



**School Committee  
Meeting**

**November 6, 2013  
7:00 pm**

**Town Hall  
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING  
AGENDA  
November 6, 2013 7:00pm  
Town Hall—Selectmen's Meeting Room



<u>Items</u>	<u>Suggested time allotments</u>
I. Public Participation	7:00 – 7:10
II. Chairperson's Report & Members' Reports	
III. Superintendent's Report	
IV. Time Scheduled Appointments	
A. Physical Education Grant: Report	7:10 – 7:35
V. Curriculum	
A. SHS Class of 2013 Test Results: Report	7:35 – 8:00
B. MCAS Test Results: Report	8:00 – 8:30
C. PARCC Testing Plans: Report	8:30 – 8:50
VI. Policy	
VII. Budget	
VIII. Old Business	
IX. New Business	
X. Approval of Minutes	8:50 – 8:55
XI. Executive Session	8:55 – 9:15
XII. Information Enclosures	
XIII. Adjournment	9:15

Next meeting: November 20, 2013



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE**

**ITEM NO: I. Public Participation**

**MEETING DATE: 11/6/13**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

**BACKGROUND INFORMATION:**

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

**ITEM NO: II. Chairperson's Report/Members' Reports**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report from Ms. Sandra Fryc, Chairperson of the School Committee, and other members of the School Committee who may wish to comment on school affairs?

**BACKGROUND INFORMATION:**

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Sandra Fryc, Chairperson  
Mr. John Samia, Vice Chairperson  
Mr. Jason Palitsch, Secretary  
Ms. Erin Canzano, Committee Member  
Dr. B. Dale Magee, Committee Member

**ITEM NO: III. Superintendent's Report**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

**BACKGROUND INFORMATION:**

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

**ACTION RECOMMENDED FOR ITEMS I, II, & III:**

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE**

**ITEM NO: IV. Time Scheduled Appointment  
A. Physical Education Grant: Report**

**MEETING DATE: 11/6/13**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report on the Carol M. White Physical Education Program Grant?

**BACKGROUND INFORMATION:**

1. Ms. Degon will present information regarding the second year of this federal grant.
2. The enclosed report provides a summary and statistics related to the grant's goals.

**ACTION RECOMMENDED:**

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Patricia Degon, Director of Family and Consumer Sciences, Shrewsbury High School  
Madilynn West, SHS student, Class of 2014  
Christopher Newville, SHS student, Class of 2014





# Shrewsbury Public Schools

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Patricia Degon  
Director of Health/PE/FCS

October 30, 2013

To: School Committee

Re: Carol M. White PEP Grant and the Shrewsbury Public Schools' **THE GET FIT ADVENTURE**

The Shrewsbury Public Schools are entering into our year 3 of the **GET FIT ADVENTURE**, Carol M. White PEP Grant. We continue to make progress as demonstrated in the data reports contained in this packet. For the second year we have offered 21 different Family Adventures, offering three at each of our 7 schools that are participating in the project. Additionally, we continue to enhance our instructional program with resources in the form of equipment, supplies and permanent adventure elements in all schools. Last school year we expanded our health instruction by adding a new tenth grade course that includes a major unit on nutrition. Our junior/senior PE electives were very popular at course selection time. Adventure II was is newest addition offered this year now that our high ropes course is complete. We can accommodate up to three classes out on the course at any one time. We have also started to develop a plan to offer team building and collaboration opportunities for staff across the district.

Our goals and activities for year two successfully targeted 1) instruction in healthy eating habits and good nutrition during physical education and health education classes and 2) individual physical fitness monitoring and assessment via personal plan development, goal setting and tracking through out the school year. Additionally, we provided opportunities for professional development for our teachers to safely implement experiential adventure education and stay abreast of the latest research, issues, and trends in the field of physical education as well as attending the national convention.

During year three we will continue to enable students to meet the state standards for physical education, provide staff training for Activity Breaks in the classroom, which is part of every school's School Improvement Plan, and implement a parent and student survey to collect feedback on the overall effect of our efforts.

We are very pleased with the progress we are making toward our strategic priority to promote health and wellness. I look forward to sharing with you our work to date, the exciting opportunities that lie ahead and the tremendous potential we have in store for promoting a healthy and fit community.



*Shrewsbury PEP*  
*"Get Fit Adventure"*

**U.S. Department of Education**  
**Grant Performance Report (ED 524B)**  
**Executive Summary**

OMB No. 1894-0003  
Exp. 04/30/2014

**PR/Award # Q215F110181**

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Shrewsbury Public Schools  
Carol White PEP Grant – "Get Fit Adventure", 2012-13

Annual Performance Report  
Year # 2 Evaluation

Marc J. Alterio, MJA Health & Wellness Consultants  
Grant Evaluator, May 25, 2013

Shrewsbury's year two "Get Fit Adventure" has moved forward once again in addressing all of its GPRA measures and program goals. All year three data points, to date, reflect improvement in process, delivery and goal attainment. Their "workable" system of data collection is coordinated, efficient and attentive to detail. Year two calendar approach to data collection with minor adjustments and tweaks from past experience was successfully put into place. Each data point was reviewed with staff input and improved insight into this process was achieved.

A major effort this year was the design, development, and installation of the adventure portion of their grant. The Project director worked closely with her staff and administration, Project Adventure, High Five and the public works department to insure that coordination between site preparations, placement of elements, construction timelines and safety regulations were appropriately addressed. All of the planned year 1 adventure elements that carried over to year 2 have been installed in the schools, staff trainings have been completed and the program was implemented in all buildings by early this spring. This arduous task was daunting at times but was brought to fruition through Pat Degon's direct leadership and administrative influence.

In a curricular vein, new Fitness and Lifetime II courses at the high school are providing more opportunities for students to participate in lifelong activities and individual fitness monitoring and planning. There has been a significant increase of students selecting these new course offerings during course registration for the upcoming school year. Newer contemporary activity

offerings are providing more diverse physical activity experiences to a broader range of students, K-12. Increased staffing and expanded instructional experiences in nutrition education components, system wide, have increased the ability to incorporate state curriculum framework standards, bolstered graduation requirements and aligns closely with the Superintendent's Strategic Plan to promote health and wellness relative to increased rates of obesity and diabetes.

Two district sponsored professional development days supported nutrition education initiatives. They assisted in the implementation of nutrition messages embedded within physical education classes, realignment of the sequencing of nutrition education content at the elementary level and, the development and implementation of a new required 10th grade course that included nutrition education as one of the three major units. Plans are underway to include the "5-2-1-0 Every Day" initiative next year. Quality professional development relevant to the aforementioned will continue through local, regional and national venues and the continuation of summer workshops for their instructional staff.

The BOKS (Build Our Kids Success) pilot program, an eight-week before school program, which promotes and facilitates physical activity and increase self-esteem and social responsibility for elementary students, is celebrating its success by becoming in demand by each elementary school. Shrewsbury has created this program to be self-supporting at the conclusion of the grant period. This type of self-starting initiative with follow up support is indicative of this program's efforts over year 1 & 2.

Parental involvement in the "Get Fit Adventure" program continues to grow. Twenty out of twenty one "Family Adventure Programs" have been conducted in the Shrewsbury Public Schools to date this year and they on the path to completing their target of 3 events per school each grant cycle. In addition, ongoing Fitnessgram assessment results are reported out 3 times /year at the elementary level and mailed to parents of all students each June including BMI results. GPRA student performance aggregate data was presented at a public School Committee meeting and broadcast to the community. Additionally, periodic progress reports are published in the superintendent's Journal and presented in a yearly Get Fit Adventure, PEP Grant progress report developed by the project director. Public relations efforts directed to the parents and school community at large are attended to on a regular basis.

Focus on fitness is evidenced in Fitnessgram assessments in all grades K-12, including a student tracker module at the high school level developed to address goal setting and goal attainment. This has enabled periodic measurement and tracking to promote individual student understanding and behavior change and monitor individual progressive gains. Through regular use of technology, student assessments of their physical activity levels are now part and parcel of the regular instructional process.

Pat Degon and her K-12 staff, students and school sites have attended to the goals of this grant in addressing the health and wellness needs of this educational community with fidelity. They have positioned themselves squarely ahead of the power curve in providing increased physical activities and nutrition education that meet the contemporary needs of the community of Shrewsbury.

mja/ 5.25.13

Addendum:

Shrewsbury's Adventure Course has been completed and in full operation. The out door elements have

attracted a wide range of student interest. A "buzz" is in the air regarding this newly developed physical education offering. These elements of adventure education are inclusive, contemporary and will continue to serve the needs of their student population.

mja 10.15.13

Government Performance and Result Act (GPRA) Data At-A-Glance

1.1

Window number	Number of students who engaged in 60 minutes of daily physical activity during that window	Number of students participating in the program during that window
Baseline	594 (38%)	1568
Year #1	520 (36%)	1457
<b>Year #2</b>	<b>623 (42%)</b>	1493
1	614	1487
2	565	1518
3	635	1532
4	676	1433

1.2

Window number	Number of students who achieve age appropriate cardiovascular levels	Number of students participating in the program during that window
Baseline	1146 (72%)	1596
Year #1	1232 (78%)	1576
<b>Year #2</b>	<b>1266 (86%)</b>	1477
1	1194	1461
2	1249	1535
3	1286	1469
4	1334	1442

1.3

Window number	Number of students who consumed fruit two or more time per day and vegetables three or more times per day	Number of students participating in the program during that window
Baseline	425 (34%)	1247
Year #1	444 (31%)	1383
<b>Year #2</b>	<b>361 (24%)</b>	1490
1	285	1472
2	329	1534
3	389	1513
4	441	1442



**Shrewsbury Public Schools - 2013 U.S. Department of Education  
 "Get Fit Adventure" Grant Performance Report (ED 524B)  
 Year # 2 Project Status Chart,**

OMB No. 1894-0003  
 Exp. 04/30/2014

PR/Award # Q215F11081

**SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**

**1. Project Objective**  Check if this is a status update for the previous budget period.

**GPR #1.1**

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
<b>Measure One: The percentage of students who engage in 60 minutes of daily physical activity Year # 1</b>	GPR #1.1	1670	1456/1670	520	520/1457
			87%		36%

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
<b>Measure One: The percentage of students who engage in 60 minutes of daily physical activity Year #2 - collection #'s 1,2,3,4</b>	GPR #1.1	1536	1493 /1536	623	623 /1493
			97%		42%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

**Year 2 data collections were collected during the following weeks:**

**#1 - Oct 22- Nov 5, 2012      #2 - Jan 7-Feb 11, 2013      #3 - March 4 - 13, 2013      #4 - April 29 - May 8, 2013**

**A refined data collection process was established that met the needs of the staff and student. Staff trainings in data collection procedures were formidable, adjustments were made and administrative support assisted in successfully completing this task. Three step data and PAR collections were accomplished from mid fall to early spring. The data reveals that steady progress is being made with each data collection window in comparison to the year 1 average. An increase of 7 % is documented through four data collections for student performance meeting the benchmark in year # 2.**

*Additionally we have discovered that a significant number of students in 5-12 are successful at meeting the benchmark for 3DPAR and do not qualify for 7 consecutive days of 9100 steps. In looking closely at this pattern we recognize that the older students are less likely to wear their pedometer during weekend day and thus not qualify to meet this condition. We will focus more attention and instruction on this element in year 3. The data collection cohort includes students in grade as prescribed in the "Get Fit Adventure" grant application.*

*The data collection cohort includes students in grade as prescribed in the "Get Fit Adventure" grant application.*

*10/15/13 - Data collection #4 reported out in May continues to show progress. This increase in student's performance on GPRA 1.1 is directly related to improved instructional practices regarding MVPAs, both in regularly scheduled physical education classes and during the 2012-13 data collection windows.*

Window number	Number of students who engaged in 60 minutes of daily physical activity during that window	Number of students participating in the program during that window
Baseline		
Year #1	520 (36%)	1457
Year #2	623 (42%)	1456
1	614	1487
2	565	1518
3	635	1532
4	676	1433

Window number	Number of participating students who returned completed pedometer logs and/or completed the 3DPAR during that window	Number of students participating in the PEP program during that window	That window's response rate
Year #1	1568	1670	94%
Year #2			
1	1487	1536	97%
2	1518	1536	99%
3	1532	1536	99.7%
4	1433	1536	93%

**PEP GPRa Performance Measures:**  
**Measure 1.1 – The number of students served by the grant who engage in 60 minutes of daily physical activity.**  
**Year #2**

Data Collection Window:	Did meet GPRa Measure goal 1.1 (≥9,100 Steps All Days)	Did not meet GPRa Measure goal 1.1 (≥9,100 Steps All Days)	Total number of students with GPRa measure goal 1.1 data	Did meet GPRa measure goal 1.1 (3DPAR)	Did not meet GPRa measure goal 1.1 (3DPAR)
<b>Year 1 Final</b> <b>5/23/12 – 6/6/12</b>					
Grades K-4	135 (18%)	623 (82%)	754		
Grades 5-12	141 (22%)	507 (78%)	648	385 (59%)	263 (41%)
All grades combined	276 (20%)	1130 (80%)	1406	385 (59%)	263 (41%)
5	0				

Data Collection Window:	Did meet GPRa Measure goal 1.1 (≥9,100 Steps All Days)	Did not meet GPRa Measure goal 1.1 (≥9,100 Steps All Days)	Total number of students with GPRa measure goal 1.1 data	Did meet GPRa measure goal 1.1 (3DPAR)	Did not meet GPRa measure goal 1.1 (3DPAR)
<b>10/22/12 – 11/5/12</b>					
Grades K-4	130 (15%)	712 (85%)	842		
Grades 5-12	216 (33%)	429 (67%)	645	483 (75%)	162 (25%)
All grades combined	346 (23%)	1141 (77%)	1487	483 (75%)	162 (25%)

Data Collection Window:	Did meet GPRa Measure goal 1.1 (≥9,100 Steps All Days)	Did not meet GPRa Measure goal 1.1 (≥9,100 Steps All Days)	Total number of students with GPRa measure goal 1.1 data	Did meet GPRa measure goal 1.1 (3DPAR)	Did not meet GPRa measure goal 1.1 (3DPAR)
<b>1/7/13 – 2/11/13</b>					
Grades K-4	129 (15%)	714 (85%)	843		
Grades 5-12	264 (39%)	410 (61%)	675	430 (64%)	245 (36%)
All grades combined	393 (26%)	1124 (74%)	1518	430 (64%)	245 (36%)

Data Collection Window:	Did meet GPRa Measure goal 1.1 (≥9,100 Steps All Days)	Did not meet GPRa Measure goal 1.1 (≥9,100 Steps All Days)	Total number of students with GPRa measure goal 1.1 data	Did meet GPRa measure goal 1.1 (3DPAR)	Did not meet GPRa measure goal 1.1 (3DPAR)
<b>3/4/13 – 3/13/13</b>					
Grades K-4	217 (25%)	638 (74%)	855		
Grades 5-12	270 (40%)	407 (60%)	677	414 (61%)	263 (39%)
All grades combined	487 (32%)	1045 (68%)	1532	414 (61%)	263 (39%)

Data Collection Window:	Did meet GPRa Measure goal 1.1 (≥9,100 Steps All Days)	Did not meet GPRa Measure goal 1.1 (≥9,100 Steps All Days)	Total number of students with GPRa measure goal 1.1 data	Did meet GPRa measure goal 1.1 (3DPAR)	Did not meet GPRa measure goal 1.1 (3DPAR)
<b>4/29/13 – 5/8/13</b>					
Grades K-4	282 (34%)	542 (66%)	824		
Grades 5-12	197 (32%)	412 (68%)	609	390 (64%)	219 (36%)
All grades combined	479 (33%)	954 (67%)	1433	390 (64%)	219 (36%)





**Shrewsbury Public Schools - 2013 U.S. Department of Education  
"Get Fit Adventure" Grant Performance Report (ED 524B)  
Year #2 Project Status Chart**

PR/Award # Q215F110181

**SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**

**2. Project Objective**     Check if this is a status update for the previous budget period.

**GPR# 1.2**

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
<b>Measure Two: The percentage of students who achieve age-appropriate cardiovascular fitness levels</b>	<b>GPR#</b>				
<b>Year # 1</b>		1624	1576/1624	1232	1232/1576
			96		78

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
<b>Measure Two: The percentage of students who achieve age-appropriate cardiovascular fitness levels.</b>	<b>GPR#</b>				
<b>Year # 2, collection #'s 1,2,3,</b>		1536	1266 /1536	1266	1266/1477
			82%		86%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

**Year 2 data collections were collected during the following weeks:**

**#1 - Oct 22- Nov 5, 2012      #2 - Jan 7-Feb 11, 2013      #3 - March 4 - 13, 2013      #4 - April 29 - May 8, 2013**

**The data reflects a steady gain from year 1 at 76% and the average for collections 1,2,3,&4 is 10% higher at 86%. It is notable that a significant majority of our students are succeeding at this task. It is in direct correlation to the historical implementation of the 20 meter shuttle run in both pre-test and post-test procedures that results in more than three quarters of our student population succeeding. Additionally, the increase in our focus on fitness for all levels including cardiovascular Endurance is having a positive effect on student outcomes.**

Window number	Number of students who achieve age appropriate cardiovascular levels	Number of students participating in the program during that window
Year #1	1232 (78%)	1576
Year #2		
1	1194	1461
2	1249	1535
3	1286	1469
4	1334	1442
<b>Totals (excluding baseline)</b>		5907
<b>Divide by the number of windows (4)</b>		4
<b>Average (rounded)</b>		1266(88%)
		1477

Window number	Number of participating students who participated in cardiovascular levels	Number of students participating in the PEP program during that window	That window's response rate
Year #1	1406	1456	96%
Year #2			
1	1461	1547	94%
2	1535	1553	99%
3	1469	1554	95%
4	1334	1442	93%

PR/Award # Q215F110181

**PEP GPRA Performance Measures:**

**Measure 1.2 – The number of students served by the grant who achieve age-appropriate cardiovascular levels**

Year # 2

<b>Data Collection Window:</b> <b>Year 1 Final</b> <b>5/23/12 – 6/6/12</b>	<b>Did meet GPRA measure goal 1.2 (20-M Shuttle Run)</b>	<b>Did not meet GPRA measure goal 1.2 (20-M Shuttle Run)</b>	<b>Total number of students with GPRA measure 1.2 data (20-M Shuttle Run)</b>
Grades K-4	813 (90%)	92 (10%)	905
Grades 5-12	419 (62%)	253 (38%)	671
All grades combined	1232 (78%)	345 (22%)	1576

<b>Data Collection Window:</b> <b>10/22/12 – 11/5/13</b>	<b>Did meet GPRA measure goal 1.2 (20-M Shuttle Run)</b>	<b>Did not meet GPRA measure goal 1.2 (20-M Shuttle Run)</b>	<b>Total number of students with GPRA measure 1.2 data (20-M Shuttle Run)</b>
Grades K-4	674 (82%)	145 (18%)	819
Grades 5-12	520 (81%)	122 (19%)	642
All grades combined	1194 (82%)	267 (18%)	1461

<b>Data Collection Window:</b> <b>1/7/13 – 2/11/13</b>	<b>Did meet GPRA measure goal 1.2 (20-M Shuttle Run)</b>	<b>Did not meet GPRA measure goal 1.2 (20-M Shuttle Run)</b>	<b>Total number of students with GPRA measure 1.2 data (20-M Shuttle Run)</b>
Grades K-4	726 (85%)	131 (15%)	857
Grades 5-12	523 (77%)	155 (23%)	678
All grades combined	1249 (81%)	286 (19%)	1535

<b>Data Collection Window:</b> <b>3/4/13 – 3/13/13</b>	<b>Did meet GPRA measure goal 1.2 (20-M Shuttle Run)</b>	<b>Did not meet GPRA measure goal 1.2 (20-M Shuttle Run)</b>	<b>Total number of students with GPRA measure 1.2 data (20-M Shuttle Run)</b>
Grades K-4	739 (89%)	95 (11%)	834
Grades 5-12	547 (86%)	88 (14%)	635
All grades combined	1286 (87%)	183 (13%)	1469

<b>Data Collection Window:</b> <b>4/29/13 – 5/8/13</b>	<b>Did meet GPRA measure goal 1.2 (20-M Shuttle Run)</b>	<b>Did not meet GPRA measure goal 1.2 (20-M Shuttle Run)</b>	<b>Total number of students with GPRA measure 1.2 data (20-M Shuttle Run)</b>
Grades K-4	810 (96%)	38 (4%)	848
Grades 5-12	524 (84%)	70 (12%)	594
All grades combined	1334 (93%)	108 (7%)	1442



**Shrewsbury Public Schools - 2013 U.S. Department of Education  
 "Get Fit Adventure"  
 Grant Performance Report (ED 524B)  
 Year #2  
 Project Status Chart**

OMB No. 1894-0003  
 Exp. 04/30/2014

PR/Award # Q215F110181

**SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**

2. Project Objective     Check if this is a status update for the previous budget period.

**GPRA #1.3**

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
<b><u>Measure Three:</u> The percentage of students served by the grant that consumed fruit two or more times per day and vegetables three or more times per day. Year #1</b>	GPRA	1670	1383/1670	431	431/1383
			83%		31%

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
<b><u>Measure Three:</u> The percentage of students served by the grant who consumed fruit two or more times per day and vegetables three or more times per day. (Year #2)</b>	GPRA	1536	1490 /1536	361	361/1490
			97%		24%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

**Year 2 data collections were collected during the following weeks:**

**#1 – Oct 22- Nov 5, 2012    #2 – Jan 7-Feb 11, 2013    #3 – March 4 – 13,2013    #4 – April 29 – May 8, 2013**  
**Measure three data collection was developed by the project director to fully meet Shrewsbury's needs. The project director and her team worked with the evaluator on a process that was student/staff/family friendly and responsive to the needs of the grant reporting protocols.**

**The data collected during the baseline and first window in year one we found questionable due to the methodology in asking**

students to raise their hand and recall their fruit and vegetable consumption, as allowed in the guidelines. This was especially problematic for our first graders. And the overall data was averaged into our year one report. We have since developed an improved system to enlist parent assistance in logging fruit and vegetable consumption along with the pedometer log and are showing steady progress through each data collection window. The most significant difference we have noted is for 10<sup>th</sup> graders at the high school showing an improvement of 10% of students now meeting this benchmark. We attribute this increase in part due to the nutrition instruction that is now incorporated into physical education classes and also the expansion of our health curriculum to add a required 10<sup>th</sup> grade health course that has nutrition education as one of the 3 major units. We will continue to move forward in addressing this measure with fidelity.

Window number	Number of students served by the grant who consumed fruit two or more times per day and vegetables three or more times per day	Number of students participating in the program during that window
Year #1	431(31%)	1383
Year #2		
1	285	1472
2	329	1534
3	389	1513
4	441	1442
Totals (excluding baseline)	1444	5961
Divide by the number of windows (4)	4	4
Average (rounded)	361 (24 %)	1490

Window number	Number of students served by the Grant that were surveyed for fruit and vegetable consumption	Number of students participating in the PEP program during that window	That window's response rate
Year #1	1383	1426	96.9%
Year #2			
1	1472	1508	97%
2	1534	1547	99%
3	1513	1554	97%
4	1442	1442	100%

PR/Award # Q215F110181

**PEP GPRA Performance Measures:**

**Measure 1.3 – The number of students served by the grant who consume 2 fruit and 3 vegetables or more per day**

Year #2

Data Collection Window:	Did meet GPRA measure goal 1.3 (Fruit & Veg. Consumption)	Did NOT meet GPRA measure goal 1.3 (Fruit & Veg. Consumption)	Total number of students with GPRA measure 1.3 data (Fruit & Veg. Consumption)
<b>Year 1 Final</b> 5/21/12 – 5/25/12			
Grades K-4	279 (38%)	448 (62%)	727
Grades 5-12	152 (23%)	504 (77%)	656
All grades combined	431 (31%)	952 (69%)	1383

Data Collection Window:	Did meet GPRA measure goal 1.3 (Fruit & Veg. Consumption)	Did NOT meet GPRA measure goal 1.3 (Fruit & Veg. Consumption)	Total number of students with GPRA measure 1.3 data (Fruit & Veg. Consumption)
<b>10/22/12 – 11/5/12</b>			
Grades K-4	92 (11%)	736 (89%)	828
Grades 5-12	193 (30%)	451 (70%)	644
All grades combined	285 (19%)	1187 (81%)	1472

Data Collection Window:	Did meet GPRA measure goal 1.3 (Fruit & Veg. Consumption)	Did NOT meet GPRA measure goal 1.3 (Fruit & Veg. Consumption)	Total number of students with GPRA measure 1.3 data (Fruit & Veg. Consumption)
<b>1/7/13 – 2/11/13</b>			
Grades K-4	94 (11%)	765 (89%)	859
Grades 5-12	235 (35%)	440 (65%)	675
All grades combined	329 (21%)	1205 (79%)	1534

Data Collection Window:	Did meet GPRA measure goal 1.3 (Fruit & Veg. Consumption)	Did NOT meet GPRA measure goal 1.3 (Fruit & Veg. Consumption)	Total number of students with GPRA measure 1.3 data (Fruit & Veg. Consumption)
<b>3/4/13 – 3/13/13</b>			
Grades K-4	141 (16%)	714 (84%)	855
Grades 5-12	248 (38%)	410 (62%)	658
All grades combined	389 (26%)	1124 (74%)	1513

Data Collection Window:	Did meet GPRA measure goal 1.3 (Fruit & Veg. Consumption)	Did NOT meet GPRA measure goal 1.3 (Fruit & Veg. Consumption)	Total number of students with GPRA measure 1.3 data (Fruit & Veg. Consumption)
<b>4/29/13 – 5/8/13</b>			
Grades K-4	182 (22%)	635 (78%)	818
Grades 5-12	259 (42%)	365 (58%)	624
All grades combined	441 (31%)	1000 (69%)	1442



**SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**

**1. Project Objective**     Check if this is a status update for the previous budget period.

**Goal #1: Provide opportunities for students to understand nutrition choices and develop meaningful nutrition plans based on personal nutrition assessments**

I.a. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	Ratio	Raw Number	Ratio	
<i>Obj. 1.1: Teachers receive training in nutrition curriculum, assessment, and planning.</i>	Program	21	21 /21	20	20 /21	95

I.b. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	Ratio	Raw Number	Ratio	
<i>Obj. 1.2: Teachers collaborate with food service to develop nutrition programs</i>	Program	7	7 /7	7	7/7	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

*Staff training was offered on two district sponsored professional development days. The training enabled the staff to implement nutrition messages within our physical education classes. Additionally the health staff realigned the sequencing of content at the elementary level to introduce nutrition education earlier in the school year. Lastly, the high school health department developed and implemented a new required 10th grade course that included nutrition education as one of the three major units. We will plan on offering a new initiative "5-2-1-0 Every Day" new initiative during the third year of our PEP grant.*

*The student tracker cards were improved and used more frequently through out the school year. This enables students to look at their performance scores after each data collection window, set a personal goal and then evaluate if they met their previous goal.*

*Health teachers across the district coordinate instruction with the food service department and collaborated on classroom presentations to address the new Nation Guidelines for food offered at school.*

- *Monthly department meetings in health and physical education continue to address the PEP grant priorities. This is a major effort system-wide to advance the issues of obesity from the ground up in their health, physical education and family and consumer science classes.*
- *Staff members have attended the AAHPERD National Convention and were scheduled to attend the state MAHPERD Conference that was cancelled. This was the first time any of the staff have participated in this high quality professional development. The remaining staff members that were unable to attend this year are very excited about attending the national convention next year.*



**SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**

2. Project Objective  Check if this is a status update for the previous budget period.

**Goal #2: Provide consistent, standardized fitness assessment including daily activity measurements, BMI, cardiovascular fitness, muscle strength and endurance, data collection, analysis, and reporting to students and community**

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
<b>Obj. 2.1: Use ongoing and periodic measurements and tracking to assist in creating individualized student plans.</b>	Program	Raw Number	%	Raw Number	%
		2234	2234 / 2234	100	2196

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
<b>Obj. 2.2: Provide equipment and training for on-going and periodic assessments to record and track student progress</b>	Program	Raw Number	%	Raw Number	%
		21	21 / 21	100	20

Explanation of Progress (Include Qualitative Data and Data Collection Information)

*The Physical Education Department participated in curriculum meetings during the summer to discuss, plan, and design the curriculum for the new Lifetime II and Fitness courses offered for juniors and seniors during this grant period. This is a very successful major initiative in the restructuring of the high school physical education program.*

- *The department continues to meet to incorporate focus on fitness in PE classes and the continued use of Fitness Gram for assessment in all grade levels K-12.*
- *The regular use of technology, including the use of accelerometers and pedometers for students to assess their physical activity, is ingrained in the instructional process.*

**Shrewsbury PEP**

***“Get Fit Adventure, 2011-12***

PR/Award # Q215F110181

- *Fitness Gram reports were sent home to parents in the district including GPRAs aggregate data for parent review.*
- *The student tracker has been very helpful relative to goal setting and goal attainment. This has enabled periodic measurement and tracking to promote individual student understanding and behavior change and monitor student progress.*
- *Parents at the elementary levels were able to participate and assess their own students’ pedometer logs in relation to step count and daily physical activity*



**SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**

1. Project Objective      Check if this is a status update for the previous budget period.

**Goal #3: Increase opportunities for students to participate in daily physical activities**

3.a. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
	Program	Raw Number	Ratio	%	Raw Number	Ratio	%
<b>Obj. 3.1: Obtain and use new equipment and curriculum including climbing wall, ropes course, adventure programming, fitness equipment, and "Family Adventures"</b>		21	21/21	100	20	20/21	95%

3.b. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
	Program	Raw Number	Ratio	%	Raw Number	Ratio	%
<b>Obj. 3.2: Obtain additional curriculum, staff, and training in fitness programs and equipment use.</b>		2	2 /2	100	2	2 /2	100%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

- *Twenty out of twenty one "Family Adventure Programs" have been conducted in the Shrewsbury Public Schools to date. One remaining presentation/activity will take place that the high school in the fall of 2013. This will result in completing the projected 3 events per school per grant period.*
- *The adventure elements have been added to all schools as projected and staff have completed all necessary training. The curricula was implemented during this second year of the grant.*
- *The addition of two new course offerings at the high school are the direct result of obtaining additional staff and implementing new curricular focusing on Lifetime II activities and Personal Fitness and Conditioning.*

**Shrewsbury PEP  
"Get Fit Adventure", 2011-12**

PR/Award # Q 215F110181

- *The Physical Education staff will met in the summer to develop the new Fitness and Lifetime II courses, differentiating the curriculum from the existing "Adventure" strand to provide more opportunities for students to participate in lifelong or adventure activities. The excitement and popularity of these new courses was demonstrated in a significant increase of students selecting these new course during course registration. Close to 100% of the junior and senior students eligible to register for these electives took advantage of the opportunity and filled the courses.*
- *Teachers have and will continue to attend MAHPERD, AAHPERD and Adventure workshops to increase and/or receive training on Adventure education*
- *Two new teaching positions coupled with two new HS courses and a 3<sup>rd</sup> year of health and nutrition education was added in the fall of 2012. This major effort, by design, is a futuristic and realistic curricular shift to add increased physical activity and nutritional components relative to increased rates of obesity and diabetes. This effort strongly matches and aligns itself with the Superintendent's Strategic Plan to promote health and wellness. The administration and community strongly support the weight and value of this program by putting forth increased graduation requirements of 4 years of physical education and 3 years of health education.*



**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

2. Project Objective  Check if this is a status update for the previous budget period.

**Goal # 3: Increase opportunities for students to participate in daily physical activities**

3. c. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
<b>Obj.3.3: Provide for a greater number of PE classes each rotation at the high school and increased access to physical activities during out of school hours, increased daily access to physical activity at the middle and elementary schools. 2 additional PE staff @ SHS</b>	Program	18	18/18	18	18/18
			100		18%

3. d. Performance Measure

Obj.3.4: Partner with Shrewsbury Youth and Family Services, Partnership for Healthy Pathways, and Shrewsbury Parks and Recreation Department to support after school physical activity, and LUK Inc. for data collection to expand programs and activities to attract more students and create community awareness of and support for fitness and health.	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
	Program	4	4/4	7	4/7
			100		57%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

- *The hiring of 2 additional Physical Education teachers and creating 2 new courses at the high school allows for a greater number of PE classes for students and provides for more opportunities for students to increase their daily physical activity levels beginning in the fall of 2012. Students we previously only able to attend PE two days in a rotation and select from only 4 classes. Now they can select from 6 different classes and attend each class three days per rotation (18 classes per rotation)*
- *All high school students have seen a 33% increase in physical education time in physical education classes*
- *The activities anticipated with the community based partners have been delayed due to the executive director at LUK and SYFS taking on a new position and leaving the agencies under a temporary director. The Shrewsbury Parks and Recreation Program have had staff reductions due to budgetary cut and we are optimistic we will be able to plan more activities during this next grant year. We have completed a partnership activity with the American Health Association and have successfully installed a teaching garden that was harvested in the fall and will be planted again this spring.*



**SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**

1. Project Objective      Check if this is a status update for the previous budget period.

**Goal #4: Provide PE and nutrition curriculum to promote fitness and nutrition planning based on knowledge of minimizing health risk**

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
Obj: 4.1: Provide adventure and nutrition curriculum using collaboration between teachers, food service staff, and community public health providers.	Program	Raw Number	%	Raw Number	%
				/	

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
Obj: 4.2: Coordinate new adventure curriculum with benefit/risk awareness through fitness/nutrition assessments and creating individual health plans.	Program	Raw Number	%	Raw Number	%
				/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

*The infrastructure, staff training, and state licensing from the Department of Public Safety, all required for Objectives # 4.1 & 4.2 have just been completed in the spring of 2013. These will be addressed as year # 3 initiatives and reported out in Year # 3 PEP Grant evaluation, 2014.*

*Staff are in the process of developing student journal requirements that will be integrated into the adventure curriculum and address benefits/risk awareness, fitness/physical activity requirements, and individual challenge exploration plans.*



**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

2. Project Objective | | Check if this is a status update for the previous budget period.

**Goal #4: PE and nutrition curriculum to promote fitness and nutrition planning based on knowledge of minimizing health risk**

4.c. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
Obj: 4.3: Provide parents with assessment results and health plans.	Program	Raw Number	%	Raw Number	%
				2234	100

4.d. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
Program	Program	Raw Number	%	Raw Number	%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

- Ongoing Fitness gram results are reported out 3 times /year at the elementary. Pre and post test results are mailed to parents for all students each June including BMI results.
- GPRAs student performance aggregate data was presented at a Public School Committee meeting and broadcast for the community to see student performance data. Periodic progress reports are published in the superintendent's Journal and presented in year # 1 & 2 Shrewsbury Report developed by the project director.



**SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**

1. Project Objective     Check if this is a status update for the previous budget period.

**Goal #5: Provide opportunities for students to develop social/cooperative skills both in and outside of school through physical adventure activities**

S.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
	Program	Raw Number	%	Raw Number	%
<b>Obj: 5.1: Train health teachers in responsible personal and social behaviors, managing difference, and using effective interpersonal skills to create lifelong fitness and health habits.</b>		9	9 / 9	9	9 / 9
			100		100

S.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
	Program	Raw Number	%	Raw Number	%
<b>Obj. 5.2: Include student management of personal fitness in new curriculum</b>		258	258 / 258	258	258 / 258
			100%		100%

S.c. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
	Program	Raw Number	%	Raw Number	%
<b>Obj. 5.3: Provide for increased self-esteem and social responsibility through physical activities available through PE instruction, before after school programs and community partnerships.</b>		300	300 / 300	320	320 / 300
			100%		100.6%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

- During the summer of 2012 the 10<sup>th</sup> grade health curriculum was developed and the 9<sup>th</sup> and 11<sup>th</sup> grade curriculum revised to reflect the new sequencing.
- SYFS did conduct small group sessions to address self-esteem and social skills during this grant period.



- *A research based bullying prevention curriculum was purchased and implemented to comply with MA Law and promote responsible personal and social behaviors, managing difference, and using effective interpersonal skills.*
- *Middle School Health teacher conducted a district evaluation of pro-social instruction and compliance with MA Law of Bullying Prevention:*
  1. *As a result, continued efforts will be made in implementing evidence-based curriculum:*
    - a. *Michigan Model*
    - b. *Steps to Respect*
    - c. *Bully Proofing Your Schools*
- *Shrewsbury's Middle Schools teach Bullying Prevention lessons in grade 5 Health classes, and Refusal Skills and Peer Pressure Prevention lessons in grade 6 Health classes and healthy relationship classes in grade 7.*

**Objective # 5.2**

- *This objective was met and will continue to be a core element in the new Personal Fitness and Conditioning Course. The assignment is ongoing throughout the semester course and is an assessment cornerstone.*

**Objective #5.3**

- *We successfully implemented a before school program for elementary students called Build Our Kids Success (BOKS), an eight week program that meets two times per week and promotes and facilitate physical activity and increase self esteem and social responsibility. This program started as pilot in one school and was quickly in demand in each elementary school. After some initial start up funding we have created a system that the program will be self supporting after the grant has ended.*



**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**1. Project Objective** | | Check if this is a status update for the previous budget period.

**Goal #6 : Provide professional development opportunities for teachers and partnering staff in assessments, equipment, curriculum, social skills, and fitness/nutrition planning**

6.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
	Program	Raw Number	Ratio	Raw Number	Ratio
<b>Obj: 6.1: Teachers and partnering staff receive training in assessments, use of technology, data collection and analysis, and developing individual nutrition/fitness plans</b>					
<b>Completed in Year 1</b>		28	28 /28	28	28 /28
			100		100

6.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
	Program	Raw Number	Ratio	Raw Number	Ratio
<b>Obj.6.2: Teachers and partnering staff, and recess monitors receive training in adventure programming, equipment use, fitness/nutrition curriculum development, and social skills</b>					
<b>Year # 3 initiative</b>			/		/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

**Objective #6.2**

- **A subcommittee of PE staff will convene during the summer of 2013 and develop a proposal to be delivered to the elementary principals in the fall for the following school year. The plan will describe a monthly theme for recess to be adopted at each building. PE staff will be available to train and instruct the recess monitors**
- **A subcommittee of PE and health staff will also convene during the summer of 2013 and develop a presentation and teacher toolkit related to brain breaks and classroom physical activities. The presentation will be included at each buildings faculty meeting in the fall with the expectation that teachers will implement during the school day in their classrooms.**

**SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)**

**Addendum 9/30/2012:**

Fringe benefits were not expended at the anticipated full year rate because the Project Assistant was not hired until December of 2011 and did not start drawing a salary until mid December. The retirement portion required for MTRB will be submitted this fall. Thus the total available fund remaining in this account is \$20, 283. We will need to carry over \$6281 and will not need to carry over \$14002. We will amend this line item and move the \$14002 to Training for the 2012-2013 grant period.

During the first year of our Get Fit Adventure we conducted 3 sealed bids for adventure education construction, licensing and staff training. The first bid for the 4 elementary schools and one middle school was opened, executed as planned and completed before 9/30/12. The second bid for the high school outdoor adventure course resulted in no bids being submitted and a third bid was posted on 9/12/12. At the writing of this report this bid has now been opened and awarded with an anticipated completion date of 1/3/13. The balance of \$102,676. will be spent on the completion of the high school outdoor adventure course.

The carry over amount in travel is directly related to the cancellation of the national AAHPERD convention in Boston, MA in March of 2012. All PE staff were scheduled to attend conference registrations encumbered. The next national convention will not be local and half of the staff will attend during the 2012-2013 grant period. Increased expenses are anticipated because travel and lodging will now be required.

The carry over amount in training is directly related to the delay in issuing a contract for the high school outdoor adventure course and has also delayed the schedule for staff training. Training will be conducted after the course is completed and before the instruction begins for second semester.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE**

**ITEM NO: V. Curriculum  
A. SHS Class of 2013 Test Results: Report**

**MEETING DATE: 11/6/13**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report on Shrewsbury High School's 2012-13 results on various academic tests?

**BACKGROUND INFORMATION:**

1. Each year, a report is presented that includes student performance data on the SAT, SAT II, Advanced Placement tests, etc.
2. Mr. Bazydlo and Ms. Nga Huynh will summarize the report and be available to answer questions.
3. The report is under separate cover.

**ACTION RECOMMENDED:**

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

**STAFF AVAILABLE FOR PRESENTATION:**

Mr. Todd Bazydlo, Principal, Shrewsbury High School  
Ms. Nga Huynh, Director of Guidance, Shrewsbury High School

# **Shrewsbury High School Testing Report**

## **Class of 2013**



**Presented to the School Committee  
November 6, 2013**

**Todd Bazydlo, Principal  
Nga Huynh, Director of Guidance**



# **Shrewsbury High School Testing Report Class of 2013**

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# Summary Statements

## SAT (formerly referred to as the SAT I or SAT Reasoning Test):

- Page 6      **Average Scores—1600 scale and 2400 scale (Figures 1 and 2)**
- Based on the 1600 scale, Shrewsbury's SAT scores increased twenty points from 1104 to 1124. Given the increase, these scores remain well above the state and national averages of 1044 and 1010, respectively.
  - Based on the 2400 scale, Shrewsbury's SAT scores increased thirty-one points from 1644 to 1675. Once again, given the increase, these scores remain well above the state and national averages of 1553 and 1498, respectively.
- Page 7-8      **SAT: Individual Critical Reading, Math, and Writing scores**
- On each individual section, Shrewsbury's scores increased:
    - Critical Reading score increased by 10 points. **(Figure 3)**
    - Math score increased by 10 points. **(Figure 4)**
    - Writing score increased by 11 point. **(Figure 5)**
- Page 9      **SAT: Critical Reading, Math, and Writing scores by Gender (Figure 6)**
- Somewhat consistent with state and national trends, Shrewsbury females score higher on the Writing section of the SAT while Shrewsbury males score higher on the Math section of the SAT and Critical Reading scores were similar.
- Page 10      **SAT: Participation Rates—Local School Districts (Figure 7)**
- All students at Shrewsbury High School are encouraged to take the SAT in preparation for college admissions. For the Class of 2012, 96.4% of seniors took the SAT, a particularly high percentage compared to most other high schools locally, statewide, and nationally. In addition, this is a particularly high percentage for a school with an enrollment of over 1600 students.
- Page 11      **SAT: Comparison of Local School Districts (Figure 8)**
- Shrewsbury students in the Class of 2013 are compared to high schools in the region.
- Pages 12      **SAT: Shrewsbury High School One-Year and Five-Year Comparisons (Figure 9)**
- Gaining the highest scores in all areas for the past 10 years, Shrewsbury experienced a noticeable improvement compared to just 5 years ago, increasing 7 points in Critical Reading, 11 points in Math, and 5 points in Writing. With an overall increase of 18 points over the past 5 years on the 1600 scale, Shrewsbury has made strong gains in achievement.

## Subject Test Scores:

- Page 13-16      **Summary of SAT Subject Tests (Figures 10 – 16)**
- Overall, Shrewsbury students score considerably higher on the SAT Subject Test compared to students in Massachusetts and the nation. Individual Subject Test scores are summarized over the next several pages.



- Students taking the Biology Subject Test have an option to take the test with an emphasis on Molecular Biology or Ecological Biology. The majority of students at Shrewsbury elect to take the Ecological Subject Test, and scores outpaced state and national averages by 20 and 30 points, respectively. Our greatest gains are in Math I with increased scores by 46 points of both the state and national scores.

### **ACT:**

#### Pages 17-19 **ACT Participation Rates and Mean Scores (Figure 17,18,19)**

- As a whole, Massachusetts has one of the lowest participation rates in the country. However, Shrewsbury has seen an increase in the number of students electing to take the ACT in addition to the SAT over the past few years despite the decrease in the number of tests from last year. Of the 393 students in the Class of 2013, 114 students (29%) took the ACT.
- The average ACT score for the Shrewsbury's Class of 2013 is 24.1 (based on a scale of 1 – 36). This score is equivalent to about 1110 on the SATs.

### **Advanced Placement Exams:**

#### Page 20 **Appropriate Grade Levels for AP Courses**

- The College Board does not recommend students in the 9<sup>th</sup> grade for AP courses. Instead, students should "develop the necessary skills and conceptual understandings in foundational courses prior to enrolling in AP."
- Nationally, 89% of all AP Exams were taken by juniors and seniors.
- Of all students taking AP Exams nationally, 21.6% of students take three or more exams; of the class of 2013, 24.4% of Shrewsbury students take three or more exams.

#### Page 21 **Participation Rates (Figure 20)**

- The number of exams administered has increased by 42 exams to a total of 546 exams. The number of students taking AP exams increased by thirty-two students 292 (juniors and seniors combined).
- **Forty-four percent (49%) of the students in the Class of 2013 took at least one AP exam.**

#### Page 22 **Average Scores—Shrewsbury High School and Nationally (Figure 21)**

- Scored on a scale of 1 – 5, the average AP Exam scores of Shrewsbury students are particularly impressive. All but one of the fourteen AP courses at Shrewsbury had an average score above 3.5—and eleven out of fourteen had an average score above 4.0.

#### Page 23 **AP Exams: Comparison of Local School Districts (Figure 22)**

- Most colleges award students scoring a 3 or higher with college credit. Shrewsbury students in the Class of 2013 ranked second out of seven comparable high schools in the region when comparing the percentage of students earning a score of 3 or higher.

Pages 24-25 **Exam Results—Shrewsbury High School**

- The percentage of students in the Class of 2013 scoring 3 or above is 94%.
- Twelve out of 14 AP courses offered at Shrewsbury had at least 90% of their students scoring at a 3 or above.
- Forty-one percent (41%) of the exams administered resulted in a score of 5—the highest possible score available. **(Figure 23)**

Page 25 **Scholars**

- Ninety-nine of the 191 seniors (51%), who took AP exams were named AP Scholars. One student was named a National Scholar, granted to students who receive an average grade of 4 on all AP exams taken **and** a grade of 4 or higher on eight or more exams.

### **PSAT/NMSQT**

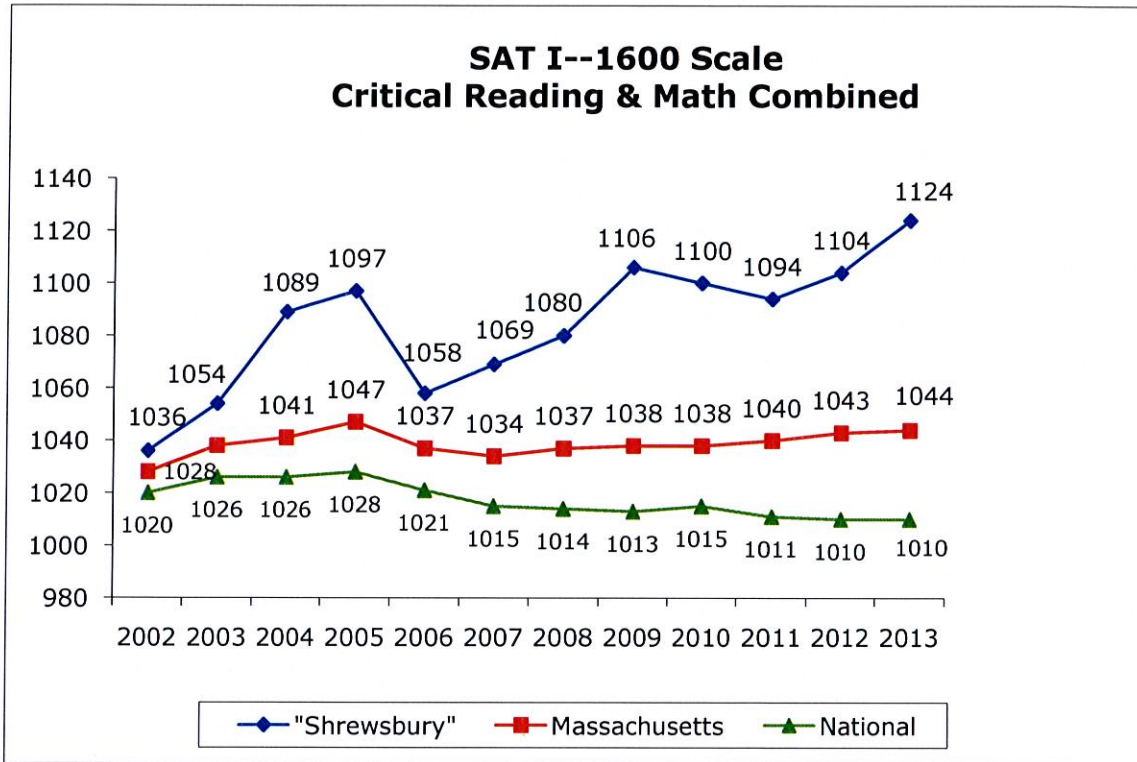
Page 26 **National Merit Scholarship Program**

- The number of students recognized by the National Merit Scholarship Corporation has been consistent for the past six years. Four students were named National Merit Finalists and one student from the Class of 2013 was named a Scholarship Recipient, winning a \$2500 scholarship from the National Merit Scholarship Program.

### **Final Comments**

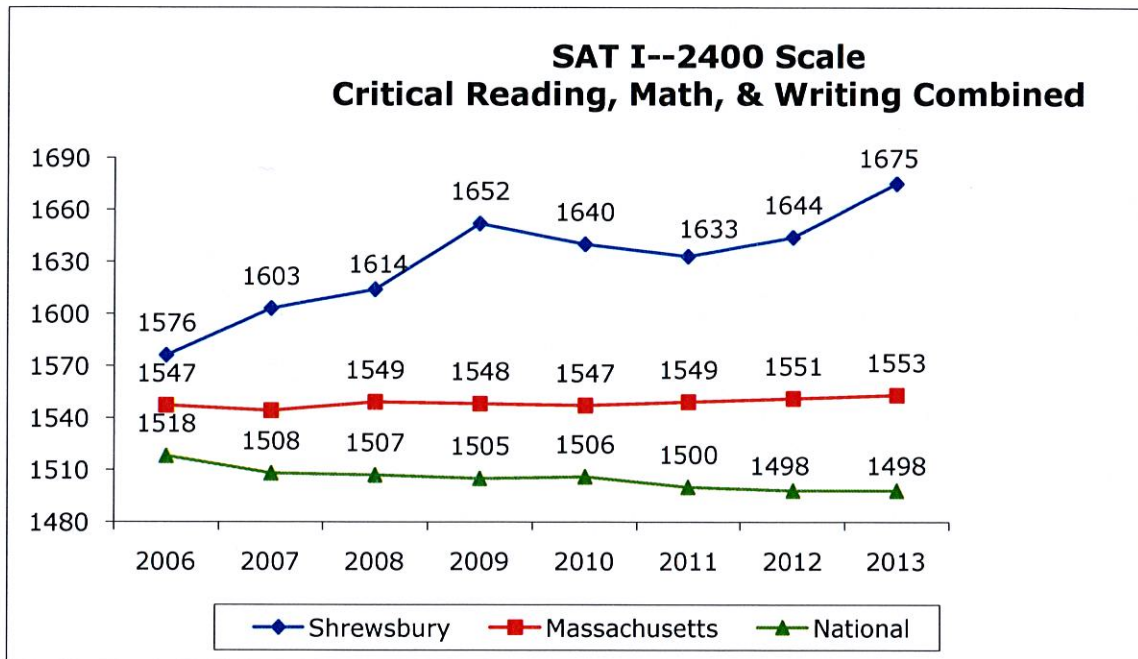
Page 27-28 **Final Overview of the 2012 – 2013 School Year**

**SAT I—1600 Scale  
Critical Reading and Math Combined**



**Figure 1**

**SAT I—2400 Scale  
Critical Reading, Math, and Writing Combined**



**Figure 2**

### Critical Reading & Math Sections

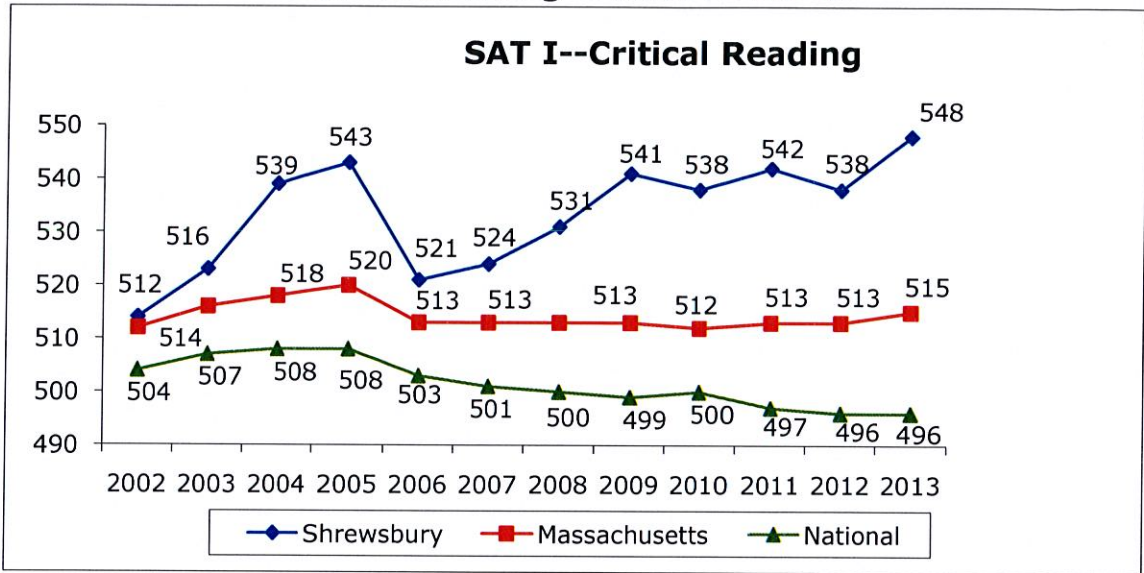


Figure 3

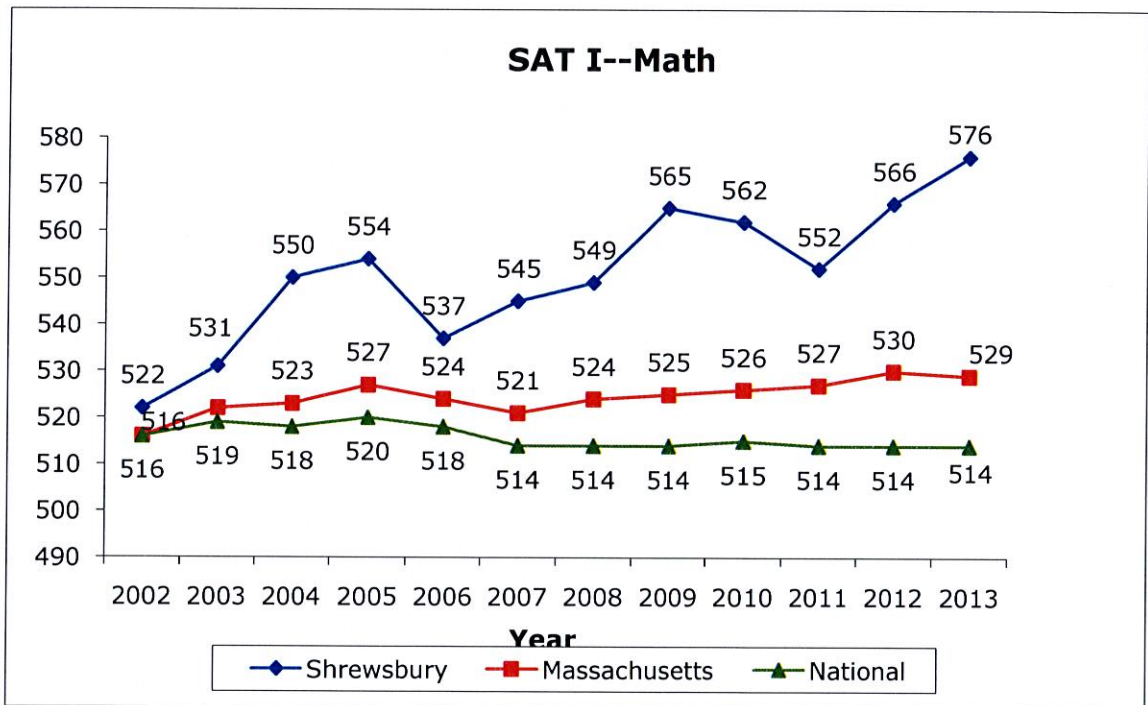
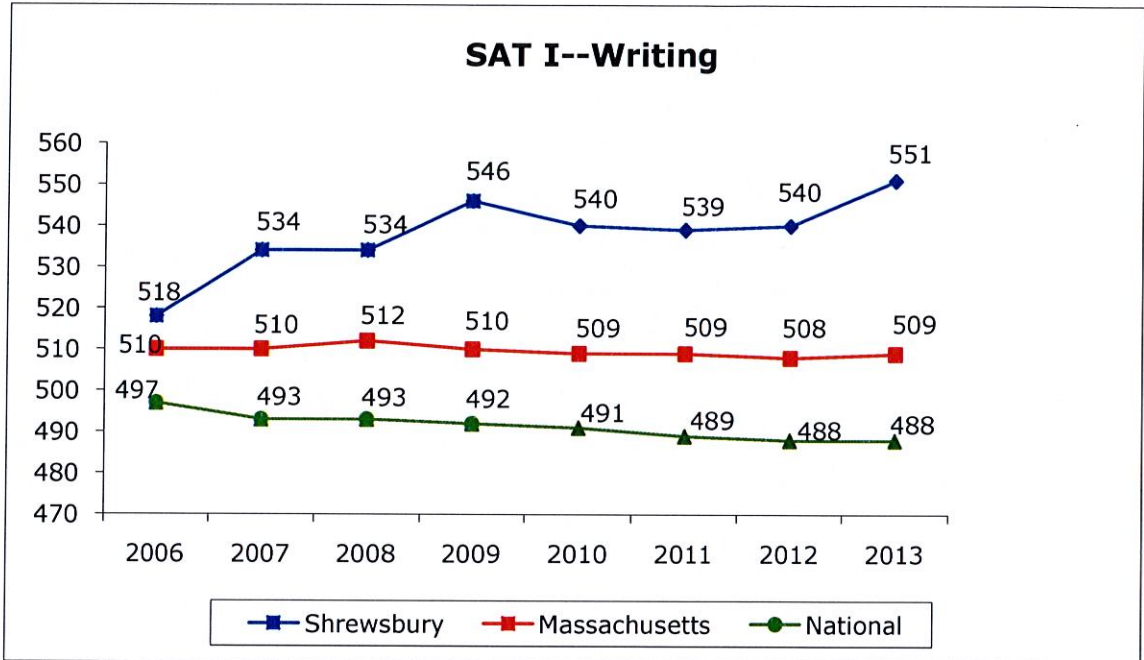


Figure 4

## Writing Section



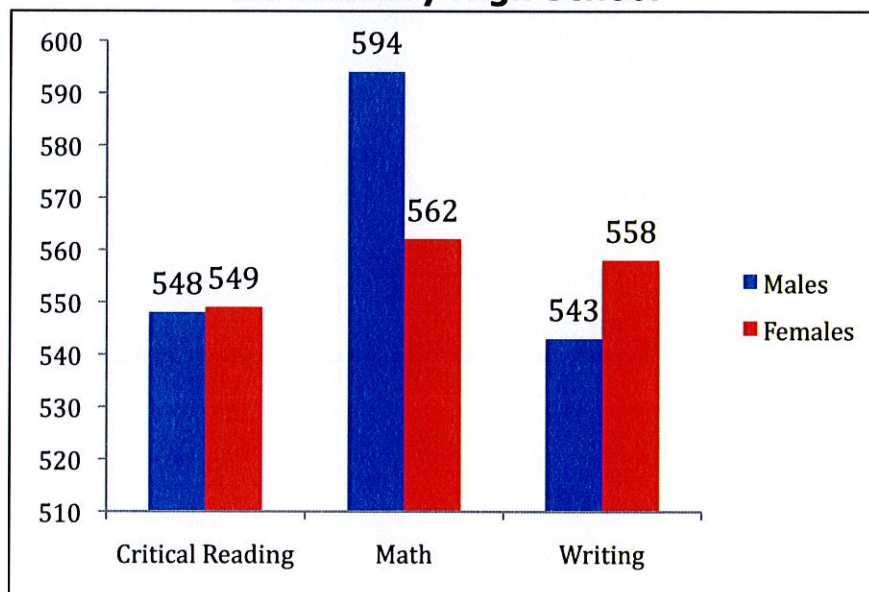
**Figure 5**



**Critical Reading, Math, and Writing Scores by Gender  
Shrewsbury High School, Massachusetts, and Nationally**

<b>Critical Reading</b>	<b>SHS</b>	<b>Massachusetts</b>	<b>National</b>
Males	548	518	499
Females	549	511	494
Male-to-Female Difference	-1	+7	+5
<b>Math</b>	<b>SHS</b>	<b>Massachusetts</b>	<b>National</b>
Males	594	546	531
Females	562	514	499
Male-to-Female Difference	+32	+32	+32
<b>Writing</b>	<b>SHS</b>	<b>Massachusetts</b>	<b>National</b>
Males	543	505	482
Females	558	513	493
Male-to-Female Difference	-15	-8	-11

**SAT—Scores by Gender  
Shrewsbury High School**



**Figure 6**

### SAT Participation Rates Local School Districts

School	# of test takers	Class 2013 Class Size	Participation Rate (%)
Marlborough	228	299	76%
Hudson	177	208	85%
Maynard	53	62	85%
Tahanto	50	58	86%
Chelmsford	340	383	89%
Wachusett	433	509	85%
Franklin	366	404	91%
Nashoba	218	240	91%
Algonquin	333	360	93%
Hopkinton	230	243	95%
Westboro	244	258	95%
Shrewsbury	382	393	97%

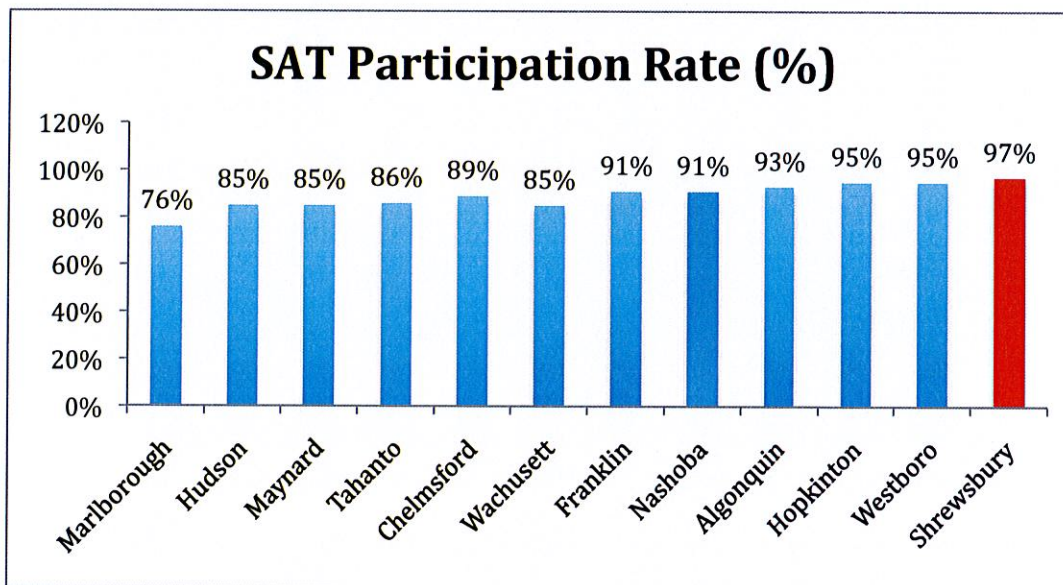


Figure 7



## SAT Mean Scores

### Local School Districts

School	# of test takers	Critical Reading	Math	Combined CR and Math	Writing	Total--all three sections
Hudson	177	496	495	991	486	1477
Marlborough	228	498	520	1018	489	1507
Maynard	53	549	519	1068	540	1608
Tahanto	50	543	538	1081	532	1613
Wachusett	433	537	553	1090	547	1637
Franklin	366	533	557	1090	538	1628
Chelmsford	340	538	562	1100	537	1637
Shrewsbury	382	548	576	1124	551	1675
Hopkinton	230	557	574	1131	554	1685
Nashoba	218	555	579	1134	546	1680
Algonquin	333	568	579	1147	566	1713
Westboro	244	563	590	1153	559	1712

