

SHREWSBURY PUBLIC SCHOOLS

School Committee

Mr. Jason Palitsch, Chairperson (2020)
Ms. Erin H. Canzano, Vice Chairperson (2019)
Ms. Sandra Fryc (2020)
Dr. B. Dale Magee (2019)
Mr. Jon Wensky (2021)

Dr. Joseph M. Sawyer, Superintendent of Schools

The Shrewsbury School Committee and Superintendent, in accordance with the provisions of Chapter 72, Section 4 of the General Laws of Massachusetts submit this 2018 Annual Report to the citizens of Shrewsbury and to the Commissioner of Education.

SUPERINTENDENT'S STATEMENT

The intent of this statement is to provide my perspective regarding the strengths our schools possess and the challenges that we face in the context of our own strategic direction, while considering the larger perspective of public education in our state and nation. I will do so according to the four strategic priorities that the School Committee approved in December 2017 and which are intended to guide our work from 2018-2022. The overarching theme, is that, while we have much to celebrate, *we have work to do* to achieve our collective aspirations for our students.

Our work ahead will build on a very strong foundation

We have work to do, because our strategic goals are ambitious and our students' success is worthy of the significant effort it will take to achieve them. Before discussing further, it is important to pause here to note that we come to this work from a position of great strength. It is important to recognize that:

- Our students continue to demonstrate very high levels of success in traditional measures of academics, including strong performance on state and national assessments, with our district again being named to the national AP Honor Roll for increasing access to rigorous coursework while maintaining very strong outcomes. Student creations and performances in the visual and performing arts continue to earn accolades, while academic competition teams (Speech & Debate, Robotics, Math Teams, etc.) and athletic teams continue to achieve impressive results.
- Our educators, support staff, and leadership team continue to do extraordinary work every day. I am continually impressed with their commitment to students' well-being, their skillful efforts to engage students in meaningful learning, and their pride in working as a team to make their schools and district great places for teaching and learning. Scrolling through the Twitter feed found at #ShrewsburyLearns, one will see superb examples of innovative educational practices, along with myriad examples of students and staff accomplishments that underscore our district's core values.
- Our School Committee provides leadership that creates the conditions for students and educators to thrive. The School Committee's participation in and support of the creation of a bold vision and thoughtful strategic priorities for our district, and its steady governance of our schools in a manner that truly empowers staff to use their professional judgment to turn the vision and priorities into reality, are key factors in the ongoing success of the Shrewsbury Public Schools. These five elected volunteer citizens work tirelessly and collaboratively to ensure our schools provide the greatest value possible for the community given the resources available, while keeping their focus on what's best for students. Their skillful generation of significant, town-wide support for funding the new Beal School building project was another example of how their leadership is critically important to our district's success.

- Our parent community provides outstanding support, for their own children specifically and for our schools generally. We could not accomplish nearly as much without the efforts of parents to ensure that students are ready and available to learn and reinforcing what is taught at school, as well as their volunteer efforts in classrooms, through PTOs, booster groups, etc. We are most fortunate to have high levels of trust and support from families.
- Our support from the town government and the community-at-large is also strong. Our relationship with the municipal government administration remains important and effective, and the recent changes in the municipal structure for supporting public buildings and grounds is already showing evidence of success. The overwhelmingly positive vote to build a new K-4 elementary school to address overcrowding and to replace an obsolete building signaled a high level of confidence in the School Department from citizens across all demographics, not just parents. The business community has also been hugely supportive, as evidenced by the many sponsorships that made the renovation and replacement of the SHS athletic stadium field a reality without using town budget funds (chief among them being a \$750,000 sponsorship by Central One Federal Credit Union).

We should continue to celebrate the continued excellence of our schools, and utilize these strengths as we take the necessary steps to provide an even better education for our students, one that will adapt to the changing needs and demands that today's world places upon our students and us.

We have work to do

There has always been a culture of hard work in our schools, and I am proud that our efforts have resulted in the successes outlined above. In order to achieve the vision and strategic priorities that have been established, I believe that we collectively need to ensure that we are expending our efforts on the right things in the right ways. Below, I attempt to outline how we should focus our energy across our four strategic priorities.

Learning environments where everyone's success matters

We have work to do if we are to become a district where we can truly say that "all means all" when it comes to ensuring that all students are getting what they need to succeed.

We have made strides in shifting our practices to be more inclusive of students with disabilities in typical classroom settings, in order to provide more robust learning opportunities and align programming with research that demonstrates that all students are served better when instruction is differentiated effectively in a heterogeneous setting (such as in a co-teaching model). This work is challenging, as it requires high levels of collaboration between classroom teachers and special education teachers, and that specialized instruction is provided effectively to students who require it. It also requires continued attention to building a growth mindset that focuses on what students *are* capable of accomplishing if provided with the right supports, as opposed to making assumptions about what they can achieve based on deficits associated with their disabilities.

As Shrewsbury becomes more diverse each year, we must also consider how we can ensure that our practices are inclusive where it comes to our students' and families' cultural backgrounds, so that all students and families feel welcome and unconditionally accepted as members of our school communities. We will need to build our understanding of culturally proficient practices so that our staff increase their knowledge and skill of working with students and parents whose cultures of origin differ from theirs.

We are working on how to best measure our successes related to inclusive practices, including learning more about the Department of Elementary & Secondary Education's (DESE) new accountability tool, which shows gaps between different "subgroups" of students relative to various measures of achievement. If we believe that "all means all" when it comes to our students, we must invest time, energy, and resources to ensure that every single student's needs are being met in ways that promote their academic, social, and emotional growth, and to do this in the most inclusive manner possible.

Enhanced well-being of all

We have work to do if we are to become a district where we can truly say that the kids – and the educators – are alright, when it comes to addressing stress and other social, emotional, and behavioral health issues.

The feedback from our students and staff has been consistent: stress is a significant factor that is affecting their quality of life, collectively and individually. This aligns with what is happening on a national and global level, as communities,

states, and nations try to address various issues related to social, emotional, and behavioral health of young people, especially where it comes to the specific topics of depression and suicide, substance abuse and addiction (including new challenges related to the legalization of marijuana and an epidemic of vaping, in addition to the opioid crisis), and the societal phenomena of smartphones and screen time changing the social dynamic. Health survey data indicate that Shrewsbury's young people are not immune from these issues, and that these concerns are more significant in many cases when the data are disaggregated by subgroup, with LGBTQ students in particular demonstrating higher levels of risk. To address these issues, we will need to focus time, attention, and resources on developing a comprehensive approach to social and emotional learning to be integrated into practices across the board, while also taking steps to address the specific concerns listed above through curriculum adjustments and expanded counseling and clinical supports for students with significant needs.

Regarding educators, the national conversation has shifted regarding the circumstances and expectations for public school educators as the No Child Left Behind era ends. Over the past decade-plus, U.S. educators have experienced a plethora of initiatives (no matter how well intended or desired); a student population with increasingly complex needs; pressure for results in the form of higher test scores (whether real or perceived); an environment where communications technology can create a sense of constant urgency; all within a work structure that was designed for a bygone era. It is not surprising that this has resulted in higher levels of stress for educators. Layered on top of this is a perceived lack of respect society has afforded educators within our nation, with a sense that teachers were being blamed for shortcomings, along with the low compensation that many educators experienced in parts of the country where investment in public education was reduced severely during the recession and has not kept up with inflation (hence the walkouts and strikes we have seen in recent months in various states). We are fortunate that Massachusetts continued to invest heavily in public education and is in a much stronger place than most states where it comes to compensating educators and providing supports for students, and that Shrewsbury educators' feedback indicates that they appreciate the professionalism of their working environment. However, the issue of stress in the system is still very real. It will be very important to continue to develop positive, purposeful school cultures so that there are supportive environments for our staff, while also seeking and implementing specific ways in which to address stress and support our educators' well-being.

Connected learning for a complex world

We have work to do if we are to become a district where we can truly say that all of our students are participating in project-based and other authentic, connected learning experiences that are sufficiently developing the skills they will need to be successful citizens.

Our district's vision for its students, found in the Portrait of a Shrewsbury Graduate, emphasizes many skills and dispositions beyond academic learning. There are many innovative ways in which our students are learning the 21st century skills of communication, collaboration, creativity, and critical thinking, and it becomes more clear each year why building these competencies is crucial for our students' future success. What we see in society and the media today makes it apparent that our students must become savvy consumers of news and information who can also see the moral and ethical dimensions of issues, so that they become informed, empathetic citizens who serve the community and seek the common good.

Over the past several years we have developed many opportunities for students to learn academic skills and content in ways that also develop their "real-world" skills, including many that leverage new technologies, but we still have far to travel to ensure that we are systematically providing these opportunities to all learners at all levels so that we can realize our Portrait of a Shrewsbury Graduate vision in a systematic way. To be sure, we need to empower our educators and students to find innovative ways to achieve these things, but within a clear framework that directs our energies towards these common goals.

Space and resources to support effective learning

We have work to do if we are to become a district where we can truly say that we have the space and resources necessary to achieve what the community expects of us.

We are fortunate in our district, as we have substantial resources, both capital and human, to do the important work of educating our students. These resources continue to be modest when viewed in the context of other school districts across the state, and the value that our community receives regarding the return on its investment is superb. We have made excellent progress in some areas, particularly with the strong community support to build a new Beal School, but it is clear to me that a greater investment in our schools' capacity to do the work we have been charged with accomplishing will be necessary to reach our goals.

The budget recommendation for the next fiscal year will reference not only what it will take to maintain the status quo in our schools, but also what strategic investments will be necessary to advance the work in all four of our strategic priorities. As I indicated in my State of the District report in 2018, there must be a “reciprocity of accountability and capacity” (per Richard Elmore), in that a school district must have the capacity to implement the improvements that the community expects of it. Normal inflationary factors in what is a personnel-heavy sector, combined with ongoing and new mandates, and reduced or flat financial support from the federal and state levels, make it a challenge to maintain the status quo. It is my hope that the energy on Beacon Hill regarding providing appropriate levels of state funding, combined with continued strong stewardship of local resources, will help us make necessary investments over the next few years to address our priorities, which we aim to accomplish while still coping with increases in enrollment, particularly at the high school.

Last year, I identified areas where our district currently lacks capacity, but that will be necessary to address in order to carry out our vision and strategy; in most cases we were not able to gain this capacity during the current budget year. It is my hope that we can provide additional resources for the following:

- addressing ongoing increases in enrollment, particularly at the secondary level;
- continued implementation of inclusive practices such as co-teaching and support for in-district special education programming that provides more access for more students within our own district schools;
- additional clinical and/or counseling resources to address evolving student mental, emotional, and behavioral health needs;
- development of systems that promote family engagement and culturally proficient practices within an increasingly diverse community;
- coordination of social emotional learning strategies and programming for students, along with professional development to build staff capacity to address students’ social, emotional, and health needs;
- developing and implementing a comprehensive well-being strategy and corresponding programming for staff;
- establishment and coordination of partnerships with community resources, including businesses, higher education, service agencies, alumni, etc., in order to create more experiential learning and career awareness opportunities for students; and
- support for ongoing day-to-day operations of district functions related to student registration, business operations, state reporting, etc.

