



The Public Schools of **DOVER & SHERBORN**

— DISTRICT REPORT 2024 —

*To inspire, challenge
and support all students*

A Message from the Superintendent



To the Dover-Sherborn Community:

I am honored to continue serving the students of Dover, Sherborn, and Boston alongside many talented educators, supportive families, and dedicated community members. Through the superintendent entry process, I sought to deepen my knowledge of the District through conversations

with stakeholders, observations of systems and routines, the collection and analysis of data, and a review of documents and policies. Assistant Superintendent Denton Conklin engaged in a similar study focused primarily on teaching and learning; consistency between findings lends validity to the themes and recommendations that resulted. The Superintendent's Report of Entry Findings highlighted the strengths, challenges, hopes and aspirations of the District and its constituents as summarized below.

District Strengths

The Dover-Sherborn Public Schools are rooted in **academic excellence** and committed to sustained success and continuous improvement. By way of an academically rich and rigorous curriculum, extensive enrichment events and activities, highly competitive athletic teams and clubs, and a strong fine and performing arts program, students have an array of opportunities to develop their intellectual, physical and artistic abilities. Evidenced by multiple measures, including standardized test scores, graduation rates, college enrollment and

alumni accounts, students acquire the knowledge and skills necessary to thrive in postsecondary life. As reported by multiple interviewees and survey submissions, the schools are the community's greatest asset and are the reason most families choose to live and raise their children in Dover and Sherborn.

Parents, educators and students named the **community** itself as a significant strength. With its small size, educational focus and rural landscape, there is high regard for and deep appreciation of the people and places that embody Dover-Sherborn. Over the past ten years, the towns have become more diverse, a positive noted by several respondents. Many also referenced the METCO program as an asset, allowing students to learn cooperatively alongside peers whose perspectives and backgrounds are different from their own, promoting skills such as empathy, critical thinking and problem-solving that prepare students for a diverse, multicultural world.

I think that DS should continue to promote well rounded students. Success should be measured not just by academic success, but also passion for a subject or career and intellectual curiosity.

HIGH SCHOOL STUDENT

Of significant value noted by students, parents and caregivers are the **faculty and staff**, described as helpful, caring, supportive, flexible, understanding, fun, enthusiastic, dedicated and hard-working. Many revere the strong relationships that educators build with their students, seeking to get to know each as an individual and “uncover their unique gifts and talents.” Staff also expressed deep respect for their colleagues and the positive climate and culture that contribute to a collaborative work environment.

We moved here and most value the rigor of education that Dover-Sherborn schools provides in preparing students for life beyond 12th grade.

CHICKERING & HIGH SCHOOL PARENT

The schools’ focus on the **whole child** is a strength acknowledged by a significant portion of the staff and community. The District’s decade-long work with Challenge Success has led to greater balance for students with research-based adjustments made to schedules, homework and assessments. A “silver lining” of pandemic learning is a marked shift in recognizing the importance of social-emotional wellness as a precursor to learning; many noted the efforts made to expand programming and personnel to meet the growing need for mental and behavioral support. The recent equity audit reinforced the value of students’ sense of belonging and its correlation to academic achievement, student motivation, classroom engagement and improved health. Together these measures have fostered a student-centered environment grounded in opportunities for learning and growth across multiple developmental realms.

CORE VALUES

- Commitment to Community
- Equity & Excellence
- Respect & Dignity
- Climate of Care

Strategy for District Improvement

The complete Strategy for District Improvement was presented to and approved by the school committees in September 2023. Initiatives were outlined in each of five areas:

- **Excellence & Innovation in Learning (p. 4)**
Maintain academic excellence and rigor while adapting practices to prepare graduates for success in a rapidly changing world;
- **Challenge & Support All Students (p. 8)**
Enhance programming to ensure all students are able to achieve their full potential within a supportive learning environment;
- **Professional Learning and Growth (p. 12)**
Expand opportunities for professional growth and collaboration among educators in support of the District’s vision for teaching and learning.
- **Family & Community Engagement (p. 14)**
Engage families and community members in the strategic pursuit of a shared vision and mission.
- **Safe & Sustainable Spaces (p. 16)**
Evaluate and update facilities to ensure safe, sufficient and sustainable spaces amidst a changing educational and environmental landscape.

Understanding that maintaining an exceptional school district requires continuous reflection and a sustained drive for improvement, these priorities will drive our collective work for the next three to five years as we seek to “inspire, challenge, and support all students as they discover and pursue their full potential.”


Gratitude to the Community

The District is eternally grateful to the taxpayers who provide a strong financial foundation for an excellent PreK–12 program. The schools continue to benefit from the generous support of community organizations such as the CSA, PTOs, POSITIVE, Boosters, Friends of the Performing Arts (FoPA), and Mudge Foundation, among others. As a result, students have access to dynamic learning experiences in the classroom, on the field, on the stage, and through an array of clubs and activities that serve to challenge and inspire. Dover-Sherborn is an exceptional school district in both the academic and extracurricular arenas, and a continued source of pride for the community and its members.


Elizabeth McCoy
Superintendent

View the 2024
State of the
District address





Students compare tiles to find equivalent fractions

An Evidence-Based Elementary Math Curriculum

After 20 years of using Everyday Math in our elementary schools, the District underwent a thorough vetting process to select a new math curriculum that would align with the MA Mathematics Frameworks and better prepare students to excel in the areas of critical thinking, collaboration, communication, creativity, perseverance, empathy and engaged citizenship. The District also sought to find a curriculum that would meet the needs of all students—those who need additional support in math and those who seek further challenges.

