

Great Schools

An Initiative of the
American Architectural
Foundation

by Design™





EDUCATION INNOVATION
AND
ARCHITECTURAL DESIGN

HUDSON HIGH SCHOOL



CORE PRINCIPLES OF THE EDUCATIONAL PROGRAM

- Inquiry-oriented, student-active instruction
- Small instructional communities and a personalized environment for students
- Collaborative environment for faculty with common planning time and space
- Curricular depth and meaningfulness versus breadth
- Focus on social, civic and ethical development as well as academic development
- Student engagement in decision-making
- Deep integration of technology
- Translating a sense of community into community engagement



COMMUNITY BY DESIGN

- Internal community through cluster organization
- Community meeting spaces for dialogue and community building
- Reaching into the community through service-learning and school-to-career programs
- Bringing the community into the school through community partnerships and community access to meeting spaces, auditoriums, athletic facilities, computer labs, music and art rooms, and a walking track



WELCOMING THE COMMUNITY

- Community center for public concerts by a local symphony, a community band, the community's chorus and guest musicians and singers
- A recreation center for children with a full-time day-care and pre-school programs
- An adult education center bringing over 150 people several times a week to evening education programs, particularly for English language learners
- A center for community broadcasting through local access TV and radio stations
- A conference center for education, business and community groups
- A center for community governance



ORGANIZATIONAL RESTRUCTURING

- Semester-based (4x4) block schedule of 90 minute periods with each teacher teaching 3 courses per semester
- Middle school team framework for grades 8 and 9; thematic cluster structure for grades 10-12
- Restructured school governance to engage all students in deliberation on school issues
- Large group-small group flexibility
- Integration of technology into all curricular areas



THEMATIC CLUSTERS IN GRADES 10-12

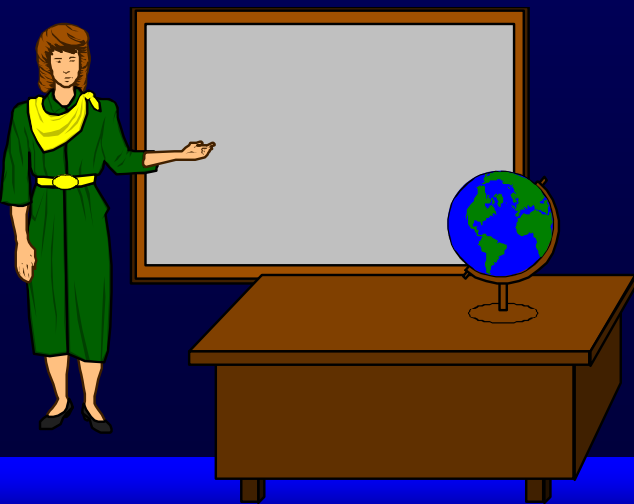


Science, Health and
the Environmental



Business, Technology,
and Engineering

Communication, Media
and Arts



Social Policy,
Education and Service



NEW OPPORTUNITIES

- Delve more deeply into an area of interest
- Enhance meaningfulness of coursework
- Provide school-to-career experiences that help students make decisions about their future
- Provide a consistent service-learning experience that extends over three years
- Students experience having a voice and making a difference within the school community



A LABORATORY FOR DEMOCRACY

- Teams of 100 students in grade 8 and 9
- Interest-focused, multi-grade clusters of relatively equal size (125-150) for grades 10-12
- Students stay in cluster for grades 10-12
- One-hour weekly democratic “town meetings” within teams and clusters scheduled to discuss cluster/school-related issues or participate in other community-building activities



ARCHITECTURAL DESIGN ELEMENTS

- Classroom neighborhoods to support the cluster organization and sense of community
- Multiple large group meeting rooms to support cluster meetings, flexible grouping for instruction, and community use
- Teacher planning spaces within each cluster to support collaboration
- Five-sided rooms to support student-active instruction
- Multi-use foyer to support community programs, conference presentations and student lunches
- A gym with a mezzanine-level track to save space and provide easily segregated community access for walking and running
- Extensive use of glass to provide a sense of openness and connection with the environment
- High-tech elements throughout the school