As I stated a year ago, I fear that without creating additional capacity, the ability of the district to deliver on these aspirations will be significantly compromised. No matter how worthy or compelling, our goals will remain unrealized if the capacity to achieve them is lacking.

Conclusion

The hashtag used to share what’s happening in our schools on Twitter is #ShrewsburyLearns. I like the present verb tense of this term, because it signals that our district is currently and continuously engaged in getting better at the core reason that schools exist: learning. Our students and educators have and will continue to learn much and learn well, but as this report suggests, we have work to do so that we may reach the ambitious goals we have set for improving the lives of the children in our care.

STRATEGIC PRIORITIES & GOALS FOR 2018-2022

The following strategic priorities and goals were adopted by the School Committee on December 20, 2017:

Strategic Priority:

Space and resources to support effective learning

2022 strategic goals:

- Address stressed enrollment capacity by increasing physical space and making programmatic adaptations:
 - Assess Preschool through Grade 12 facility needs, including completion of a space and enrollment capacity study to facilitate planning

- Partner with the community to build a new Beal School to address Kindergarten through Grade Four space needs and to provide access to a full-day program with no tuition to all kindergarten students
- Relieve overcrowded conditions wherever necessary by providing additional space and/or revising use of existing space, especially at Shrewsbury High School
- Secure the necessary resources for a high quality educational program:
 - Address growing enrollment with adequate staffing to maintain appropriate class sizes according to School Committee guidelines
 - Ensure that students have access to personnel, technology, and instructional materials to achieve expected levels of learning
 - Provide effective professional learning opportunities for staff to build teaching and leadership capacity
 - Further educate the community regarding the costs and benefits of a high performance school system

Strategic Priority:

Learning environments where everyone's success matters

2022 strategic goals:

- Create a common understanding of the benefits of inclusive schools and develop a shared, systematic approach to ensure that everyone has equitable access and opportunity for successful learning
- Ensure that all staff actively participate in professional development focused on inclusive and culturally proficient practices that improve learning and school cultures
- Analyze data related to academic performance and other indicators of success to identify existing gaps among populations; determine and implement action steps for improvement; and demonstrate success at closing these gaps

Strategic Priority:

Enhanced well-being of all

2022 Strategic Goals:

- Create a common understanding of the benefits of the skills, habits, and mindsets of social and emotional learning and develop a shared, systematic approach to explicitly teach, integrate, and assess these competencies
- Ensure that all staff actively participate in professional development focused on the skills, habits, and mindsets of social and emotional learning that improve students' learning, resilience, and focus
- Investigate, recommend, and plan for potential changes to school start times to better align with adolescent health needs for adequate sleep
- Improve support systems and resources to enhance the well-being of students and staff

Strategic Priority:

Connected learning for a complex world

2022 Strategic Goals:

- Integrate project-based learning experiences that require students at all grade levels to create complex, high-quality work for an authentic audience, with an emphasis on critical thinking, communication, creativity, and collaboration
- Review and adapt curriculum and instructional approaches to help students gain the knowledge and skills necessary to become ethical, empathetic, and informed citizens who make thoughtful decisions and contribute positively to their community
- Provide opportunities that help students develop independence after graduation, including exposure to career choices and development of skills in financial literacy
- Review and adapt feedback and homework systems in order to implement effective, research-based practices that enhance learning and build stronger partnerships with students and families
- Build community partnerships with businesses, institutions, and individuals in order to increase access to experiential learning and career awareness and to enhance learning in the STEAM fields (science, technology, engineering, the arts, and mathematics)

APPROVAL TO BUILD A NEW ELEMENTARY SCHOOL

On November 6, 2018, Shrewsbury voters overwhelmingly approved a debt exclusion from the limits of Proposition 2 ½ of \$92.8 million to build a 141,600 square foot new elementary school to serve 790 students in Kindergarten through Grade 4 on the grounds of the former Irving A. Glavin Regional Center on Lake Street. This school will replace the current Beal Early Childhood Center building, which is the original Major Howard W. Beal Memorial High School, built in 1922. The new school will not only replace an almost-obsolete building, it will relieve crowding from the other four elementary schools given the ongoing enrollment growth the district has experienced. This building project will receive a reimbursement from the Massachusetts School Building Authority of approximately \$33 million towards the overall cost. Town meeting members voted almost unanimously for the borrowing authorization for the project at a special town meeting on October 22, 2018, with only one audible dissent on a voice vote. The architect for the project is Lamoureux Pagano Associates of Worcester and the owner's project manager is PMA Associates of Braintree, both of whom served in these roles for the new Sherwood Middle School that opened in 2013 and the renovated and expanded Shrewsbury Public Library project that was completed in 2016, while Fontaine Brothers of Springfield, who did the work for the library, was selected as the construction management company. The new school is anticipated to open for the 2021-2022 school year.

ENROLLMENT

The student population is reported to the Department of Elementary and Secondary Education on October 1 of each year. As of October 1, 2018, there were 6,214 students enrolled across preschool through high school, slightly below the previous year's all-time high. Enrollment by grade span was as follows:

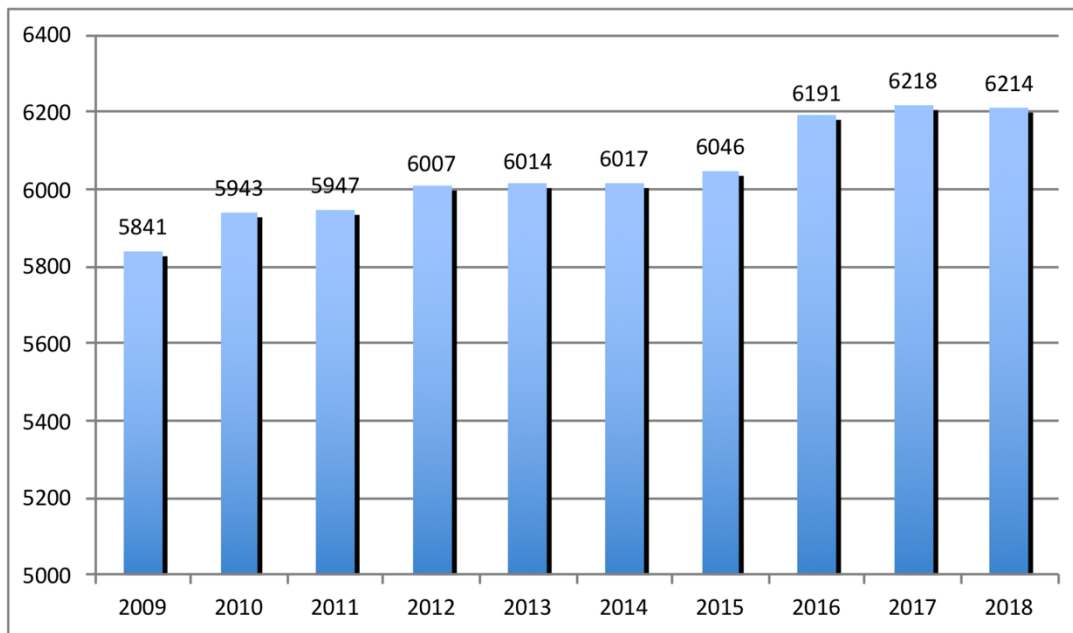
Early Childhood & Elementary Schools (Preschool-Grade 4): 2,413

Middle Schools (Grades 5-8): 1,964

High Schol (Grades 9-12): 1,837 (an all-time high)

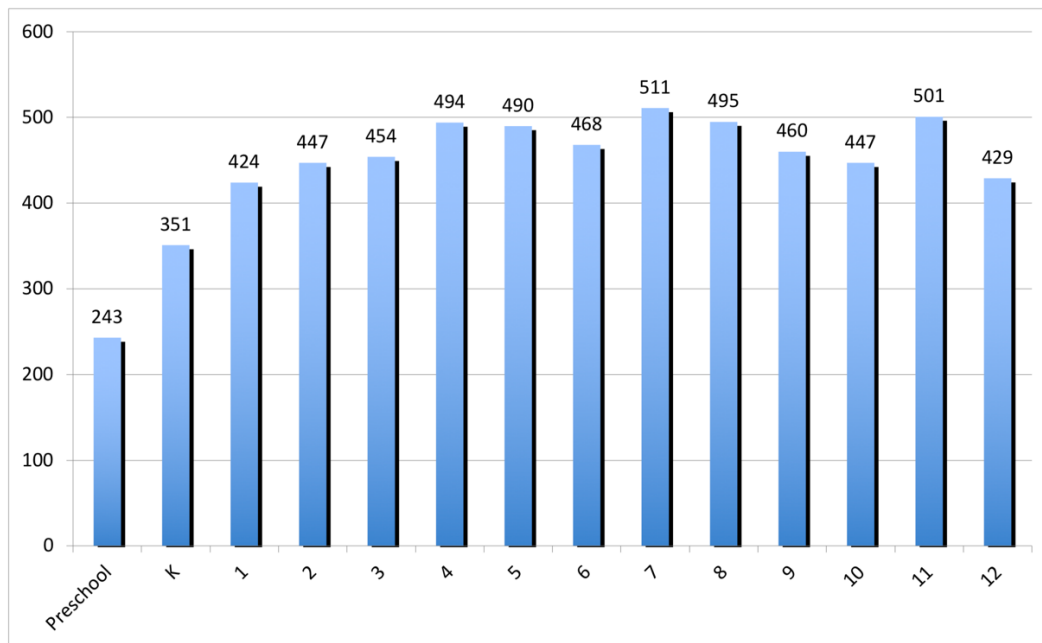
In-District PreK-12 Actual Enrollment: 2009-2018

The chart below illustrates the district's enrollment for the past ten school years, which reflects growth from 5,841 to 6,214, an increase of 373 students over the past decade. The one-year decrease from 2017 to 2018 was from 6,218 to 6,214, a four-student decrease.



Enrollment by Grade October 1, 2018

The Department of Elementary and Secondary Education uses enrollment figures as of October 1 of each school year for its official statistics. The in-district populations for each grade in Shrewsbury as of October 1, 2018 are displayed in the chart below:



BUDGET

The following is an excerpt written by Dr. Sawyer and is a good summarization of the School Department's Fiscal Year 2019 Budget. As has been the tradition, the School Committee conducts a thorough and transparent budget process and posts a myriad of budget-related information in its School Committee meeting packets and on its website. Finally, the School Committee mailed all Town Meeting representatives a week before the Annual Town meeting in May, a seventy-five-page budget document detailing its request.