After studying EdReports and DESE Curate reports, consulting with local districts, and researching best practices in mathematics instruction, the District piloted the Eureka Squared and Illustrative Math programs during the 2022-2023 school year. After observing classroom learning, measuring student outcomes and gathering teacher feedback, an expanded pilot of Illustrative Math and Reveal Math was conducted this current school year.

Throughout the year, data was gathered from pilot teachers through common assessments, the completion of curricular rating rubrics, and professional conversations between the Chickering and Pine Hill faculties. Site visits were conducted at other schools using these programs and feedback solicited from math directors across the state. After a robust pilot and review of both programs, Reveal Math has been chosen as the new elementary math curriculum. Its foundations in rigorous mathematical practices, real-world applications, generating “math talk,” and sparking curiosity make it a perfect fit for the DS community.

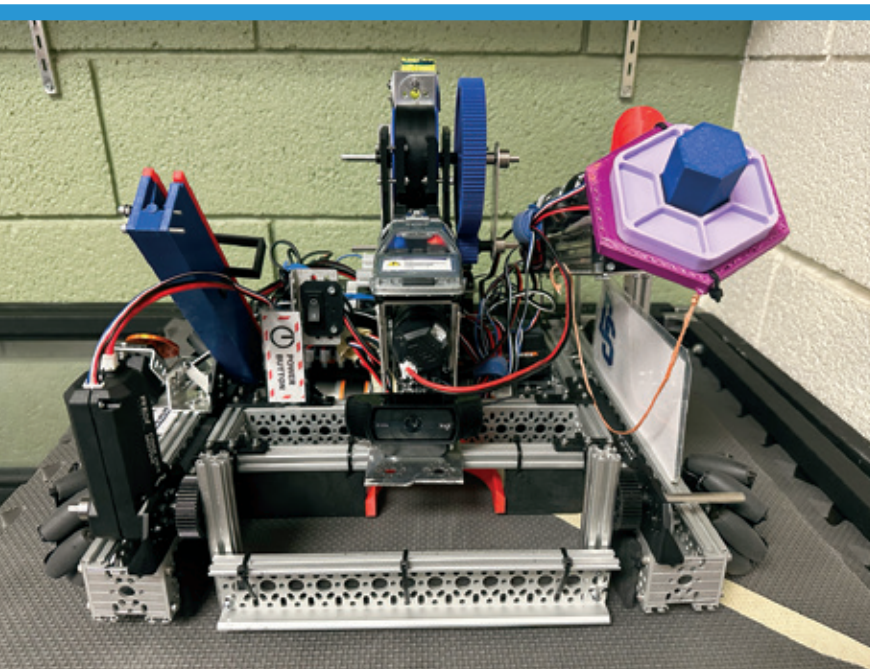
The District will now turn its attention to ensuring that all teachers and staff are adequately trained in the new math program to allow the smoothest possible implementation in the fall of 2024. A number of professional development activities have already been secured for teachers throughout next school year.

Dover-Sherborn Advanced Placement Scores 2018–2023

Year	Total AP Students	Number of Exams	Scores of 3+ (%)
2018	199	500	92.60
2019	209	461	95.27
2020	222	483	91.44
2021	223	554	97.31
2022	229	529	94.00
2023	223	536	95.00

Financial Focus on Students

	Dover	Sherborn	Region
Average Class Size	19	19	16.2
Student to Teacher Ratio	11.9 to 1	12.9 to 1	11.6 to 1
Per Pupil Expenditure	\$21,097	\$20,659	\$22,841



The Dover-Sherborn Robotics Team has had a very successful year of competitions and most recently scored the second highest team score of the season in Massachusetts.

Senior Snapshots

Abby Teich

The George Washington University

English & Creative Writing

"It is because of both Mrs. Samoiloff and Mrs. Donohue that I was able to recognize how much I loved English ... they taught me the value of hard work and perseverance."

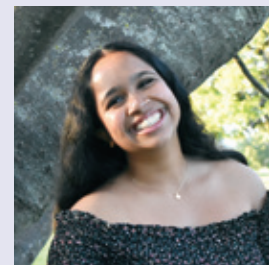


Shreya Atluri

Bowdoin College

Sociology & Biology

"DS has helped me solidify my study skills for all kinds of subjects which are going to be essential in college and in future academic endeavors."

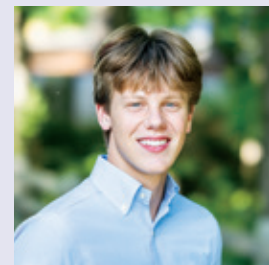


Jamie Davis

Undecided

Business or Finance & Chinese

"DS's rigorous academics and encouragement to participate in sports and clubs provide a good balance between work and fun to prepare me for life beyond high school."

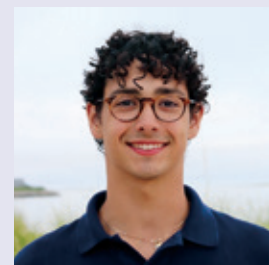


Antonio Saenz

Rice University

Sociology & Business

"Dover-Sherborn has prepared me extremely well by giving me the resources that have helped me thrive academically."