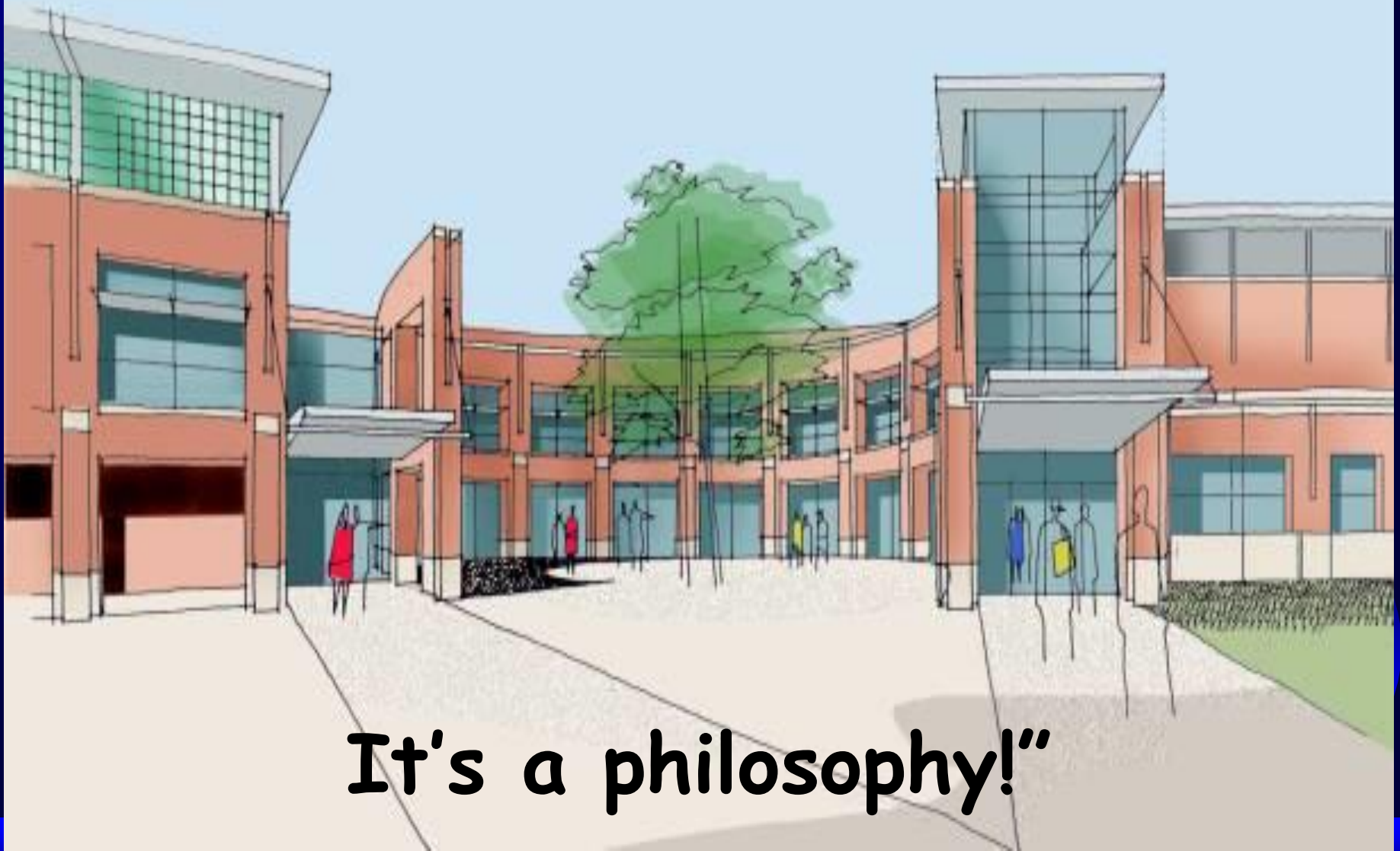


TECHNOLOGY INFUSED HIGH SCHOOL

- Nine instructional computer labs along the backbone of the school
- Multiple computers in each classroom
- Wireless public access points throughout the school
- Teachers provided with laptops
- Thirty computers in the media center
- Three multi-media presentation rooms
- TV and radio studio
- IP Telephony phone system
- IP TV broadcast system
- Virtual High School
- Virtual Education Space for students
- Networked copy center to support teachers and students



"It's more than a building..."



"It's a philosophy!"

CORE DESIGN VALUES

☞ Voice

☞ Choice

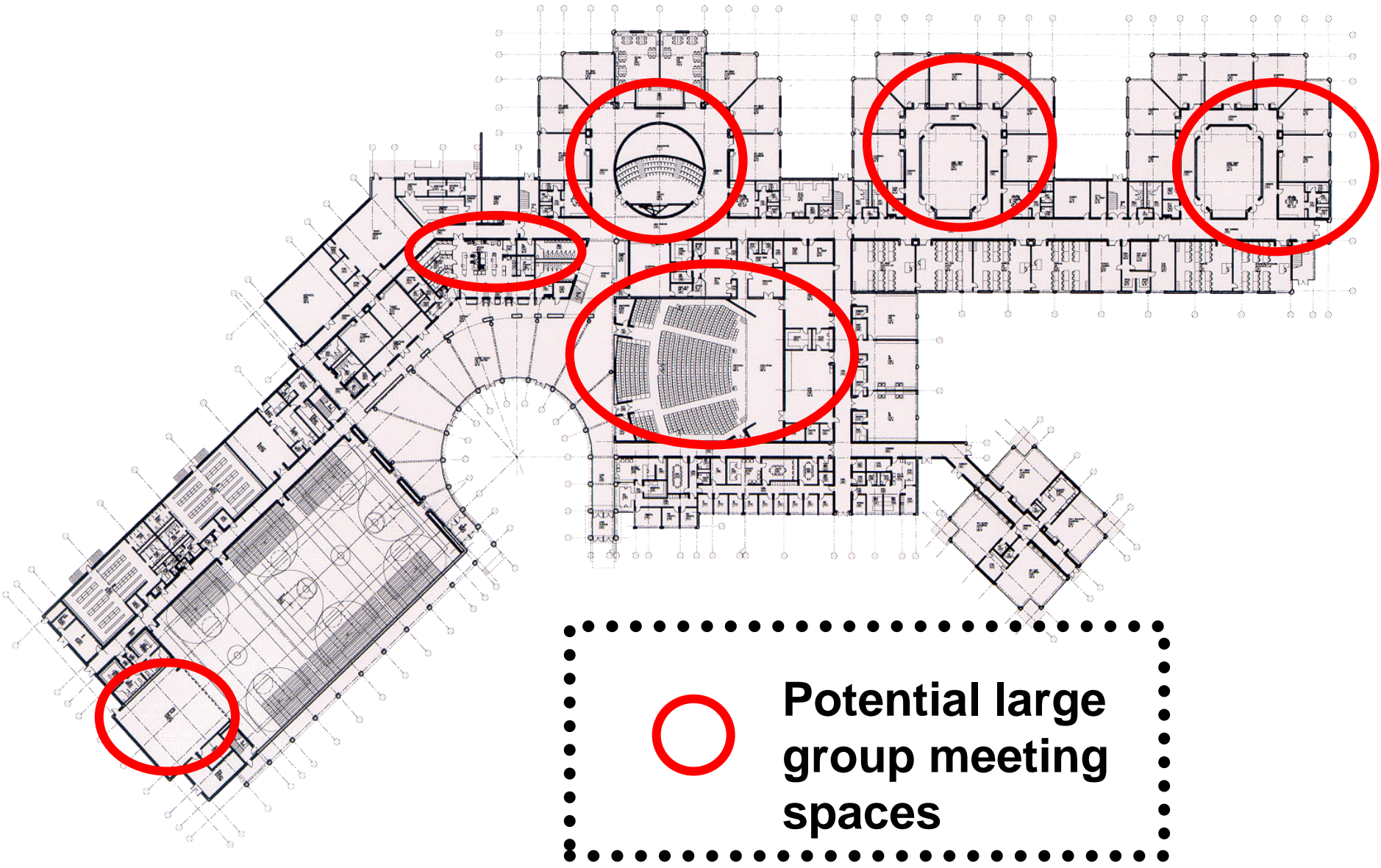
☞ Meaningfulness

☞ Connection...