Dear Town Meeting Members:

The School Committee unanimously recommends a proposed Fiscal Year 2019 School Department appropriation of \$64,137,607, which represents a \$1,762,607 increase over the current fiscal year, or 2.83%.

Last October, the School Committee issued budget development guidelines and priorities that emphasized providing the level of fiscal resources to:

- 1. maintain our current educational program,*
- 2. meet mandates,*
- 3. address enrollment growth, and*
- 4. achieve the district's strategic priorities and goals.*

The initial budget recommendation that I filed in January indicated that the School Department would require just over \$4 million in additional funding to address these priorities. Since that time, a number of adjustments were able to be made, including reducing salary projections for new hires, lowering projected special education expenses, updating fee revenue estimates after the School Committee voted to increase fee levels, and factoring in adjusted levels of current year special education reimbursements and a small projected year-end surplus. In total, these factors reduced the district's need by about \$1.2 million.

However, this leaves a remaining need of about \$2.84 million, but the share of town revenue available to provide additional funding to the School Department is about \$1.76 million, leaving a gap of more than \$1 million to close. In the absence of other available revenue, this requires reductions within our appropriated budget. These reductions include:

- Cutting 16.4 full time equivalent staffing (FTE) positions from the original budget plan, including 12.7 FTE existing positions, 3.5 FTE proposed positions, and 0.2 FTE of a position through attrition/retirement; these cuts will reduce our capacity to provide educational programming, address enrollment growth, and pursue strategic goals.*
- Delaying important investments in technology equipment replacement that will need to be made in the near future.*
- Reducing funds for important investments in curriculum materials and staff training.*

While the vast majority of our school district's programming and personnel are protected under this plan, it is important that I signal my significant concerns regarding the trend we are experiencing. As our school district continues to grow in student enrollment, as demands for meeting educational mandates continue unabated, and as society's expectations for what schools should provide for students academically, socially, and emotionally continue to be amplified, a lack of adequate funding year over year will inevitably compromise quality.

The School Committee and I recognize that the current revenue available to the town from state and local sources simply isn't adequate for town government, including our schools, to do all that the community expects. We are grateful for the additional recommended funding of \$1.76 million. Unfortunately, this level of increase is not adequate to meet our growing district's fiscal needs, and so our capacity to provide all that we should to our community's young people will erode further in the coming year.

The question I have posed in recent years remains: What will our community do to solve the structural funding dilemma that jeopardizes the future quality of public education in Shrewsbury? The School Committee and the School Department administration look forward to engaging with the community to resolve this dilemma, and by doing so ensure that the tradition of excellence our schools have established continues into the future. In the meantime, we will continue to do our best to provide an excellent education to our students in the most cost-effective way possible.

On behalf of the School Committee, I respectfully request the approval of the recommended appropriation for the School Department, and I look forward to answering any questions you may have at Town Meeting.

Respectfully,

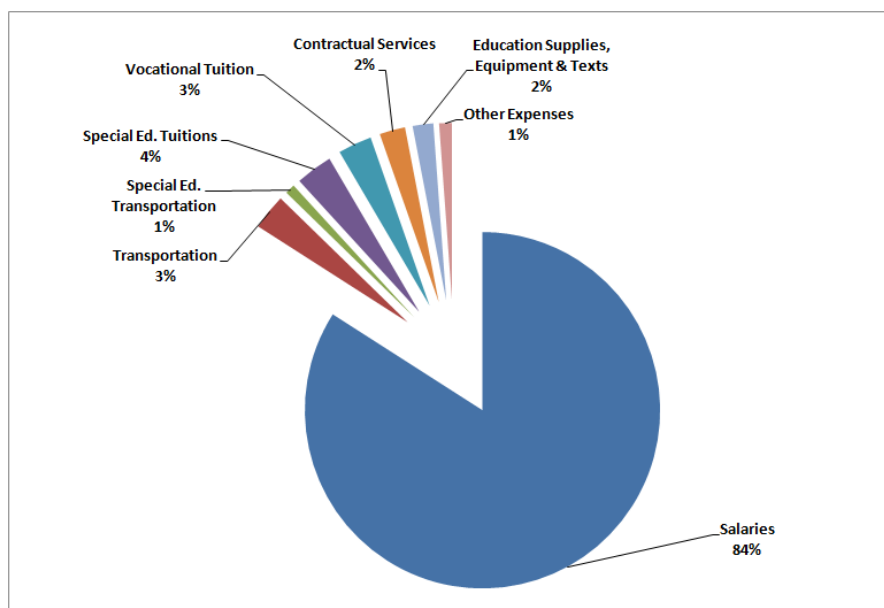
*Joe Sawyer
Superintendent of Schools*

The following table shows a five-year history of the fiscal summary of all funds used for the School Department. Public schools are fueled by a number of revenue sources. Most of the revenues are restricted in their use and as a result are

separately accounted for in our financial system. The chart below provides an “all in” overview of actual and budgeted expenditures in various categories that align with the reporting requirements of the MA DESE End of Year Report. Of note is the expected decline in federal grant funds and second consecutive year with no state grant funding. Governmental grant funding has become a less reliable revenue source.

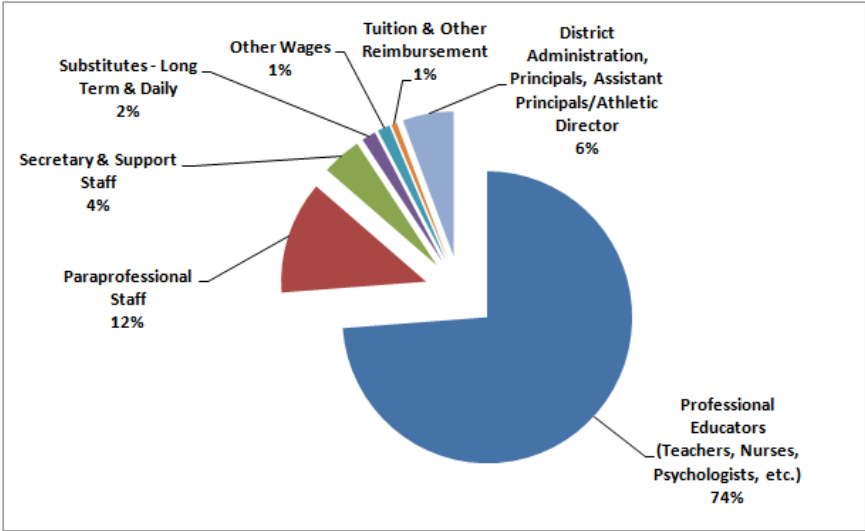
	FY14	FY15	FY16	FY17	FY18 Budget	FY19 Recom.	Change from FY18 to FY19
Operating Budget- School Dept. Appropriation	\$ 52,040,646	\$ 57,196,278	\$ 58,455,519	\$ 60,407,383	\$ 62,375,000	\$ 64,137,607	\$ 1,762,607
	FY14	FY15	FY16	FY17	FY18 Est.	FY19 Est.	Change from FY18 to FY19
Special Revenue Funds							
Federal Grants	\$ 1,997,091	\$ 2,032,866	\$ 1,877,786	\$ 1,927,621	\$ 2,021,115	\$ 1,966,115	\$ (55,000)
State Grants	\$ 109,301	\$ 72,280	\$ 69,680	\$ 5,455	\$ -	\$ -	\$ -
Circuit Breaker	\$ 1,884,398	\$ 2,863,842	\$ 3,679,804	\$ 3,076,058	\$ 3,900,000	\$ 3,660,000	\$ (240,000)
Private Grants & Gifts	\$ 258,339	\$ 280,403	\$ 224,621	\$ 219,162	\$ 275,000	\$ 250,000	\$ (25,000)
School Choice & Other Day Tuition	\$ 1,457,291	\$ 1,456,343	\$ 1,168,909	\$ 930,285	\$ 1,334,850	\$ 1,248,788	\$ (86,062)
Athletics	\$ 311,962	\$ 375,407	\$ 368,720	\$ 385,640	\$ 355,000	\$ 365,650	\$ 10,650
School Lunch	\$ 1,603,434	\$ 1,470,630	\$ 1,550,185	\$ 1,781,401	\$ 1,750,000	\$ 1,802,500	\$ 52,500
Other Local Rec. [ESC, Bus & Activity fees, Facility Rent etc.	\$ 2,442,146	\$ 2,817,546	\$ 3,102,905	\$ 2,974,160	\$ 2,900,000	\$ 2,972,500	\$ 72,500
Total	\$ 10,063,962	\$ 11,369,317	\$ 12,042,610	\$ 11,299,782	\$ 12,535,965	\$ 12,265,553	\$ (270,412)
	FY14	FY15	FY16	FY17**	FY18 Estimate	FY19 Est.	Change from FY18 to FY19
Town Expenditures*	\$ 23,079,997	\$ 21,974,861	\$ 21,964,736	\$ 25,245,382	\$ 21,658,061	TBD	TBD
Grand Total All Funds	\$ 85,184,605	\$ 90,540,456	\$ 92,462,865	\$ 96,952,547	\$ 96,569,026	TBD	TBD
* Includes Debt Service Payments, Insurance, Building & Grounds, Charter & School Choice.							
** FY17 increase primarily due to \$3.1M HVAC projects completed at Paton and Spring Street Schools.							

The operating budget for Fiscal Year 2019, approved at the Annual Town Meeting in May 2018, totals \$64,137,607. The operating budget submitted for approval at the Annual Town Meeting received unanimous approval of the School Committee and an affirmative recommendation by both the Town Finance Committee and Board of Selectmen. The following pie chart shows the allocation of the FY19 budget by major category of expense.



Public school systems are staff-intensive organizations and it is no surprise that 84% of the total is allocated towards staff salaries and wages. Two important factors to consider relative to this budget are that all employee insurance costs are budgeted and managed by the Town Treasurer’s Office. Also, with respect to pension costs, teachers and administrators

are required to pay a portion of their salary [5-11% depending on year entering service] to the Massachusetts Teachers' Retirement System and so there are no contributions from the town budget. Other school employees may be pension-eligible based on hours worked per year and if so also pay a portion of their salary [9-10% depending on earnings] to the Town of Shrewsbury Retirement System. The employer [town] contribution to the Town of Shrewsbury Retirement System is budgeted each year contingent upon the funding schedule in the valuation report, recommendation from the Retirement Board, and subject to available resources. A further breakdown of the \$53.9M budgeted salaries by major employee group category can be viewed in the following pie chart.