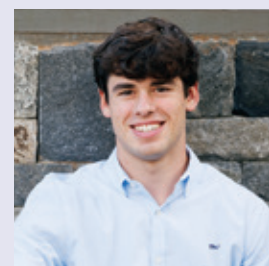


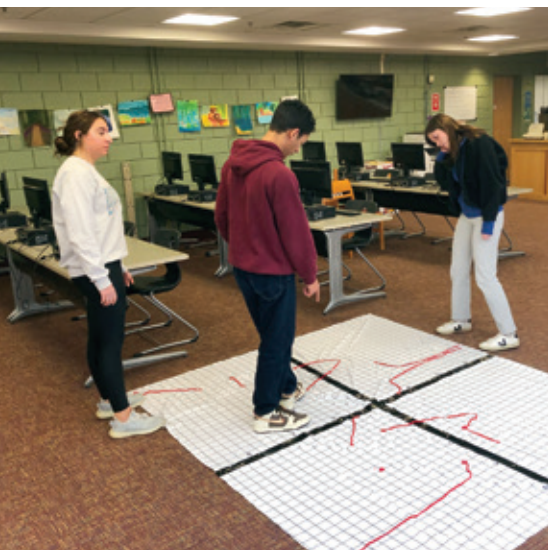
Dylan Rogers

United States Naval Academy

Chemistry

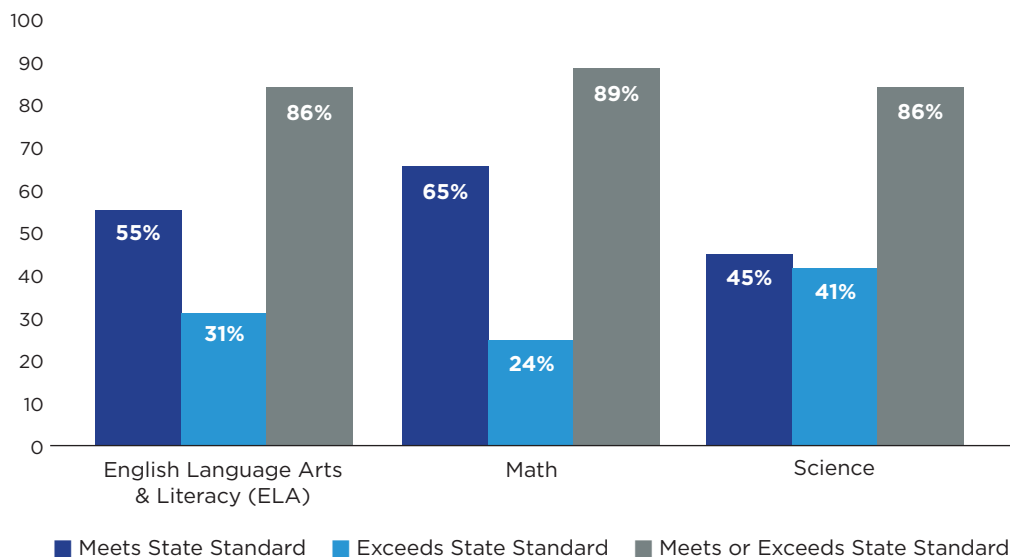
"Throughout my time here, I have been given the unique opportunity to study such a wide ranging number of subjects: from learning how to speak a foreign language in Chinese to memorizing complex biological pathways in AP Biology. Importantly, however, DS has also imbued upon me qualities like respect and a hard working attitude; which are qualities that I believe will help me throughout my entire career."





Precalculus students engage in an interactive lesson on setting limits

Grade 10 MCAS 2023



A Multidimensional Approach to Literacy

The Dover and Sherborn elementary schools believe in a multidimensional approach to literacy. Children engage in three core instructional blocks: readers' workshop, writers' workshop, and explicit word study. Across these instructional blocks, DS students develop concepts of print, phonemic awareness, phonics, fluency, and comprehension (at the word, sentence, and text levels). These underlying skills support students as they engage in reading and writing increasingly complex texts. Through discourse and written response to texts, students grow their listening, speaking, and communication skills. In writing, they learn to move purposefully through the writing process, develop well-structured ideas, and tailor their writing to the demands of the genre and their audience.

Our schools employ a workshop model, which enables teachers to provide direct-instruction through whole-group mini-lessons and differentiated instruction through small groups and individual conferences with students. This flexible structure allows teachers to be responsive to a range of student needs. During the readers' workshop block, teachers strategically reinforce foundational skills and their application through small group lessons that employ multi-sensory teaching strategies and a range of texts, including decodable texts for emergent readers. Students may also engage in book clubs and nonfiction research clubs. These small groups both reinforce literacy as a social practice and provide opportunities for learning that culminates in an authentic product (e.g., a debate or research project).

Our literacy instruction draws from several programs and resources. In the primary grades, Foundations (K-3) and Heggerty (K-1) are used to explicitly teach phonemic awareness, phonics, and morphology. The revised Reading Units of Study, alongside district-created units and lessons, serve as the foundation for readers' workshop instruction. Importantly, staff-curated text sets allow students to see themselves and the identities of others in books, while building their knowledge about a range of topics.

Literacy programming in DS provides strong instruction in the underlying skills that allow students to become confident readers and writers, as well as immersive reading and writing experiences that foster a love of literacy and an awareness of the world around them.