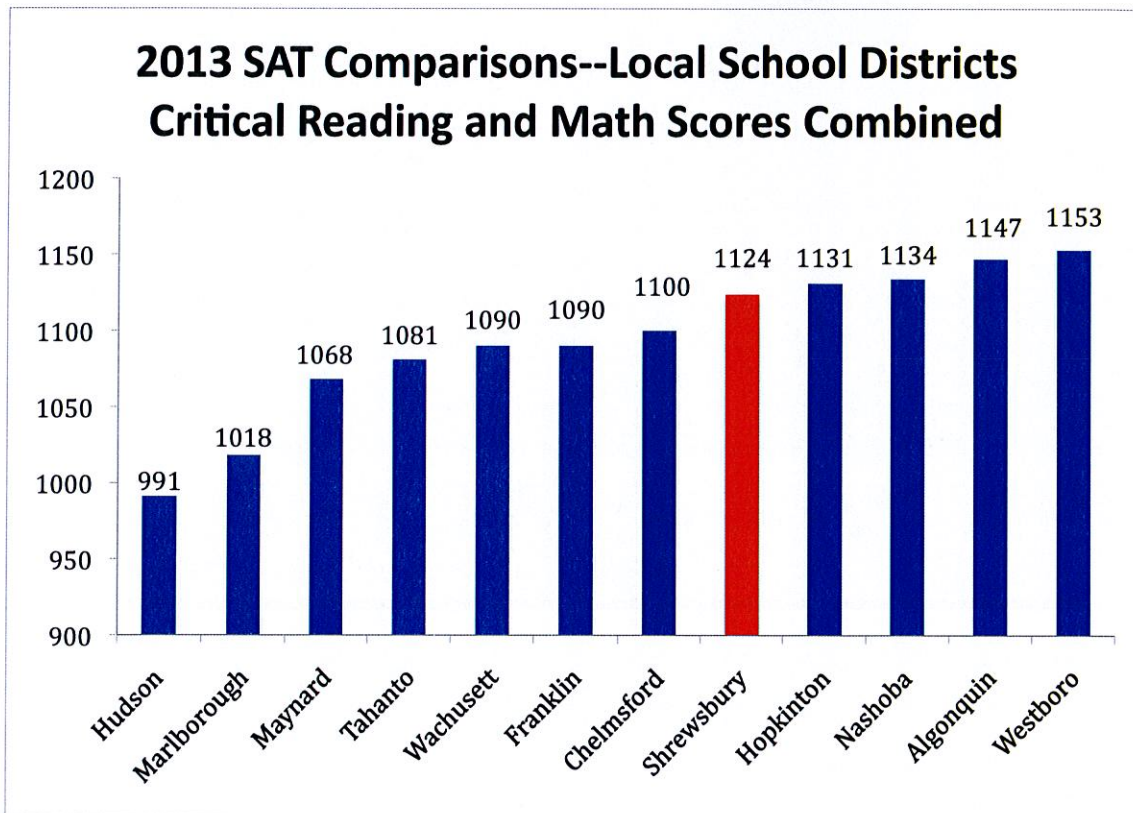


Figure 8



**Shrewsbury High School  
One-Year and Five-Year Comparisons**

<b>SAT:</b>	<b>2012 Scores</b>	<b>2013 Scores</b>	<b>One-Year Differential</b>	<b>2009</b>	<b>5-Year Trend</b>
<b>Critical Reading</b>	538	548	+10	541	+7
<b>Math</b>	566	576	+10	565	+11
<b>Writing</b>	540	551	+11	546	+5
<b>1600 Total</b>	1104	1124	+20	1106	+18
<b>2400 Total</b>	1644	1675	+31	1652	+23

**SAT Scores—Shrewsbury High School  
One-Year Comparisons and Five-Year Trends**

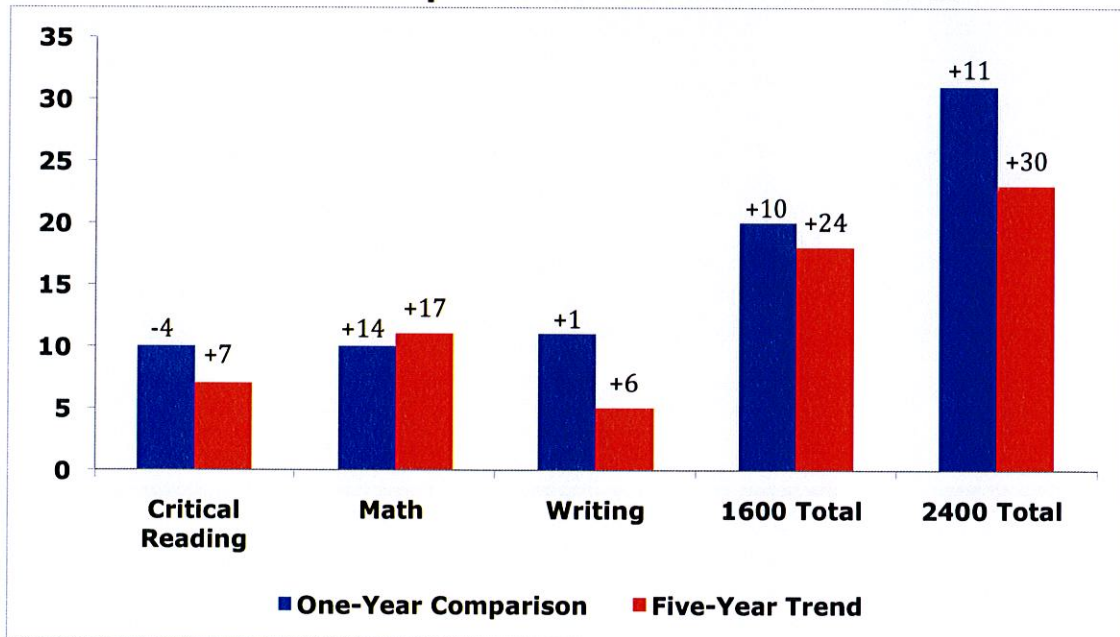


Figure 9

## SAT Subject Tests

Most colleges do not require the Subject Tests; in fact, only 40 – 50 colleges in the United States requires students to submit SAT Subject Tests as part of the application process. Subject Tests offer colleges a way to gauge a student's knowledge of particular subjects. Most colleges requiring students to submit their Subject Test scores require two or three Subject Test scores.

Each SAT Subject Test is one hour in length, and students may take one, two, or three Subject Tests on each test date.

Along with several different language tests, SAT Subject Tests are offered in the following areas:

- **English:**
  - Literature
- **Mathematics**
  - Math I
  - Math II
- **Science:**
  - Biology—Ecological
  - Biology—Molecular
  - Chemistry
  - Physics
- **History:**
  - World History
  - U.S. History

## Summary of Subject Test Scores

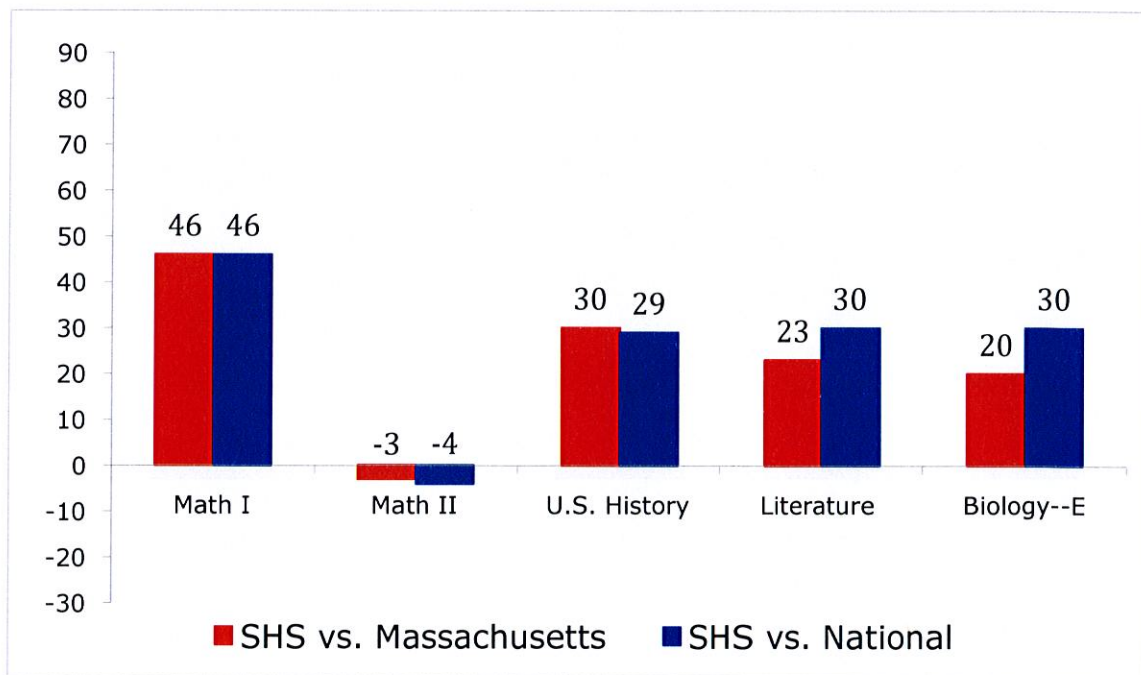


Figure 10

# Shrewsbury High School

## Literature

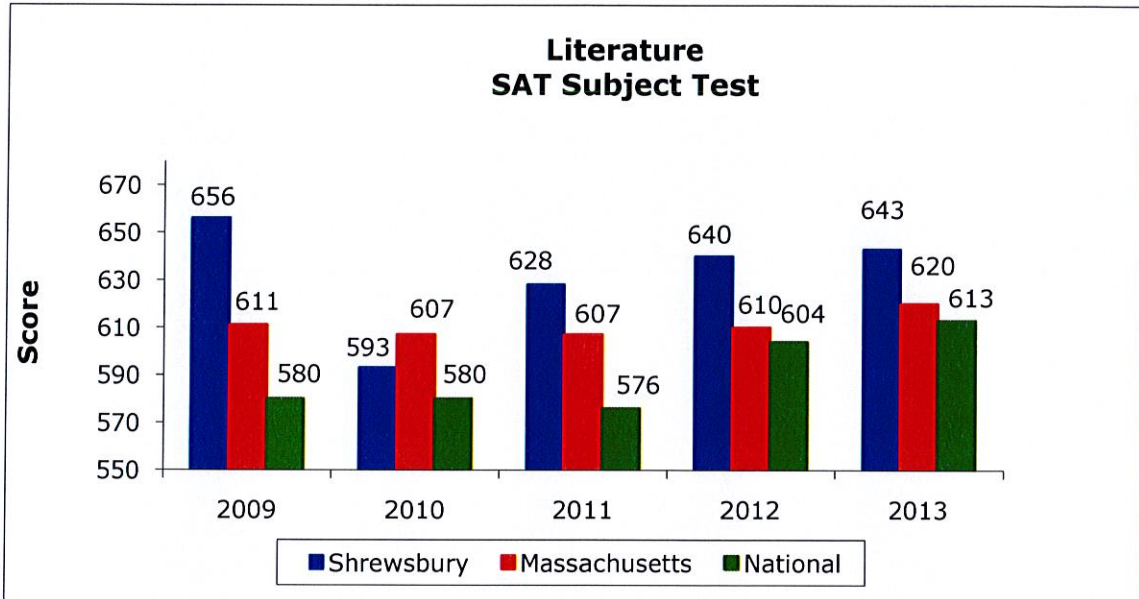


Figure 11

## U.S. History

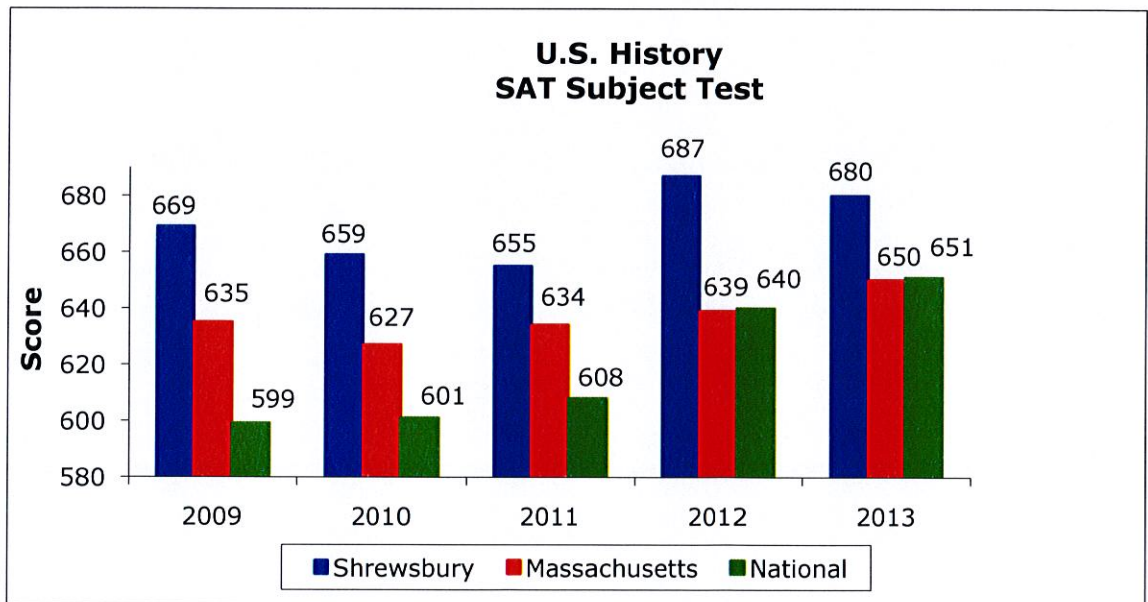


Figure 12



# Shrewsbury High School

## Math I

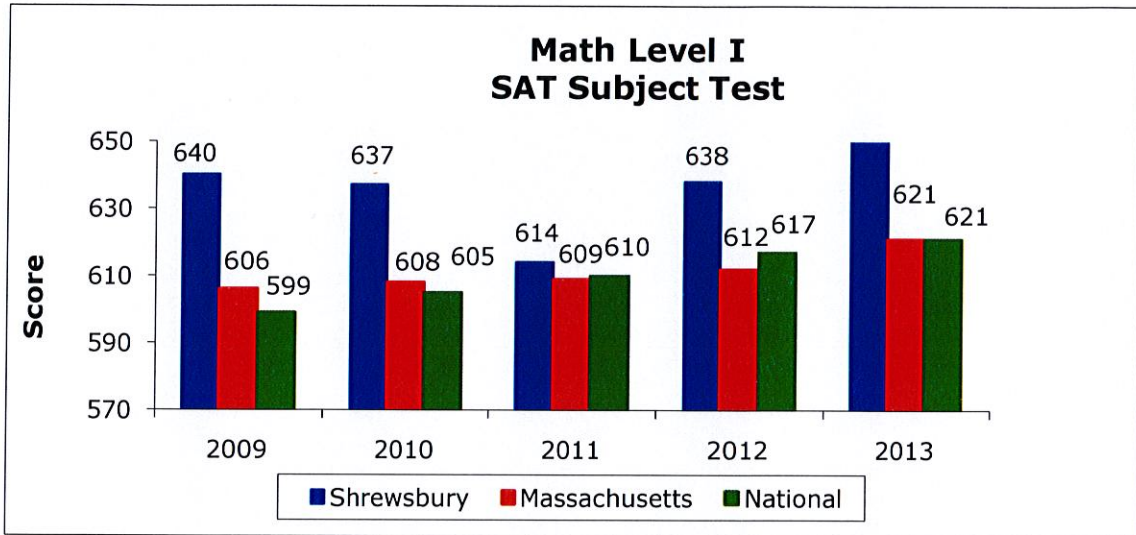


Figure 13

## Math II

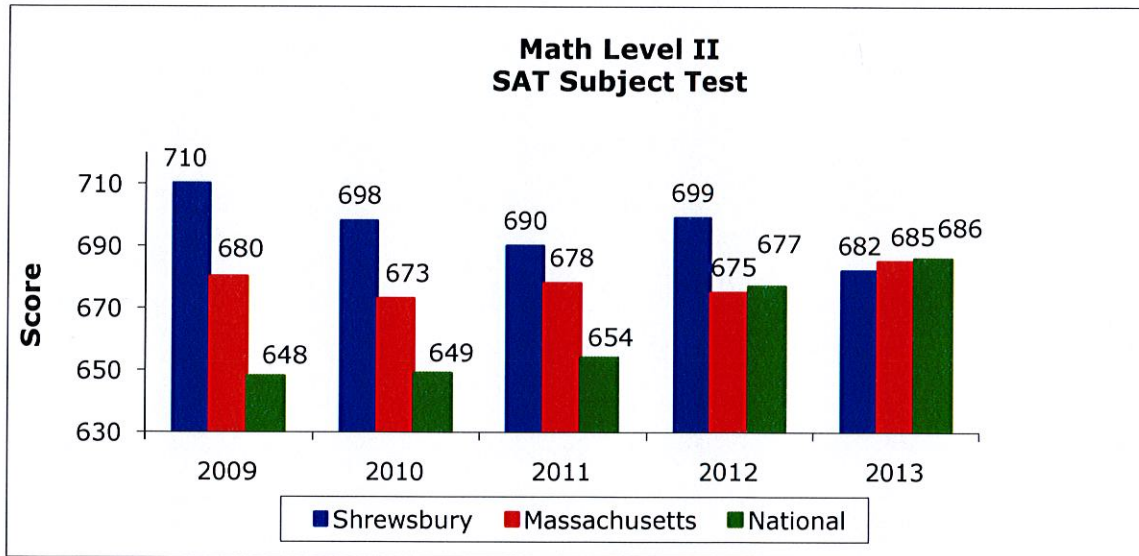


Figure 14

# Shrewsbury High School

## Biology—Ecological

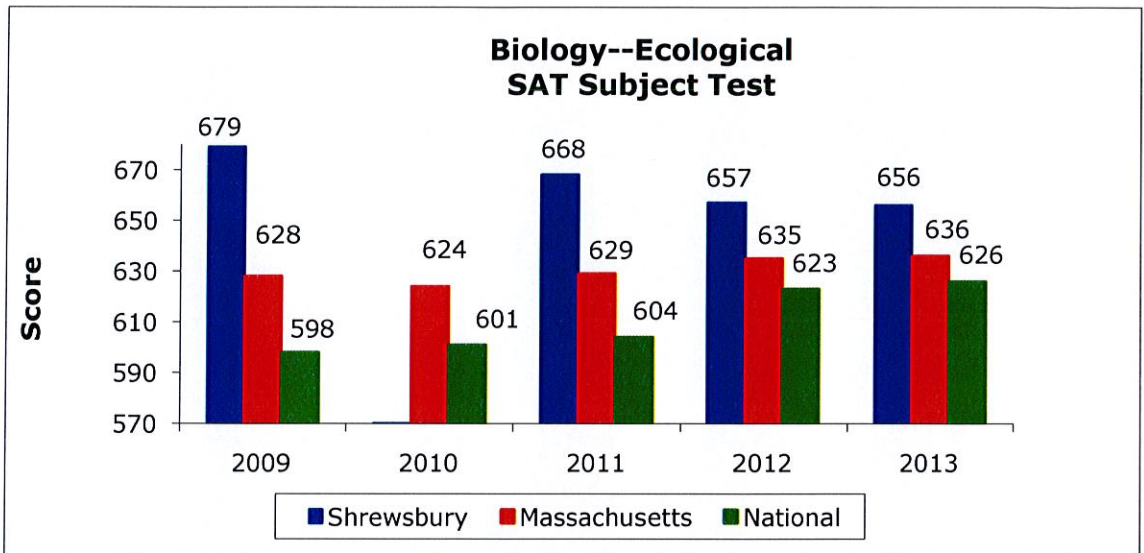


Figure 15

## Chemistry

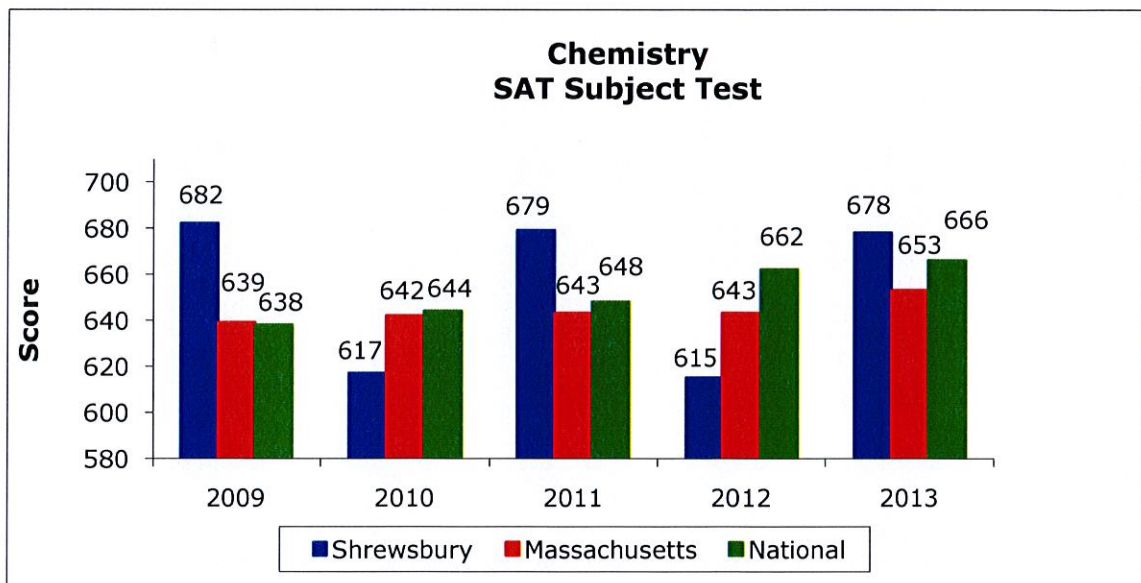


Figure 16

## ACT

The ACT measures critical skills in English, mathematics, reading, writing, and science. ACT was previously known as the American College Testing Program, but that name has been dropped and today it's officially just the ACT (pronounced A-C-T).

Students receive six different scores—a composite score along with an individual score in English, Math, Reading, Science Reasoning, and Writing.

ACT STRUCTURE			
Section	Time	# of Ques.	Scoring
English	45 mins.	75	1 – 36
Math	60 mins.	60	1 – 36
Reading	35 mins.	40	1 – 36
Science Reasoning	35 mins.	40	1 – 36
Writing (Optional)	30 mins.	1 essay	2 – 12

Students may take the ACT™ more than once, and similarly to the relatively new SAT-reporting policy, students may specify which test date's score you'd like colleges to see.

### Shrewsbury High School Score Results

Although growing in popularity, Massachusetts has one of the lowest ACT participation rates in the country. Historically, most schools in the mid-West and West encourage students to take the ACT. At the same time, most high schools in New England and the East Coast encourage students to take the SAT. On a national basis, 1.7 million students took the SAT last year and 1.8 million students took the ACT.

**Of the 393 students in the Class of 2013, 114 students took the ACT with the following results in each section compared over a three year span. :**

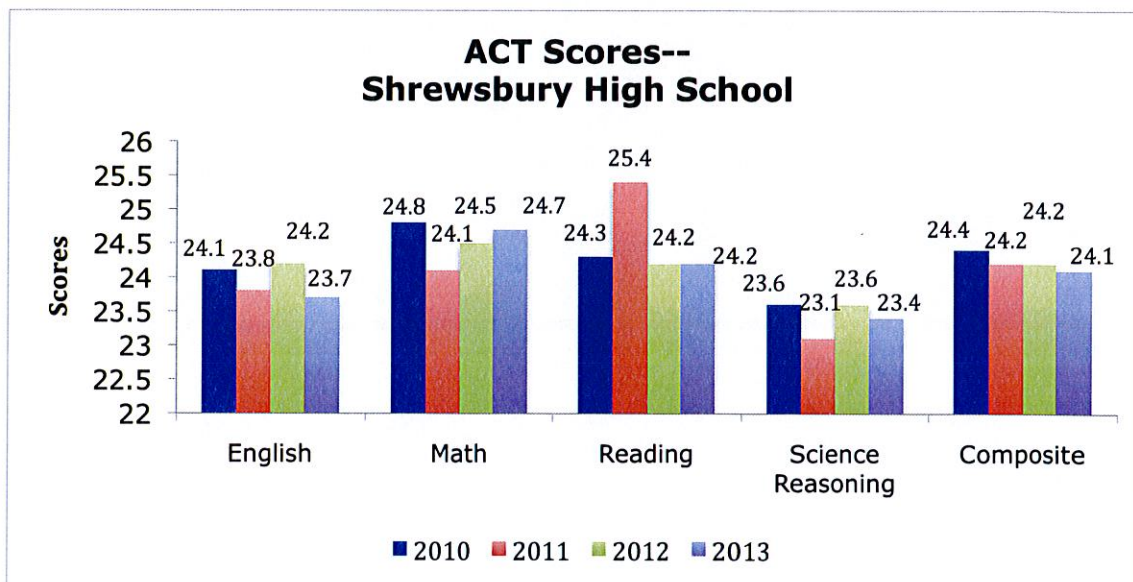
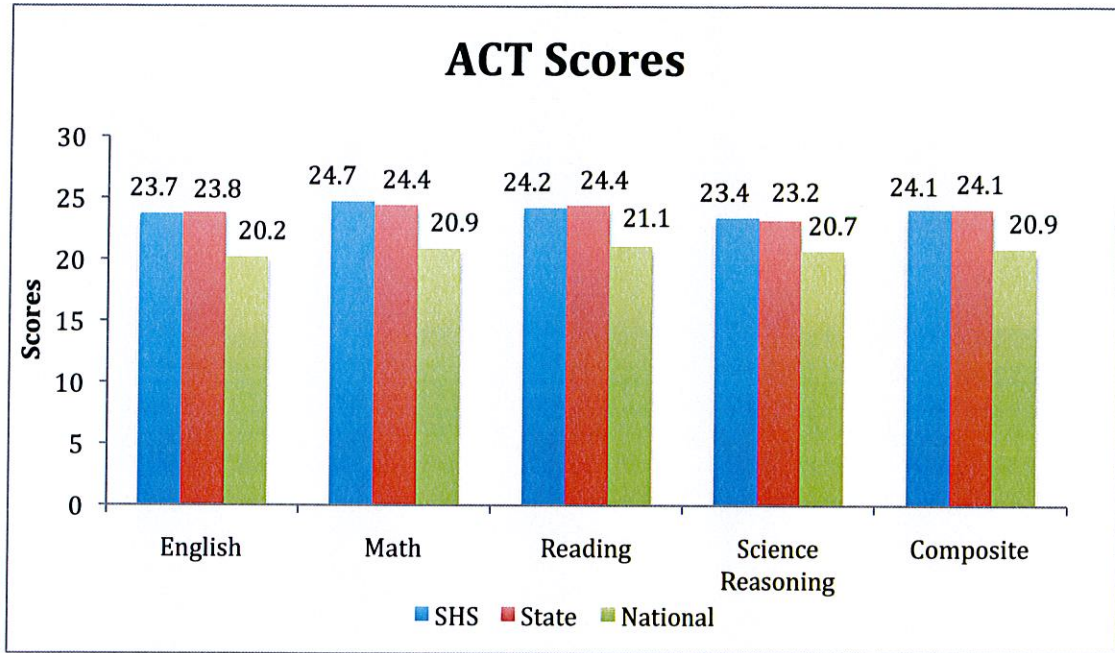


Figure 17

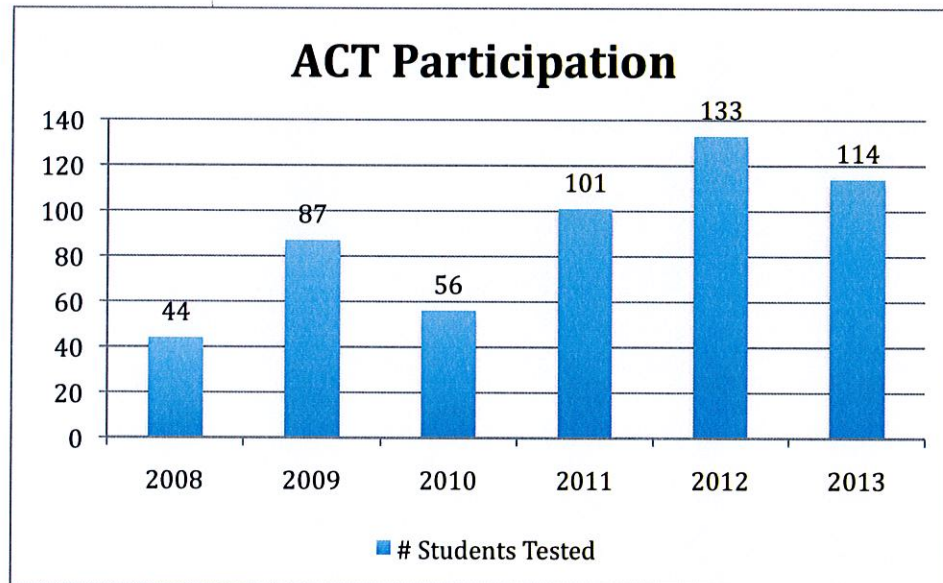


**2013 SHS Mean ACT scores are compared with State and National Means:**



**Figure 18**

**ACT Participation over a Five-Year Span**



**Figure 19**

### SAT – ACT Conversion Chart

SAT to ACT		ACT to SAT	
SAT score Critical Reading + Math	ACT Composite Score	ACT Composite Score	SAT score Critical Reading + Math
1600	36	36	1600
1540-1590	35	35	1560
1490-1530	34	34	1510
1440-1480	33	33	1460
1400-1430	32	32	1420
1360-1390	31	31	1380
1330-1350	30	30	1340
1290-1320	29	29	1300
1250-1280	28	28	1260
1210-1240	27	27	1220
1170-1200	26	26	1190
<b>1130-1160</b>	<b>25</b>	<b>25</b>	<b>1150</b>
<b>1090-1120</b>	<b>24</b>	<b>24</b>	<b>1110</b>
1050-1080	23	23	1070
1020-1040	22	22	1030
980-1010	21	21	990
940-970	20	20	950
900-930	19	19	910
860-890	18	18	870
820-850	17	17	830
770-810	16	16	790
720-760	15	15	740
670-710	14	14	690
620-660	13	13	640
560-610	12	12	590
510-550	11	11	530

Shrewsbury's composite ACT average score of 24.21 converts to approximately 1120 on the SATs (26 points higher than Shrewsbury's SAT average of 1094).



## **Advanced Placement Program**

The Advanced Placement (AP) Program consists of a series of college-level courses and exams for secondary school students. Satisfactory completion of an AP Exam makes it possible for a student to earn college credit or advanced standing in college prior to arrival on the college campus. AP Exams are rigorous, multiple-component tests that are administered each May.

Of the 393 students in the Class of 2013, 191 students (48.6% of the class) took at least one AP Exam. Overall, 546 exams were administered to students in 2013.

The following AP courses were offered during the 2012 – 2013 school year:

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- English Language
- English Literature
- French Language
- Human Geography
- Latin
- Psychology
- Spanish Language
- Statistics
- U.S. History

### **Appropriate Grade Levels for AP Courses**

The College Board's policy related to the appropriate grade levels for AP courses reads as follows:

"The AP Program recognizes the autonomy of secondary schools and districts in setting the AP course participation policies that best meet their students' unique needs and learning goals. At the same time, AP courses are specifically designed to provide challenging, college-level coursework for willing and academically prepared high school students. Student performance on AP exams illustrate that in many cases, AP courses are best positioned as part of a student's 11<sup>th</sup> and 12<sup>th</sup> grade academic experience. Some subject areas, however, such as World History and European History, can be successfully offered to academically prepared 10<sup>th</sup> grade students.

Educators should be mindful of the following when considering offering AP to younger students. AP courses are rarely offered in 9<sup>th</sup> grade, and exam results show that, for the most part, 9<sup>th</sup> grade students are not sufficiently prepared to participate in a college-level course. Therefore, the College Board believes these students would be better served by coursework focusing on the academic building blocks necessary for later, successful enrollment in college-level courses. Many college admissions officers support this position, feeling that students should not be rushed into AP coursework, but should instead develop the necessary skills and conceptual understandings in foundational courses prior to enrolling in AP. AP coursework completed in 9<sup>th</sup> grade is not often deemed credible by the higher education community."

## National Participation Rate in the AP Program

Of all students taking AP exams, the percentage of students at each grade level is indicated below. In other words, last year, 89% of all AP Exams were taken by juniors and seniors.

12 <sup>th</sup> grade	50%
11 <sup>th</sup> grade	39%
10 <sup>th</sup> grade	8%
9 <sup>th</sup> grade	5%

### Number of AP Exams per Student—SHS and Nationally

- The figures below show the cumulative number of exams individual students (from the Class of 2013 at Shrewsbury High School and nationally) took during their high school career from the years 2010 to 2013.