CURRICULUM

Effective schools are the lifeblood of a strong community. In Shrewsbury, our focus on empowered learners means that both students and staff contribute by building their skills and sharing talents. Similarly, our school communities benefit from the ongoing support of parents, families and community volunteers. Shrewsbury is a good place to grow.

A rigorous curriculum and strong, student-centered instruction continue to be at the core of the mission of the Shrewsbury Public Schools. Our district’s strategic priorities depict an ongoing commitment to meeting high expectations as well as an emphasis on continuous improvement. The district’s curriculum is guided by the Massachusetts Department of Education’s *Curriculum Frameworks*, which outline what students should know and be able to do at each grade level in multiple subject areas. The English Language Arts and Math frameworks were last revised in 2011. Having completed a multi-year pilot initiative, the district will transition to the new Massachusetts Science framework based on the Next Generation Science Practices for Grades K-8 in 2019. Consequently, this year we are actively reviewing new Social Science standards with the goal of updating our Social Studies curriculum next.

Tracking student progress is just as important. The Massachusetts Department of Elementary and Secondary Education (DESE) launched “MCAS 2.0” for the first time in 2017. Results from this new version of the state assessment test serve as baseline data and inform our instructional practices as we look to meet the needs of our diverse learners. Along with state exams, our students also have strong outcomes on the SAT and Advanced Placement tests administered to high school students. To align with our new strategic priorities, the district will improve our efforts to monitor progress of students with the highest needs. The first step is to look at how we collect and use achievement data, including informal district assessments.

It should be noted however that test scores, while important, are not the only indicators of success that we value. Our aspirations for our graduates are depicted well in Shrewsbury’s *Portrait of a Graduate* document, which speaks to developing skills in six domains:

GLOBAL CITIZENSHIP & ENGAGEMENT

Students:

- Listen with an open mind to understand others' situations and treat all with kindness and respect
- Learn from and engage collaboratively and reflectively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, digital, and community conversations
- Demonstrate knowledge and understanding of society's impact on the natural world
- Access, analyze, and evaluate information in order to understand the local, national, and global implications of civic decisions
- Contribute to society in important ways by serving others

COLLABORATION & COMMUNICATION

Students:

- Demonstrate ability to work effectively and respectfully with diverse teams
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- Listen effectively to decipher meaning of knowledge, values, attitudes, and intentions
- Communicate for a range of purposes (e.g., to inform, instruct, motivate, and persuade)
- Articulate thoughts and ideas effectively through oral, written, and nonverbal communication skills, utilizing a variety of forms and media

RESILIENCE & FOCUS

Students:

- Persevere to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
- Work effectively in a climate of ambiguity and changing priorities
- Employ strategies to maintain personal wellness, focus, and intention in their lives
- Incorporate feedback effectively and deal positively with praise, setbacks, and criticism
- Monitor and direct their own learning, adapting their approach as needed to successfully complete a task or solve a problem

INNOVATION

Students:

- Use a wide range of idea creation techniques and problem-solving techniques (such as brainstorming, divergent and convergent thinking, effective reasoning, and systems thinking)
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas

- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- Act on creative ideas to make tangible and useful contributions
- Reflect critically on learning experiences, processes, and solutions

CRITICAL THINKING & CONTENT MASTERY

Students:

- Develop and draw from a baseline understanding of knowledge in an academic discipline
- Transfer knowledge to other situations
- Demonstrate curiosity and identify, define, and solve authentic problems and essential questions
- Reflect critically on learning experiences, processes, and solutions
- Make good decisions by clarifying values, analyzing information, considering alternatives and tradeoffs, and applying sound reasoning

LEADERSHIP

Students:

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Demonstrate integrity, humility, and flexibility of response
- Recognize and support the leadership of others
- Act responsibly with the interests of the larger community in mind

In addition to emphasizing rigorous academic learning, the district has also emphasized the importance of social emotional learning. As stated in our strategic goals, in the coming years the district will

Create a common understanding of the benefits of the skills, habits, and mindsets of social and emotional learning and develop a shared, systematic approach to explicitly teach, integrate, and assess these competencies.

Accordingly, this year a district steering committee was formed to further the learning and to guide next steps. In coming years, we expect to create an inventory of common practices that support positive school cultures and to review and report on related curriculum and student support needs.

Professional Development

Ideally, professional development reflects both the needs and aspirations of the people it serves. When designing offerings for Shrewsbury's educators, the district seeks to provide opportunities that can be applied in the classroom, with a preference for supporting sustained experiences that are aligned with school priorities. For example, during the 2017-18 school year, the vast majority of professional development time focused on technology integration, social emotional learning, exploring the demands of our rapidly changing 21st century environment, meeting the needs of diverse learners, and project-based learning. In the next five years, our goals for professional development will mirror the newly developed strategic priorities and district goals. Teacher induction processes, the district mentoring program, professional development days, online offerings and summer course options provide flexibility for busy educators looking to strengthen their repertoires. It's gratifying to see educators extending their learning. During the summer of 2018, Shrewsbury Public Schools offered its

seventh annual Summer Institute for educators. The design of this Institute is to offer a number of different graduate level courses targeted at supporting the district's strategic priorities, and each year more educators avail themselves of this annual learning opportunity. Our partnership with the Westborough Public Schools continues to boost our attendance numbers, and facilitates meaningful collaboration. For example, last year several Westborough educators led workshops and courses. In these ways our learning networks have fueled learning beyond the district.

SCHOOL HIGHLIGHTS

Parker Road Preschool

The Parker Road Preschool mission is to provide every child with the tools with which success can be achieved. We value creativity, learning through exploration, responsible decision making, and the belief that every child has the ability to succeed in school.

The Parker Road Preschool Program is an integrated program that offers 18 sessions of half-day preschool in which families can enroll their children. Our preschool offers mixed-aged and same-aged classrooms for 3-, 4-, and 5-year-old students. Class size is limited to 15 students with one Department of Elementary and Secondary Education (DESE) certified teacher and one to two classroom paraprofessionals. A lottery process is used to enroll students without disabilities each year. Students with disabilities attend preschool according to special education regulations and their Individual Education Program.

Parker Road Preschool has an enrollment, as of January 1, 2019, of 137 tuition-based students and 90 Individual Education Program (IEP) students across 18 sessions of half-day preschool. Two substantially separate special education programs provide specially designed instruction outside of the integrated preschool classroom for 19 students.

Our program offers a balance of teacher-directed and child-directed activities. A flexible yet consistent schedule allows our teachers to meet the individual needs of each child. We recognize that all children grow and develop at various rates. Opportunities to develop social-emotional, fine motor, gross motor, adaptive, and cognitive skills are embedded in all preschool activities. We are dedicated to building self-esteem, encouraging problem solving, and developing creative opportunities that enhance the growth and development of each child. Process, not perfection, is valued at our preschool. We understand that children learn through repeated experiences, socialization, play, and interactions with people and materials. We emphasize hands-on exploration and focus on helping children learn about themselves and the world around them through play and discovery.

Parent involvement is welcomed and encouraged. Joining the PTO, volunteering in the classrooms, and assisting with special projects and events are some of the opportunities for parent participation in the education of their child.

Beal Early Childhood Center

The Beal Early Childhood Center's mission is to advocate for all children, support family life, and provide a high quality developmentally appropriate educational program. We seek to build a foundation that will allow the whole child to grow and develop.

Beal Early Childhood Center has an enrollment of 304 Kindergarten and Grade 1 students: 72 students in one of the four Grade 1 sections, 79 students in one of four Full Day Kindergarten (FDK) sections, and 153 students in one of the ten Half Day Kindergarten (HDK) sections.

Classroom space is shared for art and music. Beal also has a gymnasium, media center, and cafeteria, along with spaces for the School Psychologist, Instructional Coach, special education staff, ELL teachers, and Literacy Tutors to work to support student learning.

Literacy tutors work with teachers to provide additional support for students not meeting grade level benchmarks. These students, identified by data, receive consistent one-on-one and small group support until progress monitoring indicates that they are no longer at risk. At Beal, data is also used to plan instruction and goals for all students. Instructional aides also provide direct instruction to students in small groups and individually. Volunteers also provide support to classroom teachers.

Our instructional coach/curriculum coordinator works closely with our classroom teachers. This position provides support across the curriculum, with intensive training in mathematics with a focus on problem solving, as well as reading, writing, science and social studies. In addition, this position coordinates peer observations by making the arrangements for visits to other classes within Beal, and to other schools in the district. This position's leadership at grade level meetings has resulted in valuable teacher collaboration around formal and informal assessment that drives the planning for individualized instruction. She also coordinates Beal's Response to Intervention (RTI) team, and serves as a valuable contributor during meetings.

We are fortunate to have an active PTO, which supports faculty initiatives and coordinates and runs social activities and fundraising needed to support learning experiences outside of the building-based budget.

Calvin Coolidge Elementary School

Calvin Coolidge School is a vibrant learning environment that is home to 414 students in grades K through 4. The school is also home to 73 faculty and staff members, all of whom are dedicated to supporting students academically, socially, and emotionally. Together, our students and staff combine to create a dynamic, caring, and joyful learning community.

In our school, we identify our core values as the "Big Three" - be kind, help others, and do your best. These values are fundamental to our school culture, and they are continuously being practiced, acknowledged, and celebrated throughout the building. These values also extend beyond the walls of our school, as our students regularly participate in community outreach initiatives, such as fundraisers and drives. Our school motto is, "Respect for Learning, Respect for All." In partnership with our students, families and the larger community, the staff at Coolidge strive to create a respectful educational community that encourages the pursuit of lifelong learning, values individuals and their contributions, promotes civic responsibility, and appreciates diversity.

At Coolidge, we use common Social Emotional Learning (SEL) tools and strategies to support our students in developing self-awareness, self-management, and other core SEL competencies. Our aim is to utilize these proactive supports in an effort to empower students to make successful choices. When students are equipped with these SEL competencies, they are better prepared to participate in learning experiences, and their capacity to learn is increased.

The members of the Coolidge faculty are highly-qualified and collaborative educators who are committed to the success of all students. Our teacher teams regularly use the state frameworks and student data to guide their instruction, and they constantly work to deliver the most rigorous, individualized, and engaging instruction possible. Accordingly, each teacher has partnered with colleagues to share professional resources and best practices, and every member of the staff at Coolidge is committed to crafting lessons that meet a wide range of student needs. Overall, our aim is to support self-directed, kind and capable learners.

We are grateful that Coolidge parents continue to support school learning goals. PTO funds bring enrichment opportunities to students. Volunteers support the staff in their efforts in and out of our classrooms. Coolidge has long been known for its strong sense of community and tight-knit "neighborhood feel," and we hope to keep this reputation going strong for years to come.