Juniors brainstorm evidence to support their positions on assertions made by ancient thinkers—Horace, Sophocles, Shakespeare—and more recent thinkers—Malala Yousafzai and Liberia's former president, Ellen Johnson Sirleaf.

CLASS OF 2024

1704 applications were submitted **TO** **317** institutions **ACROSS** **3** continents **8** countries (including the U.S.) **42** states (plus DC)

OF THE CLASS OF 2023, **86%** WERE ACCEPTED TO AT LEAST ONE OF THEIR TOP THREE COLLEGE CHOICES. THE TEN YEAR AVERAGE IS **88%**.

173 Seniors Preparing to Launch COLLEGE ACCEPTANCES TO DATE

Arizona State University, Tempe	Fairfield University	McGill University	Siena College
University of Arizona	Fitchburg State University	Merrimack College	Southern Methodist University
Babson College	University of Florida	Miami University, Oxford	St Lawrence University
Barnard College	Fordham University	University of Miami	Stonehill College
Boston College	Georgia Institute of Technology	University of Michigan, Ann Arbor	Stony Brook University
Boston University	Gettysburg College	Middlebury College	Suffolk University
Bowdoin College	Gordon College	University of Mississippi	SUNY College, Geneseo
Brock University	Hamilton College	University of New Hampshire	Syracuse University
Bryant University	University of Hartford	New York University	Temple University
California State Polytechnic University, Humboldt	Haverford College	Northeastern University	The George Washington University
Case Western Reserve University	High Point University	Franklin W Olin College of Engineering	Ohio State University
Chapman University	College of the Holy Cross	Pace University	University of Toronto
Chestnut Hill College	University of Illinois, Urbana-Champaign	Pennsylvania State University	Tufts University
University of Chicago	University of Iowa	University of Pittsburgh	Union College, NY
University of Cincinnati	Ithaca College	Point Park University	United States Military Academy
Colby College	University of Kentucky	Providence College	United States Naval Academy
University of Colorado, Boulder	Loyola University Maryland	Purdue University	University of Lynchburg
Colorado College	Macalester College	Quinnipiac University	University of Oregon
Colorado State University, Fort Collins	Marquette University	Rensselaer Polytechnic Institute	University of St Andrews
Columbia College, Chicago	University of Maryland, College Park	Rice University	Vanderbilt University
University of Connecticut	Massachusetts College of Art and Design	University of Richmond	University of Vermont
Cornell University	Massachusetts College of Pharmacy and Health Sciences	Rochester Institute of Technology	University of Virginia
University of Delaware	Massachusetts Institute of Technology	University of Rochester	Wake Forest University
University of Denver	University of Massachusetts, Amherst	Roger Williams University	Wentworth Institute of Technology
Dartmouth College	University of Massachusetts, Lowell	Rutgers University, New Brunswick	Wheaton College, MA
Drexel University	Massachusetts Bay Community College	Saint Anselm College	Wilfrid Laurier University
University College, Dublin		Salve Regina University	Worcester Polytechnic Institute
Elon University		University of Scranton	York University
Endicott College			



METCO Family & Friends event, “The Joys of Nature—Creepy Crawlies”

The Connections Special Education Program

The Connections Program at Dover-Sherborn Public Schools is a multi-grade Special Education program currently running at the elementary and middle school levels. The goal of the program is to increase student independence across all areas of functioning with an emphasis on fostering social, academic, and behavioral regulation skills.

Students referred to the program are generally working on skills at the early to mid “entry points” of the Massachusetts Curriculum Frameworks in at least one core academic area and require substantial curricular modifications in order to meet individual learning goals.

Opportunities for participation in the classroom setting are provided as often as possible to support students in generalizing their skills with same-age peers and foster connections with the larger school community.

As a District, we continue to expand programming to enable all Dover and Sherborn students to be educated in their local schools. We look forward to further developing the Connections Program, as well as the language-based (LBLD), therapeutic (GRIT) and transition (Bridge) programs to meet the needs of all learners.

Dover-Sherborn Selected to Be Part of “METCO 2.0 Committed Districts” Initiative

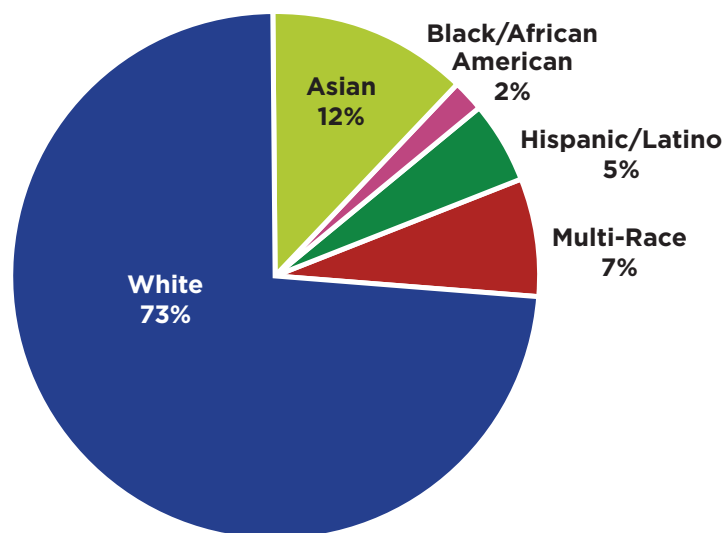
Dover-Sherborn has welcomed students from Boston into the community through the METCO program since 1972. Recently, METCO launched a new phase of its work, looking to move beyond being just a transportation program for Boston students, but to more broadly “ensure all students will experience an inclusive, equitable and anti-racist education.”