# of Exams Taken by Students	Class of 2013 National %	Class of 2013 Cumulative % National	SHS # of Students Taking Exams	Class of 2013 SHS %	Class of 2013 Cumulative % SHS
1	55.3%	55.3%	<b>55</b>	<b>28.8%</b>	<b>28.8%</b>
2	25.0%	80.3%	<b>47</b>	<b>24.6%</b>	<b>53.4%</b>
3	12.0%	92.3%	<b>30</b>	<b>15.7%</b>	<b>69.1%</b>
4	5.0%	97.3%	<b>25</b>	<b>13.1%</b>	<b>82.2%</b>
5	1.9%	99.2%	<b>22</b>	<b>11.5%</b>	<b>93.7%</b>
6 or more	0.8%	100%	<b>12</b>	<b>6.3%</b>	<b>100%</b>

### Advanced Placement Participation Rates Shrewsbury High School

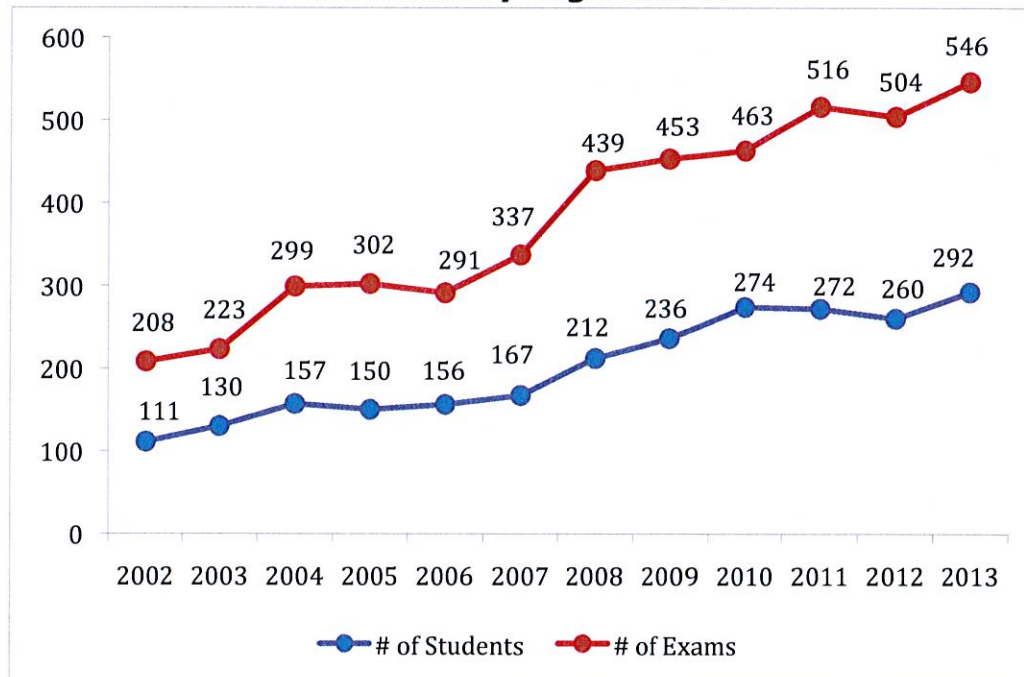


Figure 20

## Advanced Placement Exams

### Average Scores Shrewsbury High School, Massachusetts, and Nationally

	# of Tests Taken	SHS	Mass	National
Biology	51	3.5	3.1	2.9
Calculus AB	29	4.1	3.24	2.9
Calculus BC	61	4.1	4.1	3.8
Chemistry	18	4.8	3.4	2.9
English Language	60	4.1	3.1	2.8
English Literature	25	4.3	3.2	2.8
French Language	9	4.3	3.8	3.3
Human Geography	9	4.2	3.3	2.7
Latin	9	3	3.3	3.1
Psychology	112	4.2	3.5	3.2
Physics B	11	4.7	3.1	2.9
Spanish Language	10	4.9	3.4	3.3
Statistics	49	3.8	2.9	2.8
US History	49	4.0	3.4	2.8

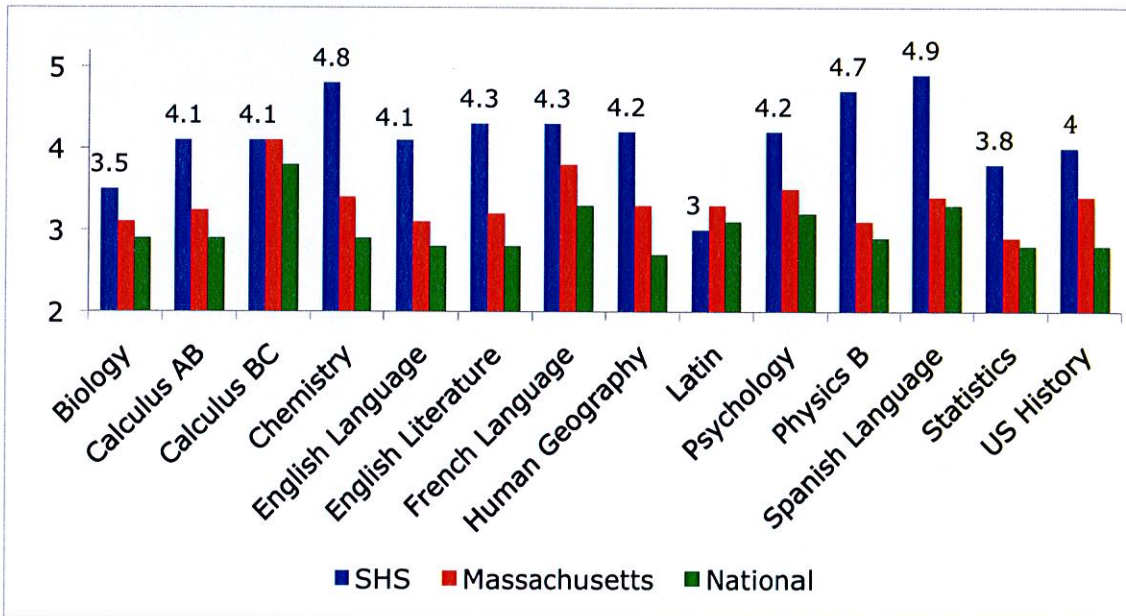


Figure 21



## AP Exam Scores

### Local School Districts

School	# of Test Takers	Total Exams Taken	% of Exams with Scores of 3, 4, or 5
Hudson	195	349	72%
Wachusett	440	794	85%
Nashoba	264	452	89%
Holliston HS	150	222	92%
Shrewsbury	292	546	94%
Westborough	184	321	94%
Bromfield	124	266	97%

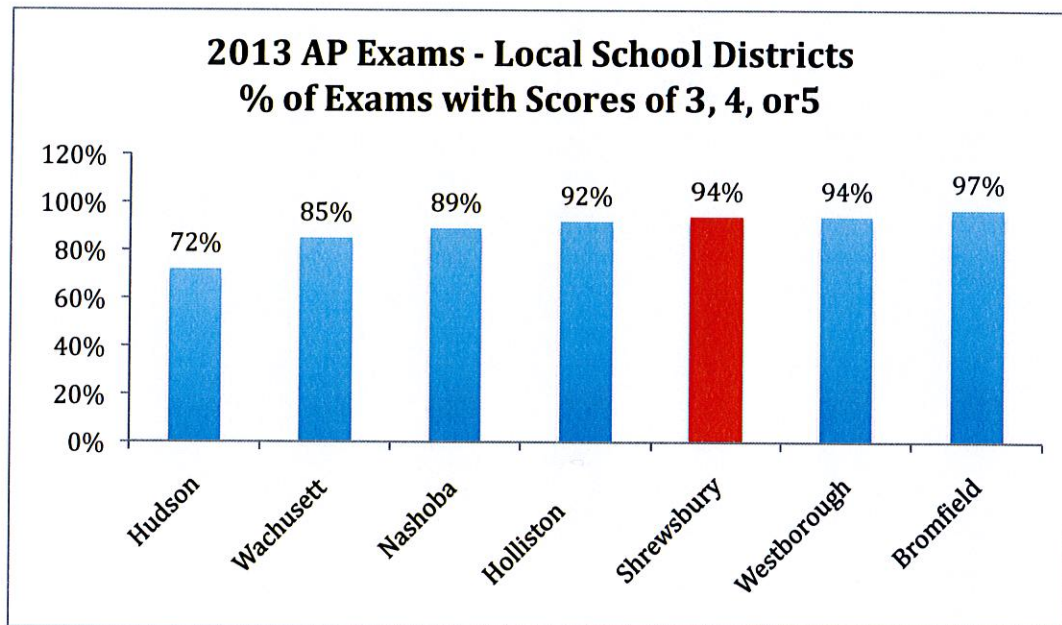


Figure 22

## 2013 Advanced Placement Exam Results

	5	4	3	2	1	# of tests administered	% scoring 5	% scoring 4 or above	% scoring 3 or above	2012 % scoring 3 or above
Biology*	4	20	23	4	0	51	8%	47%	92%	76%
Calculus AB	13	9	4	3	0	29	45%	75%	90%	100%
Calculus BC*	28	17	11	1	4	61	46%	74%	92%	98%
Chemistry*	16	1	1	0	0	18	89%	94%	100%	100%
English Language	28	14	14	4	0	60	47%	70%	93%	98%
English Literature	11	11	3	0	0	25	44%	88%	100%	100%
French Language	4	4	1	0	0	9	44%	89%	100%	100%
Human Geography	11	11	3	1	0	26	42%	85%	96%	85%
Latin	0	1	7	1	0	9	0%	11%	89%	not offered
Physics B	9	1	1	0	0	11	82%	91%	100%	not offered
Psychology	51	41	13	5	2	112	46%	82%	94%	98%
Spanish Language	9	1	0	0	0	10	90%	100%	100%	100%
Statistics*	16	15	12	4	2	49	33%	63%	88%	93%
US History*	15	19	13	2	0	49	31%	69%	96%	100%
<b>Totals</b>	<b>215</b>	<b>165</b>	<b>106</b>	<b>25</b>	<b>8</b>	<b>519</b>	<b>41%</b>	<b>73%</b>	<b>94%</b>	<b>96%</b>

\*Exams include students not enrolled in course offered at SHS. Score results of those students not enrolled in courses at SHS: (Biology - 2, Calc BC - 1, Chemistry - 3, Statistics - 2, US History - 3)

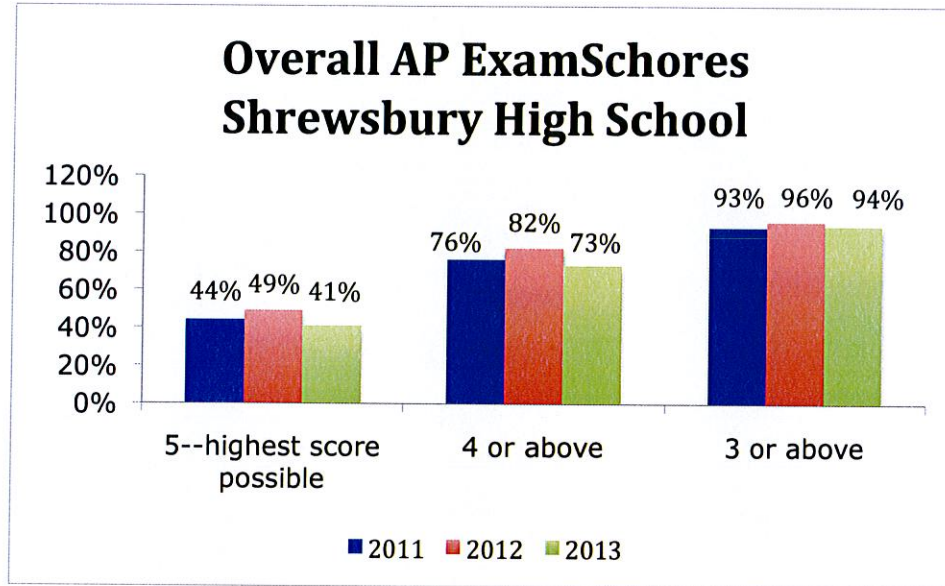
Students took the following exams but the related class was not specifically offered at the high school (unless through VHS):

	5	4	3	2	1	Total # of test takers	% scoring 5	% scoring 4 or above	% scoring 3 or above	2012 % scoring 3 or above
Art History	1	0	0	0	0	1	100%	100%	100%	-
Computer Science A	1	0	0	0	0	1	100%	100%	100%	0%
Macroeconomics	1	0	2	2	0	5	20%	20%	60%	57%
Microeconomics	1	1	1	2	0	5	20%	40%	60%	71%
US Government & Politics	4	1	1	0	0	6	67%	83%	100%	100%
Studio Art Draw	3	2	4	0	0	9	33%	56%	100%	-
<b>Totals</b>	<b>11</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>27</b>	<b>41%</b>	<b>56%</b>	<b>85%</b>	<b>62%</b>

### Quick Highlights:

- The number of students taking AP exams is 292 (32 more than last year).
- The number of AP exams administered is 546 (42 more than last year).
- 49% of seniors took at least one AP exam, a particularly high percentage compared to most high schools.
- 41% of the exams administered resulted in a score of 5—the highest possible score available (8% lower than last year)





**Figure 23**

## Advanced Placement Scholars

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. Although there is no monetary award, in addition to receiving an award certificate, this achievement is acknowledged on any AP Score Report that is sent to colleges the following fall.

### Award Levels

**AP Scholar:** Granted to students who receive scores of 3 or higher on three or more AP Exams.

**AP Scholar with Honor:** Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams.

**AP Scholar with Distinction:** Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.

**National AP Scholar:** Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams.

Year	AP Scholar	AP Scholar w/Honors	AP Scholar w/Distinction	AP National Scholar	Total # of AP Scholars
2013	41	26	31	1	99
2012	19	25	44	2	90
2011	31	27	25	1	84
2010	31	15	19	3	68
2009	23	17	38	4	82
2008	30	20	32	3	85
2007	21	11	16	2	50
2006	20	11	16	2	50
2005	15	12	26	4	58

## PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT. It also gives students a chance to enter the NMSC scholarship programs and gain access to college and career planning tools.

Similarly to the SAT, the PSAT/NMSQT measures:

- Critical reading skills
- Math problem-solving skills
- Writing skills

### Shrewsbury High School

Year	Commended	Finalist	Scholarship Recipient	Hispanic Recognition Program
2013	17	4	1	1
2012	19	4	1	-
2011	12	1	1	-
2010	16	4	1	-
2009	17	3	1	-
2008	18	2	1	-
2007	14	3	1	-
2006	10	3	-	1
2005	15	2	-	-
2004	8	2	1	-
2003	8	2	1	2
2002	5	3	-	-
2001	4	1	-	-

### National Merit Scholarship Program

**Program Recognition:** Of the 1.5 million juniors who take the PSAT, the top 2%-3% with the highest combined scores (Critical Reading + Mathematics + Writing Skills) qualify for recognition in the National Merit Scholarship Program.

**Commended Students:** students who score in the top 2% - 3% of all test takers.

**Semifinalists:** students who score in the top 1% - 1.5% of all test takers. To ensure that academically able young people from all parts of the United States are included in this talent pool, Semifinalists are designated on a state-by-state basis. That is, semifinalists are the highest scoring entrants in each state. To be considered for a National Merit Scholarship, Semifinalists must advance to Finalist standing in the competition by meeting high academic standards.

**Finalists:** Most students (approximately 90%) who complete the Semifinalist application process will be named National Merit Finalists.

**Scholarship Recipients:** All winners of Merit Scholarship awards (Merit Scholar® designees) are chosen from the Finalist group, based on their abilities, skills, and accomplishments—without regard to gender, race, ethnic origin, or religious preference. A variety of information is available for NMSC selectors to evaluate—the Finalist's academic record, information about the school's curricula and grading system, two sets of test scores, school official's written recommendation, information about the student's activities and leadership, and the Finalist's own essay.

## 2012 – 2013 School Year

- **PSAT:**
  - The Guidance Department offers all juniors and sophomores the opportunity to take the PSAT which has resulted in a significant increase in the number of students who took the test. In addition, few freshman students opt to take the PSAT with available tests.
  
- **ACT:**
  - The ACT and SAT are two different standardized tests that measure completely different skills. While the SAT is an aptitude test (a problem-solving test), the ACT is curriculum-based. That is, students either know the answers or they don't—they can't sit there and try to solve the problem. As a result, there are certain students who will naturally score higher on the ACT than on the SAT. This past year, the Guidance Department made a concerted effort to encourage students to take both the ACT and SAT resulting in a significant increase in the number of students who took the ACT.
  
  - Shrewsbury High School was approved as a test center for the ACTs which will increase the test's exposure to our students. Shrewsbury is a tentative test site for the June 2014 and the October 2015 test dates. Guidance counselors will continue to encourage students to take both assessments.
  
- **SAT:**
  - Shrewsbury High School was approved as an expanded test center, and the SAT is now offered at the high school in October, November, March, May, and June. As a result, it will be much more convenient for students to take the SAT more than once resulting in more familiarity with the test and improved scores.
  
  - Shrewsbury High School offers an SAT Prep Class throughout the year. For the past few years, Shrewsbury has offered two classes in the spring and one class in the fall with total annual enrollments of 115 – 125 students. The enrollment fee for the course is \$275. This cost is an affordable option to test preparation compared to most local, regional, and national test preparation companies.
  
  - Students are encouraged to use PREP Me test preparation through Naviance. Prep ME is being tested and piloted by the English and the Math Directors in the classroom.



- **Advanced Placement Courses:**
  - As the number of students taking AP Exams continue to increase, we have had a more difficult time securing an appropriate test center that can hold over 100 students at a time. Although we have used Charles River Labs as well as facilities at UMass facilities, these options are no longer available to us. For the past two years, we used Veterans Inc. location on South Street in Worcester. The cost is \$250 per day / \$125 per half day.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE**

**ITEM NO: V. Curriculum  
B. MCAS Test Results: Report**

**MEETING DATE: 11/6/13**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report on the district's results on the annual MCAS exams?

**BACKGROUND INFORMATION:**

1. Overall, the district performance on the MCAS exams, a key measure of learning, was downgraded from Level 1 to Level 2 and five of the seven schools were downgraded from Level 1 to Level 2.
2. Student Growth Percentile data, a value-added measure of student learning, has also been provided by the Department of Elementary and Secondary Education; Shrewsbury's performance saw a drop in growth in both ELA and Math.
3. Ms. Banios will summarize the report and be available to answer questions.
4. The report is under separate cover.

**ACTION RECOMMENDED:**

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Mary Beth Banios, Assistant Superintendent

**2013 Massachusetts Comprehensive  
Assessment System  
Performance, Growth, and Progress  
Performance Index Results**



School Committee Report  
November 6, 2013

## Report to the School Committee: 2013 Massachusetts Comprehensive Assessment System Performance, Growth, and Progress Performance Index Results

### Introduction

The Massachusetts Comprehensive Assessment System (MCAS) is the annual set of exams administered to students in grades three through ten. The MCAS serves multiple purposes:

- to provide data as to the performance of individual students, sets of students, schools, and the school district relative to the state's academic standards;
- to determine whether high school students qualify for a diploma under Massachusetts law; and
- to hold schools and school districts accountable for meeting the performance expectations set forth by the federal No Child Left Behind Law.

The MCAS results from the tests of spring 2013 show that Shrewsbury students continued to demonstrate high levels of academic success. This report provides an overview of these results and an explanation of how the district uses MCAS data in its ongoing efforts toward continuous improvement.

### MCAS Test Information

This table shows the three subject areas tested and which tests are administered at which grade level.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9/10
English Language Arts/Reading	🍏	🍏	🍏	🍏	🍏	🍏	🍏
Mathematics	🍏	🍏	🍏	🍏	🍏	🍏	🍏
Science and Technology			🍏			🍏	🍏

The table below shows the four levels of performance as reported on MCAS

General MCAS Performance Level Definitions	
PERFORMANCE LEVEL	DESCRIPTION
<b>Advanced</b>	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
<b>Proficient</b>	Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
<b>Needs Improvement</b>	Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
<b>Warning (In Grade 10, called Failing)</b>	Students at this level demonstrate little or no understanding of the subject matter and could not apply their knowledge to solve problems.

Each MCAS exam consists of a mix of test items that include the following:

*Multiple choice:* Students select from four possible answers; these can be stand-alone questions or questions related to a reading passage or other informational item.

*Short answer:* These are only included on Mathematics tests; they require students to respond to a problem with a numerical solution or a very brief statement, and are judged as to whether the solution is correct or incorrect.

*Open response:* These require students to generate a comprehensive response to a prompt, by providing one or two paragraphs of narrative and/or a chart, table, diagram, illustration, or graph, as appropriate. Answers are judged on a scale according to a scoring rubric, typically on a point scale from 0-4.

*Long composition:* These are given in grades 4, 7, and 10; students write a composition in response to a prompt over two, back-to-back sessions (one for planning their response and writing a draft and one for their final draft). They are judged in two areas: topic development and Standard English conventions.

All Shrewsbury students must participate in the MCAS tests for their grade level. A very small percentage of special education students have disabilities that are so severe that the traditional MCAS is neither a fair nor accurate measure of their learning; these students participate in an alternative MCAS assessment that requires their teachers to create portfolios of work related to the curriculum standards that are submitted to the state department of education for scoring. These scores are included in the district's results.

This report is broken down into three main sections, each providing information and data related to 2013 MCAS testing results. The first section focuses on performance results, how Shrewsbury students performed in terms of achievement scoring. The second section concerns student growth. Student growth, which was utilized on a full scale for the first time

in Massachusetts in 2010, provides a metric for how students 'grow' in comparison to peers with similar testing histories. Finally, the third section focuses on plans and focus area for the future.

The information in this report is meant to provide a macro view of MCAS results for the entire district. Over the coming weeks the Department of Elementary and Secondary Education will be making available a wide range of in-depth reports that will allow for more detailed analysis which will help us guide and modify instruction as needed.

## Performance Results – English Language Arts

The performance results section is broken down by subject area and each section includes the following components:

1. Five-year history of Shrewsbury's MCAS results in English Language Arts
2. Combined Performance in Advanced/Proficient Categories
3. District-Wide Gains In the Advanced Category
4. District Subgroup Performance
5. District % Advanced/Proficient Comparison

### 1. Five-year history of Shrewsbury's MCAS results in English Language Arts

#### Summary

District-wide performance in English language arts was strong in 2013. All seven of the grades participating in MCAS testing saw at least 80% of students score in the proficient or advanced range.

	<b>Grade 3 Reading</b>			
	Advanced	Proficient	Needs Improvement	Warning
2009	26	53	18	3
2010	33	48	17	2
2011	27	57	13	3
2012	36	48	14	3
<b>2013</b>	<b>33</b>	<b>47</b>	<b>17</b>	<b>2</b>

<b>Grade 4 English Language Arts</b>				
	Advanced	Proficient	Needs Improvement	Warning
2009	36	44	16	3
2010	38	46	14	3
2011	42	43	11	4
2012	49	40	9	3
<b>2013</b>	<b>35</b>	<b>49</b>	<b>13</b>	<b>3</b>

<b>Grade 5 English Language Arts</b>				
	Advanced	Proficient	Needs Improvement	Warning
2009	36	45	15	3
2010	33	45	18	4
2011	32	54	11	3
2012	41	42	12	5
<b>2013</b>	<b>39</b>	<b>45</b>	<b>13</b>	<b>4</b>

<b>Grade 6 English Language Arts</b>				
	Advanced	Proficient	Needs Improvement	Warning
2009	38	48	12	2
2010	30	57	9	4
2011	40	46	12	3
2012	44	43	9	4
<b>2013</b>	<b>39</b>	<b>50</b>	<b>8</b>	<b>4</b>

<b>Grade 7 English Language Arts</b>				
	Advanced	Proficient	Needs Improvement	Warning
2009	26	60	11	3
2010	32	57	9	2
2011	34	56	9	1
2012	32	58	8	3
<b>2013</b>	<b>29</b>	<b>60</b>	<b>9</b>	<b>2</b>

<b>Grade 8 English Language Arts</b>				
	Advanced	Proficient	Needs Improvement	Warning
2009	36	55	7	2
2010	32	59	7	2
2011	45	46	6	2
2012	31	62	5	2
<b>2013</b>	<b>35</b>	<b>55</b>	<b>7</b>	<b>4</b>

<b>Grade 10 English Language Arts</b>				
	Advanced	Proficient	Needs Improvement	Failing
2009	53	38	7	3
2010	47	43	7	2
2011	59	37	2	2
2012	62	35	1	2
<b>2013</b>	<b>72</b>	<b>26</b>	<b>1</b>	<b>1</b>

## 2. Combined Performance in Advanced/Proficient Categories

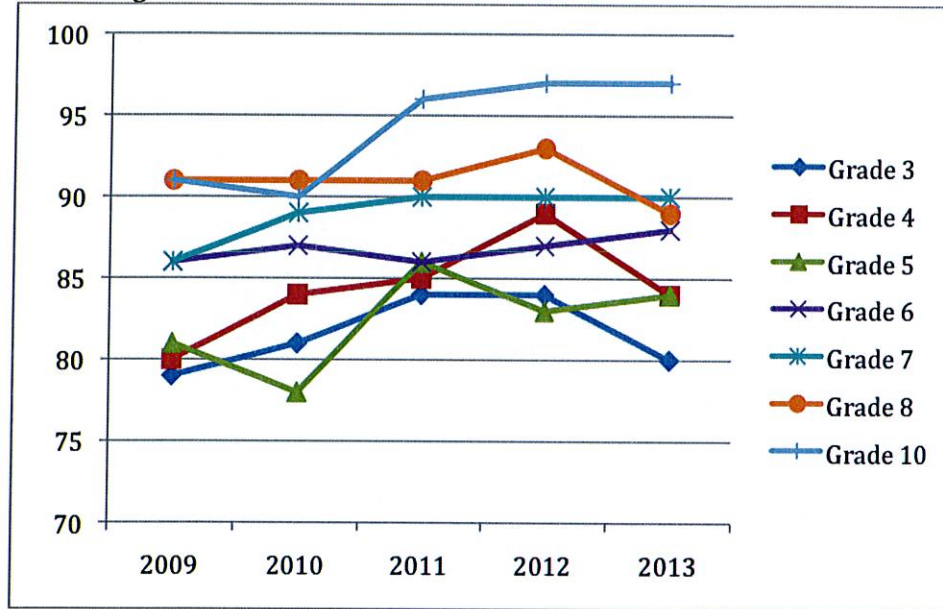
### Summary

Looking at the five-year trends in percentage of students scoring in the advanced and proficient categories, all grade levels have maintained a high percentage of students scoring in these top two categories. Shrewsbury students consistently score significantly above the state average in both the advanced and proficient categories.

### Achievement Comparison - ELA

Grade and Subject	Shrewsbury % Adv/Pro. 2009	Shrewsbury % Adv/Pro. 2010	Shrewsbury % Adv/Pro. 2011	Shrewsbury % Adv/Pro. 2012	Shrewsbury % Adv/Pro. 2013	% Change 12-13	State Avg. %Adv/Pro. 2013
Grade 3 ELA	79	81	84	84	80	-4	57
Grade 4 ELA	80	84	85	89	84	-5	53
Grade 5 ELA	81	78	86	83	84	+1	66
Grade 6 ELA	86	87	86	87	88	+1	67
Grade 7 ELA	86	89	90	90	90	0	72
Grade 8 ELA	91	91	91	93	89	-4	78
Grade 10 ELA	91	90	96	97	97	0	91



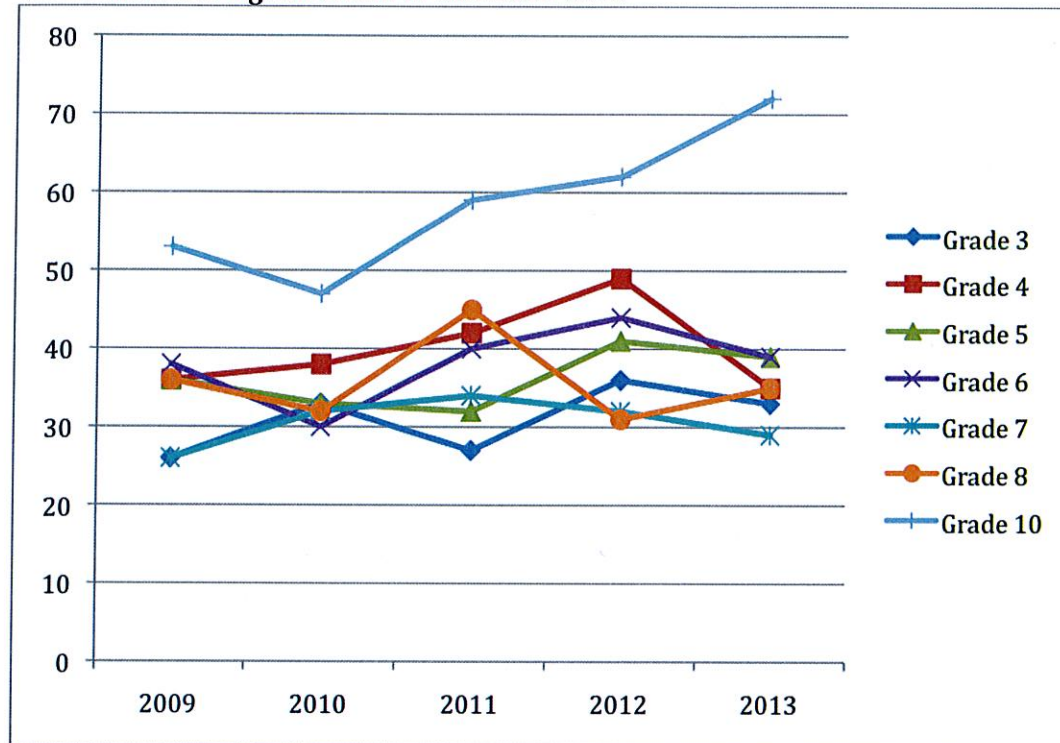
**% Scoring Advanced/Proficient ELA 2009-2013**

### 3. District-Wide Gains In the Advanced Category

#### Summary

In ELA there was some fluctuation in the percentage of students scoring in the advanced category. Two out of the seven grade levels saw an increase, including a 10-percentage point gain in grade 10, and a 4-point gain in grade 8. Five grade levels showed a decline in the advanced category. Shrewsbury students consistently score well above the state average in the advanced category.

Grade and Subject	% of students Advanced 2009	% of students Advanced 2010	% of students Advanced 2011	% of students Advanced 2012	% of students Advanced 2013	% Change 12-13	State % of students Advanced 2013
Gr 3 ELA	26	33	27	36	33	-3	12
Gr 4 ELA	36	38	42	49	35	-14	10
Gr 5 ELA	36	33	32	41	39	-2	18
Gr 6 ELA	38	30	40	44	39	-5	16
Gr 7 ELA	26	32	34	32	29	-3	12
Gr 8 ELA	36	32	45	31	35	+4	20
Gr 10 ELA	53	47	59	62	72	+10	45

**% Students Scoring Advanced in ELA 2009-2013**

#### 4. District Subgroup Performance –ELA

##### Summary

All NCLB subgroups in Shrewsbury outperformed the state average in the 2013 MCAS. The Students with Disabilities subgroups demonstrated 3-percentage point gain since 2012.

AYP Subgroup (2013)	Shrewsbury % Adv/Pro 2009	Shrewsbury % Adv/Pro 2010	Shrewsbury % Adv/Pro 2011	Shrewsbury % Adv/Pro 2012	Shrewsbury % Adv/Pro 2013	% Change 12-13	State Avg. %Adv/Pro 2013
<b>All Students</b> (3,304)	85	86	89	89	88	-1	69
Stud. w/Disab. (513)	48	48	55	49	52	+3	29
LEP/FLEP (125)	60	60	70	72	59	-13	34
Low-Income (474)	68	68	72	77	70	-7	50
African Am/Black (58)	84	69	74	75	72	-3	51
Asian (641)	92	88	93	91	91	0	78
Hispanic/Latino (182)	73	74	77	76	70	-6	45
White (2,332)	85	88	89	89	88	-1	76

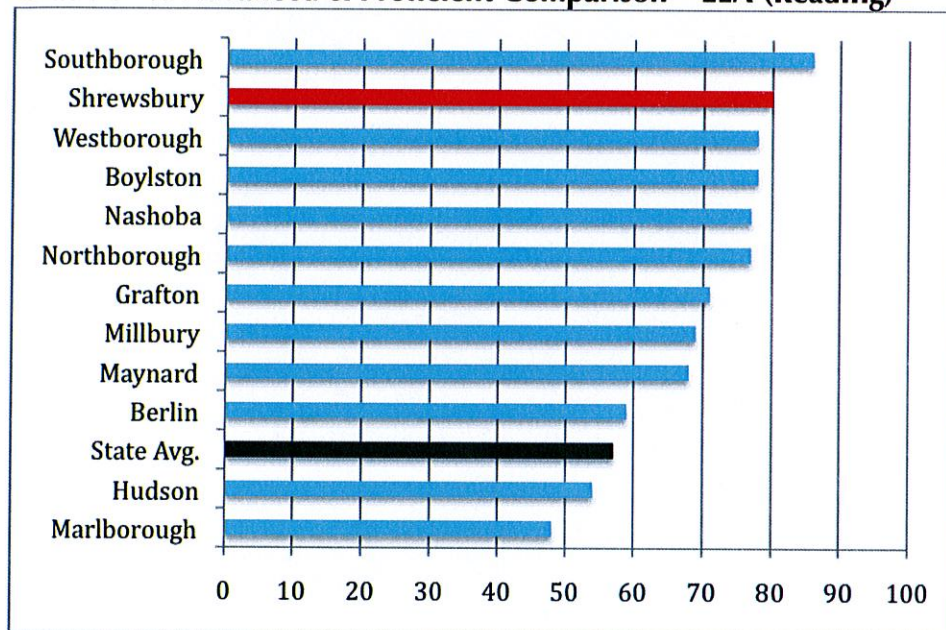
## 5. District % Advanced & Proficient Comparison - ELA

### Summary

The following graphs focus on achievement in English language arts and illustrate Shrewsbury's grade level performance (2013) in the area of combined advanced and proficient percentiles in comparison to districts within the Assabet Valley.