Walter J. Paton School

The Paton School community prides itself as a kind, child-centered, learning environment. Our approximately 370 students are challenged, involved, assisted, and encouraged to work with others as they grow as learners and citizens. We believe that all students can learn, and learn well. We continue to provide a rigorous curriculum based on the Massachusetts

standards. Curricular highlights have featured an emphasis on fiction and nonfiction reading at high levels, implementation of the Shrewsbury Writing Project, the use of the *Math in Focus* program as our core curriculum, and enrichment of our science and social studies units. Use of the standards-based report card, and emphasis on “essential and important to know” skills and knowledge have supported our efforts. Our dedicated staff collaborates in grade level and vertical (K-4) teams to look at student performance data and share effective instructional strategies with one another. We continue to add curriculum resources to support instruction using school-based funds, grants, donations, and PTO contributions. Paton families continue to support our school efforts, and students continue to work hard and achieve at high levels. We are grateful to our PTO for all of the ways they support our school program and students!

Teachers and specialists at Paton School are highly qualified, committed, and always learning. Our efforts to sustain our respectful, kind community have been featured in Paton Pride meetings and recognition of students who demonstrate our core values. We continue to use the Responsive Classroom approach to build children’s social competencies. For the past several years, our school community has also participated in the worldwide Great Kindness Challenge to promote positive, kind interactions between all members of our school community and beyond. With the leadership of our school psychologist, we have implemented pieces of the Social Thinking curriculum, and integrated those with Responsive Classroom strategies. We also benefit from an active student council, as well as community service learning projects, supported by parents and the community. Projects include events such as collecting food, clothing and books for those in need, as well as “Treats for Troops,” in recognition of the ultimate sacrifice Walter J. Paton made during World War II.

Paton traditions include a community gathering on the playground on the first day of school, our annual Book Blizzard Read-A-Thon every February promoting a love of literacy, and our yearly Family Picnic that occurs at the end of every school year. Our families and staff are always looking for new ways for our school community to come together to build friendships and socialize. Additionally, we benefit from the commitment of our parents to support the instruction and learning that is happening throughout the school day. Our parents serve in many different volunteer roles, from making photocopies, to reading with students, running small groups, and chaperoning field trips. We are so fortunate to have such high levels of commitment from our families and our staff to ensure the success of our students.

Paton School strives to create a rigorous, safe, and collaborative learning environment for the whole child that fosters appropriate risk-taking and believes mistakes are opportunities for growth. We will create a respectful community through the use of common language and shared expectations between the students, families, and staff across all aspects of the school day. Every member of the Paton community is empowered and responsible to strive for excellence in all they do. Our motto is *Respecting others, Respecting ourselves, Always doing our best!*

Spring Street School

Spring Street School is home to approximately 366 students and 60 faculty and staff members including classroom teachers, special educators, and instructional and child-specific aides. Our school has 17 classrooms including full-day kindergarten and Grades 1 to 4.

Our Core Values of acceptance, dedication, support, and perseverance, are at the forefront of the work we do, both academically and socially. Our students are committed to not only becoming knowledgeable, perseverant, and responsible for their own success, but to also become caring, kind, empathetic, and respectful citizens of our school and community. As part of our focus on our Core Values in our everyday work, we celebrate our accomplishments by participating in community-building All School Meetings, Core Values in Action recognition, and personal acknowledgement and celebration of students demonstrating actions as responsible community members who consistently demonstrate positive character traits including kindness, respect, and support.

In addition to becoming good citizens of our school and community, we pride ourselves on the academic success of all our students. Our school has a wide range of students with varied abilities, learning styles, and ways of demonstrating their knowledge. Each student’s learning needs are different and our instruction, learning activities, and assessments are tailored to meet those needs and learning styles. Our teachers are highly qualified, dedicated, and collaborative. Each teacher is committed to the success of all of our students and works in grade-level and vertical teams to share, reflect, and develop strategies to support all of our students.

Our school places tremendous value on encouraging and developing a positive school/home partnership. Our teachers, staff, students, and families realize the importance and benefits of working together to support each other so all of our students reach their potential. Our PTO is instrumental in providing resources for educational enrichment and supplemental teaching tools as well as organizing numerous social events including our Fun Fair, Winter Craft Night, and the Spirit of Spring Street Dinner. These events provide opportunities for our students and families to work together, socialize, have fun, and develop a strong sense of community. They also foster relationships and provide opportunities for students to demonstrate social skills with others that are different than those that may be required during the school day.

Although our mission was developed and articulated a few years back, it is still what we believe and demonstrate in our actions every day:

- Work hard and be responsible for our learning.
- Support each other as we give our best effort to reach high academic goals.
- Respect our differences as we work together to make the world a better place.

We are proud of the work we do at Spring Street School and look forward to supporting our students as they continue to grow, learn, and become hard working, respectful, responsible, contributing citizens of our community.

Floral Street School

Floral Street School is in its twenty-first year proudly educating students and partnering with families and the community. Floral Street School is home to 729 students in grades 1 through 4, with 32 core classrooms ranging in size from 22-25 students per class. The Floral community is rich in diversity, with over 47% of students whose first language is not English. Our special education programs, which include a co-taught model in grades two, three, and four, provide individualized and specialized approaches to students with diverse learning needs.

The Floral Faculty works diligently to continuously strengthen our curriculum so that it reflects the state frameworks in Math, Science, and English Language Arts and provides a rigorous and engaging learning experience for every child. Walk into any classroom and you will see students reading from a variety of genres and at differing levels of complexity. Teachers and tutors provide reading instruction to small groups and individual students focused on their specific needs and readiness for new learning. We implement the *Shrewsbury Writing Project* to incorporate opportunities for informative, narrative, and opinion writing across the curriculum and across all grades. We utilize the *Math in Focus* program as a core math instructional resource in all classrooms. Floral educators provide students with multiple opportunities to engage in mathematical discourse and complex problem-solving. Teams of teachers work closely with one another and with the two Floral Instructional Coaches to engage learners in the key mathematical practices that will prepare them to be critical thinkers, persistent problem-solvers, and precise mathematicians. We are preparing for a full implementation of a new science curriculum next year to align with updated science and technology/engineering standards that emphasize scientific practices to develop conceptual understanding and foster curiosity, innovation, collaboration, and critical thinking skills. We have increased access to technology in classrooms to support our students' learning.

The core values of our school serve as the foundation of how students and adults learn together at Floral Street School. These values: *respect; demonstrating a positive attitude; working together; and maximizing our learning* are echoed by children and adults continuously as we reflect on the skills and behaviors we employ to reach our learning goals together. We at Floral use our FACTS and CARES to demonstrate what it looks like, sounds like, and feels like to live out those core values. We use our FACTS (*Focus, Attitude, Confidence, Try our Best, Stamina*) to help us to be successful scholars; we use our CARES (*Cooperation, Assertion, Responsibility, Empathy, Self-Control*) to be caring and respectful individuals as we learn and work together.

At Floral Street School there are traditions that abound and bring out the joy in our learning community. From our Community Reading Day, to All-School reads and writes, Family Fun Fair, All School Meetings, and exploring the Nature Trail - students, staff, and parents gear up for these experiences that celebrate learning and promote a school culture that brims with pride and joy in learning together. There are many teams of teachers, parents, and students that collaborate to make rich and varied learning experiences available for our students. We are grateful to our PTO for their tireless efforts to raise funds in order to provide updated instructional and technology resources and fund enriching learning experiences for students. Our PTO is committed to making investments in our school that support the district's strategic priorities. Our Student Council

members engage our school community in highly successful community service projects as well as culture-building experiences for all members of our school.

Without question, our teachers and support staff are highly-qualified educators who go above and beyond every day to make sure our students are learning at high levels in all areas of their education- academic, social, behavioral, and mental/ physical health. We know our teaching success lies in the power of professional learning teams. At any given moment in our school, you can be sure there is a team of educators meeting, learning, and working together. From grade level teaching teams, to student support teams, to the School Community Committee, to the monthly trainings of paraprofessionals, to teachers engaged in job-embedded learning with the Instructional Coaches, educators at Floral are continuously seeking professional improvement to best serve the learning of our students and community. We continue to be grateful for the high levels of support and volunteerism we receive each day from parents and community members, including former Floral students now attending Shrewsbury High School. We remain committed to providing the best education possible for every child that has the good fortune of being a part of our school community.

Sherwood Middle School

Sherwood Middle School (SMS) is home to approximately 1000 fifth and sixth grade students and 175 faculty members. On January 23, 2013, the new school building opened its doors to students, faculty, families and community members. We are very grateful to the Shrewsbury community and the Sherwood Middle School Building Committee for supporting this phenomenal educational facility. Sherwood Middle School provides a comprehensive, progressive, ecologically sound, and efficient educational environment for middle school students. Major initiatives in the design of the school included the integration of a 1:1 iPad program, facilities to support innovation, project-based learning, and differentiated and inclusive learning. The school design embodies a welcoming environment for students, faculty, families, and visitors. The school is designed with five smaller *neighborhoods*, each of which includes one large common area where students and faculty meet together. Each neighborhood is designed with state-of-the art technology that allows for small and large groups of students and faculty to engage in collaborative learning opportunities in a workshop style environment.

Sherwood Middle School's culture is strong and vibrant, as evidenced by faculty, parent, and student survey data. The tenor and tone of grade level Community Meetings, the SMS Student Voice activities, and faculty and department meetings are positive examples of our unwavering commitment to teaching and learning. State of the art technology, including iPads for all students; interactive boards with display capabilities in all learning spaces; and school monitors displaying student work, core values quotes, and important announcements, enhance teaching and learning at our school. Students at Sherwood Middle School are placed on one of ten grade level teams consisting of one math and science teacher, one English language arts and social studies teacher, and one special education teacher. Instructional aides support student learning, and are shared across teaching teams. The average class size for each of our forty, fifth and sixth grade homerooms is 25 students.

The Sherwood Middle School community developed *The Sherwood Middle School Touchstone*, a school constitution that expresses our core beliefs about teaching and learning. The Touchstone includes the following:

**Sherwood Middle School is a community of independent learners
who treat others respectfully and responsibly.**

**At our school, students and faculty stand up for what we believe in,
celebrate our differences, and make learning fun.**

Our positive attitudes create a path to success.

At Sherwood Middle School, we persevere and confidently strive to do our best.

We learn from our mistakes and understand the importance of honesty.

We are a community whose core values lead the way!

In addition to *The Sherwood Middle School Touchstone*, we focus our words, thoughts, and actions on our core values. These include acceptance, respect, responsibility, honesty, perseverance, cooperation, generosity, kindness, and gratitude. We strongly believe that if we follow our *Touchstone* and live our core values, we will positively contribute to our local and global communities.