Building a sense of place, a sense of community.



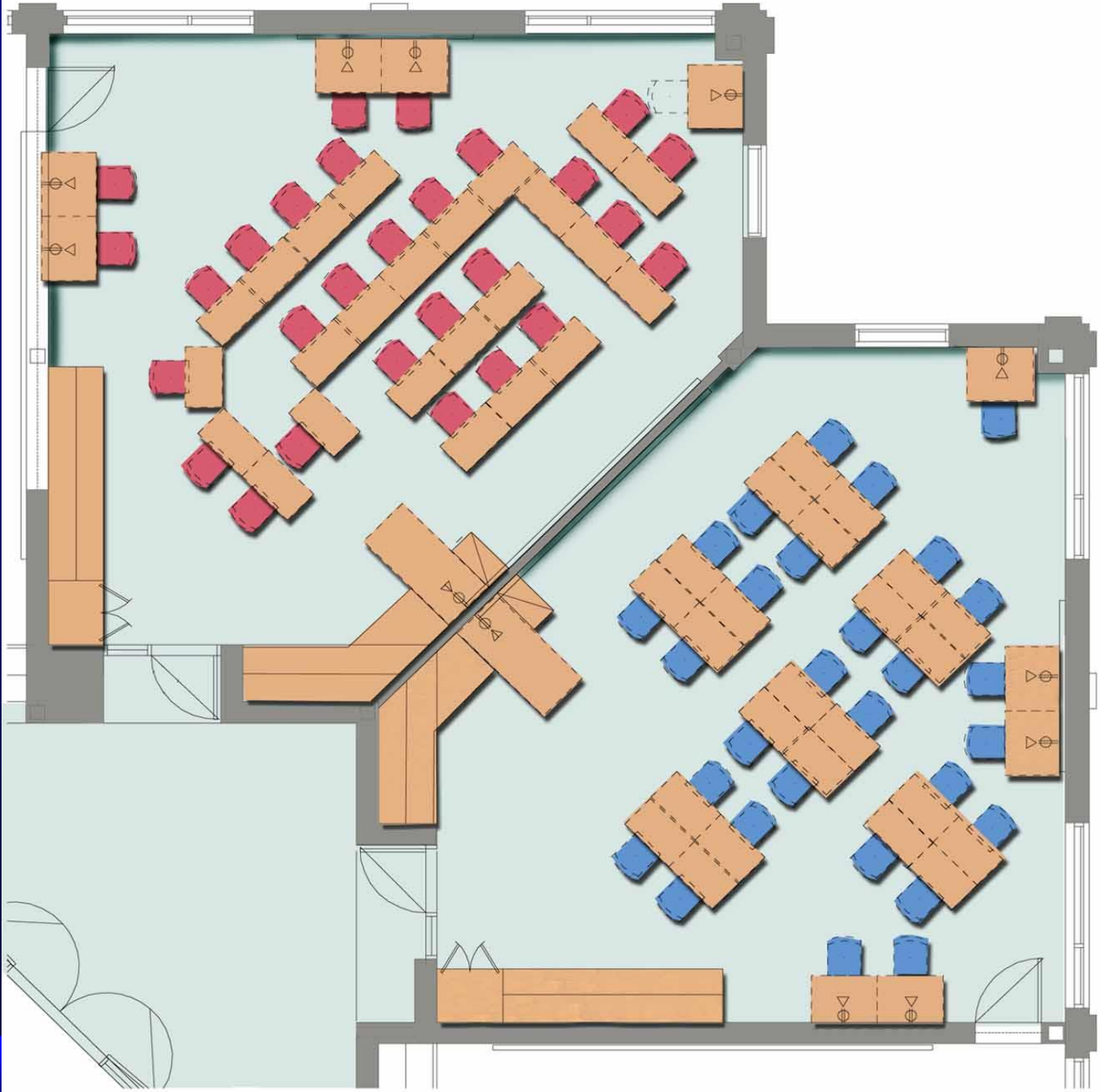
HUDSON HIGH SCHOOL



STUDENT-ACTIVE INSTRUCTION

- Emphasis on investigation, experimentation, collaborative group work, discussion
- Teacher as facilitator
- Extended blocks of time for depth and completion of investigations