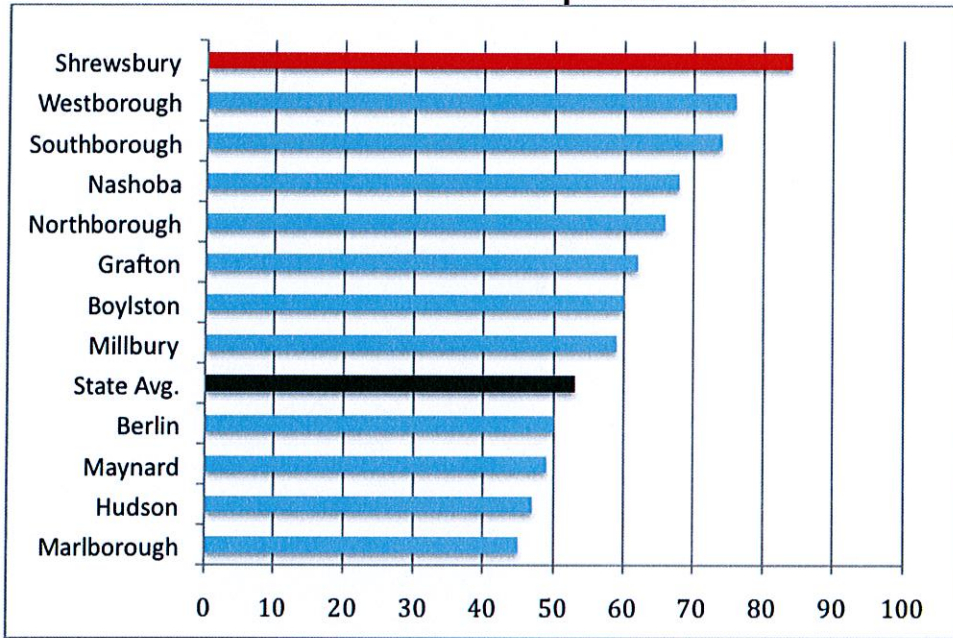
Shrewsbury's ranking ranged from first (grade four) to fifth (grade eight). The third, fifth, and seventh grades were the second highest in achievement, and the sixth and tenth grades ranked third in Assabet Valley.

### Grade 3 % Advanced & Proficient Comparison – ELA (Reading)

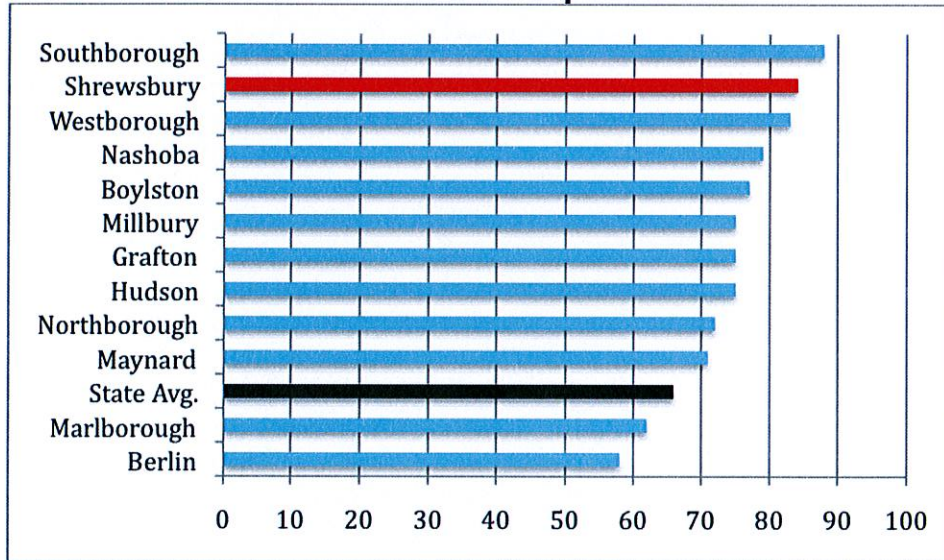




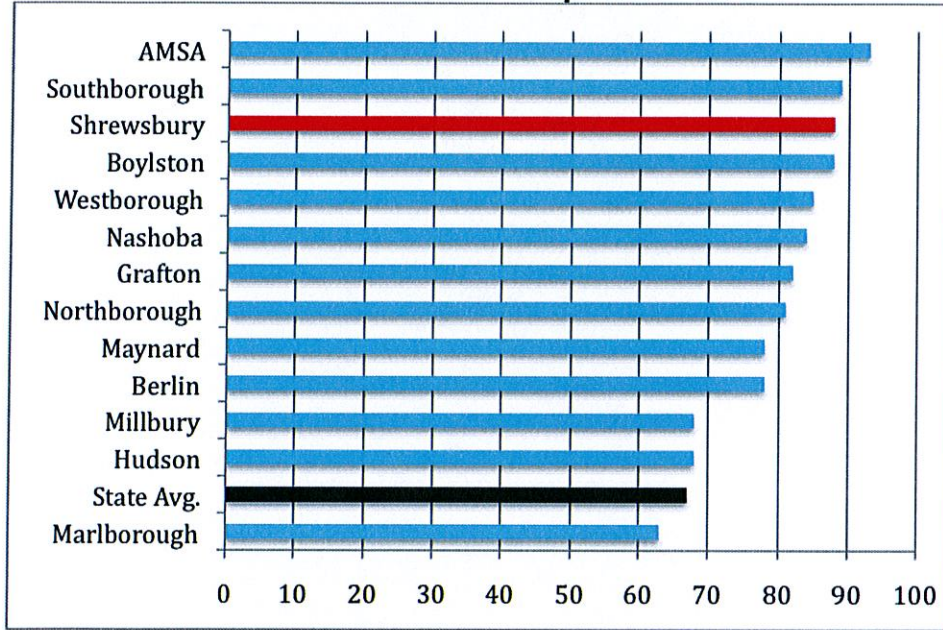
**Grade 4 % Advanced & Proficient Comparison – ELA**



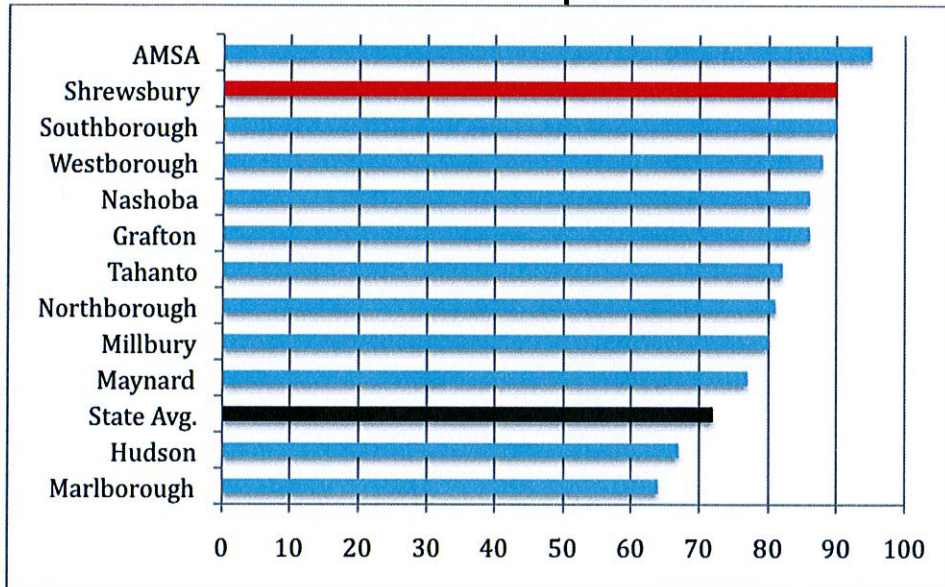
**Grade 5 % Advanced & Proficient Comparison – ELA**



**Grade 6 % Advanced & Proficient Comparison – ELA**

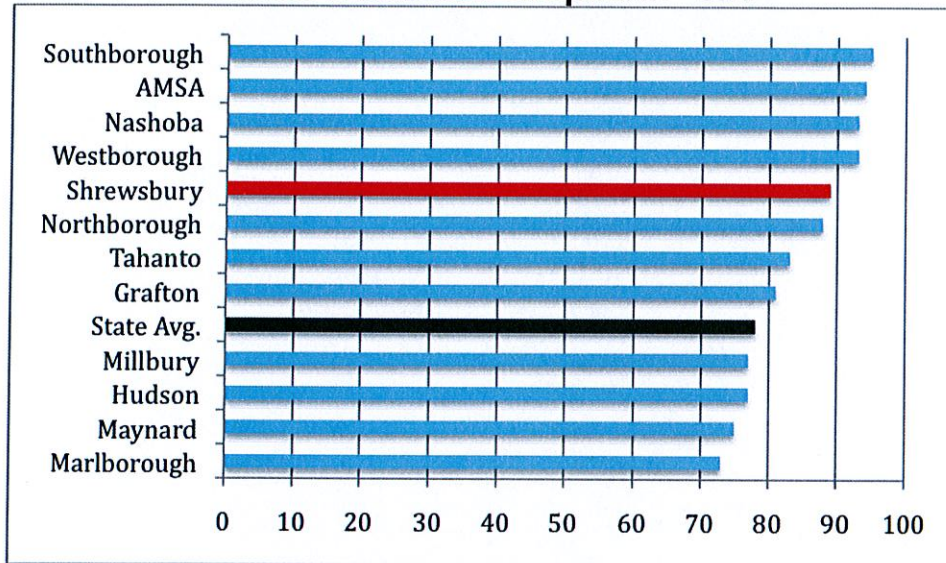


**Grade 7 % Advanced & Proficient Comparison – ELA**

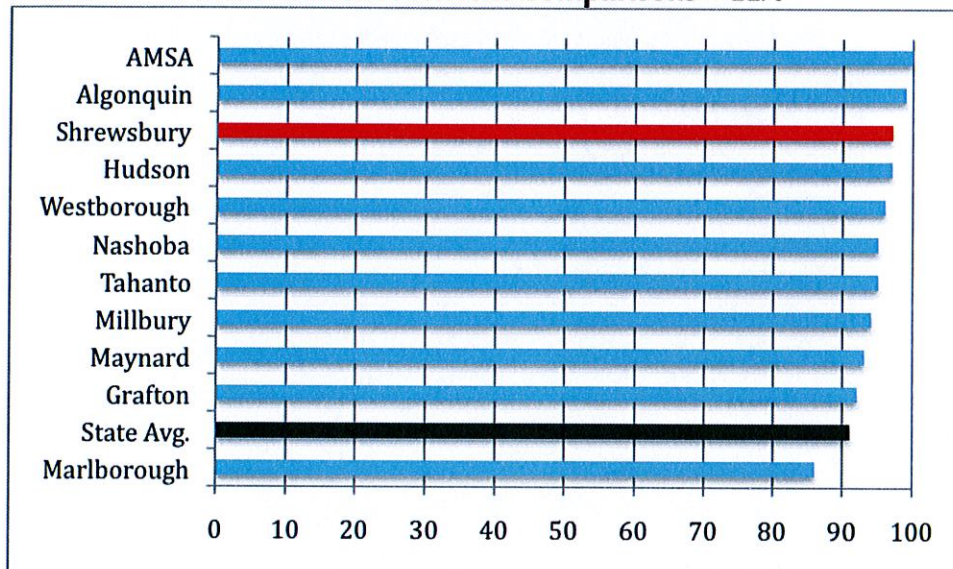




**Grade 8 % Advanced & Proficient Comparison – ELA**



**Grade 10 % Advanced & Proficient Comparisons – ELA**



## Performance Results – Math

The performance results section is broken down by subject area and each section includes the following components:

1. Five-year history of Shrewsbury's MCAS results in math
2. Combined Performance in Advanced/Proficient Categories
3. District-Wide Gains In the Advanced Category
4. District Subgroup Performance
5. District % Advanced/Proficient Comparison

### 1. Five-year history of Shrewsbury's MCAS results in Math

#### Summary

District-wide performance in math was strong in 2013. All seven of the grades participating in MCAS testing saw at least 75% of students score in the proficient or advanced range.

This outcome is similar to that in 2012.

	<b>Grade 3 Mathematics</b>			
	Advanced	Proficient	Needs Improvement	Warning
2009	45	39	12	5
2010	59	29	9	4
2011	34	52	25	10
2012	64	24	8	4
<b>2013</b>	<b>59</b>	<b>29</b>	<b>8</b>	<b>4</b>

	<b>Grade 4 Mathematics</b>			
	Advanced	Proficient	Needs Improvement	Warning
2009	37	37	22	4
2010	45	36	15	4
2011	41	38	18	4
2012	44	40	13	3
<b>2013</b>	<b>42</b>	<b>36</b>	<b>19</b>	<b>3</b>

<b>Grade 5 Mathematics</b>				
	Advanced	Proficient	Needs Improvement	Warning
2009	43	33	16	8
2010	46	30	16	8
2011	46	32	16	7
2012	48	30	15	7
<b>2013</b>	<b>49</b>	<b>30</b>	<b>16</b>	<b>5</b>

<b>Grade 6 Mathematics</b>				
	Advanced	Proficient	Needs Improvement	Warning
2009	48	34	13	5
2010	58	27	9	6
2011	54	28	12	6
2012	58	25	11	5
<b>2013</b>	<b>51</b>	<b>32</b>	<b>13</b>	<b>4</b>

<b>Grade 7 Mathematics</b>				
	Advanced	Proficient	Needs Improvement	Warning
2009	38	37	16	9
2010	36	46	11	7
2011	43	34	17	6
2012	43	33	16	7
<b>2013</b>	<b>40</b>	<b>35</b>	<b>17</b>	<b>8</b>

<b>Grade 8 Mathematics</b>				
	Advanced	Proficient	Needs Improvement	Warning
2009	39	29	21	10
2010	46	29	18	6
2011	46	29	16	9
2012	46	30	17	7
<b>2013</b>	<b>50</b>	<b>27</b>	<b>14</b>	<b>8</b>



	<b>Grade 10 Mathematics</b>			
	Advanced	Proficient	Needs Improvement	Failing
2009	65	23	8	5
2010	69	19	9	3
2011	70	22	3	3
2012	74	19	5	3
<b>2013</b>	<b>80</b>	<b>13</b>	<b>4</b>	<b>3</b>

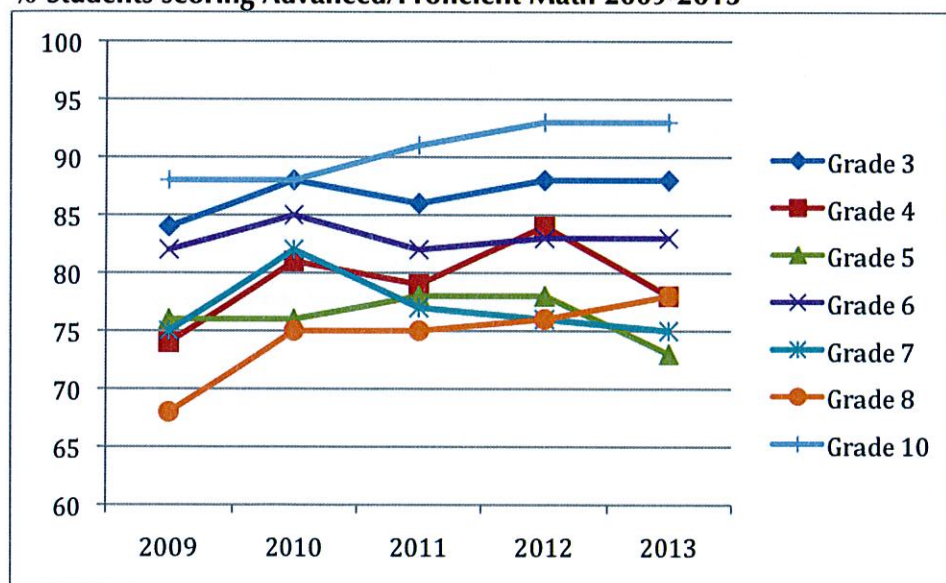
## 2. Combined Performance in Advanced/Proficient Categories

### Summary

Looking at the five-year trends in percentage of students scoring in the advanced and proficient categories, all grade levels have maintained a high percentage of students scoring in these top two categories. Shrewsbury students consistently score well above the state average in both the advanced and proficient categories.

Grade and Subject	Shrewsbury % Adv/Pro. 2009	Shrewsbury % Adv/Pro. 2010	Shrewsbury % Adv/Pro. 2011	Shrewsbury % Adv/Pro. 2012	Shrewsbury % Adv/Pro. 2013	% Change 12-13	State Avg. 2013 %Adv/Pro
Grade 3 Math	84	88	86	88	88	0	66
Grade 4 Math	74	81	79	84	78	-6	52
Grade 5 Math	76	76	78	78	73	-5	51
Grade 6 Math	82	85	82	83	83	0	61
Grade 7 Math	75	82	77	76	75	-1	52
Grade 8 Math	68	75	75	76	78	+2	55
Grade 10 Math	88	88	92	93	93	0	80

**% Students scoring Advanced/Proficient Math 2009-2013**

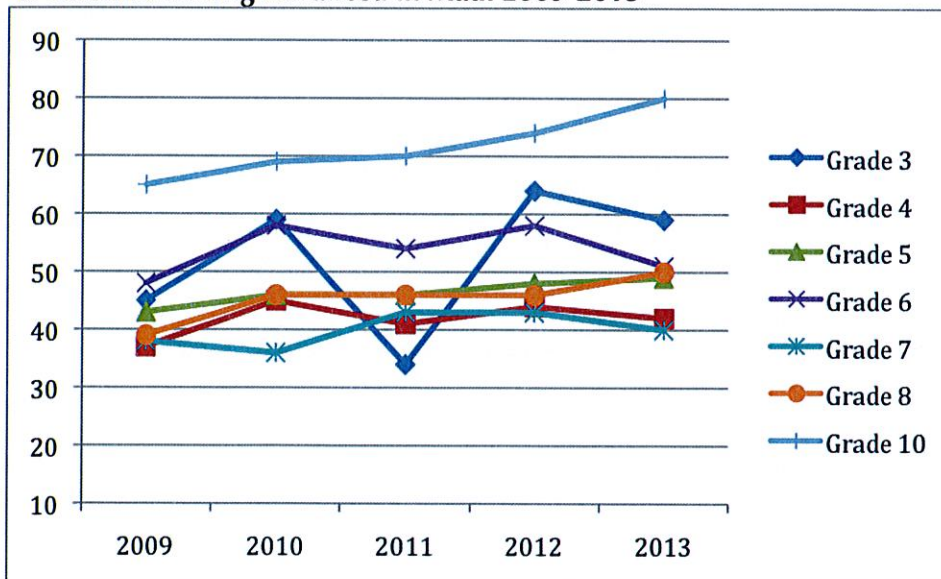


### 3. District-Wide Gains In the Advanced Category – Mathematics

In math there was some fluctuation in the percentage of students scoring in the advanced category. Three out of the seven grade levels saw an increase, including a 1-percentage point gain in grade 5, a 4-point gain in grade 8, and a 6-point gain in grade 10. Four grade levels showed a decline in the advanced category. Shrewsbury students consistently score well above the state average in the advanced category.

Test	% of students Advanced 2009	% of students Advanced 2010	% of students Advanced 2011	% of students Advanced 2012	% of students Advanced <b>2013</b>	% Change 12-13	State % of students Advanced 2013
Gr 3 Math	45	59	34	64	59	-5	31
Gr 4 Math	37	45	41	44	42	-2	18
Gr 5 Math	43	46	46	48	49	+1	28
Gr 6 Math	48	58	54	58	51	-7	25
Gr 7 Math	38	36	43	43	40	-3	19
Gr 8 Math	39	46	46	46	50	+4	22
Gr 10 Math	65	69	70	74	80	+6	55

**% Students Scoring Advanced in Math 2009-2013**



#### 4. District Subgroup Performance – Mathematics

##### Summary

NCLB subgroup performance in math remained stable in one category, decreased in four categories, and improved in two categories. Shrewsbury continues to be well above the state average in all subgroup categories.

AYP Subgroup (2013)	Shrewsbury %Adv/Pro 2009	Shrewsbury %Adv/Pro 2010	Shrewsbury %Adv/Pro 2011	Shrewsbury %Adv/Pro 2012	Shrewsbury %Adv/Pro 2013	%Change 12-13	State Avg %Adv/Pro 2013
<b>All Students (3,308)</b>	78	82	81	82	82	0	61
Stud. w/Disab. (515)	35	41	40	37	42	+5	23
LEP/FLEP (125)	57	64	65	72	65	-7	35
Low-Income (478)	52	64	60	67	62	-5	41
African Am/Black (59)	62	63	62	56	59	+3	39
Asian (641)	93	93	93	92	92	0	79
Hispanic/Latino (182)	58	63	60	67	66	-1	38
White (2,333)	77	82	81	82	80	-2	67

#### 5. District % Advanced & Proficient Comparison - Math

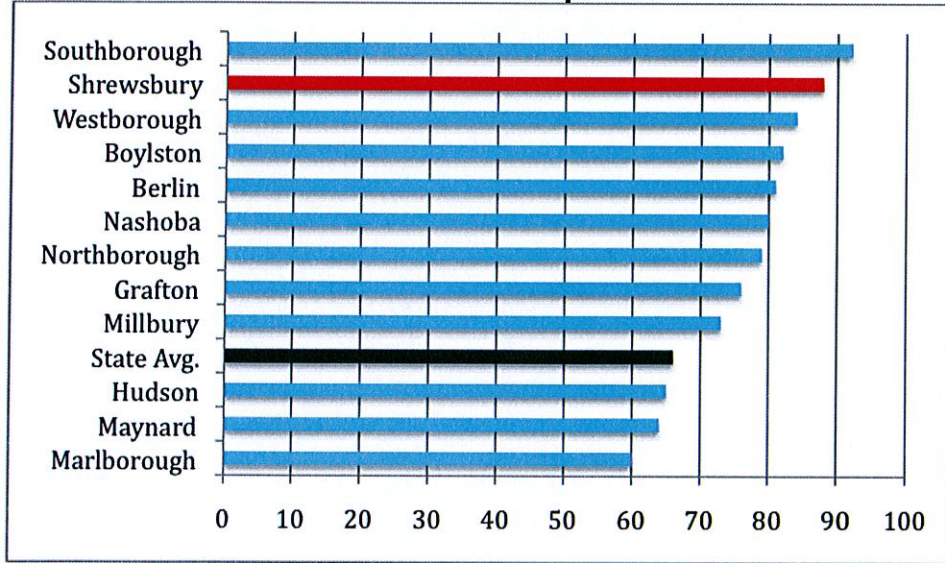
##### Summary

The following graphs illustrate Shrewsbury's grade level math performance (2013), specifically combined advanced and proficient percentiles, in comparison to districts within the Assabet Valley.

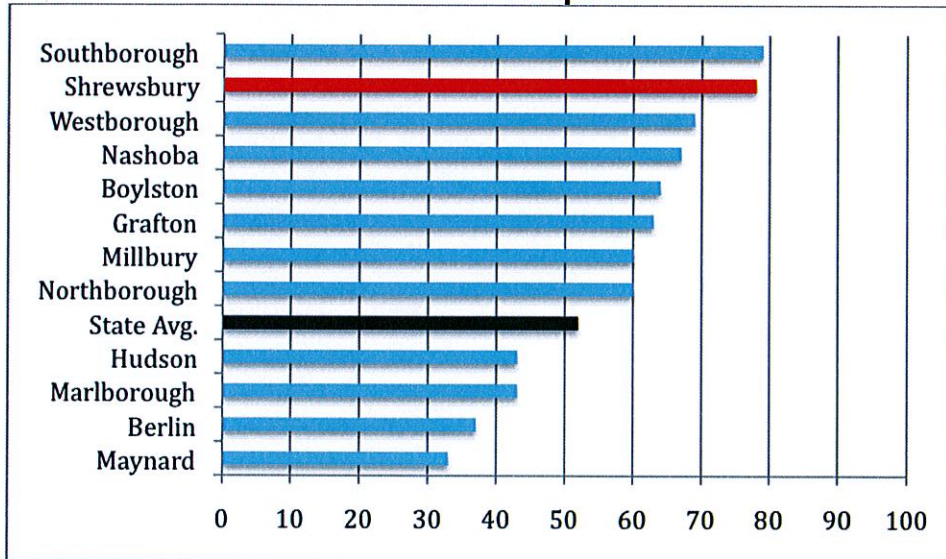
Shrewsbury's rankings ranged from first to fifth in the Assabet Valley. Grade five ranked first in the group. Grades three, four, and eight also did quite well with the second highest rankings in their respective grade levels. Grades seven and ten ranked third highest and grade six ranked fifth highest within the Assabet Valley. Comparisons are being made with public school districts in the Assabet Valley Collaborative, as well as the Advanced Math and Science Academy, given its proximity to Shrewsbury. It should be noted that the population of AMSA is different than public schools. Families need to take the initiative to apply to this school, and are looking for a strong math/science focus for their child.



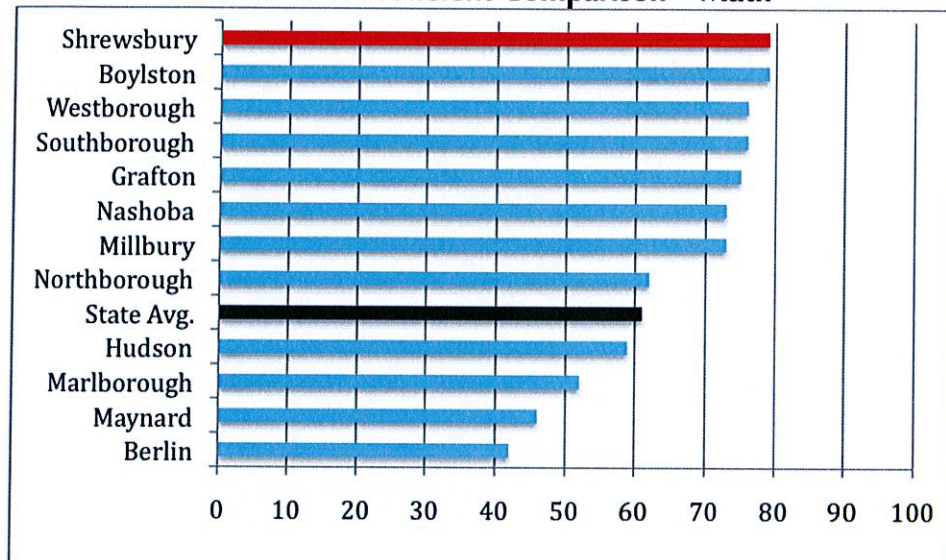
**Grade 3 % Advanced & Proficient Comparison – Math**



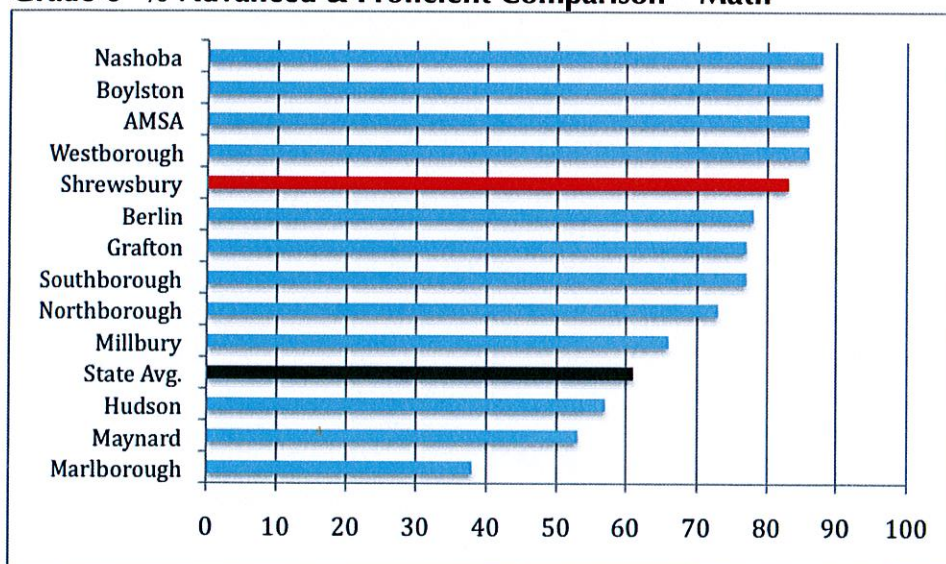
**Grade 4 % Advanced & Proficient Comparison – Math**



### Grade 5 % Advanced & Proficient Comparison – Math

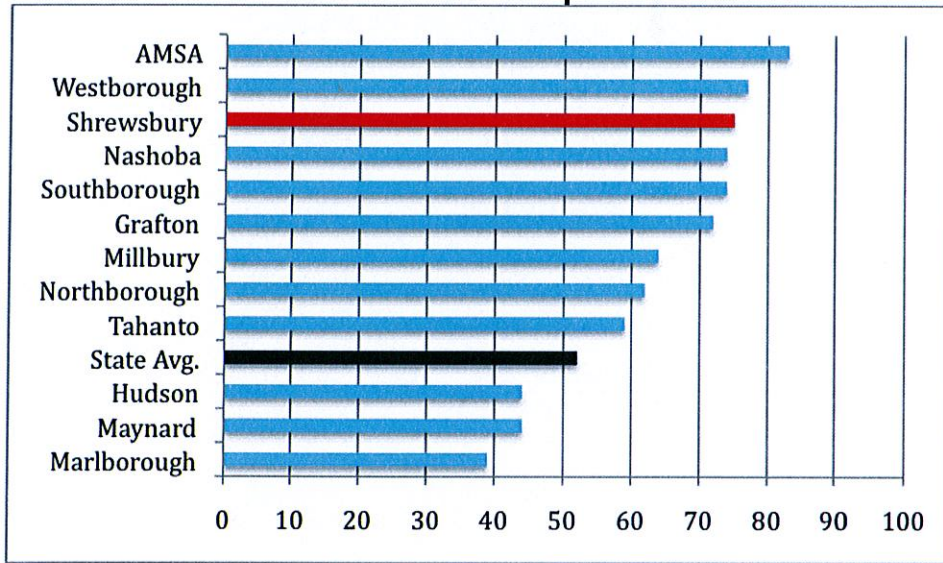


### Grade 6 % Advanced & Proficient Comparison – Math

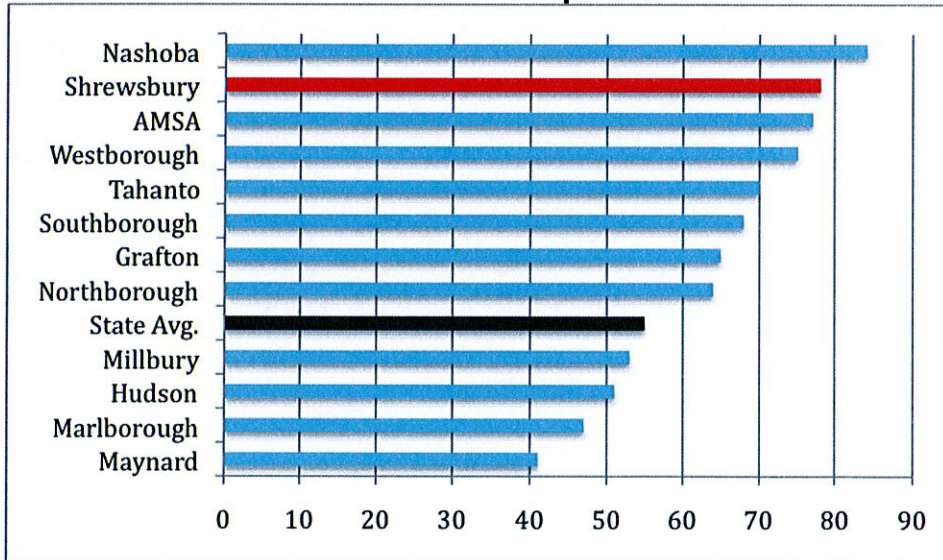




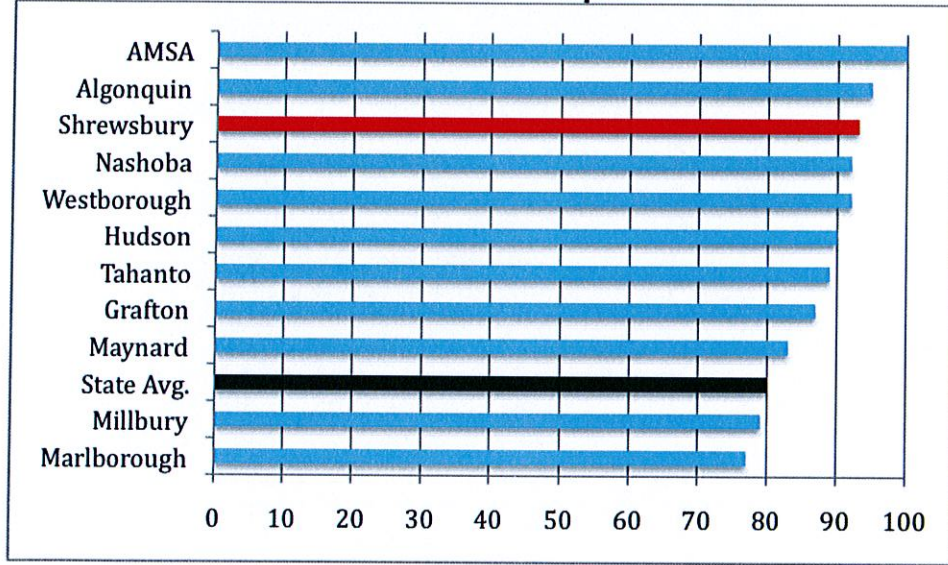
**Grade 7 % Advanced & Proficient Comparison – Math**



**Grade 8 % Advanced & Proficient Comparison – Math**



### Grade 10 % Advanced & Proficient Comparison – Math





## Performance Results – Science & Technology

This is the seventh year for state reporting of data for the high school tests in this subject, which are now part of the graduation requirement that started with the Class of 2010. Because the science and technology test is only administered in grades five, eight, and nine/ten there is no growth data produced for this testing area.