Our school community focuses on the unique needs of the early adolescent. The faculty is highly qualified and committed to teaching and learning. Our monthly Community Meetings celebrate academic and social accomplishments, while reinforcing the importance of working together. At SMS, students participate in a variety of learning experiences including Music, Art, Physical Education, Band, Chorus, Orchestra, Health Education, Wellness, Curriculum Connections, and Foreign Language (Spanish, French, and Mandarin Chinese). Students are encouraged to participate in after school opportunities including Student Voice, fall and spring running clubs, yoga, ceramics, 3D printing, Math Club, Lego Robotics, Speech Club, Ski Club, and the SMS Musical. We know that middle school students are best served when offered a range of opportunities in which to become involved during and after the school day. These experiences have life-long effects that strengthen students' academic, social, and emotional learning.

Oak Middle School

Our mission statement and core values clarify what we stand for and how we approach the work of teaching and learning.

Our mission:

- To become a world class middle school where all students are prepared academically, socially, emotionally, and physically for success in high school and beyond.

Our core values:

- Demonstrate honesty, integrity, courtesy, and kindness
- Act on the belief that effective effort is the key to success
- Engage in active learning that promotes understanding of our ever-changing world
- Accept each individual unconditionally, honor our diversity, and help one another and the community
- Share the responsibility for continuous improvement and collaborate in order to maximize learning for all
- Celebrate effort, creativity, courage, and excellence

In order to accomplish our mission, Oak Middle School is structured to provide students with a nurturing team environment as well as a fully functional schedule that includes performing and visual arts, foreign language, health, physical education, intervention and extension opportunities. With over 1000 students, Oak Middle School uses a team approach to middle school organization whereby students remain in smaller groups of about 100 students with four core academic teachers for a majority of their school day. This creates a small-school instructional setting while allowing students and teachers the resource advantages of a larger school. This team organization also enables students and teachers to build relationships that contribute to individual student success.

Through professional collaboration, the staff at OMS focuses on improving teaching and assessment practices. Under the direction of curriculum coordinators/liaisons in Mathematics, Science, Social Studies, and English/Language Arts, teachers and support staff work together to identify the most important standards for student performance and continuously evaluate student proficiency levels on assessments. This allows OMS to meet students at their instructional level and move them towards improved growth. Our advanced mathematics coach not only teaches advanced mathematics classes to our highest achieving math students, but coaches teachers on advanced instructional methods, has expanded our teachers' instructional repertoire and allowed them to further meet the needs of advanced learners. Our focus on integrating instructional technology via our one-to-one digital device program encourages innovation, efficiency, and collaboration among students and between teachers.

Oak Middle School enjoys the support of its Parent/Teacher Organization, faculty advisors, and parents in offering a variety of community events, co-curricular, and athletic opportunities for 7th and 8th grade students. The PTO supports enrichment activities with assembly programs such as Shakespeare Alive, an interactive introduction to the study of Shakespeare. They sponsor events such as field trips, school dances, and national academic competitions.

Faculty advisors and parent volunteers make it possible for OMS to offer a variety of clubs and interscholastic sports. Students are active in Student Council, STAR student mediators, Science Olympiad, Math Counts, Speech and Debate Team, Chess Club, Community Service and Leadership Club, plays and musicals, Ski Club, interscholastic basketball, field

hockey, track, baseball/softball, and cross-country teams for boys and girls, and voice/instrumental ensembles. The rich options for student involvement in the OMS community along with its high academic standards make it a well-rounded educational experience for students and families.

Shrewsbury High School

The Shrewsbury High School community enjoyed another successful and productive year. Students, parents and faculty members continued to feel a great sense of pride and spirit. Once again, student achievement was high as evidenced by outstanding standardized test scores, as well as participation levels in co-curricular activities. Shrewsbury High School (SHS) was again cited as a silver medal recipient in U.S. News & World Report's ranking of the nation's best high schools. Shrewsbury High School's national ranking of 870 out of over 20,000 high schools is in the top 5% in the United States, along with a Massachusetts' ranking of 47 out of over 300 high schools in what is by many measures the strongest public education state in the nation.

The Shrewsbury High School community continued their long tradition of volunteerism and service as evidenced by a large number of students conducting volunteer service hours and by the organization of numerous events supporting a variety of worthy causes. During the fall of 2018, students and staff at SHS raised over \$5,000 to support breast cancer research and additionally raised \$11,000 to support the Ava Roy Fund. The SHS community also held events to support the efforts of the American Red Cross, the American Cancer Society, St. Anne's Parish Thrift Shop and Food Pantry, Andy's Attic, Worcester County Food Bank, Belmont Street School, the Mustard Seed, and many more charities and programs. Our students continued their commitment to volunteer service by focusing on the school-based initiative, *The 10,000 Hour Challenge*. This program challenges students in each class to conduct volunteer service within our community with the long-term goal of having each class contribute 10,000 hours of service by the time they graduate. Over the last seven years, students have conducted over 100,000 hours supporting the local, national and global communities. To celebrate the accomplishment the school hosted a recognition ceremony in February where Lt. Gov. Karyn Polito, State Representative Hannah Kane, State Senator Michael Moore, and Secretary of Energy and Environmental Affairs Matt Beaton provided citations on this accomplishment from the Governor, the House of Representatives, and the Senate.

Shrewsbury High School continues to offer students the opportunity to participate in over 60 clubs and activities. This was the twelfth year that a flat fee of \$100 was required for participation. Overall student participation in activities has remained relatively stable. Despite the annual user fee, clubs continue to have large memberships. The Performing Arts department celebrated its 50th year of musicals by producing *All Shook Up* in March. The production of *All Shook Up* captured numerous state awards including Best Overall Production, Best Stage Crew, and Technical Excellence. Additionally, SHS students participated, produced and performed in the statewide competition play, *Punk Rock*. Meanwhile, the students showcased their talents in the fall play *Our Town*. Many performing arts students auditioned and were selected to represent Shrewsbury High School at the Central District Festival and the Massachusetts All-State Music Festival. Throughout 2018, several art students displayed work at local businesses and museums and many earned statewide recognition from the Scholastic Art and Writing Competition. In May 2018, the Visual Arts department once again transformed the Largest Commons into a gallery for their annual student showcase and awards night. The school newspaper, *The Town Crier*, published multiple editions online. The Robotics team continued its success and captured numerous awards and traveled to Detroit, Michigan to compete in the World Championships. The Speech and Debate Team competed in two national competitions in Washington, DC and Fort Lauderdale, Florida and continued to excel in state and regional meets.

Our student-athletes continued to represent the Shrewsbury community well. This was the thirteenth year that athletes have been required to pay a participation fee. This year the fee was increased to \$310 per sport with a family cap of \$930. During 2018, 28 of 31 varsity teams qualified for post-season play. During the winter season, boys' indoor track teams were named Midland-Wachusett League Division A champions. The girls' ice hockey team were conference champions. The boys' ice hockey team were the conference champions and captured the MIAA Division 3 State Championship at the Boston Garden for the second consecutive year. Spring of 2018 saw the boys' and girls' tennis teams and boys' outdoor track teams win the Midland-Wachusett League Championship and the girls' tennis and softball teams were District Finalists. In the fall of 2018, the football team participated in the District Finals for the second consecutive year. The Class of 2018 saw three student-athletes sign National Letters of Intent (NLI) to participate in NCAA athletics. The student-athletes signed NLIs in the following sports: field hockey and lacrosse. Additionally, ten student-athletes from the Class of 2018 reported that they would participate in NCAA athletics for the 2018-2019 school year. Shrewsbury continued to receive additional financial support for the athletic program from the booster club and from the sponsorship campaign. Local businesses and families contributed over \$25,000 to support athletic programming. The major donor was Central One Federal Credit Union

who contributed \$20,000. The School Department successfully conducted a fundraising campaign to install a synthetic field on the school's stadium main field. The fundraising campaign raised \$2.1 million dollars. Central One Federal Credit Union has been the largest donor to date, committing \$750,000 to the project, and the Adams Family contributed \$250,000 towards the project that was completed during the fall of 2018.

Finally, Shrewsbury High School students distinguished themselves locally and nationally in many academic areas. Members of the Class of 2020 performed well on the spring 2018 MCAS, where 97% of students scored advanced or proficient in English and 90% of students scored advanced or proficient in mathematics. Additionally, Class of 2020 students participated in the Science and Technology/Engineering MCAS and 88% of these students scored advanced or proficient. Students once again scored above the state and national averages on the SAT Test with 88% of all students in the Class of 2018 taking the SAT. Furthermore, 148 students in the Class of 2018 participated in ACT testing. In the spring of 2018, SHS students took a combined 765 Advanced Placement exams. Ninety-four percent of all students in the Class of 2018 passed with a score of 3 or better (exams are scored on a scale of 1 to 5). Shrewsbury High School also had 141 students recognized as AP Scholars, AP Scholars with Honors, AP Scholars with Distinction, and AP National Scholars, for their outstanding performance on multiple Advanced Placement exams. The National Merit Scholarship program commended 18 SHS students for scoring in the top 2-3% on PSATs, while five students were identified as semi-finalists scoring in the top 1-1.5% of test takers, and one student received the National Merit Scholarship.

The Shrewsbury High School community has continued to provide outstanding opportunities for students that embody our school's values to help support and ensure all students become capable, caring, and active contributors to the world in which they live.

PERSONNEL

Key to the success of a school system is the ability to recruit and appoint outstanding teachers, administrators, and support personnel. The district uses a comprehensive personnel process that includes building administrators, teachers, parents, community members and students. This process continues to result in the appointment of outstanding administrators and teachers. In addition, each year there are a small number of staff that are not invited to return to the district to continue their employment based on their performance not meeting the district's high standards. The district's administrators work very hard to maintain the high standards that this community expects from its school system. The 2018-2019 school year saw an increase in staffing to a total of 844.17 full-time equivalent (FTE) staff, approved in the budget (actual FTE "head count" on October 1, 2018 was 837.97 positions). This is an increase of 19.86 positions from the projected staffing level a year ago of 824.31 in 2017-2018. This change primarily represents hiring mandated paraprofessional positions.

Due to retirements, leaves of absences, resignations, additions, and non-renewals the district welcomed 35 new teachers and one administrator for the start of the 2018-2019 school year. Jeffrey Lane was appointed as the Director of Physical Education, Health, and Family Consumer Science.