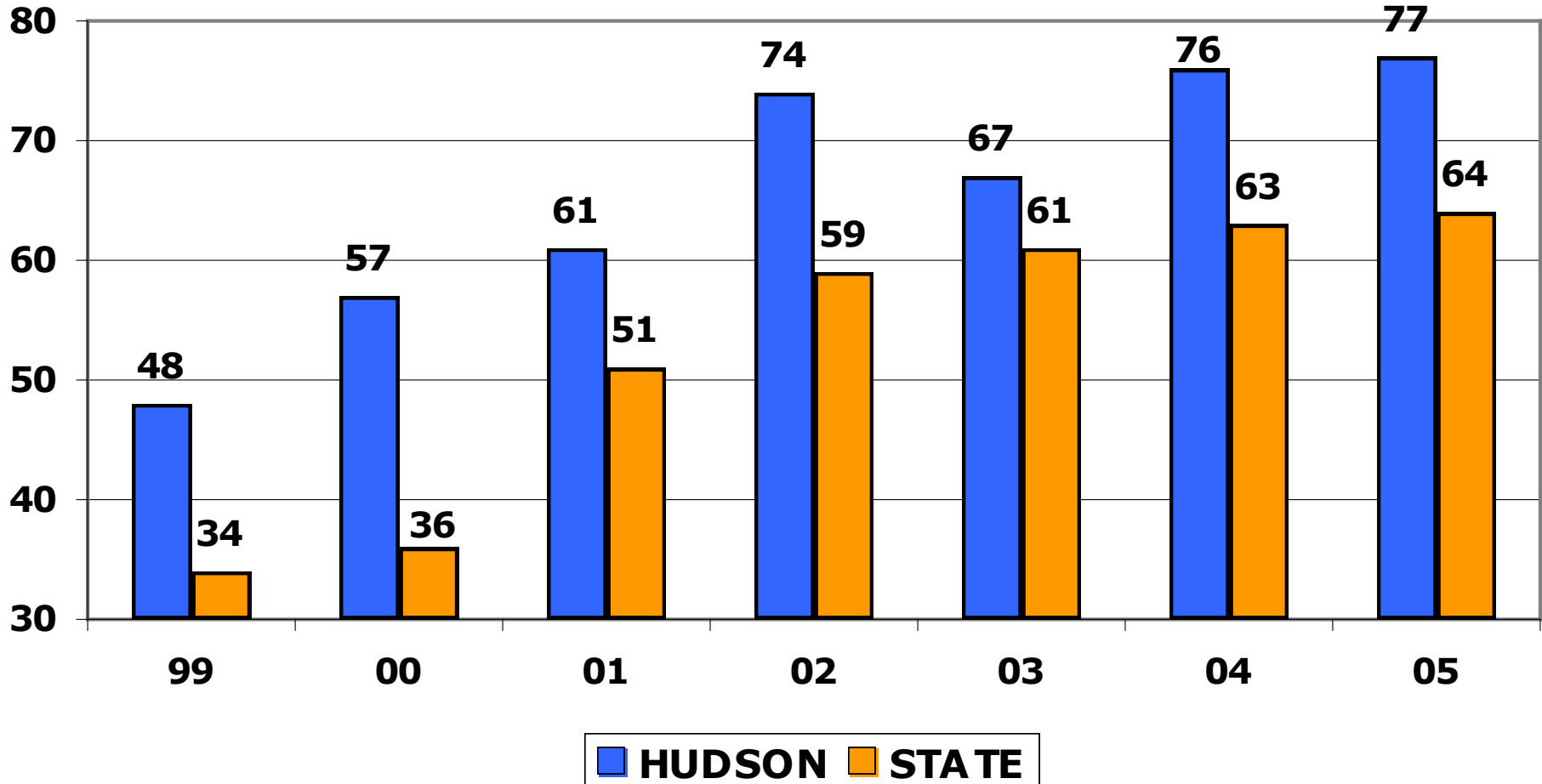


THE RESULTS

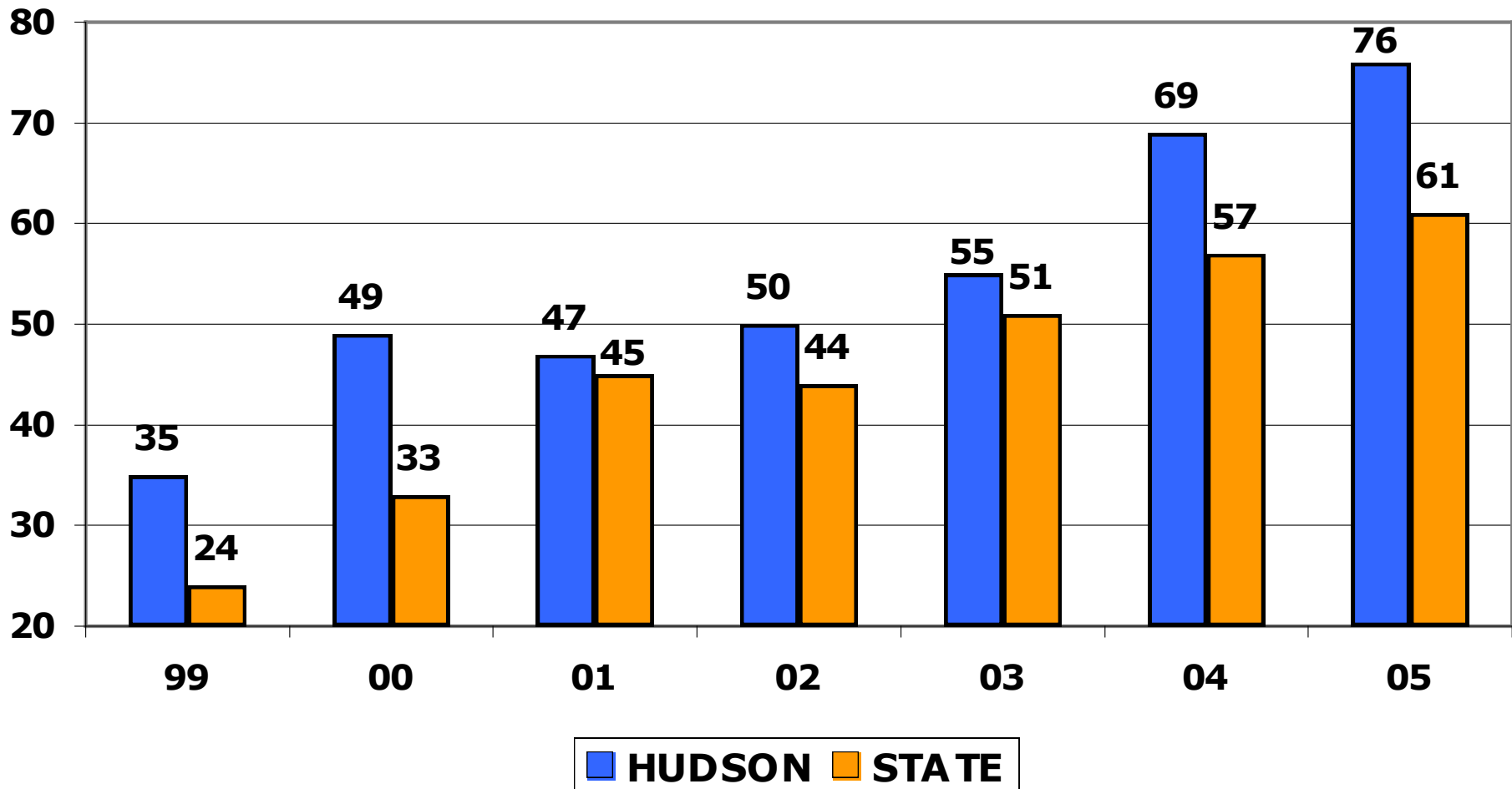
- A stronger sense of community within the school
- Deeper connection with the community outside the school
- Richer relationships between faculty and students
- Personalized school environment
- More meaningful instructional program
- More stimulating professional culture for staff
- Engagement of all students in consistent and meaningful service-learning experiences
- Engagement of all students in decision-making about school issues that promotes ethical and civic development
- Improved academic performance