### 1. Five-year history of Shrewsbury's MCAS results in Science & Technology Summary

District-wide performance in science and technology is shown below. There was a decrease in the percent of fifth grade students scoring at the advanced level, but an increase in the percent of eighth and tenth grade students scoring at the advanced level.

Grade 5 Science & Technology				
	Advanced	Proficient	Needs Improvement	Warning
2009	36	38	22	4
2010	36	43	17	4
2011	28	45	23	4
2012	44	33	20	4
<b>2013</b>	<b>39</b>	<b>34</b>	<b>23</b>	<b>4</b>

Grade 8 Science & Technology				
	Advanced	Proficient	Needs Improvement	Warning
2009	11	49	32	8
2010	13	49	33	6
2011	12	49	33	5
2012	10	50	32	8
<b>2013</b>	<b>13</b>	<b>50</b>	<b>31</b>	<b>7</b>

Grade 10 Science & Technology				
	Advanced	Proficient	Needs Improvement	Warning
2009	43	37	10	10
2010	35	46	17	2
2011	34	49	15	2
2012	45	42	10	2
<b>2013</b>	<b>46</b>	<b>42</b>	<b>10</b>	<b>1</b>

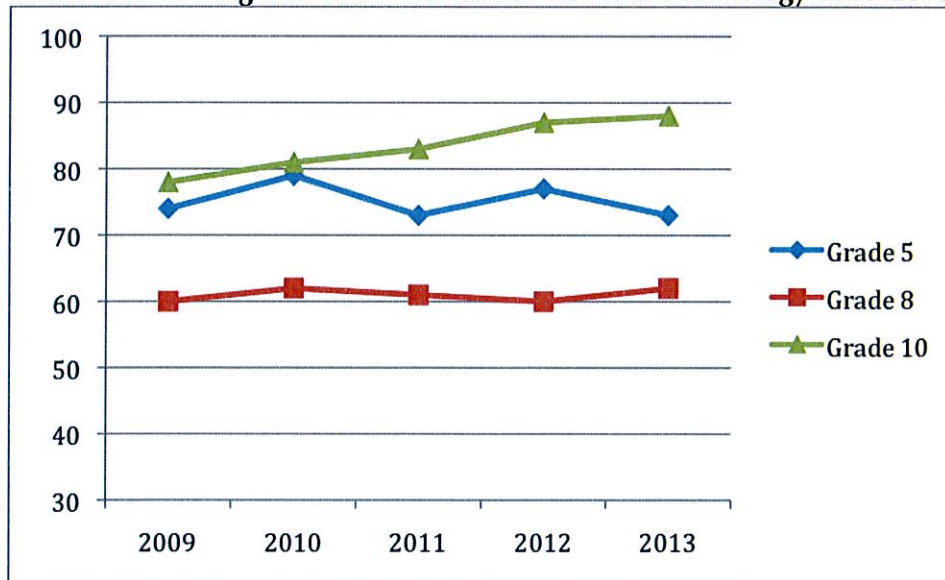
## 2. Combined Performance in Advanced/Proficient Categories

### Summary

The percentage of fifth and tenth grade students scoring in the advanced and proficient categories in science & technology has been rather consistent over time. The percentage of eighth grade students scoring at this level has gradually increased over the past five years. Shrewsbury students consistently score above the state average in both the advanced and proficient categories.

Grade and Subject	Shrewsbury % Advanced /Proficient 2009	Shrewsbury % Advanced /Proficient 2010	Shrewsbury % Advanced /Proficient 2011	Shrewsbury % Advanced /Proficient 2012	Shrewsbury % Advanced /Proficient <b>2013</b>	% Change from 12-13	State Avg. 2013 %Adv/Pro .
Grade 5 Science/Tech	74	79	73	77	73	-4	51
Grade 8 Science/Tech	60	62	61	60	62	+2	39
Grade 10 Science/Tech	78	81	83	87	88	+1	71

**% Students scoring Advanced/Proficient Science & Technology 2009-2013**

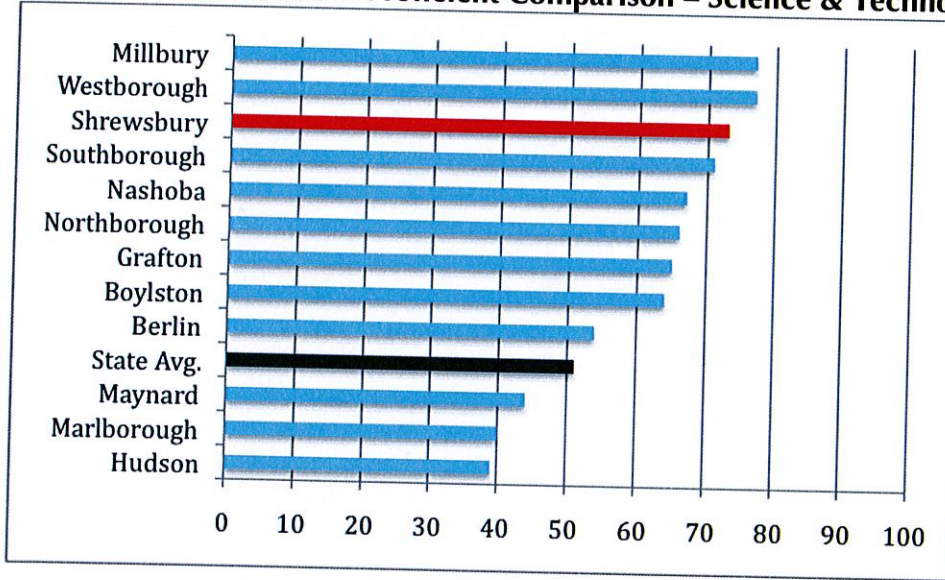


### 3. District % Advanced & Proficient Comparison – Science & Technology

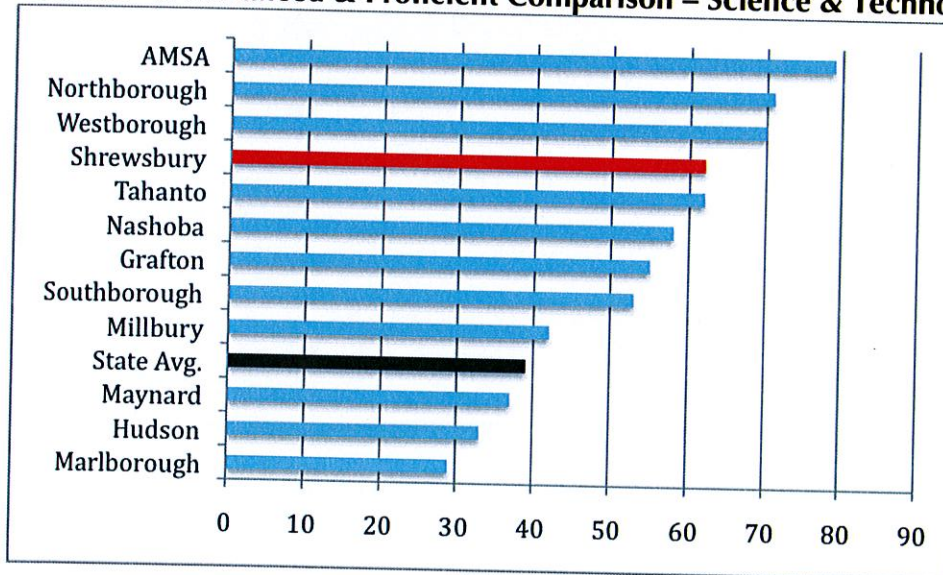
#### Summary

The following graphs compare Shrewsbury’s performance (2013) to districts within the Assabet Valley. The graphs focus on combined advanced and proficient achievement in science & technology. Grade five ranked third, grade eight ranked fourth, and grade ten ranked fifth within the Assabet Valley.

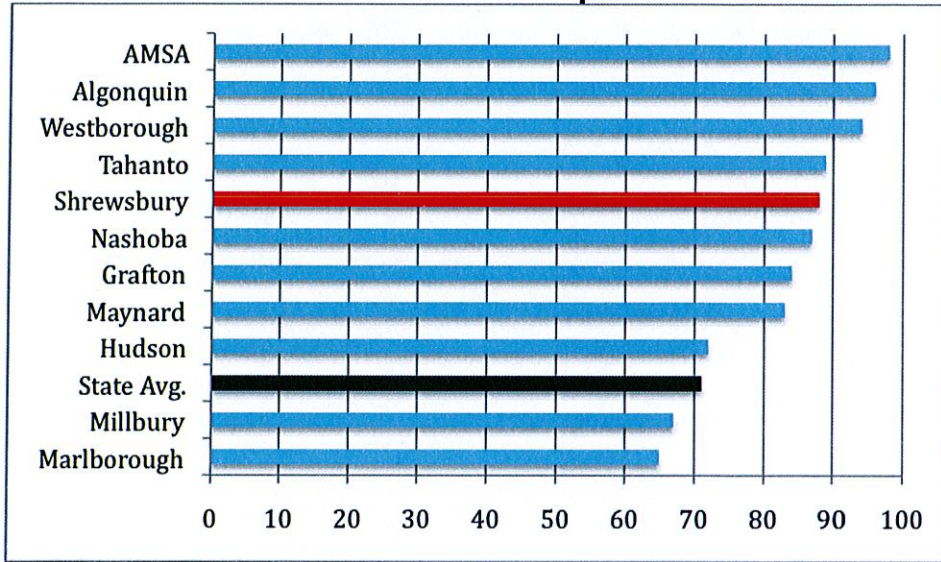
#### Grade 5 % Advanced & Proficient Comparison – Science & Technology



#### Grade 8 % Advanced & Proficient Comparison – Science & Technology



### Grade 10 % Advanced & Proficient Comparison – Science & Technology



## Growth Model Results

Growth model results are still somewhat new, so this report continues to contain more detailed information about this new system of measurement. Following this introduction is a breakdown of results for ELA and mathematics. Analysis includes comparisons of grade level data over time, district sub-group data, a scatter plot visual, and a series of bar graphs that illustrate Shrewsbury's growth performance in comparison to other districts within the Assabet Valley.

### Introduction

Originally, MCAS results had only been provided in absolute measures and provided insight into how individual students, as well as groups of students, performed in terms of state curriculum standards. Attempts to quantify individual and cohort growth based on traditional MCAS data had been highly speculative. Massachusetts now utilizes a growth model system to measure growth.

By utilizing a growth model system, the state is attempting to do a better job answering the question, "How much academic progress did a student or group of students make in one year as measured by MCAS?". This measure of student growth provides us with additional information that helps us better answer this question within the district and build on the exceptional instruction being provided.

The use of growth model percentiles helps the state (and districts) put MCAS achievement into greater context. MCAS achievement scores answer one central question, "How did a student fare relative to grade level standards in a given year?". MCAS student growth percentiles add another layer of understanding, providing a measure of how a student changed from one year to the next relative to other students with similar MCAS test score histories.

The term 'growth model' describes a method of measuring student growth by tracking their progress on MCAS from one year to the next. Students are tracked by comparing their individual performance on MCAS testing to the performance of their 'academic peers,' those students who have similar MCAS score histories. Student growth percentiles range from 1 to 99, higher numbers represent higher levels of growth and lower numbers represent lower levels of growth.

The growth model method operates independently of MCAS performance levels. Therefore, all students, no matter what their scores were on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles on the next year's test. Growth percentiles are calculated in ELA and mathematics for students in grades 4 through 8 and 10. The state's growth model requires at least two years of MCAS results to calculate growth percentiles. Therefore no growth scores are available for grade 3.



## Individual Student Examples

The growth model measures change in performance rather than absolute performance. This change is measured in percentiles that provide values that express the percentage of cases that fall below a certain score. For example:

- A student with a growth percentile of 80 in 5<sup>th</sup> grade mathematics grew as much or more than 80 percent of her academic peers (students with similar score histories) from the 3<sup>rd</sup> and 4<sup>th</sup> grade math MCAS to the 5<sup>th</sup> grade math MCAS. Only 20% of her academic peers grew more in math than she did.
- A student with a growth percentile of 33 in 8<sup>th</sup> grade ELA grew as well or better than 33 percent of his academic peers (students with similar score histories) from the 6<sup>th</sup> and 7<sup>th</sup> grade ELA MCAS to the 8<sup>th</sup> grade ELA MCAS. This student grew less than 67% of his academic peers.

## Aggregate Growth Percentiles

While student growth percentiles enable educators to chart the growth of an individual student compared to that of academic peers, student growth percentiles may also be aggregated to understand growth at the subgroup, school, or district level.

The most effective way to report growth for a group is through the use of the median student growth percentile (the middle score if one ranks the individual student growth percentiles from highest to lowest). A typical school or district in the commonwealth would have a median student growth percentile of 50.

When using student growth percentiles, it is important to be aware that the statistic and interpretation does not change. For example, if we look at the student growth percentile of low-income status students at the district level we see that this group's median student growth percentile is 56. This means that this particular group of students, on average, achieved higher than their academic peers – a group of students with similar MCAS test score histories. It does not mean that our low-income students improved more than 56 percent of other low-income status students, nor does it mean that this particular group of students improved more than 56 percent of non low-income status students, it simply means that in comparison to other students with similar score histories, our low-income status students improved more than 56 percent of their academic peers.

## Growth Model Results - ELA

### 1. Growth Comparison - ELA

#### Summary

This data reveals varying degrees of fluctuation in growth scores at each grade level over the past five years.

Grade and Subject	Shrewsbury Median Student Growth Percentile 2009	Shrewsbury Median Student Growth Percentile 2010	Shrewsbury Median Student Growth Percentile 2011	Shrewsbury Median Student Growth Percentile 2012	Shrewsbury Median Student Growth Percentile 2013	% Change 2012-2013
Grade 3 ELA	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 ELA	76	76	83	83	77	-6
Grade 5 ELA	58	48	44	49	42	-7
Grade 6 ELA	63	54	60	63	55.5	-7.5
Grade 7 ELA	57.5	64	58	50	46.5	-3.5
Grade 8 ELA	66	56	56	49.5	48	-1.5
Grade 10 ELA	62	56	57	58	60	+2
All Grades ELA	64	59	60	59	54	-5

### 2. District Subgroup Growth – ELA

#### Summary

District-wide growth percentiles were above 50 for four NCLB subgroups, and below 50 for two NCLB subgroups in ELA.

AYP Subgroup	Shrewsbury Median Student Growth Percentile 2009	Shrewsbury Median Student Growth Percentile 2010	Shrewsbury Median Student Growth Percentile 2011	Shrewsbury Median Student Growth Percentile 2012	Shrewsbury Median Student Growth Percentile 2013	% Change 2012-2013
<b>All Students (3304)</b>	64	59	61	59	54	-5
Stud. w/Disab. (513)	40	41	51	47	47	0
LEP/FLEP (125)	51	51	72.5	70	63	-7
Low-Income (474)	45	46	56	55	48	-7
African Am/Black (58)	48	46	54	64.5	51	-13.5
Asian (641)	60	59	72	69	65	-4
Hispanic/Latino (182)	46	47	59	62	51	-11



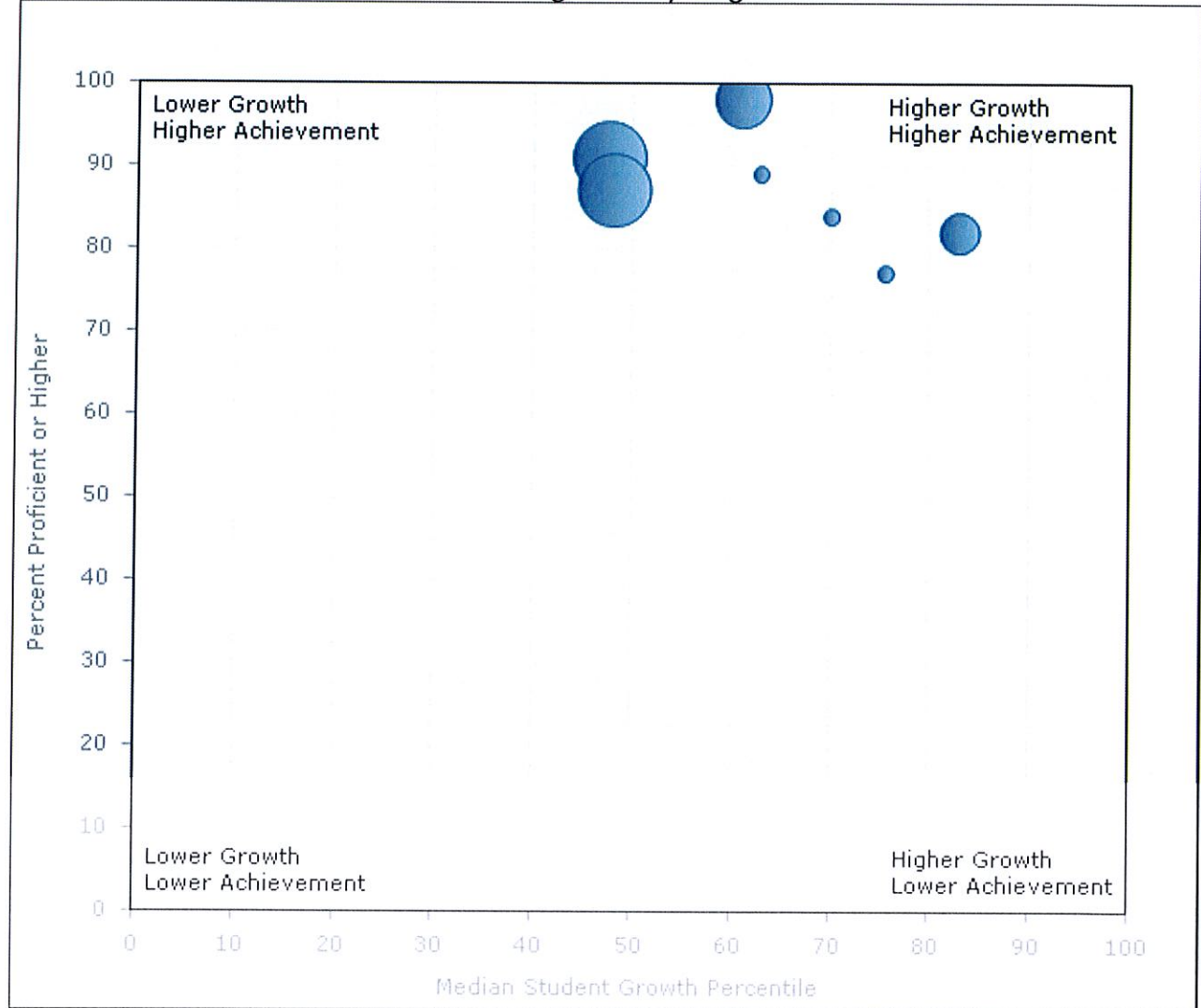
### 3. Scatter Plot - ELA

Scatter plots allow for a graphic illustration of growth percentiles in the context of absolute performance. The vertical axis represents student achievement and the horizontal axis represents student growth. Therefore, placement in the upper right quadrant represents higher growth and achievement than peers/groups with similar score histories. The X in the center of the chart represents the statewide growth median.

Colorado has been utilizing growth models longer than any other state. At the state level they use the illustration below to put scatter plot results into greater context.

<b>Sustaining</b>	<b>Excelling</b>
<b>Underperforming</b>	<b>Improving</b>

The scatter plot below illustrates student growth by all grades in the area of ELA



School	Median SGP	% At/Above Proficient	Included in SGP
Calvin Coolidge	75.5	77	82
Floral Street	83	82	191
Oak Middle	47.5	91	888
Sherwood Middle	48	87	935
Shrewsbury Sr. High	61	98	373
Spring Street	70	84	80
Walter J Paton	63	89	83

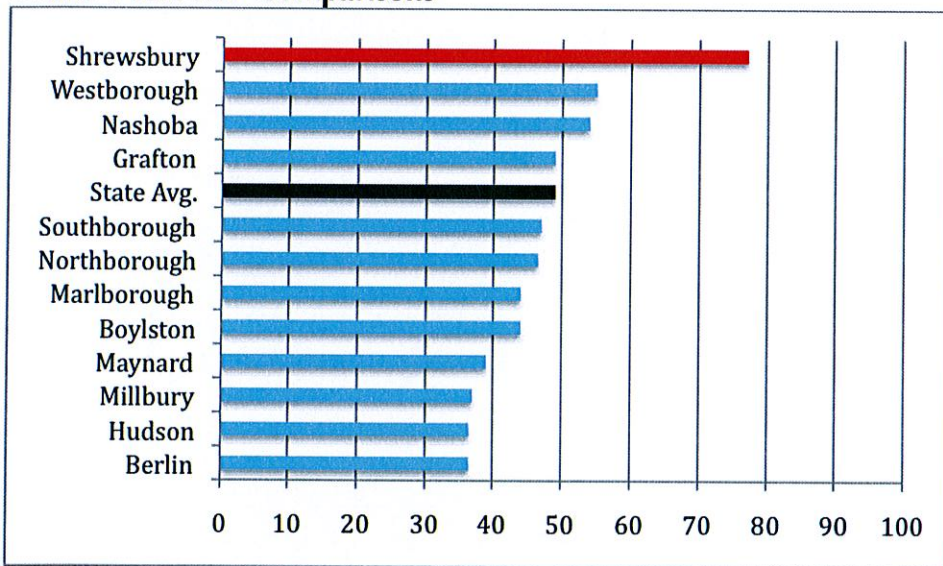
#### 4. District Growth Comparison – English Language Arts

##### Summary

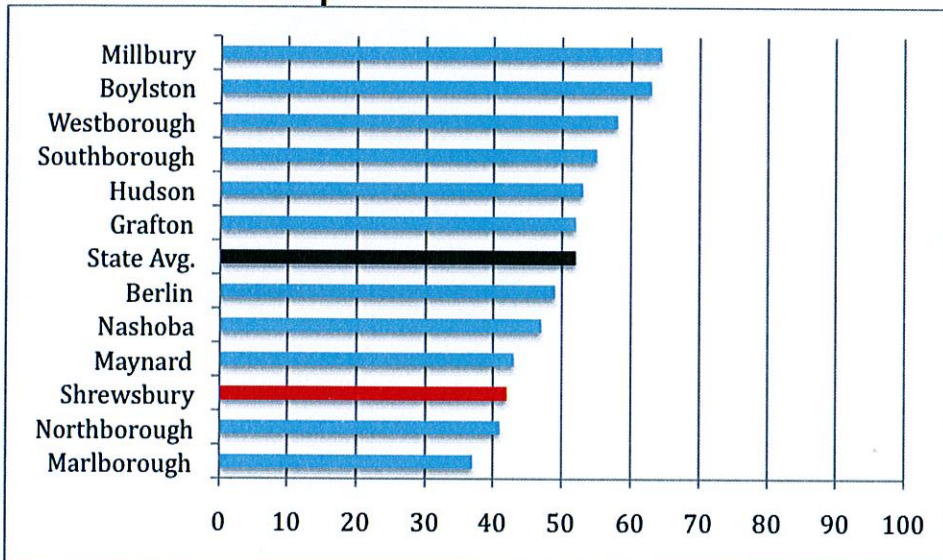
The following graphs illustrate Shrewsbury’s grade level performance (2013) in student growth percentiles in comparison to districts within the Assabet Valley. The following graphs focus on growth in ELA.

Grade four continued to have the highest district-wide growth percentile in the Assabet Valley. Grades five ranked tenth, grade six and seventh ranked sixth among all Assabet Valley Districts. Grade eight ranked fifth, and grade ten ranked seventh in Assabet Valley.

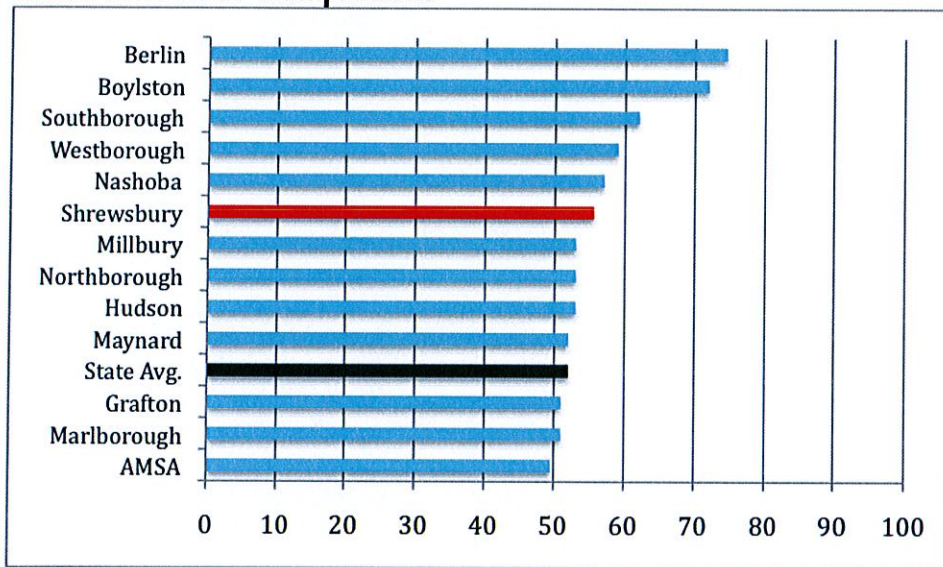
##### Grade 4 ELA SGP Comparisons



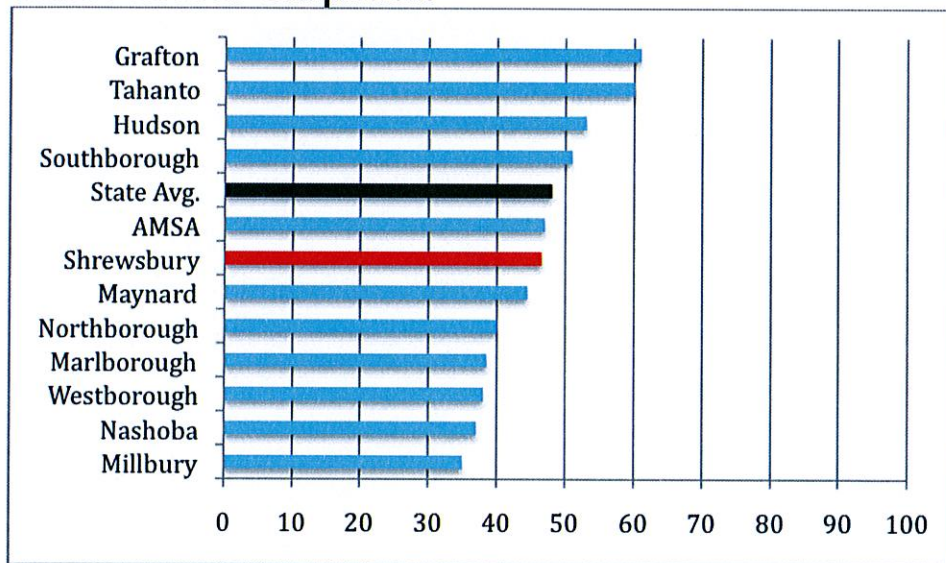
##### Grade 5 ELA SGP Comparisons



### Grade 6 ELA SGP Comparisons

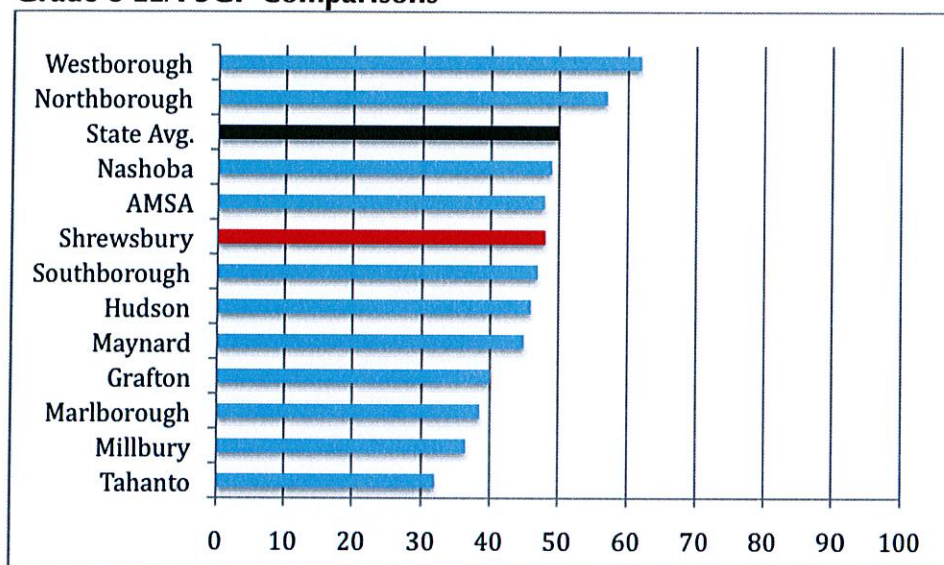


### Grade 7 ELA SGP Comparisons

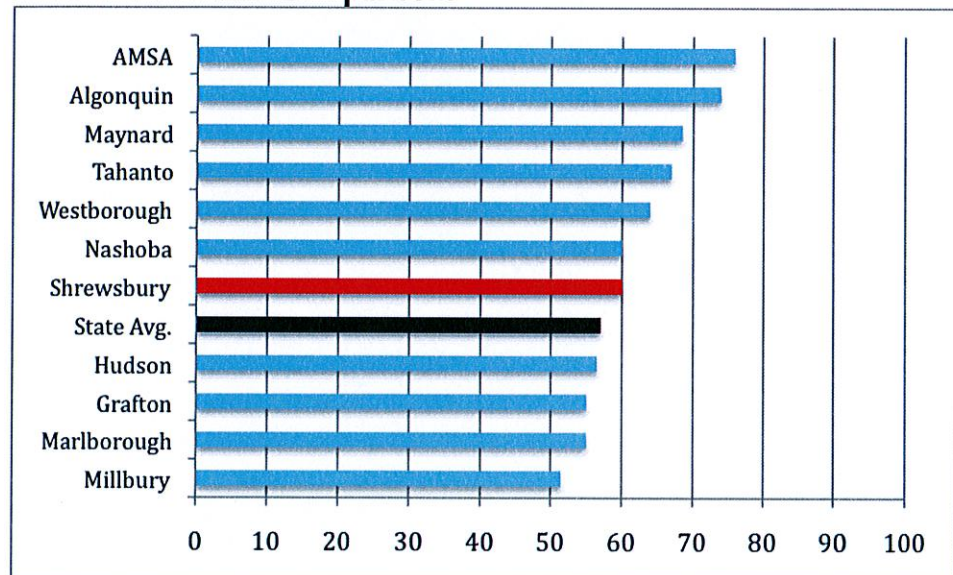




### Grade 8 ELA SGP Comparisons



### Grade 10 ELA SGP Comparisons



## Growth Model Results - Math

### 1. Growth Comparison - Mathematics

#### Summary

Growth percentiles decreased in grades four through seven, while growth percentiles increased in grades eight and ten from 2012-2013. Of note is the growth in grade eight with an improvement of 8.5 points.