Sixteen staff members retired at the end of the 2017-2018 school year (June 2018). It is important to recognize each of these individuals for their commitment and dedication to the children of Shrewsbury. Listed below are the names, positions, and years of service to Shrewsbury. Several of these individuals also worked in other school districts prior to their arrival in Shrewsbury. The entire community wishes a happy and healthy retirement to all our retirees. Shrewsbury High School: Lauren Cacela, 11 years, English Teacher; Mary Ricker, 21 years, Cafeteria Manager; Oak Middle School: Allen Beer, 35 years, Technology Education Teacher; Sherwood Middle School: Janet Duggan, 18 years, Grade Six Mathematics and Science Teacher; Susan Hirsh, 16 years, Special Education Teacher; Patrice McCabe, 20 years, Grade Five English Language Arts and Social Studies Teacher; Janet Pope, 32 years, Media Specialist; Stephen Winters, 17 years, Special Education Teacher; Laura-Kay Cosenza, 14 years, Child Specific Aide; Parker Road Preschool: no retirees; Beal Early Childhood Center: Joanne MacLaughlin, 30 years, Grade Four Teacher; Calvin Coolidge School: no retirees; Floral Street School: Barbara Andreano, 16 years, Media Aide; Spring Street School: Martha Kinback, 19 years, Grade One Teacher; Rosann Silver, 17 years, Kindergarten Teacher; Barbara Andrukonis, 20 years, Child Specific Aide; Walter J. Paton School: Deborah Friedman, 25 years, Speech Language Pathologist; Mary Beth Leifer, 20 years, Grade Four Teacher.

In the area of collective bargaining, the Shrewsbury Education Association (Unit A-teachers and licensed professional staff) was in year three of a three-year contract in 2018-2019. The Shrewsbury Education Association (Unit D-paraprofessionals) was in year one of a three-year contract during the 2018-2019 school year. The Shrewsbury Education Association (Unit B-Assistant Principals) was in year three of a three-year contract in 2018-2019. The Shrewsbury Cafeteria Workers, Local

Middle School

Grade 5	490	Grade 6	468	Grade 7	511		
Grade 8	495					5-8 Total	1964

High School

Grade 9	460	Grade 10	447	Grade 11	501		
Grade 12	428	Grade 13	1			9-12 Total	1837

Total Enrollment 6214

Out of District Special Education 51
Vocational High School 107
Walk-Ins – Special Education 19

GRAND TOTAL 6391

STATISTICS FOR THE CLASS OF 2018 – 432 GRADUATES

82% will attend a four-year college
11% will attend a two-year college
7% will enter military/other

HONORED MEDAL RECIPIENTS

Seniors who have maintained a 4.0 through three and one-half years of high school.

Du'aa Ahmed
Yagmur Akyurek
Kathryn Armour

Alaina Bailey
Katelyn Beckett
Jacob Bornstein

Alana Bortman
Katharine Bowers
Emily Brann

Taylor Brown
Samuel Brownstein
Diana Bulger

David Bunsick	Sophia Flionis	Daniel May	Muhammad Salah
Sean Burns	Benjamin George	Lindsey McCarthy	Kailey Salmu
Andrew Busick	Sophie Geremia	Maya McCollum	Timothy Schwab
Meaghan Campbell	Nolan Gericke	Matthew McCoy	Nandini Seetharaman
Lindsey Canavan	Gabriela Gil	Jameson McCue	Daria Serebrova
Diara Canton	Abigail Goldberg	Kara McSweeney	Atmaja Shah
Mary Canzano	Anusha Gopinath	Rushik Meneni	Sophie Silverio
Brielle Carelli	Daria Goryaynova	Ahana Mukhopadhyay	Matthew Slaughter
Mostafa Chehadeh	Richard Goyne	Kaitlyn Muzzy	Juliette Smieszek
Sophie Chen	Rachel Green	Nilanjana Nambiar	Taylor Smith
Nicholas Chhoeuk	Julia Grocer	Jessalyn Nguyen	Caleigh Snyder
Lily Chi	Abigail Guinan	Mark O'Connor	Simran Soin
Lydia Cho	Aastha Gupta	Eric O'Donnell	Michael Soldo
Miranda Ciejek	Nabeeha Haq	Molly O'Neill	Nicholas Sposato
Chloe Cincotta	Ethan He	Julia O'Sullivan	Zitong Su
Maggie Clark	Karen Hou	Josephine Park	Sruthi Takillapati
Brianna Clarke	Ananya Jain	Korey Patwari	Tanvi Tanna
Abigail Cossette	Yanis Jallouli	Meaghan Pedjoe	Anjali Toly
Erica Crowley	Valicia Jean-Louis	Conall Persechino	Cabrera, Torres
Jr, Cue	Snigdha Kalathur	Andrew Perugini	Lauren Troisi
Liam Daigle	Charles Kang	Aditya Pothanaboyina	Mykel Turner
Siddhant Damle	Abhinav Kareddy	Praneeth Prathi	Vichapat Upatising
Allyson Danielson	David Kasof	Kyle Prior	Suchir Ural
Rachel DeHaemer	Harshil Kaul	Rachel Pritchard	Tanmaiye Vadeapati
Serena Desai	Andrew Kaye	Tal Puhov	Diana Wall
Logan Desilets	Caitlin Kean	Emily Radkowski	Shayla Walsh
Alexander Desio	Julia Keenan	Nicole Ramirez	Jaymie Wei
Gina DiGiacomo	Margaret Keene	Anvi Ranjan	Jaden Wei
Grace Dube	Michaela Kelly	Rebha Raviraj	Lauren Wells
Jasmine Duerk	Lauren King	Kate Refolo	Madelyn Winder
Erin Duffy	Rhea Krishnan	Gary Ren	Albert Xu
Kaitlin Durkin	Aditya Kumar	Caitlyn Riedl	Christina Yuen
Sreenikitha Emani	Grace Larrabee	Misbah Rindani	Lauren Yuen
Scalzer, Erlacher	Alexandra Lekas	Dominic Ritacco	Victoria Zawada
Mohamed Faris	Kaitlyn Madden	Sophia Rocco	Yucheng Zhang
Colleen Farrell	Mollie Magner	Ramsey Rouabhia	Olivia Zona
Julianne Fay	Emily Mahoney	Ian Rudnick	
Katelyn Fiore	Alexander Maiorano	Patrick Ryan	
Victoria Flint	Erin Matozel	Ira Saini	

CLASS OF 2018 - COLLEGE ACCEPTANCES

College	Accepted	Matriculated
The University of Alabama	1	1
Albertus Magnus College	1	1
American International College	1	0
American University	6	1
Amherst College	1	1
Anna Maria College	12	3
Arizona State University	3	0
The University of Arizona	4	0
Assumption College	49	17
Babson College	2	2
Barcelona Business School	1	0
Bay Path University	1	0
Baylor University	3	0

Becker College	11	4
Belmont Abbey College	1	1
Belmont University	1	0
Bentley University	8	2
Binghamton University	2	0
Boston College	5	2
Boston University	24	5
Brandeis University	8	2
Bridgewater State University	13	2
Brigham Young University	1	1
Brigham Young University, Idaho	1	0
Brown University	1	0
Bryant University	17	6
Bucknell University	1	1
Bunker Hill Community College	1	0
Caldwell University	1	0
University of California, Berkeley	2	0
University of California, Irvine	1	0
University of California, Los Angeles	1	1
University of California, San Diego	3	0
University of California, Santa Barbara	1	0
Canisius College	1	0
Carleton University	1	0
Carnegie Mellon University	2	2
Carol Davila University of Medicine and Pharmacy	1	1
Carroll University (Wisconsin)	1	0
Case Western Reserve University	4	2
Castleton University	1	0
The Catholic University of America	3	1
University of Central Florida	2	0
Champlain College	5	0
College of Charleston	2	2
Christendom College	1	1
University of Cincinnati	2	0
The Citadel, The Military College of South Carolina	1	0

City University of New York	1	1
Clark University	16	6
Coastal Carolina University	5	0
Colby College	4	2
Colby-Sawyer College	3	0
Colgate University	2	0
The College of Saint Rose	1	0
University of Colorado at Boulder	8	1
University of Colorado Colorado Springs	1	1
Colorado School of Mines	1	1
Colorado State University	3	1
Connecticut College	2	0
University of Connecticut	50	9
Curry College	7	0
Dartmouth College	1	1
Dean College	8	4
University of Delaware	2	1
DePaul University	1	0
Drew University	1	0
Drexel University	17	1
East Carolina University	2	0
Eastern Connecticut State University	2	0
Eckerd College	2	1
Elmira College	1	0
Emerson College	5	1
Emmanuel College	21	3
Emory University	1	1
Endicott College	14	3
Fairfield University	15	3
Fashion Institute of Design and Merchandising, Los Angeles	1	1
Ferrum College	1	0
Fitchburg State University	6	0
Florida Gulf Coast University	2	0
Florida Institute of Technology	2	0
Florida International University	1	0

Florida Southern College	1	0
Fordham University	12	0
Framingham State University	25	9
Franklin Pierce University	4	2
Gannon University	1	0
The George Washington University	4	2
Georgetown University	1	0
Georgia College	1	0
Georgia Institute of Technology	6	2
Gettysburg College	1	1
Gordon College	1	0
Grinnell College	1	0
Hampshire College	2	1
University of Hartford	8	2
Hawaii Pacific University	1	0
High Point University	10	3
Hobart and William Smith Colleges	1	1
Hofstra University	8	1
College of the Holy Cross	6	1
Holyoke Community College	1	0
Howard University	1	0
Hunter College of the CUNY	1	0
University of Idaho	1	0
University of Illinois at Urbana-Champaign	2	1
Indiana University at Bloomington	1	0
Indiana University of Pennsylvania	1	0
Ithaca College	9	4
Jacksonville University	1	0
James Madison University	5	1
Johnson & Wales University (Providence)	5	1
Juniata College	1	0
University of Kansas	1	1
Keene State College	20	3
Keiser University-West Palm Beach	1	0
University of Kentucky	4	1

La Roche College	1	0
La Salle University	1	0
University of La Verne	1	0
Lafayette College	2	0
Lasell College	2	0
Lehigh University	1	0
Lesley University	6	0
Long Island University, Brooklyn	1	0
Long Island University, Post	1	1
University of Louisville	2	0
Loyola University Chicago	2	0
Loyola University Maryland	6	0
Lynn University	1	0
University of Maine at Farmington	1	0
Maine Maritime Academy	1	0
University of Maine	24	2
Manhattan College	1	0
Manhattanville College	2	0
Marist College	3	0
Marquette University	1	0
University of Maryland, College Park	5	0
Massachusetts Bay Community College	1	0
Massachusetts College of Art and Design	4	1
Massachusetts College of Liberal Arts	2	0
MCPHS - Massachusetts College of Pharmacy & Health Sciences	8	2
University of Massachusetts Dartmouth	19	2
Massachusetts Maritime Academy	3	2
University of Massachusetts, Amherst	121	40
University of Massachusetts, Boston	29	5
University of Massachusetts, Lowell	53	17
McGill University	1	1
Merrimack College	23	4
Miami University, Oxford	1	0
University of Miami	1	1