PERCENT OF 10TH GRADERS AT PROFICIENT AND ADVANCED IN ELA 1999-2005



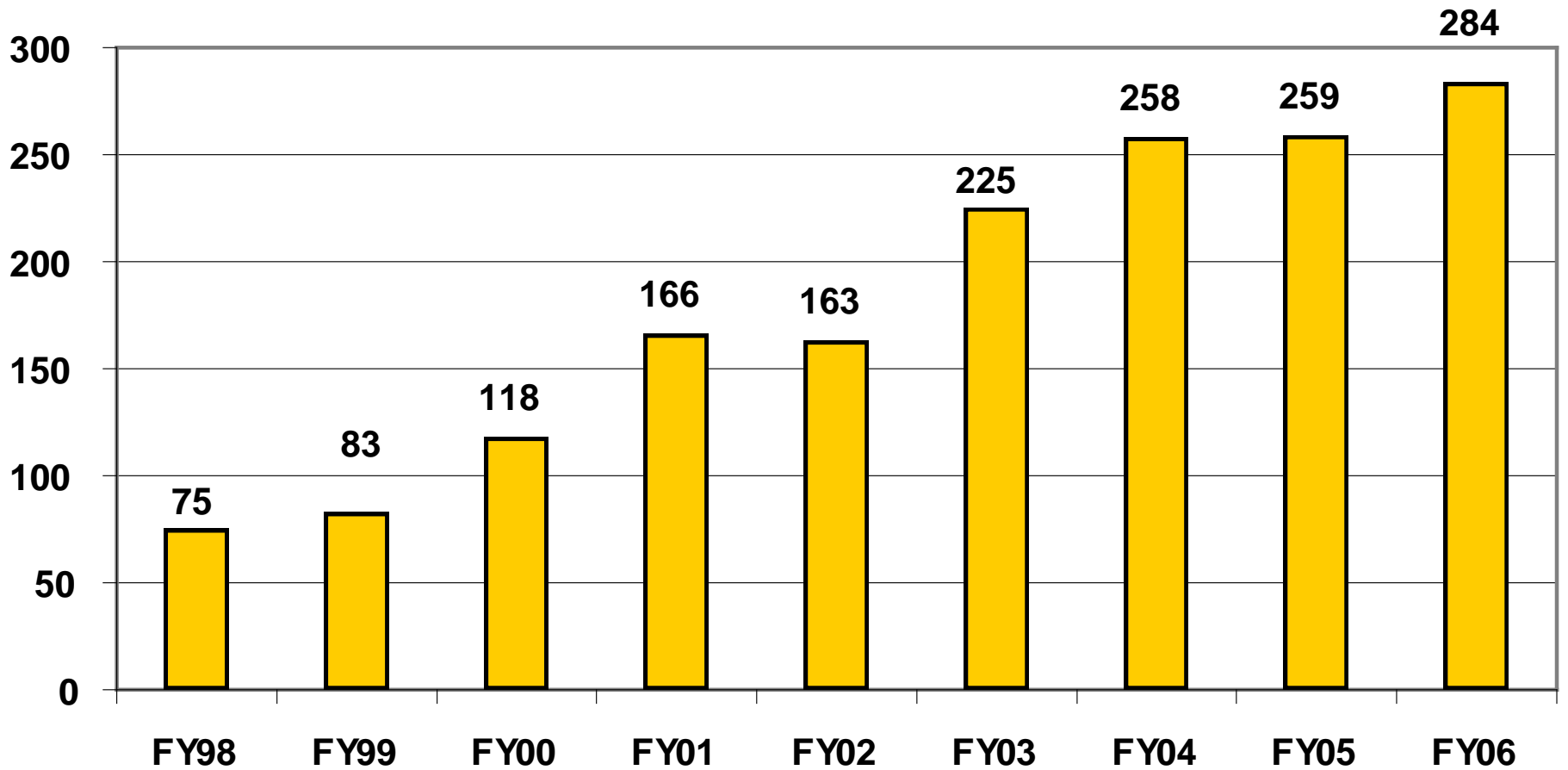
PERCENT OF 10TH GRADERS AT PROFICIENT AND ADVANCED IN MATH 1999-2005



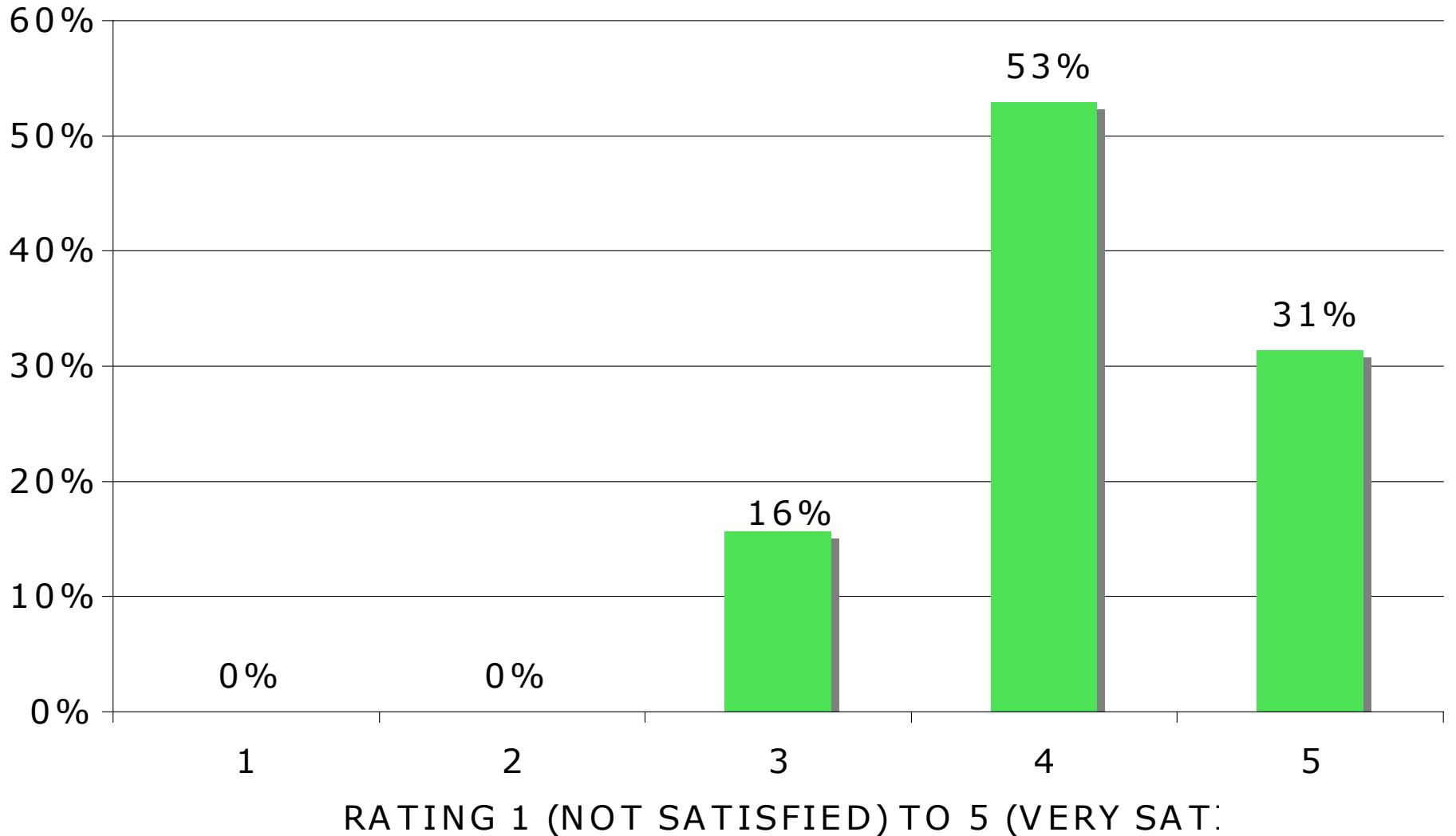
MEAN SAT SCORES FOR HUDSON HIGH SCHOOL

CLASS OF	% TAKING SAT	VERBAL	MATH
1998	90%	498	486
1999	88%	489	478