Grade and Subject	Shrewsbury Median Student Growth Percentile 2009	Shrewsbury Median Student Growth Percentile 2010	Shrewsbury Median Student Growth Percentile 2011	Shrewsbury Median Student Growth Percentile 2012	Shrewsbury Median Student Growth Percentile 2013	% Change 2012-2013
Grade 3 Math	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 Math	69	67	62	69	58	-11
Grade 5 Math	50	53	37	46	42	-4
Grade 6 Math	69	66	65	66.5	57	-9.5
Grade 7 Math	60	66	55	55.5	42	-13.5
Grade 8 Math	62	59	50	52.5	61	+8.5
Grade 10 Math	50	51	57	54	55	+1
All Grades Math	60	60	55.5	59	51	-8

### 2. District Subgroup Growth - Mathematics

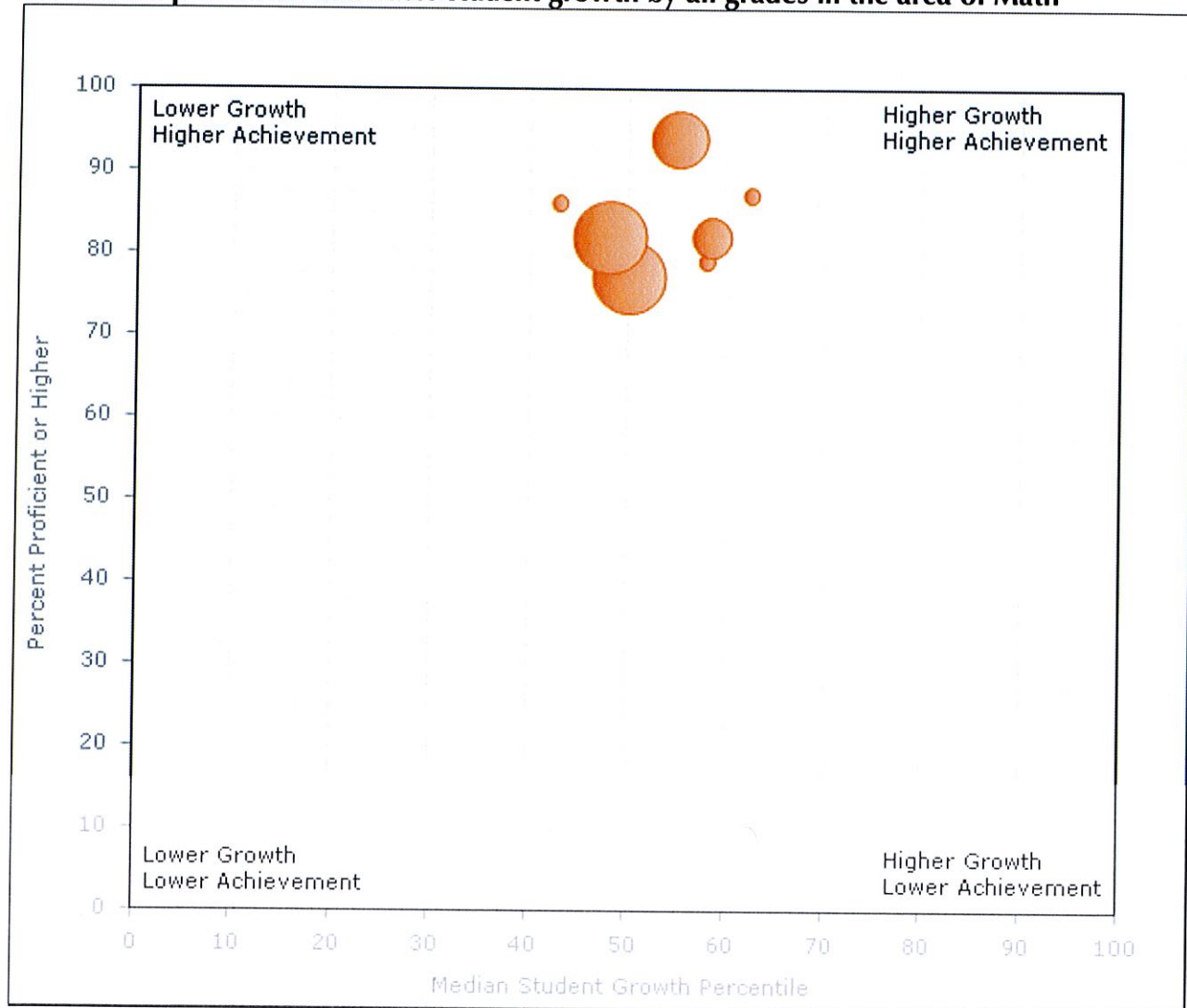
#### Summary

District-wide growth percentiles were above 50 for three NCLB subgroups, and below 50 for three NCLB subgroups in math.

AYP Subgroup	Shrewsbury Median Student Growth Percentile 2009	Shrewsbury Median Student Growth Percentile 2010	Shrewsbury Median Student Growth Percentile 2011	Shrewsbury Median Student Growth Percentile 2012	Shrewsbury Median Student Growth Percentile 2013	% Change 2012-2013
<b>All Students (2652)</b>	60	60	55.5	59	51	-8
Stud. w/Disab. (378)	57	51	47	48	48	0
LEP/FLEP (73)	64	55	66	63	60	-3
Low-Income (361)	49	54.5	50	55	43	-12
African Am/Black (45)	52	49.5	55	65	57	-8
Asian (478)	68	71	73	72	65.5	-6.5
Hispanic/Latino (126)	56	68	45.5	60	40	-20

### 3. Scatter Plot - Mathematics

The scatter plot below illustrates student growth by all grades in the area of Math



School	Median SGP	% At/Above Proficient	Included in SP
Calvin Coolidge	58	79	82
Floral Street	58.5	82	192
Oak Middle	50	77	891
Sherwood Middle	48	82	935
Shrewsbury Sr. High	55	94	374
Spring Street	62.5	87	80
Walter J Paton	43	86	83



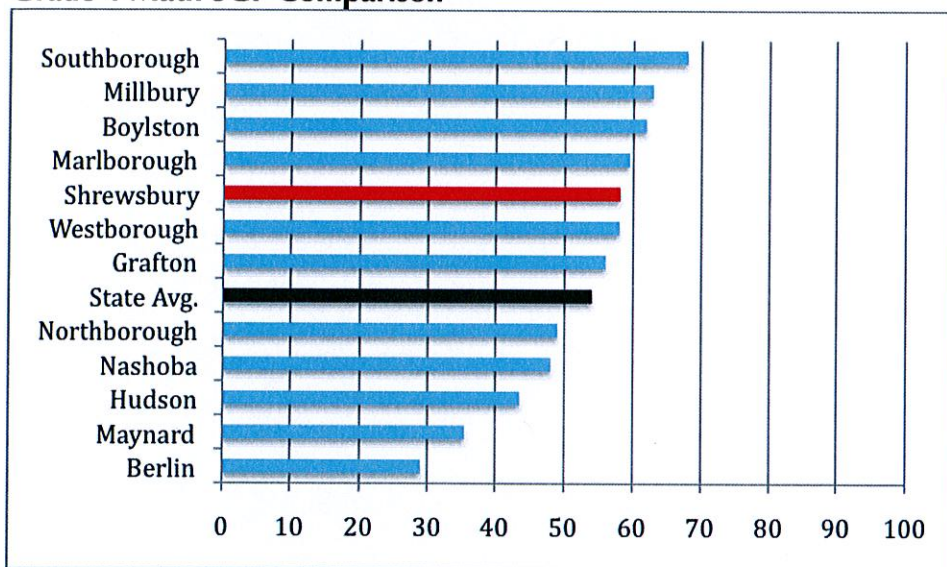
#### 4. District Growth Comparison – Mathematics

##### Summary

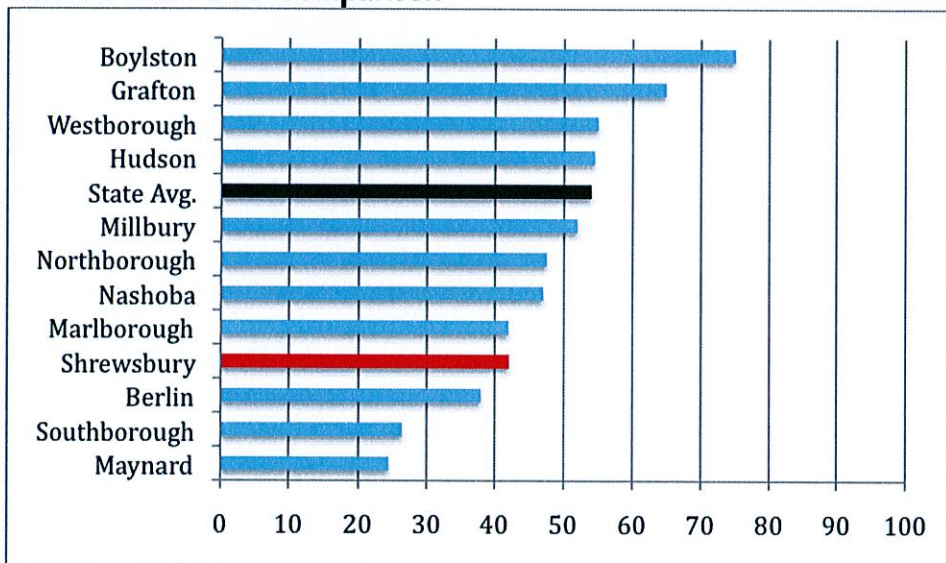
The following graphs focus on growth in the area of mathematics and illustrate Shrewsbury’s grade level performance (2013) in the area of student growth percentiles in comparison to districts within the Assabet Valley.

Grade four ranked fifth, grade five ranked ninth, and grade six ranked sixth among school districts within the Assabet Valley. Grade seven ranked ninth, and grade eight ranked third, and grade ten ranked sixth in terms of student growth percentile in math among Assabet Valley Schools.

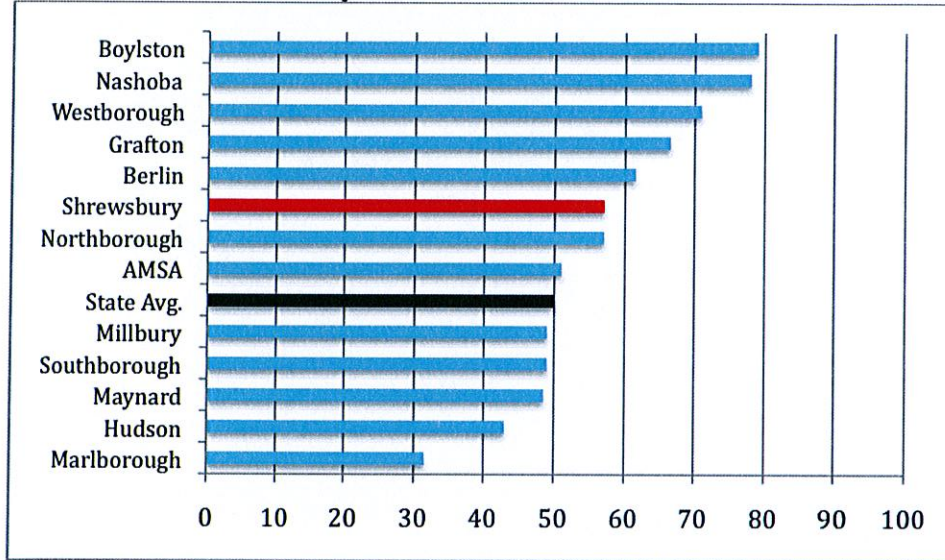
##### Grade 4 Math SGP Comparison



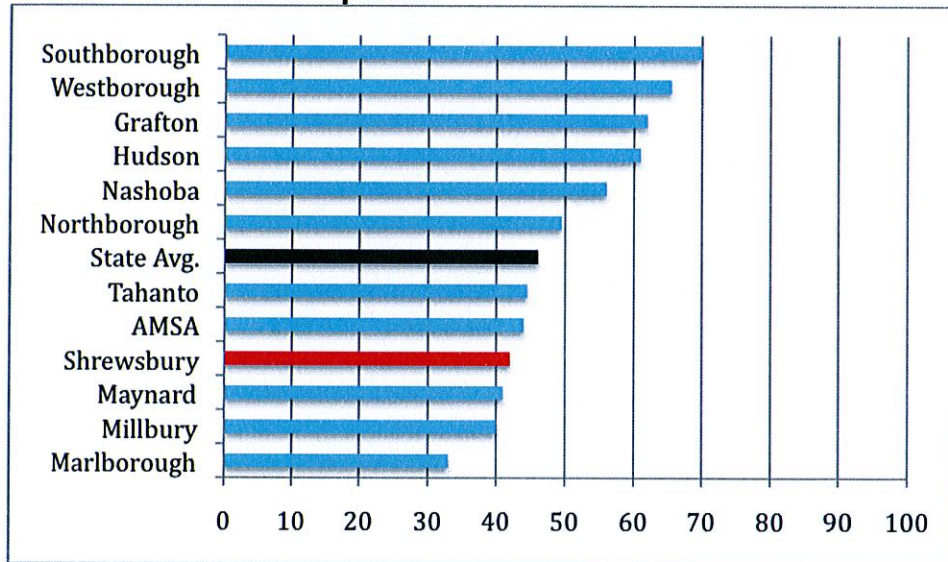
##### Grade 5 Math SGP Comparison



### Grade 6 Math SGP Comparison

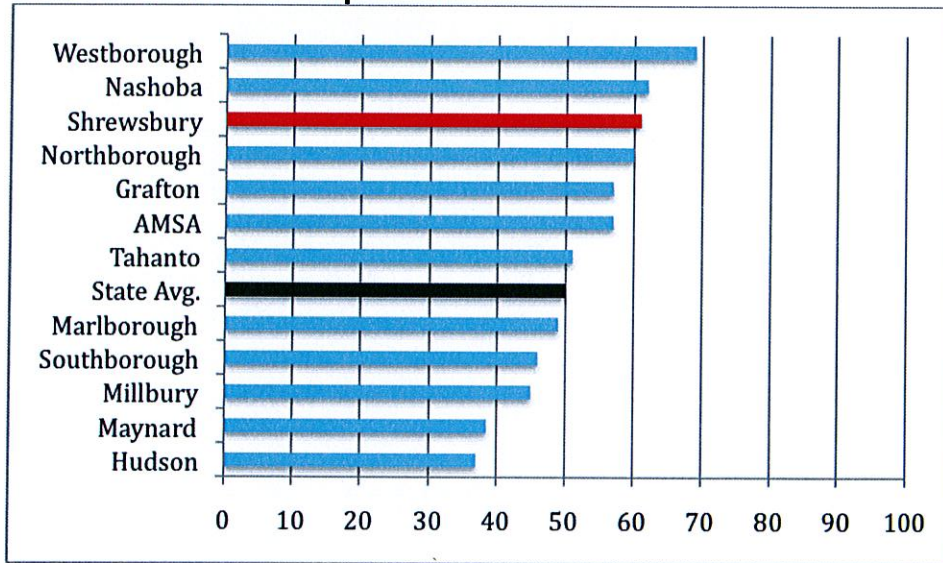


### Grade 7 Math SGP Comparison

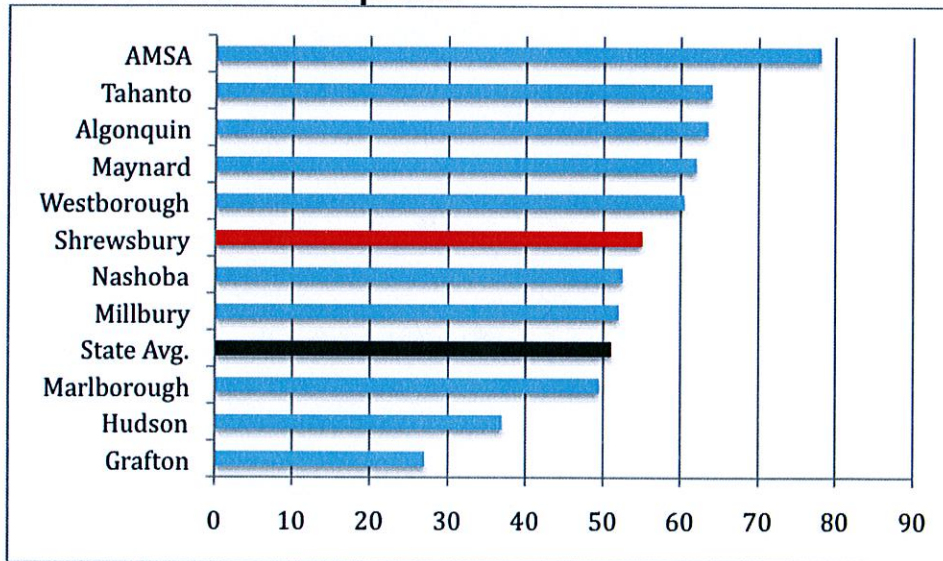




### Grade 8 Math SGP Comparison



### Grade 10 Math SGP Comparison



## Accountability – Progress and Performance Index

In the past, Adequate Yearly Progress (AYP) was used as a measure to demonstrate a student group's proficiency in English language arts and mathematics. AYP reports were issued each year by the Department of Elementary and Secondary Education (DESE) to show the progress schools and districts are making toward the federal mandate of the No Child Left Behind law of having all students reach proficiency by the year 2014.

In February 2012, Massachusetts received a waiver to put into place a different accountability system. Massachusetts will now report district and school progress towards narrowing proficiency gaps, instead of progress towards having all students reach proficiency by the year 2014.

The new Progress and Performance Index (PPI) combines information on up to seven indicators:

- Narrowing Proficiency gaps in English Language Arts
- Narrowing Proficiency gaps in Mathematics
- Narrowing Proficiency gaps in Science
- Growth in English Language Arts
- Growth in Mathematics
- Annual dropout rates
- Cohort graduation rates

Massachusetts uses school grade spans to compare fairly the performance of schools serving similar grades. As part of the new accountability system, all districts and schools are assigned a level ranging from 1 (being the highest), to 5 (being the lowest).

Under this new accountability system, the NCLB school choice and the SES (Supplemental Educational Services) requirement have been discontinued. However, districts performing at a Level 2 or below are required to spend a specified amount of Title 1 funds on their neediest students.

**In 2012, the Shrewsbury Public School District, and all schools in the district received Level 1 status. In 2013, the Shrewsbury Public School District and five schools received Level 2 status, and two schools in the district received Level 1 status.**

School	Accountability and Assistance Level
Calvin Coolidge	Level 2
Floral Street	Level 2
Paton	Level 1
Spring Street	Level 2
Sherwood Middle	Level 2
Oak Middle	Level 2
Shrewsbury Sr. High	Level 1

## **Summary of 2013 MCAS Results and Action Steps**

The MCAS and PPI results from 2013 indicate that Shrewsbury remains a very high performing school district. While recent years have challenged the system due to resource limitations, several elements continue to contribute to this success:

- Strong, talented teachers that focus on constantly improving teaching and learning
- Strong personnel practices that help to maintain and hire talented teachers
- On-going use of data to revisit, and when necessary, revise curriculum and instructional strategies
- On-going attention to helping all student achieve to their highest levels
- Professional collaboration around the sharing of effective practices, the identification of learning challenges, and the developing of solutions to learning challenges

The above factors have all helped provide the high quality education necessary for students to succeed. These, combined with a high level of parental support and hard work on the part of our students, make Shrewsbury a school district where students demonstrate high levels of academic performance.

## **Looking Forward**

This spring, Shrewsbury and most districts in the Commonwealth will be field testing PARCC, a new assessment being designed by a consortium of states that will assess students' proficiency with the Common Core frameworks and will identify their level of readiness for college and career. There will be 5 schools in Shrewsbury participating in the PARCC field testing (Floral, Paton, Sherwood, Oak, and SHS). It is anticipated that for the 2014-2015 school year, districts will have a choice around taking the MCAS or PARCC exam, and that the state will fully transition to PARCC during the 2015-2016 school year. Currently the district is involved in a number of different initiatives to ensure that our curriculum is well aligned to the ELA and math standards that are identified in the Common Core.

**There are several areas of focus for the coming year that are designed to have a direct impact on student performance and growth both now and in the future:**

- During the 2013-14 school year, K-8 math teachers are piloting materials and curriculum that are aligned to the Common Core math standards. We anticipate that all K-8 math teachers will move to teach under these new standards and will be provided with the updated materials for the 2014-2015 school year.
- Work on the PreK-12 Shrewsbury Writing Project is continuing.
  - At the elementary level additional revisions are being made to reflect the updated standards and work is beginning on developing common assessments to measure students' progress in writing.



- At the middle level there is a major focus around integrating the new ELA content area literacy standards. These standards require that content area teachers integrate reading and writing into their curriculum.
- At SHS there is also a focus on writing across the content areas, with a particular emphasis on and developing students' capacity to write in response to a particular piece of text.
- Work is continuing on the high-leverage integration of technology into instruction. The new PARCC exam is designed to be taken on-line and will be utilizing a wide range of digital resources. Given this, our students will need to be facile with a number of digital competencies as they interact with this on-line testing environment.
- Massachusetts is currently in the process of revising the Next Generation Science Standards to meet state needs. The state revisions are due to be released in the spring of 2014. Once these standards are released, alignment work in science will begin as well.

## Shrewsbury Public Schools MCAS 2013 State Ranking

Shrewsbury's relative state ranking in 2013 represents a strong performance overall. The following summarizes the district's relative ranking for the past five years according to percentage of students in the Advanced and Proficient categories on each exam. Please note that this is strictly comparative data; the percentage of students achieving Advanced/Proficient on a particular exam may be stronger than another, yet the rank compared to other districts may be lower on that exam (e.g., Grade 8 ELA has performance of 89% A/P, ranking in top 32%; Grade 5 ELA has performance of 84% A/P, ranking in top 16%).

- 2009 Top 4-30% of all districts, depending on test/grade level
- 2010 Top 1-29% of all districts, depending on test/grade level
- 2011 Top 3-30% of all districts, depending on test/grade level
- 2012 Top 2-22% of all districts, depending on test/grade level
- 2013 Top 3-32% of all districts, depending on test/grade level

Grade	Test	2009 State Rank	2010 State Rank	2011 State Rank	2012 State Rank	2013 State Rank
3	Reading	Top 8%	Top 13%	Top 7%	Top 8%	Top 8%
3	Mathematics	Top 4%	Top 5%	Top 5%	Top 4%	Top 8%
4	Language Arts	Top 8%	Top 2%	Top 3%	Top 2%	Top 3%
4	Mathematics	Top 7%	Top 1%	Top 3%	Top 3%	Top 8%
5	Language Arts	Top 16%	Top 23%	Top 11%	Top 9%	Top 16%
5	Mathematics	Top 11%	Top 13%	Top 19%	Top 13%	Top 19%
5	Science/Tech	Top 10%	Top 9%	Top 16%	Top 14%	Top 18%
6	Language Arts	Top 11%	Top 14%	Top 20%	Top 14%	Top 9%
6	Mathematics	Top 8%	Top 6%	Top 10%	Top 9%	Top 11%
7	Language Arts	Top 20%	Top 14%	Top 14%	Top 13%	Top 13%
7	Mathematics	Top 9%	Top 4%	Top 8%	Top 10%	Top 10%
8	Language Arts	Top 21%	Top 19%	Top 24%	Top 20%	Top 32%
8	Mathematics	Top 20%	Top 11%	Top 13%	Top 10%	Top 10%
8	Science/Tech	Top 19%	Top 16%	Top 15%	Top 21%	Top 15%
10	Language Arts	Top 22%	Top 27%	Top 11%	Top 20%	Top 24%
10	Mathematics	Top 22%	Top 24%	Top 11%	Top 15%	Top 15%
9-10	Science	Top 30%	Top 29%	Top 30%	Top 22%	Top 19%
3-10	Mean of Ranks	14%	13%	13%	12%	14%

\* Spring 2013 \* English Language Arts \* Shrewsbury Submit Cancel

All Grades - English Language Arts

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/Falling	CPI	N Included	Median SGP	N Included in SGP
<b>All Students</b>									
All Students	87	40	48	10	3	95.2	3,304	54.0	2,646
<b>Low Income Status</b>									
Low Income	70	19	51	24	7	87.2	474	48.0	354
Non-Low Income	90	43	47	8	2	96.6	2,830	56.0	2,292
<b>Disability Status</b>									
Students w/ Disabilities	52	9	43	33	16	80.9	513	47.0	376
Non-Disabled	94	45	49	6	0	97.9	2,791	55.0	2,270
<b>English Language Learner (ELL) Status</b>									
ELL	36	0	36	47	17	72.3	47		12
Non-ELL	88	40	48	9	3	95.5	3,257	54.0	2,634
<b>Race/Ethnicity</b>									
African Amer./Black	72	19	53	21	7	87.9	58	51.0	45
Amer. Ind. or Alaska Nat.							9		7
Asian	91	51	40	7	2	96.7	641	65.0	475
Hispanic/Latino	70	24	46	21	9	87.1	182	51.0	125
Multi-Race, Non-Hisp./Lat.	85	50	35	11	4	94.4	80	65.0	58
Nat. Haw. or Pacif. Isl.							2		2
White	88	38	50	9	2	95.7	2,332	52.0	1,934
<b>Gender</b>									
Male	84	32	52	12	4	93.8	1,681	51.0	1,336
Female	91	48	43	8	2	96.7	1,623	57.0	1,310
<b>Title 1 Status</b>									
Title 1	20	0	20	67	13	65	15		4
Non-Title 1	88	40	48	10	3	95.4	3,289	54.0	2,642
<b>High Needs Status</b>									
High Needs	64	15	49	26	10	85.8	924	50.0	673
Non-High Needs	96	49	47	4	0	98.9	2,380	56.0	1,973
<b>Former ELL Status</b>									
Former ELL	73	21	53	21	6	88.1	78	63.0	55
Non-Former ELL	88	40	48	10	3	95.4	3,226	54.0	2,591

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

\* Spring 2013 \* Mathematics \* Shrewsbury Submit Cancel

All Grades - Mathematics

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/Failing	CPI	N Included	Median SGP	N Included in SGP
<b>All Students</b>									
All Students	82	53	29	13	5	92.2	3,308	51.0	2,652
<b>Low Income Status</b>									
Low Income	62	29	33	25	13	82.1	478	43.0	361
Non-Low Income	85	57	28	11	4	93.9	2,829	53.0	2,291
<b>Disability Status</b>									
Students w/ Disabilities	42	15	27	31	27	71.7	515	48.0	378
Non-Disabled	89	60	29	10	1	95.9	2,793	52.0	2,274
<b>English Language Learner (ELL) Status</b>									
ELL	55	11	45	36	9	83.5	47		17
Non-ELL	82	53	29	13	5	92.3	3,260	51.0	2,635
<b>Race/Ethnicity</b>									
African Amer./Black	59	25	34	24	17	78.8	59	57.0	45
Amer. Ind. or Alaska Nat.							9		7
Asian	92	74	18	5	3	96.6	641	65.5	478
Hispanic/Latino	66	28	38	21	13	83.7	182	40.0	126
Multi-Race, Non-Hisp./Lat.	81	59	22	14	5	94.1	81	52.0	57
Nat. Haw. or Pacif. Isl.							2		2
White	81	49	31	15	5	91.9	2,333	48.0	1,937
<b>Gender</b>									
Male	81	51	31	13	6	91.8	1,686	50.0	1,343
Female	82	55	27	14	4	92.6	1,622	53.0	1,309
<b>Title 1 Status</b>									
Title 1	20	0	20	73	7	66.7	15		4
Non-Title 1	82	53	29	13	5	92.3	3,292	51.0	2,648
<b>High Needs Status</b>									
High Needs	57	25	32	26	17	79.9	929	46.5	684
Non-High Needs	91	63	28	8	1	97	2,378	53.0	1,968
<b>Former ELL Status</b>									
Former ELL	71	38	32	18	12	84.3	78	60.5	56
Non-Former ELL	82	53	29	13	5	92.4	3,229	51.0	2,596

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

\* Spring 2013 \* Science and Technology/Engineering (All Grades) \* Shrewsbury

All Grades - Science and Technology/Engineering (All Grades)

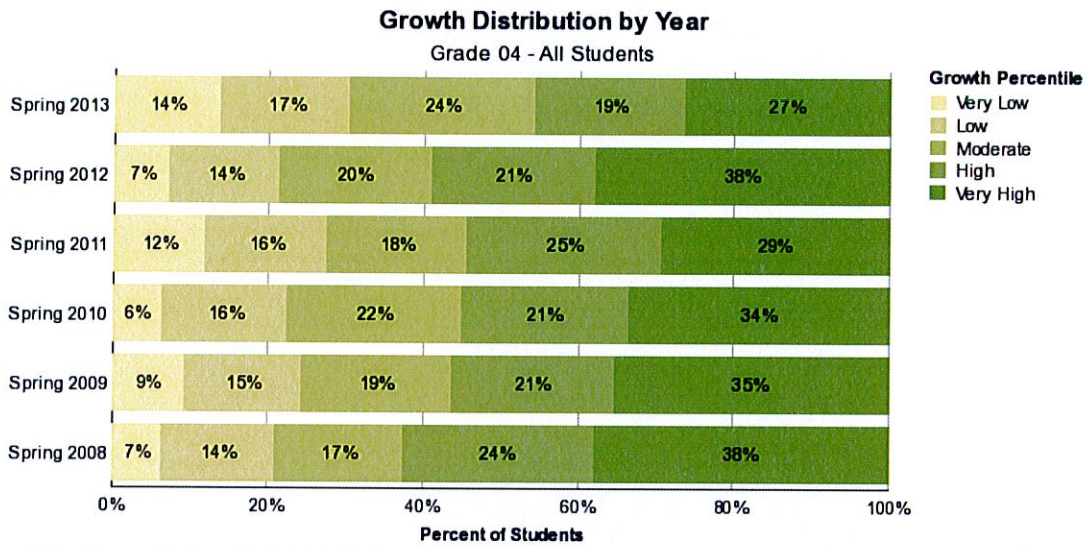
	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/ Falling	CPI	N Included
<b>All Students</b>							
All Students	74	32	42	22	4	89.6	1,411
<b>Low Income Status</b>							
Low Income	49	14	34	40	11	77.9	201
Non-Low Income	78	35	43	19	3	91.5	1,210
<b>Disability Status</b>							
Students w/ Disabilities	31	5	26	45	24	68.2	229
Non-Disabled	82	37	45	17	1	93.7	1,182
<b>English Language Learner (ELL) Status</b>							
ELL	36	0	36	55	9	75	11
Non-ELL	74	32	42	22	4	89.7	1,400
<b>Race/Ethnicity</b>							
African Amer./Black	50	17	33	46	4	79.2	24
Amer. Ind. or Alaska Nat.							3
Asian	87	51	37	11	2	94.8	243
Hispanic/Latino	49	20	29	40	11	77	75
Multi-Race, Non-Hisp./Lat.	80	52	28	20	0	95	25
White	73	28	44	23	5	89.4	1,041
<b>Gender</b>							
Male	74	34	40	21	5	89.8	719
Female	73	30	43	23	4	89.3	692
<b>Title 1 Status</b>							
Non-Title 1	74	32	42	22	4	89.6	1,411
<b>High Needs Status</b>							
High Needs	44	11	32	41	16	75.4	395
Non-High Needs	85	40	45	15	0	95.1	1,016
<b>Former ELL Status</b>							
Former ELL	43	14	29	46	11	74.1	28
Non-Former ELL	74	32	42	21	4	89.9	1,383