As part of this work, METCO put out a call to its partner districts to participate in its new “Committed Districts” program. Four out of nine district applicants were selected by the METCO Racial Equity & Integration (REI) Committee to join the first cohort which launched in January. These districts demonstrated a strong desire to improve racial equity in their schools and have subsequently organized a team of leaders to dive deep into this work.

As part of this program, DS will receive customized, expert-supported education and professional development led by Dr. Darnisa Amante-Jackson and Dr. Lee Teitel. The DS team will also receive 15 hours of individualized coaching in a self-selected aspect of system improvement that will help move the district closer to its alignment with the METCO 2.0 vision.



District Students by Race





Grade 5 students lead the charge in spreading awareness for bullying prevention by organizing a school-wide 'Wear Orange Day'. Their unity and commitment to fostering a culture of kindness and respect shine brightly as they stand together against bullying.



Peer Leaders Kyle, Jameson, Max and Aaron share their thoughts about the importance of being an upstander to bullying during a Peer Leadership training workshop. Thirty seventh and eighth grade students engage deep in discussions and activities to develop the leadership skills needed to promote an inclusive and welcoming school culture.

25 Multilingual Learners

16% Special Education Students

34 Out-of-District Placements

An Expanding Multilingual Learner Program

The Multilingual Learner Program at Dover-Sherborn Public Schools has seen a steady rise in the enrollment of bilingual, trilingual, and even quadrilingual immigrant students from around the globe, enriching the educational landscape of our vibrant community. We honor our students' rich linguistic and cultural assets while they acquire English and acculturate to life in the United States. In this spirit, seven of our high school multilingual immigrant students participated in a memorable field trip last fall. They visited the Massachusetts Institute of Technology (MIT) to attend the OsmoCosm Conference around the science of smell. Students learned about phones that will one day be able to smell. They investigated the connections between smell, creativity, and chemistry in the art of perfume making. They witnessed law students argue privacy rights around

smell in a moot court. Following the conference, students ventured to the Museum of Science to further explore olfactory science, to delve into other scientific concepts, and to admire the moons within our galaxy at the Hayden Planetarium. For many of these students, this excursion marked a significant milestone, as it was their first time setting foot in an American university, attending a conference, and for most, their first time visiting a science museum or planetarium. The trip held even greater significance as students discovered that many of the scientists, artists, and law students they met were once immigrant high school students in the Boston area, *just like them*. It also showcased the possibilities for success in embracing linguistic diversity. As these students continue to study in Dover-Sherborn, this trip will be a reminder of the power of education, innovation, opportunity, and diversity.

Dover-Sherborn Portrait of a Graduate

DS Students Develop Competencies
for Success in College, Career, and Life

In 2019, the Academic Innovation Committee researched and identified the competencies necessary for success in college, career, and life. The DS “Portrait of a Graduate” depicts these skills which are emphasized and developed during students’ PK-12 experience.



Collaboration

Students work with others to accomplish a shared goal and value the contributions of each team member.



Communication

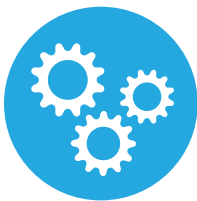
Students listen to, synthesize and express thoughts and ideas in a variety of forms and contexts.



Empathy

Students seek to understand the perspectives and experiences of others and respect human differences.





Critical Thinking

Students evaluate and analyze multiple forms of information to generate new ideas.



Creativity

Students use imagination and knowledge to design and create original products and solutions.



Perseverance

Students welcome challenges, embrace setbacks and see obstacles as an opportunity to grow and learn.



Engaged Citizenship

Students use knowledge and skills to engage with both the local and global communities.

The Role of Instructional Coaches

Both Chickering and Pine Hill Elementary Schools benefit from the support of instructional coaches in each of their buildings. But what exactly is an instructional coach and what role do they play?

With growing demands on educators' time, finding job-embedded professional development is more important than ever. Coaches function as partners to help adapt classroom strategies for different types of learners; facilitators of professional inquiry by triangulating multiple sources of data; and pedagogical experts that research and refine best practice, improving outcomes for all students.

Coaches engage in six week cycles with educators around an instructional practice or student achievement goal. During this cycle, the classroom educator and coach plan together, the coach models or co-teaches lessons, and the coach observes the educator teaching, all creating a robust feedback loop for staff.

Coaches also stay up to date with current educational research. Literacy coaches, for example, have been studying the Science of Reading, dyslexia screening tools, and phonics diagnostics, investigating ways to incorporate these elements into the classroom. Coaches also oversee curriculum reviews, such as the recent math and social-emotional program pilots.

Coaches are an integral part of the DS learning community and help further the Districts' mission to support, challenge, and inspire all students.



Educators engage in AI teaching strategies

EDUCATOR ON NOVEMBER PROFESSIONAL DEVELOPMENT RELATING TO BEST PRACTICES AND ARTIFICIAL INTELLIGENCE:

“[The] workshop on AI in Secondary Education was informative, relevant and practical. Not only did it provide an overview of where AI is and is going, but it gave us realistic ways that teachers can use AI in the classroom. Prior to the workshop, I knew very little about AI in the classroom, and now I feel less intimidated about it.”