Michigan State University	1	1
University of Michigan	1	0
Middlesex Community College	1	1
University of Minnesota, Twin Cities	3	0
Missouri Valley College	1	1
Montclair State University	1	0
Mount Holyoke College	2	0
Mount Ida College	5	0
Mount Wachusett Community College	1	1
Muhlenberg College	1	0
Nazareth College	1	0
NCAA Eligibility Center	2	0
University of Nebraska at Lincoln	1	1
New England College	5	3
New England Institute of Technology	1	1
University of New England	8	3
University of New Hampshire at Durham	66	12
University of New Haven	5	1
New Jersey Institute of Technology	1	0
New York University	6	2
Newbury College	1	1
Nichols College	12	0
North Carolina A&T State University	1	0
University of North Carolina at Wilmington	1	0
North Carolina State University	3	2
University of North Florida	1	0
Northeastern University	31	8
Norwich University	2	0
Notre Dame College of Ohio	1	0
Nova Southeastern University	1	1
Old Dominion University	1	0
Pace University, New York City	5	0
Pace University, Westchester Campus	1	0
Palm Beach Atlantic University	1	1
Paul Smith's College	1	0

Pennsylvania Academy of the Fine Arts	1	0
Pennsylvania State University	9	1
University of Pennsylvania	1	0
Plymouth State University	13	3
Porter and Chester Institute	1	1
Pratt Institute	2	1
Providence College	3	0
Purdue University	4	1
Queen's University	1	1
Quinnipiac University	37	5
Quinsigamond Community College	31	35
Regis College	1	0
Rensselaer Polytechnic Institute	15	1
Rhode Island College	2	0
Rhode Island School of Design	1	0
University of Rhode Island	40	2
University of Richmond	1	0
Rivier University	3	1
Roanoke College	1	0
Rochester Institute of Technology	12	2
University of Rochester	2	1
Roger Williams University	16	0
Rutgers University - Camden	2	0
Rutgers University-New Brunswick	5	0
Sacred Heart University	6	1
Saint Anselm College	22	4
Saint Joseph's College-ME	1	0
Saint Joseph's University	5	2
Saint Michael's College	3	0
Salem State University	11	2
Salve Regina University	11	1
University of San Francisco	2	0
School of Visual Arts	1	0
University of the Sciences in Philadelphia	1	0
The University of Scranton	1	0

Seton Hall University	3	0
Siena College	1	0
Simmons University	13	4
Skidmore College	3	1
Smith College	1	0
University of South Carolina	4	1
University of South Florida, Tampa	1	0
University of Southern California	2	1
Southern New Hampshire University	4	0
Springfield College	5	1
St. John's University	2	0
Stetson University	1	0
Stevens Institute of Technology	3	0
Stonehill College	21	2
Stony Brook University	7	1
Suffolk University	14	1
SUNY Albany	1	0
SUNY Maritime College	1	0
Syracuse University	15	4
The University of Tampa	10	1
Temple University	3	0
The Ohio State University	4	1
The Peterson School	1	1
Thomas Aquinas College	0	0
Towson University	1	0
Trent University	1	0
Trinity College	2	0
Tufts University	2	1
Tulane University	1	0
Union College (New York)	3	0
United States Military Academy - Army	1	1
United States Naval Academy	1	0
University of Utah	1	0
Valencia College	1	0
University of Vermont	16	2

Villanova University	6	1
Virginia Commonwealth University	1	0
Virginia Military Institute	1	0
Virginia Tech	2	1
Virginia State University	1	0
Washington and Jefferson College	1	0
University of Washington	1	0
Wellesley College	2	1
Wentworth Institute of Technology	16	4
Wesleyan University	1	1
Western Connecticut State University	1	1
Western New England University	14	2
Western University	1	0
Westfield State University	28	4
Wheaton College MA	3	0
Wilfrid Laurier University	1	1
Williams College	1	1
University of Wisconsin, Madison	2	1
Woodbury University	1	0
Worcester Polytechnic Institute	23	8
Worcester State University	47	21
University of Wyoming	1	0

Class of 2018

Total Amount of Local Scholarship Aid: \$ 63,550.00

Scholarships distributed among the following students:

Student Name	Scholarship Award
Atlabachew, Marlie	Anthony Manzello
Atlabachew, Marlie	Jason Horton Scholarship Fund
Brenner, Reilly	SHS Alumni Association
Buduo, Alec	Joseph M. DeMaria
Buduo, Alec	Lisa M. Lorden Memorial
Buduo, Alec	Mikhael Jette Memorial
Canzano, Mary	Joseph M. DeMaria
Carelli, Brielle	Joseph M. DeMaria
Chi, Lily	Central One Federal Credit Union
Chi, Lily	SELCO/NESN
Chi, Lily	Town of Shrewsbury
Collnis, Julia	Danielle Simas Memorial
Crowley, Erica	Brian Nelligan Memorial
Crowley, Erica	Flaherty Physical Therapy Scholarship
Damle, Siddhant	Service Learning Scholarship in Memory of Andy Reese
Emani, Sreenikitha	Agnes Wyman Memorial
George, Benjamin	Agnes Wyman Memorial
Gopinath, Anusha	Lee Memorial Trust
Hall, Joshua	Danielle Simas Memorial
He, Ethan	Nicholas J. Todisco, Jr. Student Filmmakers Scholarship
He, Ethan	Town of Shrewsbury
Hitchcock, Ryan	UniBank Scholarship Award
Jain, Ananya	Town of Shrewsbury
Kalathur, Snigdha	Town of Shrewsbury
Kaye, Andrew	Arthur B. & Frances J. Cellucci Memorial
Kaye, Andrew	SELCO/NESN
Kean, Caitlin	Town of Shrewsbury
King, Lauren	Mikhael Jette Memorial
Ljunggren, Samantha	Fire Chief Robert L. Gaucher Memorial
Ljunggren, Samantha	Shrewsbury Firefighter's Association
Madden, Kaitlyn	Shrewsbury Grange #101
McCollum, Maya	Friends of the Shrewsbury Public Library
McCollum, Maya	Town of Shrewsbury
McCue, Jameson	Beijing Chinese Language School Scholarship
McNamara, Maura	Joseph M. DeMaria
McSweeney, Kara	Allison Elizabeth Lustig Memorial
Mukhopadhyay, Ahana	Agnes Wyman Memorial

Mukhopadhyay, Ahana	Town of Shrewsbury
Nelson, Cole	Joseph M. DeMaria
Nelson, Cole	Lisa M. Lorden Memorial
Nguyen, Jessalyn	Town of Shrewsbury
Persechino, Conall	Mikhael Jette Memorial
Pongnon, Helton	PFC Brian Moquin
Prathi, Praneeth	Town of Shrewsbury
Ramirez, Nicole	Town of Shrewsbury
Ritacco, Dominic	James Cook Memorial
Rocco, Sophia	Town of Shrewsbury
Ryan, Patrick	Town of Shrewsbury
Seetharaman, Nandini	Rotary Club of Shrewsbury
Seetharaman, Nandini	Shrewsbury Social Club
Su, Zitong	Rotary Club of Shrewsbury
Ural, Suchir	SHS Alumni Association Kitty Viscardi Memorial Scholarship
Vyas, Sahil	Anthony Manzello
Vyas, Sahil	Fire Chief Robert L. Gaucher Memorial
Vyas, Sahil	Jacob Boudreau Memorial
Vyas, Sahil	Rotary Club of Shrewsbury
Vyas, Sahil	SELCO/NESN
Vyas, Sahil	Town of Shrewsbury
Wall, Diana	Five Guys Burgers and Fries
Wall, Diana	Minnie Cogswell Gleason Memorial Scholarship
Wallace, Emily	Minnie Cogswell Gleason Memorial Scholarship
Weafer, Mikayla	Caroline Libby Kane Memorial
Weafer, Mikayla	Danielle Simas Memorial
Weafer, Mikayla	Jacob Boudreau Memorial
Weafer, Mikayla	Joseph M. DeMaria
Weafer, Mikayla	Lisa M. Lorden Memorial
Weafer, Mikayla	PFC Brian Moquin
Weafer, Mikayla	Shrewsbury Firefighter's Association
Wei, Jaymie	Town of Shrewsbury
Xu, Albert	Town of Shrewsbury
Young, Joseph	Brian Nelligan Memorial
Young, Joseph	Shrewsbury Firefighter's Association

GENERAL INFORMATION

Entrance Age: Only children who are 5 years-of-age on or before August 31 may enter Kindergarten at the beginning of that school year. Only children who are 6 years-of-age on or before August 31 may enter Grade 1 at the beginning of that school year. A birth certificate with a raised seal, and a passport - if applicable - must be presented at the time of enrollment.

Immunization Requirements: Immunizations against the following diseases are mandated by state public health laws for entrance to school during the 2018-19 school year, and the following immunization requirements will be in effect: a series of 4 – 5 DTP or DTaP (diphtheria, tetanus, pertussis or diphtheria, tetanus, acellular pertussis) immunizations for preschool through grade 12, plus a Tdap booster for all students entering grades 7 through 12 if it has been more than 5 years since their last dose of DTaP/DTP; a series of 3 - 4 doses of polio vaccine for preschool through grade 12, the final dose in the polio series must be given on or after 4 years of age and at least 6 months after the previous dose; 1 dose MMR (measles, mumps and rubella) for entry into preschool and a second dose for grades K-12; 1 – 4 doses Hib (haemophilus influenza type B) immunizations are required for preschool entry; 1 dose varicella vaccine (chicken pox) required for preschool, and a second dose for grades K-12 (these doses of varicella are required for those without a physician certified reliable history of chicken pox); 3 doses Hep B (Hepatitis B) for all children in preschool through grade 12.

The responsibility for immunizations rests upon the parent or legal guardian who must provide the required documentation to the school nurse. The School Department strongly recommends that the children who have not received proper immunization against these diseases do so through their family physician. Failure to comply with the immunization requirements will result in exclusion from school.

School Physician: Dr. Timothy Gibson

CLOSING STATEMENT

The community is rightfully proud of the excellence demonstrated by its schools. There is no question that the quality of life in our community is enhanced by the contributions made by students, faculty and staff, parents, and community members. This past year signaled the community's strong support of public education in Shrewsbury with the overwhelming success of the vote to support the building of a new Beal School. Our town will be a better place because of it. It remains an honor and a privilege to serve as the superintendent of an outstanding school district in a great community.

Respectfully submitted,

Joseph M. Sawyer, Ed.D.
Superintendent of Schools