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

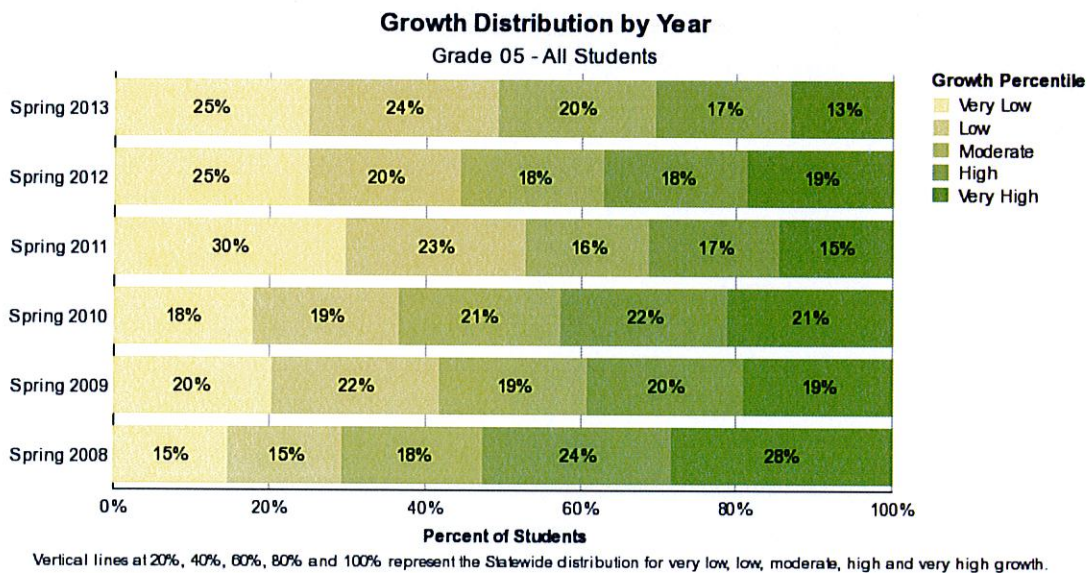


# Spring 2013 MCAS District Growth Distribution: Math

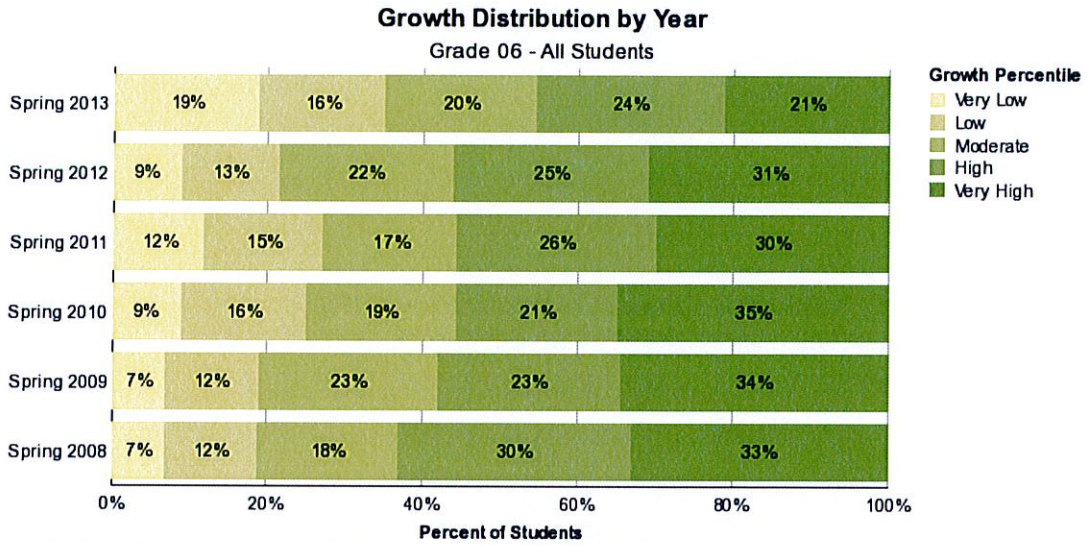
## Grade 4



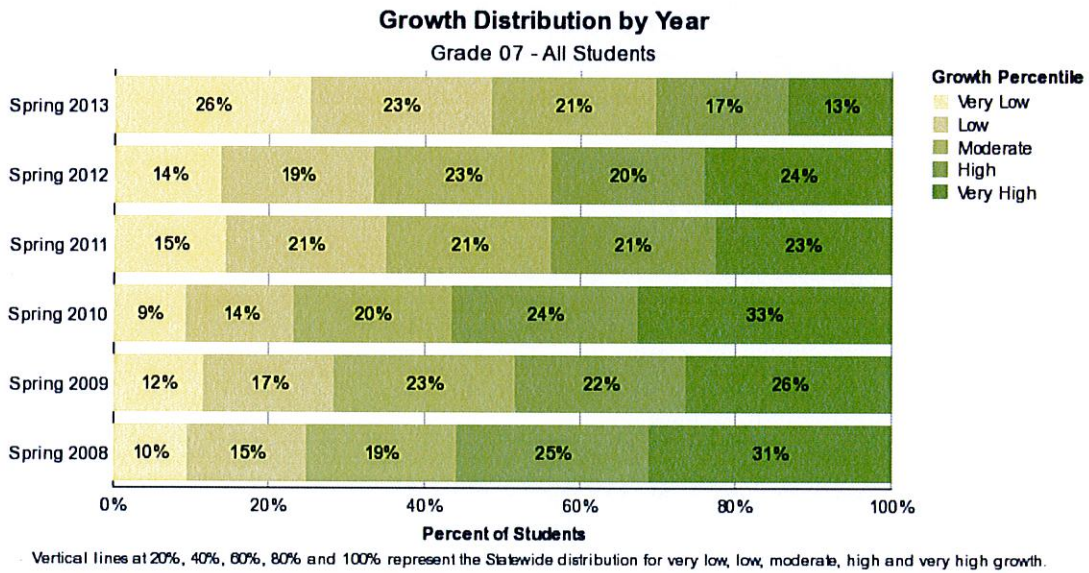
## Grade 5



## Grade 6



## Grade 7

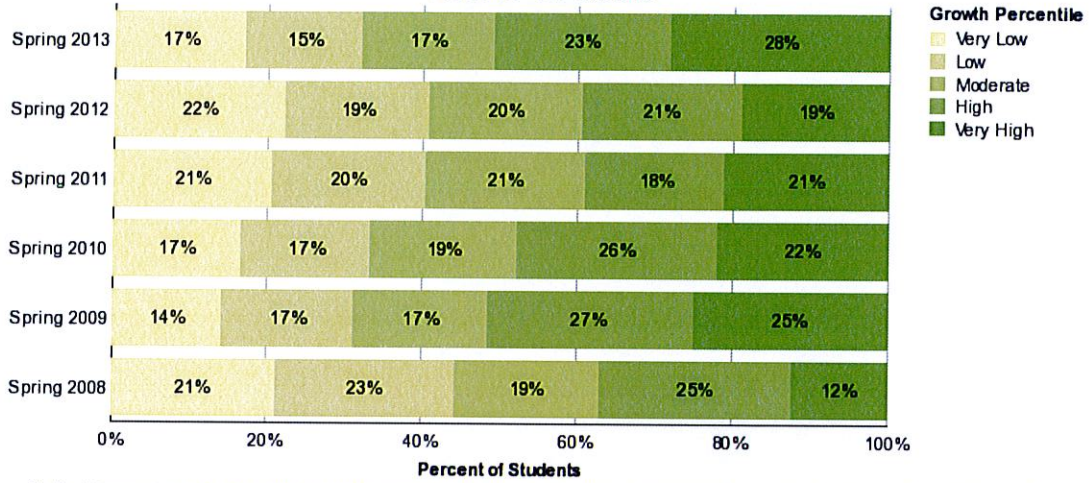


## Grade 8



### Growth Distribution by Year

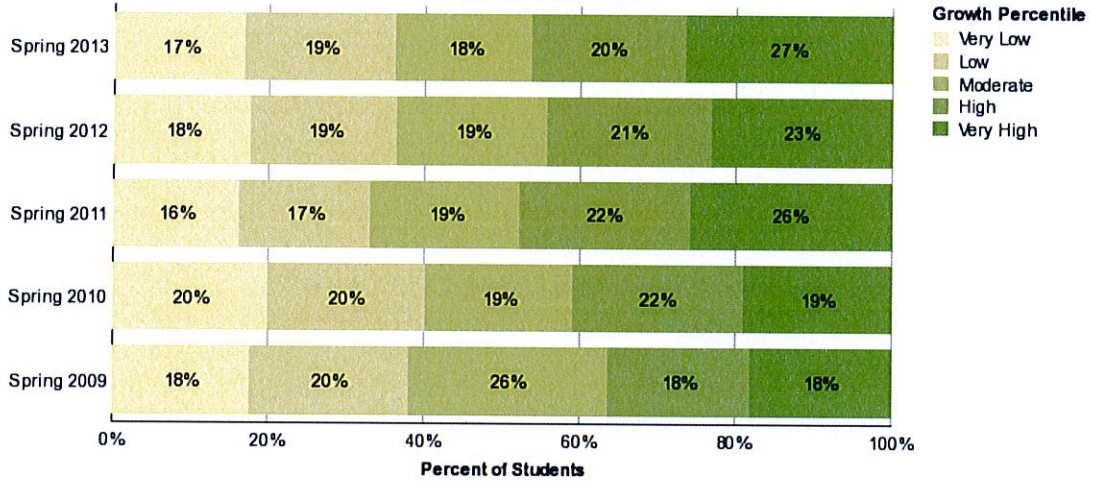
#### Grade 08 - All Students



### Grade 10

### Growth Distribution by Year

#### Grade 10 - All Students





**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE**

**ITEM NO: V. Curriculum  
C. PARCC Testing Plans: Report**

**MEETING DATE: 11/6/13**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report on the Department of Elementary and Secondary Education's (DESE) plans for the Partnership for Assessment of College and Careers (PARCC) testing program?

**BACKGROUND INFORMATION:**

1. The DESE has determined that it is necessary to create a new assessment to measure students' performance relative to the Common Core State Standards and to determine career and college readiness. The DESE is currently working with the PARCC consortium to develop this new assessment.
2. The DESE is requiring school districts to perform pilot testing this coming spring, and it has created a timetable for the potential adoption of PARCC as a replacement for MCAS.
3. Ms. Banios, who serves on a statewide commission as a "PARCC Fellow," will share information about this assessment and inform the School Committee of issues the district will need to decide relative to participation in the pilot testing phase.

**ACTION RECOMMENDED:**

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Mary Beth Banios, Assistant Superintendent



# Shrewsbury Public Schools

Mary Beth Banios  
Assistant Superintendent

To: School Committee  
From: Mary Beth Banios  
Re: MCAS to PARCC Transition  
Date: November 1, 2013

## MCAS to PARCC Transition

### *Background*

The Massachusetts Department of Elementary and Secondary Education is in the process of developing the next generation of assessments for the Commonwealth. Our state has partnered with a consortium of other states to develop the PARCC assessment (Partnership for Assessment for College and Careers). This partnership is developing common, high-quality **English language arts** (ELA) and **math** tests for grades 3-11. These assessments will be computer-based and linked to what students need to know for college and careers. There will be two summative assessment components to the exam: a performance-based assessment (PBA) and an End-of-Year assessment (EOY). Field testing for the PARCC exam will take place in districts across the Commonwealth and all member states during the spring of 2014.

### *Resources*

Included in this packet you will find:

- FAQs about PARCC field testing
- Overview of the PARCC Assessment
- The proposed Massachusetts timeline for adoption of PARCC (to be voted on at the November 19<sup>th</sup> Board of Education Meeting)

### *Shrewsbury Field Testing Assignments:*

School Name	Grade/Course	Subject Area	Number of Classes	Mode of Admin.	Component	Number of Sessions <sup>1</sup>
Floral Street School	3	Mathematics	2	Online	PBA & EOY	4
Walter J Paton	3	ELA	2	Paper	PBA	3
Walter J Paton	4	ELA	2	Paper	EOY	2
Oak Middle School	7	ELA	2	Paper	PBA	3
Oak Middle School	8	Mathematics	2	Paper	PBA	2
Sherwood Middle School	5	ELA	2	Online	PBA	3
Shrewsbury Sr High	9	ELA	3	Paper	PBA	3
Shrewsbury Sr High	Integrated Mathematics 3	Mathematics	6	Paper	PBA	2

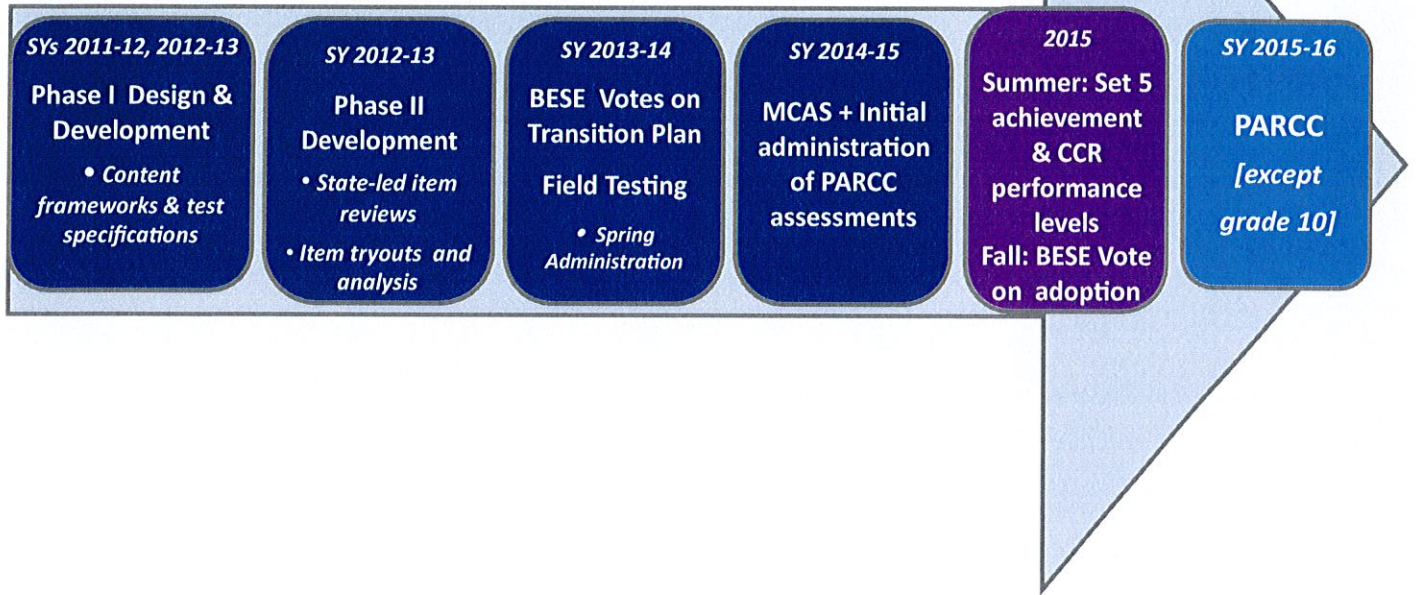


*Questions Facing the Shrewsbury School District Related to PARCC Field Testing*

<b>Spring 2014 Assessment Schedule</b>	12	<b>Which classes that participate in the PARCC Field Test may opt out of MCAS testing in 2014?</b>	18																																		
<ul style="list-style-type: none"> <li>• <b>PARCC Field Test:</b></li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th style="text-align: left;">Component</th> <th style="text-align: left;">Administration Dates</th> </tr> </thead> <tbody> <tr> <td>Performance-Based Assessment (PBA)</td> <td>March 24 – April 11</td> </tr> <tr> <td>End-of-Year (EOY)</td> <td>May 5 – June 6</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>MCAS:</b></li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th style="text-align: left;">Subject</th> <th style="text-align: left;">Administration Dates</th> </tr> </thead> <tbody> <tr> <td>ELA Composition</td> <td>March 18 (make-up on March 27)</td> </tr> <tr> <td>ELA Reading Comprehension</td> <td>March 17 – March 31</td> </tr> <tr> <td>Mathematics</td> <td>May 5 – May 20</td> </tr> <tr> <td>Science grades 5 &amp; 8</td> <td>May 6 – May 20</td> </tr> <tr> <td>High school science</td> <td>June 2 – June 3 (make-up thru June 6)</td> </tr> </tbody> </table>	Component	Administration Dates	Performance-Based Assessment (PBA)	March 24 – April 11	End-of-Year (EOY)	May 5 – June 6	Subject	Administration Dates	ELA Composition	March 18 (make-up on March 27)	ELA Reading Comprehension	March 17 – March 31	Mathematics	May 5 – May 20	Science grades 5 & 8	May 6 – May 20	High school science	June 2 – June 3 (make-up thru June 6)		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th colspan="4">PARCC 2014 Field Test Condition</th> </tr> <tr style="background-color: #4F81BD; color: white;"> <th></th> <th>PBA &amp; EOY</th> <th>PBA Only</th> <th>EOY Only</th> </tr> </thead> <tbody> <tr> <td style="background-color: #4F81BD; color: white;">ELA</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td style="background-color: #4F81BD; color: white;">Math</td> <td>✓</td> <td>✓</td> <td></td> </tr> </tbody> </table> <p>✓ = May opt out of MCAS in that subject</p>	PARCC 2014 Field Test Condition					PBA & EOY	PBA Only	EOY Only	ELA	✓	✓		Math	✓	✓		
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- Do we exempt students who are assigned to the Spring 2014 field test from taking the MCAS this year?
  - There will be no data returned to students and schools regarding district or individual performance on the field test
  - DESE is looking to institute a “hold harmless” provision in terms of accountability rating
  - DESE will be asking districts to make a decision at some point in the November/December 2013 time period
  
- Do we participate in PARCC or the MCAS in during the 2014-2015 school year?
  - DESE is asking districts to choose either a PARCC or MCAS administration next year
  - DESE is looking to institute a “hold harmless” provision in terms of accountability rating for districts who opt to participate in PARCC
  - It appears that the DESE will be asking districts to make a decision at some point in the spring of 2014

# PARCC Timeline in MA



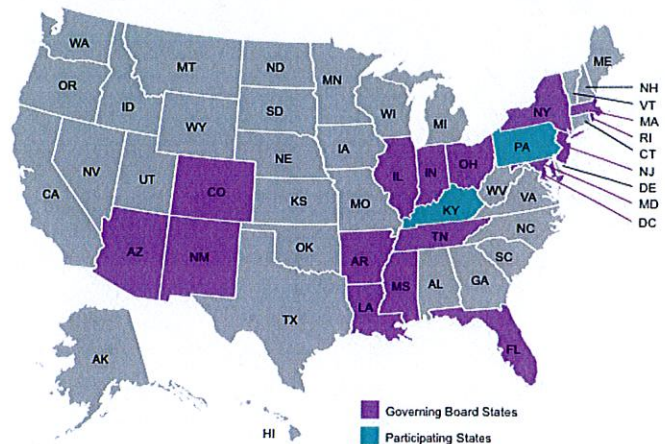




## A NEW VISION OF ASSESSMENT

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of **states that have come together** to develop high-quality student assessments linked to **new, more rigorous English language arts (ELA)/literacy and math standards**. The assessments will be ready for the 2014–15 school year for students in grades 3–11 and will replace the statewide tests in those subjects that students take now.

The computer-based assessments will address longstanding concerns that parents, educators and employers have about current state assessments. Many current state tests do not measure the ability of students to think critically and apply their knowledge rather than just memorize facts. The new assessments will ask students to answer a variety of types of questions, show their work and explain their reasoning.



Educators need to assess whether students are learning at expected levels or need **extra help**, and they need to determine whether **instructional programs and practices are working**. But educators should measure student learning in useful ways, with meaningful assessments that are worth your child’s time.

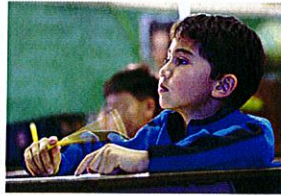
Depending on the state in which you live, the time your child spends taking the new tests could be shorter, somewhat longer or the same as with current state tests. It is important to remember that the new tests are more comprehensive than the outgoing ones. PARCC will test writing skills at every grade level and critical-thinking and problem-solving skills in an in-depth manner. In math, for example, your child will be asked to explain mathematical reasoning, not just get the answer right. In ELA/literacy, he or she will be asked to read complex passages and draw evidence from the material to make inferences and present a persuasive argument.

### How PARCC Will Be Different

The new assessments will:

- **Be innovative and engaging.** PARCC assessments will be tests worth taking, made up of engaging texts and real-world problems. They will ask your child to write essays and answer questions that resemble the kind of high-quality coursework you see in the best classrooms at all grade levels and in colleges.
- **Monitor and signal whether your child is on track for success in college or a career.** The new tests will signal whether your child is making expected progress and whether he or she is on track to succeed in college or careers or needs extra support. Right now, too many young people graduate from high school unprepared and unexpectedly get stuck in expensive, noncredit-bearing remedial courses in college —





courses that do not lead to a degree or certificate at a community college, four-year college or university, or technical training program.

- **Provide educators and parents useful data on student achievement in a timely way.** Teachers, parents and students sometimes get test data much too late, even after the school year has ended. The new computer-based PARCC tests will provide results much faster and in a more useful format than before. PARCC plans to release more than just scores. It also will release a portion of the test questions and answers at the end of each year, so parents and educators can use the data to help reinforce what students are doing well and where they need to improve.
- **Connect to the Common Core State Standards.** Nearly every state is working to implement rigorous K–12 standards that spell out what your child needs to know in each grade in ELA/literacy and math to ensure he or she is on track to succeed in college or careers. The new tests will assess learning based on these new standards.
- **Provide comparability among states and equity among students.** Every child in America deserves access to excellent standards and assessments, and mastering 4th grade math should mean the same thing from school to school and state to state. PARCC will assess what every student knows and can do — from high-achieving to low-achieving children. The computer-based tests will also better enable people with disabilities and English language learners to demonstrate their knowledge and skills.

### Grade 3 Sample Test Item

SAMPLE ITEM

**Part A**  
A farmer plants  $\frac{3}{4}$  of the field with soybeans. Drag the soybean to the field as many times as needed to show the fraction of the field that is planted with soybeans.

**Part B**  
Type a fraction different than  $\frac{3}{4}$  in the boxes that also represents the fractional part of the farmer's field that is planted with soybeans.

3
4

=


**Farmer's Field**


●

Soybean

Explain why the two fractions above are equal.

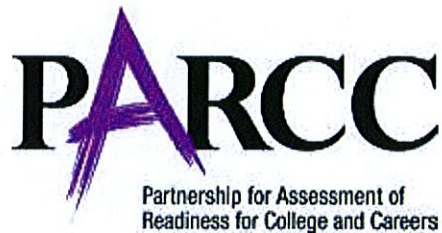
*This sample test item has more than one possible solution. Unlike traditional multiple choice, guessing the correct answer or using a strategy to eliminate choices is difficult. Students can also create a visual representation even though the task is scored by a computer.*

## Getting Ready

- **Training Teachers.** Educators from across the country have been working with their states through PARCC to become leaders and experts on the new assessments. They are sharing their knowledge and expertise with their peers and will help other teachers get up to speed on the new tests.
- **Technology.** Schools will be able to use a range of devices from desktop computers to laptops and tablets. This is the same technology used for instructional purposes throughout the year. Schools across the country are now determining what additional technology and bandwidth they may need to administer the tests.
- **What You Can Do.** Now is the time to ask questions and find out how teachers are preparing for the new assessments, what kind of planning is happening and how you can help your child get ready.

Please visit the PARCC website at [www.PARCCOnline.org](http://www.PARCCOnline.org). You will find sample test questions and more information about the design and development of these new assessments. If you would like to contact PARCC, please go to [www.PARCCOnline.org/contact](http://www.PARCCOnline.org/contact).





# Frequently Asked Questions about the PARCC Field Test

Updated September 17, 2013

This document contains Frequently Asked Questions in the following categories:

[General Questions about the PARCC Field Test](#)

[Requirements for Participating in the PARCC Field Test](#)

[Timing and Scheduling for the PARCC Field Test](#)

[Preparing for Administration of the PARCC Field Test](#)

[Administration of the PARCC Field Test](#)

[Preparing for Operational Assessments in 2014-2015](#)

## General Questions about the PARCC Field Test

1. What is the purpose of the PARCC Field Test?

The primary purposes of the PARCC Field Test are to:

- Examine the quality of items so that PARCC can build assessment forms for the 2014-15 school year;
- Pilot assessment administration procedures; and
- Give schools and districts the opportunity to experience the administration of PARCC assessments.

2. How many students are participating in the PARCC Field Test?

Across all PARCC states, over one million students will participate in the Field Test.

3. How will my school be informed if it has been selected to participate in the PARCC Field Test?

Schools will be notified by their districts/LEAs. Pearson, PARCC's Field Test contractor, will send letters (via email) to districts/LEAs notifying them if schools in their district have been selected to participate in the PARCC Field Test. These letters will be sent by early September 2013. Schools unable to participate in the Field Test will be replaced by schools with similar demographic criteria and will be notified of their selection through their districts in October 2013. The final list of participating schools is expected to be completed by early November 2013.

4. Will the PARCC Field Test include paper-based tests?

Yes. While the goal is that all students will take PARCC assessments on a computer in the future, PARCC intends to offer paper-based versions of its assessments in the near term. Accordingly, some schools will be selected to field test computer-based assessments, and others will administer paper-based assessments. No school will be asked to administer Field Tests in both paper and computer modes.



5. Why are some students only taking one component (Performance-Based Assessment OR End-of-Year Assessment), while other students are taking both components (both Performance-Based Assessment AND End-of-Year Assessment)?

The majority of students will take only one half of the assessment in one content area. This design was chosen to minimize the testing burden on schools, while still allowing PARCC to collect data needed to accomplish the purposes of the Field Test.

6. May I talk to the press or my colleagues about my experience in the Field Test?

Yes. However, the PARCC Field Test is a secure testing event – only students being tested can view the assessment items. Therefore, discussion about specific PARCC items must not occur in order to protect the security of the items. Further, members of the media and other visitors are not permitted to interfere with students during a test session.

### Requirements for Participating in the PARCC Field Test

1. May a school change the grades, content areas, testing modes (i.e., computer-based, paper-based) for which it was selected?

No. Schools were selected to participate in a particular grade, content area, and mode for the Field Test. In order to collect representative data, schools will not be able to change the tested grades, content areas, or testing modes for the Field Test.

2. My recruitment letter says “number of classes.” How is this defined?

In this instance, class is defined as a “classroom.”

3. How does my school select a classroom (not applicable for Colorado or Mississippi)?

It is important that classrooms are randomly selected. PARCC will provide additional guidance to schools on how to select classrooms later this fall.

4. Will students with disabilities and English Language Learners be included in the Field Test?

Yes. The PARCC Field Test sample will represent the student population in each state and across PARCC. Therefore, students with disabilities and English Language Learners will participate in the PARCC Field Test. PARCC will provide additional guidance to schools on how to select classrooms later this fall, including how to include students with disabilities and English Language Learners.

5. My school was selected for the computer-based assessment. How do I know if my school has the technology capacity to administer the Field Test?

PARCC's technology requirements for test-taking devices and bandwidth can be found here:

[www.parcconline.org/field-test-technology](http://www.parcconline.org/field-test-technology). Schools should refer to the Technology Readiness Quick Start Checklist on that page to determine if they have the technical capacity to administer the PARCC assessments.





6. Is there a low-bandwidth option for PARCC Field Test?

Yes. There is a low-bandwidth option for administering the PARCC Field Test. Caching is a secure option that will enable schools and districts to deliver interactive computer-based tests even in very limited Internet bandwidth conditions. For the PARCC Spring 2014 Field Test, schools using the caching option should plan on bandwidth capacity equivalent to 5 kbps per simultaneous test-taker to implement proctor caching. Please see more information about proctor caching here:

<http://www.parcconline.org/sites/parcc/files/FullTechnologySpecificationsforPARCCFieldTestV1.1-Sept2013.pdf>

7. My school does not have a sufficient number of headphones to administer the Field Test. What options does my school have?

For PARCC assessments, headphones are defined as personal audio transmission devices that include both over the ear and in-ear audio devices that may be commonly referenced as headphones, or earphones, or earbuds. Headphones are only required for English Language Arts/Literacy testing sessions, not mathematics testing sessions (except for students who need them for accommodations purposes). Schools have several different options for ensuring they have a sufficient number of headsets. First, schools can instruct students to bring their own headsets. Second, if schools have a smaller number of headsets, schools can break up classes into a smaller number of students for administration. For example, if a school is selected for 1 classroom, they can break the classroom in half and test the students in two different groups. Third, schools could purchase additional device compatible headphones, which are relatively inexpensive.

8. If my school does not have technology capacity to administer the PARCC Field Test for the selected grades/ courses, can my school request to participate in a fewer number of grades/ courses?

Yes. In the rare instance that a school thinks it might not have adequate technology for Field Test, a request must be made when districts submit the participation confirmation form, indicating that a school does not have sufficient technology capacity to administer the Field Test and would like to participate in a fewer number of grades/ courses. When submitting the confirmation form for your district, please select the grade(s)/ course(s) for which the school does not have the technology capacity to administer the Field Tests and provide a rationale on the next page of the confirmation form.

9. My school was selected for a high school sample and my school runs on a block schedule. Should I include students who took the course in fall 2013 in the Field Test sample?

No, schools should only include students who are taking the course in spring 2014. Schools should not include students who took the course in fall 2013.

10. What accommodations will be available for the field test?

During the PARCC field test administration, some accessibility features and accommodations will not be available due to ongoing research that is required to ensure that all accessibility features and accommodations provide a valid reflection of what students know and can do. In addition, some specific accessibility features and accommodations may not be available on specific devices such as Android and Linux devices. A detailed list summarizing which accessibility features and computer-based accommodations will be supported for the Spring 2014 Field Test versus the School Year 2014-2015



Operational Assessment is available in the document Full Technology Specifications for PARCC Spring 2014 Field Test available at <http://www.parcconline.org/sites/parcc/files/FullTechnologySpecificationsforPARCCFieldTestV1.1-Sept2013.pdf>

## Timing and Scheduling for the PARCC Field Test

### 1. What are the test administration windows for the Field Test?

The Field Testing windows are as follows:

Performance-Based Assessment (PBA): March 24–April 11, 2014

End-of-Year (EOY): May 5–June 6, 2014

Several states have a minor adjustment in their testing window, due to special circumstances in their state. Districts in these states are being notified of this difference in their recruitment letters. If you have any questions about the administration window in your state, please contact the PARCC Support Center, which is available Monday through Friday from 6:00 a.m. to 8:00 p.m. (CT). The telephone number is 888-493-9888. Schools can also contact the PARCC Support Center via email at [PARCC@support.pearson.com](mailto:PARCC@support.pearson.com).

### 2. Will the PARCC Field Test be timed?

Yes. In March 2013, PARCC released the number of sessions and estimated time on task students will need to complete each session for each component of its English Language Arts/Literacy (ELA/Literacy) and Mathematics assessments. A set amount of additional time will be added to these estimates to ensure that students have ample time to demonstrate their skills and knowledge.

### 3. How many test sessions will there be in the Field Test and how long will each session be?

The number of test sessions for each PARCC assessment component in each subject area is as follows:

PARCC Component	Number of ELA/Literacy Test Sessions	Number of Mathematics Test Sessions
Students Selected for Performance-Based Assessment (PBA) Only	3	2
Students Selected for End-of-Year (EOY) Only	2	2
Students selected for Both PBA and EOY	5	4

The administration times for the Field Test include the estimated times that the typical student will take to complete the test component (Estimated Time on Task) plus a set amount of additional time for students who need it to complete the session. These times vary by grade level/course, content area, and assessment component. For more information, please see guidance found on the PARCC Field Test website at <http://www.parcconline.org/sites/parcc/files/GuidelinesforSchedulingFieldTestSessions8-30-13.pdf>.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE**

**ITEM NO: VI. Policy**

**MEETING DATE: 11/6/13**

**SPECIFIC STATEMENT OR QUESTION:**

**BACKGROUND INFORMATION:**

**ACTION RECOMMENDED:**

**STAFF AVAILABLE FOR PRESENTATION:**



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE**

**ITEM NO: VII. Budget**

**MEETING DATE: 11/6/13**

**SPECIFIC STATEMENT OR QUESTION:**

**BACKGROUND INFORMATION:**

**ACTION RECOMMENDED:**

**STAFF AVAILABLE FOR PRESENTATION:**





**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE**

**ITEM NO: VIII. Old Business**

**MEETING DATE: 11/6/13**

**SPECIFIC STATEMENT OR QUESTION:**

**BACKGROUND INFORMATION:**

**ACTION RECOMMENDED:**

**STAFF AVAILABLE FOR PRESENTATION:**



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE**

**ITEM NO: IX. New Business**

**MEETING DATE: 11/6/13**

**SPECIFIC STATEMENT OR QUESTION:**

**BACKGROUND INFORMATION:**

**ACTION RECOMMENDED:**

**STAFF AVAILABLE FOR PRESENTATION:**



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE**

**ITEM NO: X. Approval of Minutes**

**MEETING DATE: 11/6/13**

**SPECIFIC STATEMENT OR QUESTION:**

**Will the School Committee approve the minutes of the School Committee meetings on October 9, and October 23, 2013?**

**BACKGROUND INFORMATION:**

**The minutes have been reviewed by Mr. Palitsch and will be provided under separate cover.**

**ACTION RECOMMENDED:**

**That the School Committee vote to approve the minutes of the School Committee meetings on October 9 and October 23, 2013.**

**STAFF AVAILABLE FOR PRESENTATION:**

**Ms. Sandra Fryc, Chairperson  
Mr. Jason Palitsch, Secretary**



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE**

**ITEM NO: XI. Executive Session**

**MEETING DATE: 11/6/13**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee enter into executive session for the purpose of discussing negotiations where discussion in open session may have a detrimental effect on the bargaining position of the public body?

**BACKGROUND INFORMATION:**

That the School Committee discuss the information presented and take such action as it deems to be in best interests of Shrewsbury Public Schools.

**ACTION RECOMMENDED:**

That the School Committee enter into executive session.

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Barbara A. Malone, Director of Human Resources  
Dr. Joseph Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE**

**ITEM NO: XII. Information Enclosures  
ITEM NO: XIII. Adjournment**

**MEETING DATE: 11/6/13**

**SPECIFIC STATEMENT OR QUESTION:**

**BACKGROUND INFORMATION:**

**ACTION RECOMMENDED:**

**STAFF AVAILABLE FOR PRESENTATION:**