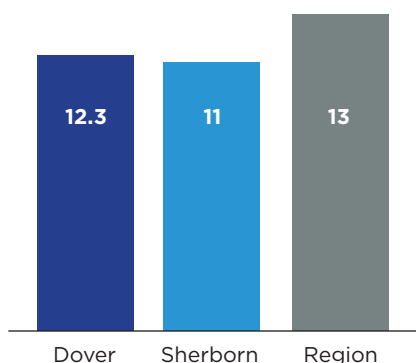
Chickering educators inspire a lifelong love of learning by dressing as their favorite book characters.



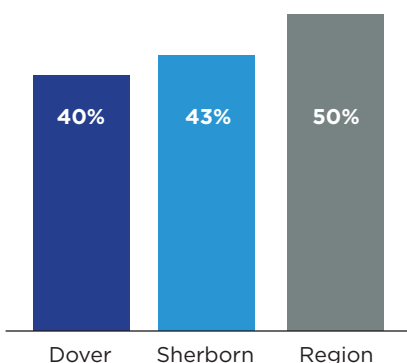
Chickering educators meet to discuss student writing samples and calibrate writing expectations.



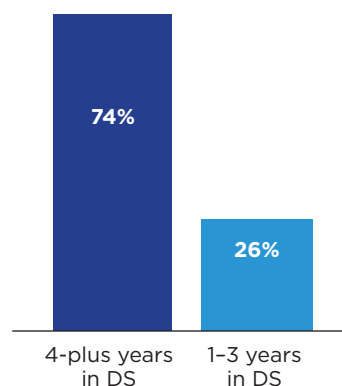
Average Years of Service
12.5 years Overall



15-plus years of Service
47% Overall



Professional Teaching Status



Educators Design an Interdisciplinary Course

The High School is currently developing an interdisciplinary course that will provide students with the opportunity to study meaningful and relevant topics across various subjects and perspectives. Units will be built around thematic ideas such as Power (including money, systems and ethics), Borders (involving anthropology, human geography and migration), and Sustainability (centered on the UN Sustainable Development Goals), allowing students to grapple with essential questions such as: “If we can, should we?” and “Is survival enough?”

In order to help educators plan for this course and gain inspiration about what 21st century innovative teaching and learning looks like, the Mudge Foundation and DSHS PTO generously sponsored six educators to attend the SXSW EDU Conference in March. This conference featured 300+ sessions and in-depth workshops spanning 12 thematic tracks such as Arts & Storytelling, Community Initiatives, Future of Tech, Policy & Civic Engagement, and Work Reimagined. The event offered a dynamic exposition, mentorship opportunities featuring one-on-one sessions and group roundtables, film screenings, live pitch competitions, and networking events. Educators gained access to resources, leading education trends and ready-to-implement strategies to further design and implement an interdisciplinary course at Dover-Sherborn High School.

One educator who attended, stated, “At South by Southwest EDU, I was able to attend incredible sessions led by both scholars and entrepreneurs on topics ranging from ‘Gamify the Curriculum’ to ‘Bringing New Art & Media Approaches to the Classroom.’ Moreover, I had the opportunity to engage in meaningful in-depth discussions with my fellow teachers and colleagues about the future of education and our shared vision for how to best serve the students of Dover-Sherborn.”

EDUCATOR ON CURRICULUM AUDIT, WHERE STAFF ARE ANALYZING CURRICULUM TO MAKE SURE IT IS CULTURALLY RESPONSIVE AND MEETING OUR DISTRICT'S VISION FOR TEACHING & LEARNING:

“A lot of our discussion focused on how we could become better at teaching about mirrors, windows, and sliding glass doors as a way to help students learn about perspective-taking. We hope to insert this into more lessons throughout the year. Also, we discussed the importance of getting to know our students and highlighting their strengths, and allowing them to shine.”



Educators Noah Schulze, Leah Swinson, Carly Blais, Carly Eckles, Kelly Menice, and Rob Williamson attend SXSW Conference



The Nnah family shares their traditions and culture with treats and artifacts from Nigeria.



Parent Sara Kinney showcases treats and games from Mexico at Chickering's International Night.

International Night at Chickering

In the fall of 2023, Chickering hosted its 11th Annual International Cultural Night. The event was planned and coordinated by the Dover PTO to showcase the rich diversity that exists within our school community.

From preschool through fifth grade, each student traveler was given a blank simulated passport which was to be stamped at each "country" (table) they visited.

The outpouring of support and participation from families was impressive, as for the first time there were tables representing over 30 nations. Each family shared cultural facts

and offered various homemade specialties unique to the region.

As the evening progressed, parents, students, staff, and guests were treated to cultural performances including a Chinese Folk Umbrella Dance and Bharatanatyam Classical Indian Dance.

The event was a truly wonderful way to celebrate and explore Dover's ethnic diversity with friendship, food, and of course, the students of Chickering.