2000	85%	498	485
2001	84%	523	524
2002	90%	507	520
2003	86%	513	527
2004	91%	521	533
2005	94%	532	534
<i>NAT'L AVE</i>	<i>49%</i>	<i>508</i>	<i>520</i>
<i>STATE AVE</i>	<i>86%</i>	<i>520</i>	<i>527</i>

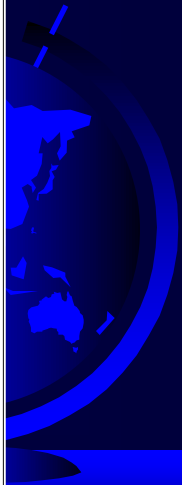
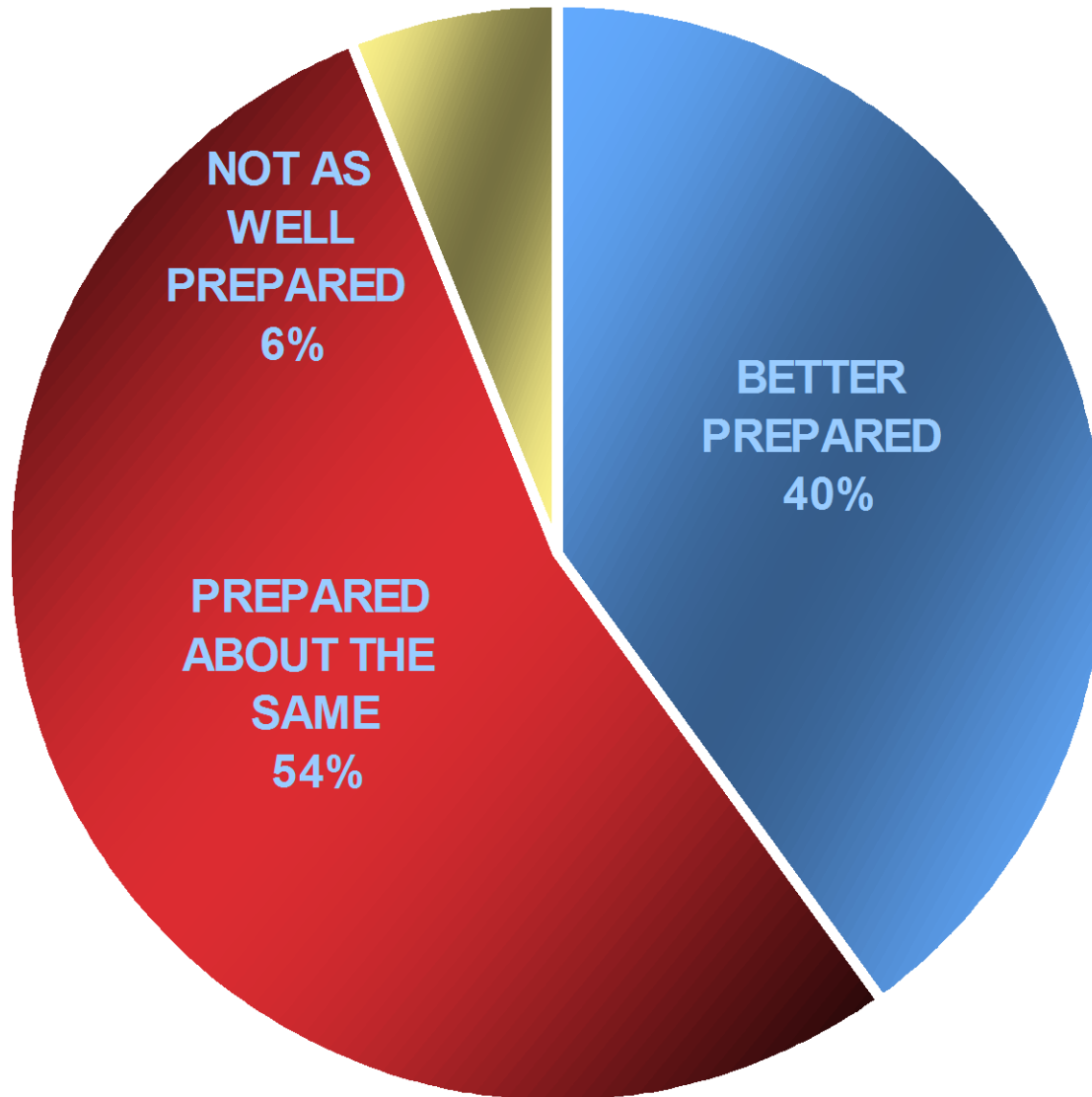
STUDENT ENROLLED IN ADVANCED PLACEMENT COURSES



