly uses technology to communicate and organize ideas.
Conduct Appropriate Topic Based Research	Effectively conducts appropriate topic based research.	Adequately conducts appropriate topic based research.	Inconsistently conducts appropriate topic based research.	Poorly conducts topic based research.
Analyze and Manipulate Data	Effectively analyzes and manipulates data.	Adequately analyzes and manipulates data.	Inconsistently analyzes and manipulates data.	Poorly analyzes and manipulates data.
Use of Tools and Functions	Effectively demonstrates the proper use of tools and functions.	Adequately demonstrates the proper use of tools and functions.	Inconsistently demonstrates the proper use of tools and functions.	Poorly demonstrates the proper use of tools and functions.
Accuracy of Content	Effectively provides accurate content.	Adequately provides accurate content.	Inconsistently provides accurate content.	Poorly provides accurate content.

Foxborough High School
School Wide Rubrics