Streamlining Home-School Communication

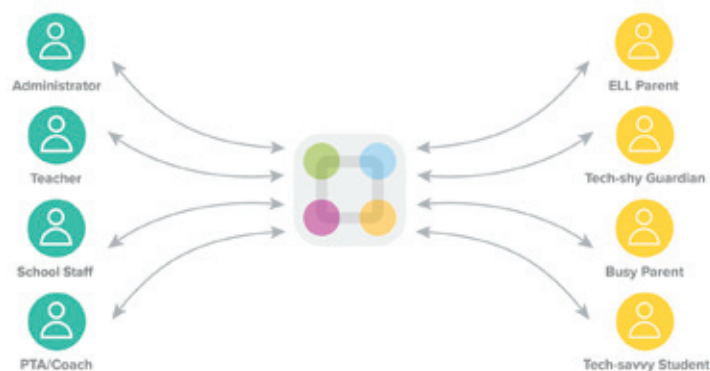


Beginning in the summer of 2024, the District will be migrating to Parentsquare, a single platform for everything from mass notifications and individual emails to online conferences and permission slips. Families and community members may register this summer.

Before Parentsquare



After Parentsquare



Dover-Sherborn Middle School Citizens Take Action

On March 24th, a group of 8th graders along with their advisor, Ms. Milbourn, participated in a Polar Plunge to help support and raise awareness for the athletes of Special Olympics. This event is an annual tradition for the Game-changers CAG (Citizen Action Group).

DSMS CAGs is a long-standing program in which all 8th graders participate. Throughout the first half of the school-year, students are educated around important issues and concerns in our community. Students then choose to which CAG they want to dedicate their time and efforts. Each team has 15-20 students and an advisor. Together they explore the issue and look at ways to address it. In May, all CAGs participate in a Service Day where they go to a variety of venues in the area to provide service. This year's groups include: Hunger and Homelessness, Women in Need, Veterans, Environment, Service Animals, Supporting Children in Need, Mentoring 5th Graders and Gamechangers.

“We are currently preparing students for jobs that don’t yet exist ... using technologies that haven’t been invented ... in order to solve problems we don’t even know are problems yet.”

GUNDERSON, ET AL., 2004

Community Members on the Future of Work



An “Industry Panel” of community members from various fields share insight into the job market of the future and skills required by an evolving workforce.



8th grade students recently utilized the MIT En-Roads simulator to research climate change and sustainability. Students then presented a series of recommendations to their peers and guests from MIT about how best to effect climate change in the coming years.

Pine Hill's Outdoor Classroom and Learning Lab

Pine Hill School is delighted to officially open its new Outdoor Classroom and Learning Lab this spring! Several years ago, parent garden volunteers and our school librarian began to envision an idea to expand the school garden and integrate it with an outdoor learning space designed to connect nature and learning. They knew that if we could extend classroom opportunities outside the walls of the school building, we could provide rich opportunities for staff to facilitate interactive, multi-sensory, and meaningful learning experiences across academic and social-emotional curriculum areas.

The project design includes a Learning Laboratory for planting and growing seedlings for the gardens using a rainwater capture system and solar power to run grow lights inside a beautiful small building. Students across the grade levels will have life science connections to the earth, plants, flowers, veggies, and trees. In addition, there is a beautiful open air classroom for group lessons or quiet reflection. The space has plenty of seating and a large pergola which affords sunbrella protection from rain or sun if needed. Raised garden beds will feature flowering plants, vegetables, and a Fairy Garden.

A testament to the strong Pine Hill and Sherborn communities, this project was achieved through the collaboration of many volunteers, Town departments, and local businesses. Expanding outdoor learning furthers our school's commitment to Challenge Success, student health and wellness, and innovative teaching and learning. It will continue to serve the school community for many years to come.

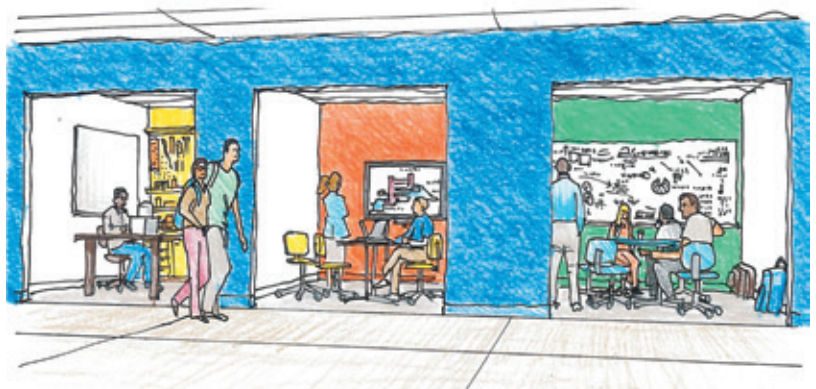


Embracing nature's classroom: Pine Hill unveils its newly built outdoor learning space, generously funded by the Sherborn Sawin Board, Pine Hill CSA, and parent/caregiver donations fostering creativity and connection with the environment.

Innovative Spaces

“Having a creative, innovative classroom design has positively impacted my students. Because there are a variety of seating (and standing!) options, students are able to select what is best for them in the moment. Because of this ownership, they are more focused and more invested in their learning. The design has also helped to grow our classroom community as all students feel the need to take care of the environment because it ‘belongs’ to them.”