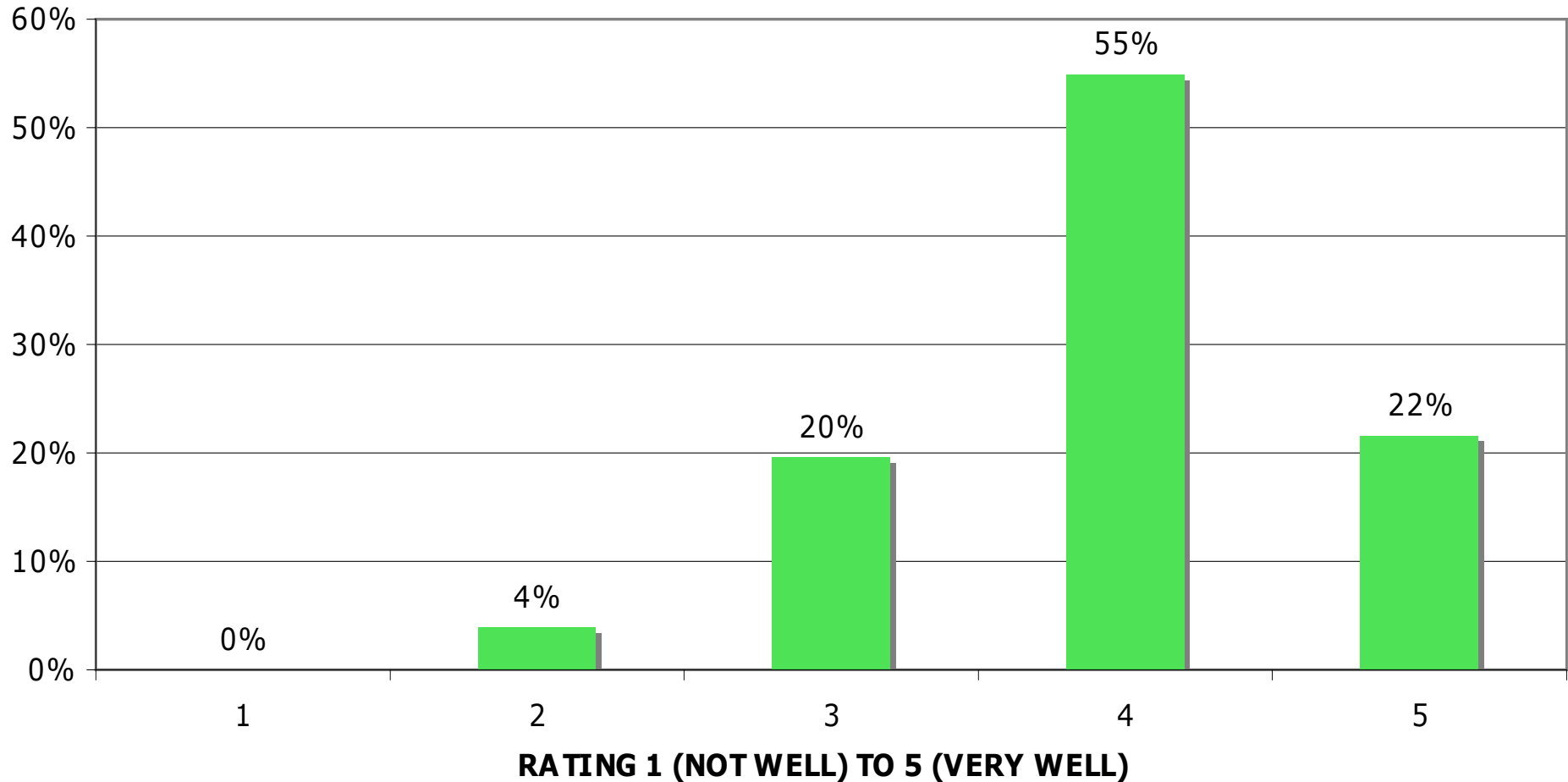
OVERALL SATISFACTION WITH HUDSON HIGH SCHOOL



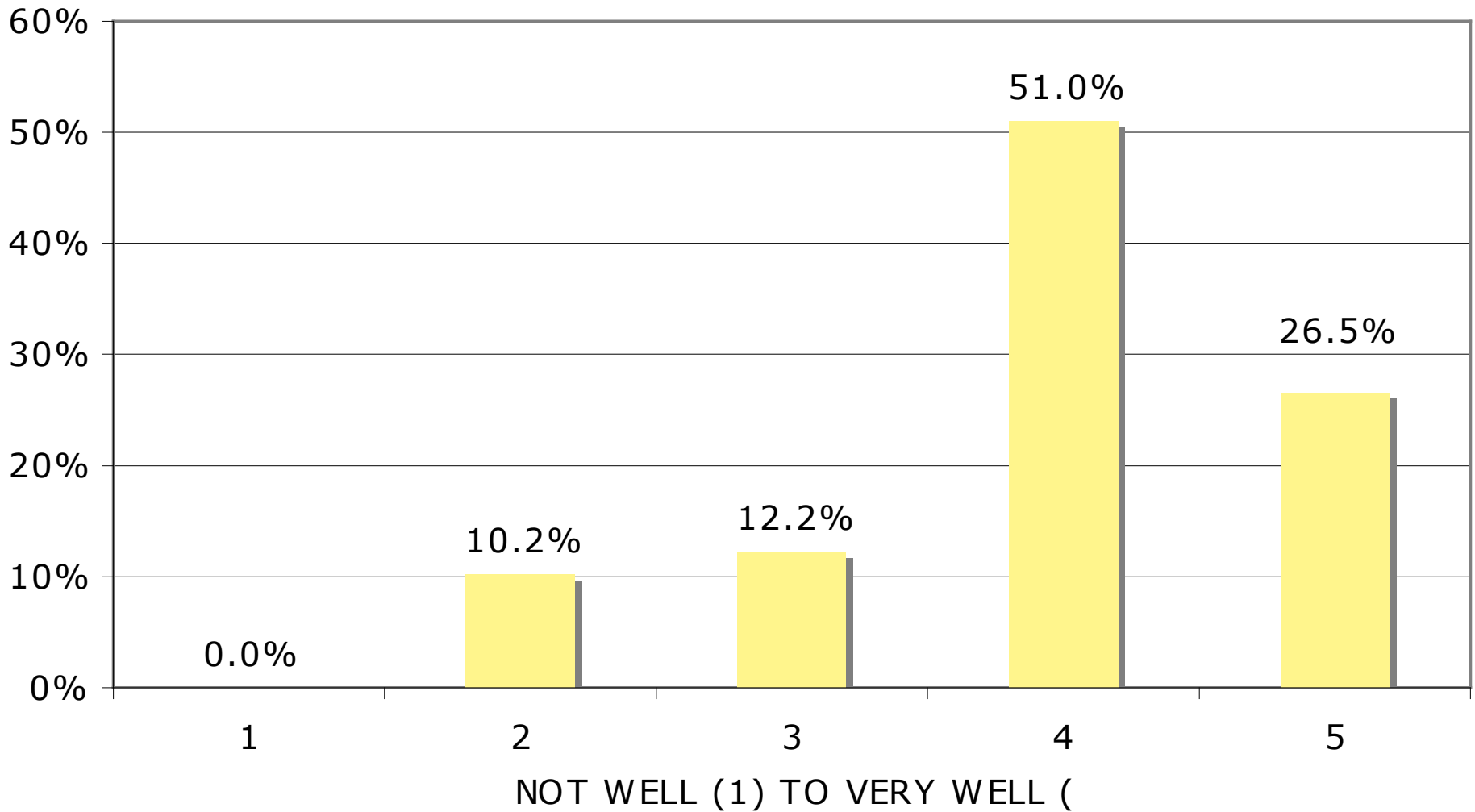
PREPARATION: CLASS OF 2003



SETTING HIGH STANDARDS FOR QUALITY WORK: CLASS OF 2003



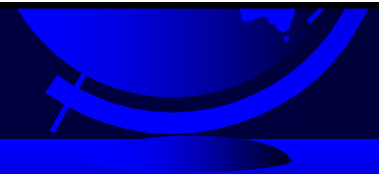
PROMOTING RESPECT FOR CLASS OF 2003: HOW WELL HHS PROMOTES RESPECT



POSITIVE ADULT INFLUENCE

At Hudson High School was there a teacher/coach/staff member who was particularly helpful and a positive influence on you?

CLASS	TOTAL		YES		NO	
	RESPONSES			%		%
2001	31		30	96.8%	1	3.2%
2002	32		29	90.6%	3	9.4%
2003	50		46	92.0%	4	8.0%
TOTAL	113		105	92.9%	8	7.1%



CIVIC ENGAGEMENT

CIVIC ENGAGEMENT OF HUDSON ALUMNI

CLASS	REGISTERED	PERCENT	VOTED	PERCENT	PERFORMED	PERFORMED
	TO VOTE	REGISTERED		VOTED	COMMUNITY	COMMUNITY
					SERVICE	SERVICE
2001	18	58.1%	10	32.3%	18	58.1%
2002	19	55.9%	6	17.6%	20	58.8%
2003	41	80.4%	31	60.8%	32	62.7%
TOTAL	78	67.2%	47	40.5%	70	60.3%

HUDSON'S VISION

We won't stop until . . .

- ☞ Our schools are havens where children reach their potential.
- ☞ Each child's strengths are valued.
- ☞ Each child's learning style is supported.
- ☞ Each child is given opportunities to demonstrate what he or she knows in a number of ways.
- ☞ Each child learns to acknowledge the worth of every individual, and all students know they make a difference in the world.
- ☞ Our community's cultural diversity is celebrated.
- ☞ Parents are partners, and home and school are synonymous.
- ☞ The entire community is involved in the education of our children.
- ☞ Our students and their parents know we care about children.
- ☞ The success of each child is a commitment, not just a concept.
- ☞ There is truly equal educational opportunity for all.