NICOLE DARRAH, GRADE 5 TEACHER



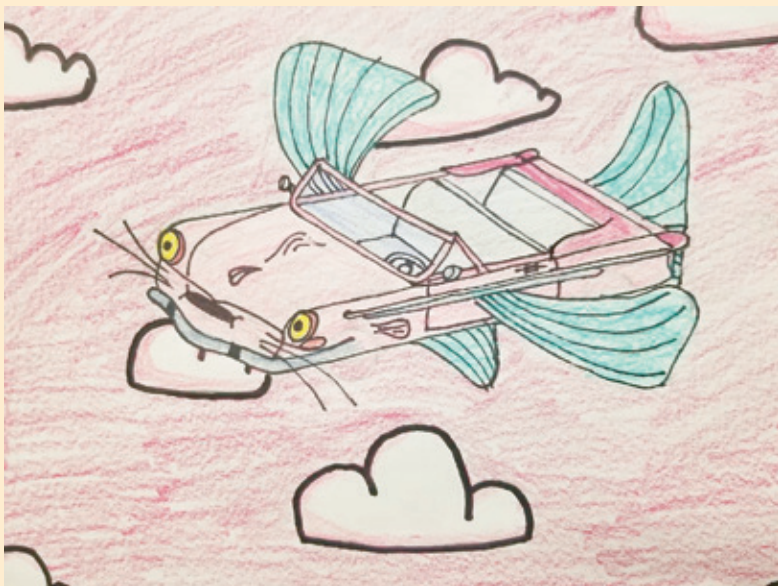
Proposed breakout spaces in the high school library

“Flexible seating is essential to helping me pay attention in class. My mind is able to work best when I am comfortable in my learning space and my desire to participate and learn is heightened.”

GRADE 8 STUDENT

Students Showcase their Artistic Skills

Surreal Object Drawing by Liam Ford, Grade 7



FAR RIGHT: Live Music Photograph by senior Bradley Hodson-Walker



Georgina Severson (grade 12) explores the relationship between nature and architecture in this mixed media piece.

Radial Relief Collage by Sawyer Wise, 4th Grade, Chickering



FAR RIGHT: Letterform art with painted brick background by Mia Bjornebye, Grade 5, Pine Hill



MIDDLE: An observational piece for senior Emma Williams' AP Art portfolio.

Afsaneh Kazmirski (grade 10) used the verb "to stitch" as inspiration for her ceramic slab mug.





Mock trial students compete at Moakley Courthouse



Science Olympiad students prepare for their next competition

Mock Trial Students Compete in the Courthouse

The Mock Trial Program places high school students in a simulated courtroom where they prepare a hypothetical case and then test their skills as lawyers and witnesses. Massachusetts Bar Association members serve as attorney coaches and judges, and thousands of high school students across Massachusetts participate. Students spend months preparing, testing their critical thinking skills in competitions (trials) against other schools. The state is divided into regions, with regional winners advancing in a playoff format until a state champion is determined. The state championship team is invited to compete in the national tournament in May.

This year, the Dover-Sherborn Mock Trial team was the final public school standing, losing in the semifinal and finishing fourth out of 114 teams in the statewide competition. This marks the second consecutive final-four appearance for the group. Congratulations for setting the school record for most trial victories in a season! The team wishes to acknowledge its excellent senior group of Margaret Bowles, Patrick Lombard, Georgina Severson, Antonio Saenz, and Carol Chen.

Science Olympiad Grows Exponentially

Science Olympiad is a high school club that brings together students who have a passion for science and want to compete with other teams in the region. The club runs from September through March as part of the WSSL (West Suburban Science League) that includes 18 other schools. Students complete tests in four to five different science categories at each of the monthly meets.

The Science Olympiad Team has had a fantastic year starting with an increase in members from 20 in the previous year to 38. This allowed for an A and a B team to compete in the WSSL. Students studied hard and were able to see their success each month with DS placing no lower than 5th overall for the entire season. The two tournaments were also a success for the team with eight top 10 finishes at UMass Amherst and six top 10 finishes at States!



Fall 2023 DS Middle School Production of Mary Poppins



Sharp9 Jazz Band performing at the Jazz Brunch



Fall 2023 MIAA
D3 Final Four
DS Field Hockey
Team

The “Dynamos” in
DSHS’s production
of Mamma Mia



Winter 2023-2024 MIAA D4 State
Championship DSW Boys Ice Hockey Team



Fall 2023 MIAA D2 State Championship DS Golf Team

Dover-Sherborn Public Schools

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- **Denton Conklin**,
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Superintendent
- **Dawn Fattore**,
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- **Kate McCarthy**,
Director of Student
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Principal
- **Jim Carnes**,
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PINE HILL ELEMENTARY SCHOOL

- **Barbara Brown**,
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- **Allison Gullingsrud**,
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- **Laura Driscoll**,
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- **Jennifer Meek**,
Special Education
Coordinator (6-8)
- **Tory Sulser**,
Special Education
Coordinator (9-12)



“At Dover-Sherborn, a very advanced academic program with an extensive range of course offerings leads to greater personalization, higher student achievement, greater student and parent satisfaction, high morale, and increased motivation.

“The Dover-Sherborn High School and Middle School complex houses an incomparable educational program that not only provides an outstanding range and depth of academic offerings, but also attends to the social and emotional needs of growing adolescents by sponsoring a remarkable ‘whole child’ culture. The variety of course offerings go far beyond traditional high schools with hundreds of different subjects taught, often at multiple skill levels.”

SOURCE: EDUCATIONAL SPACE STUDY, FALL 2023