



**School Committee
Meeting Book**

**October 24, 2018
7:00 pm**

**Town Hall -100 Maple Avenue
Selectmen's Meeting Room**



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**October 24, 2018 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

I.	Public Participation	7:00-7:10
II.	Chairperson's Report & Members' Reports	
III.	Superintendent's Report	
IV.	Time Scheduled Appointments:	
	A. Superintendent's Awards: Student Recognition	7:10 – 7:30
	B. Beal Building Project: Update	7:30 – 7:40
	C. Student Enrollment & Class Sizes: Report	7:40 – 8:00
	D. Student Health Survey Data: Report	8:00 – 8:20
	E. Nursing & Concussion Data: Annual Report	8:20 – 8:35
V.	Curriculum	
VI.	Policy	
VII.	Finance & Operations	
	A. Fiscal Year 2020 Priorities & Guidance: Draft	8:35 – 8:45
VIII.	Old Business	
IX.	New Business	
X.	Approval of Minutes	8:45 – 8:50
XI.	Executive Session	8:50 – 9:15
	A. For the purpose of reviewing and acting upon student residency issues	
	B. For the purpose of collective bargaining with the Shrewsbury Education Association	
	C. For the purpose of reviewing, approving, and/or releasing executive session minutes	
XII.	Adjournment	9:15

Next regular meeting: November 14, 2018



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 10/24/18

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

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

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

STAFF AVAILABLE FOR PRESENTATION:

School Committee Members
Mr. Jason Palitsch, Chairperson
Ms. Erin Canzano, Vice Chairperson
Ms. Sandra Fryc, Secretary
Dr. B. Dale Magee, Committee Member
Mr. Jon Wensky, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

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



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **10/24/18**
A. Superintendent's Awards: Student Recognition

BACKGROUND INFORMATION:

The Massachusetts Association of School Superintendents requests that each superintendent, on its behalf, recognize outstanding members of the senior class in each district's high school. Due to the size of the district, Dr. Sawyer is allowed to present the award to two students. Dr. Sawyer has selected Chi Ki Chan and Ian Chandra as this year's recipients.

The New England School Development Council gives superintendents in affiliated districts the opportunity to present New England School Development Council Awards for Academic Growth and Student Leadership in Learning to deserving high school seniors. Due to the size of the district, Dr. Sawyer is allowed to present the award to two students. Dr. Sawyer has chosen Carolyn Lynch and Christopher Matthews as this year's recipients.

Dr. Sawyer will provide highlights of each student's achievements, recognize each student, and ask each to make a brief statement.

ACTION RECOMMENDED:

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

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Students:

Chi Ki Chan

Ian Chandra

Carolyn Lynch

Christopher Matthews



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments:
B. Beal Building Project: Update

MEETING DATE: 10/24/18

BACKGROUND INFORMATION:

Dr. Sawyer and Mr. Collins will present an update on the Beal Early Childhood Center Building Project in light of whatever action will have been taken at the October 22 Special Town Meeting. There are no materials enclosed.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Patrick Collins, Assistant Superintendent for Finance & Operation



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments:
C. Student Enrollment & Class Sizes: Report

MEETING DATE: 10/24/18

BACKGROUND INFORMATION:

Each year the district is required to provide a report on enrollment as of October 1 to the Department of Elementary and Secondary Education. An overview of this data will be presented for School Committee review.

Dr. Sawyer and Mr. Collins will present an overview of district-wide enrollment data. The report is enclosed.

Mr. Bazydlo and Mr. Nevader will present an overview of Shrewsbury High School enrollment and class size by department in the enclosed report.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent
Mr. Patrick C. Collins, Assistant Superintendent for Finance & Operations
Mr. Todd Bazydlo, Principal, Shrewsbury High School
Mr. Gregory Nevader, Assistant Principal, Shrewsbury High School

Shrewsbury Public Schools

Preschool – Grade 12 Enrollment Report

Preschool – Grade 8 Class Size Report

2018-2019

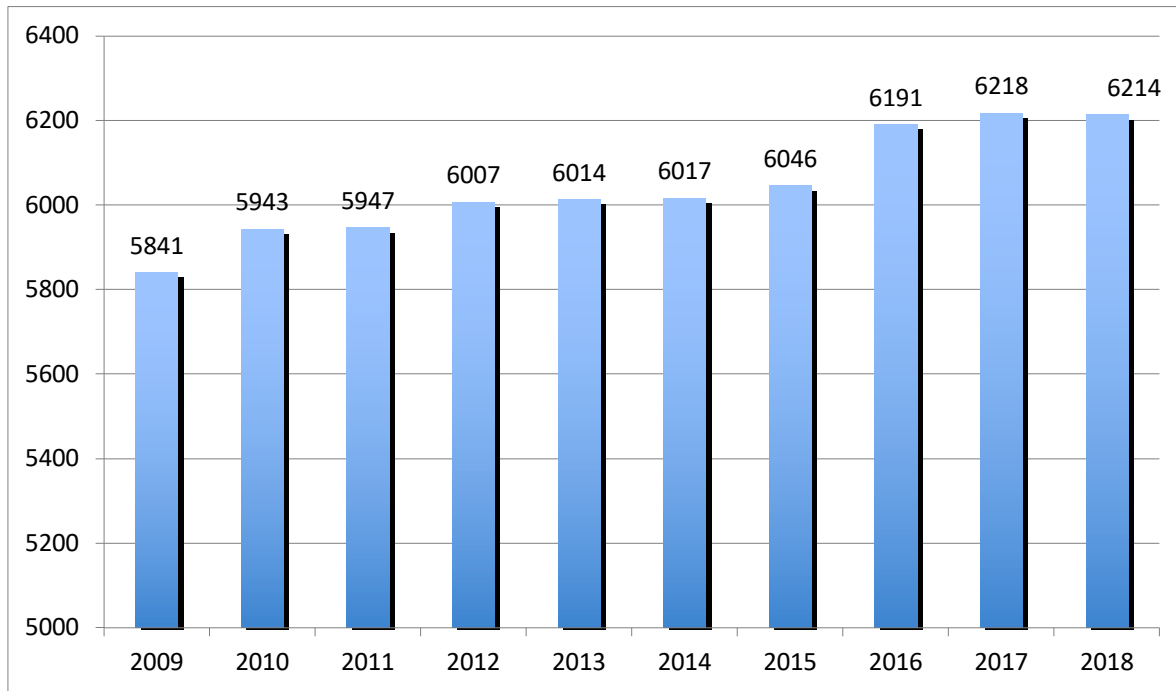
Data based on enrollment numbers as of October 1, 2018

SHREWSBURY PUBLIC SCHOOLS ENROLLMENT HISTORY

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

The chart below illustrates the district's enrollment for the past 10 school years, which reflects growth from 5841 to 6214, an increase of 373 students over the past decade. The one-year decrease from 2017 to 2018 was from 6218 to 6214, a 4 student decrease.

PreK-12 Actual Enrollment 2009-2018 (as of October 1 of each year)



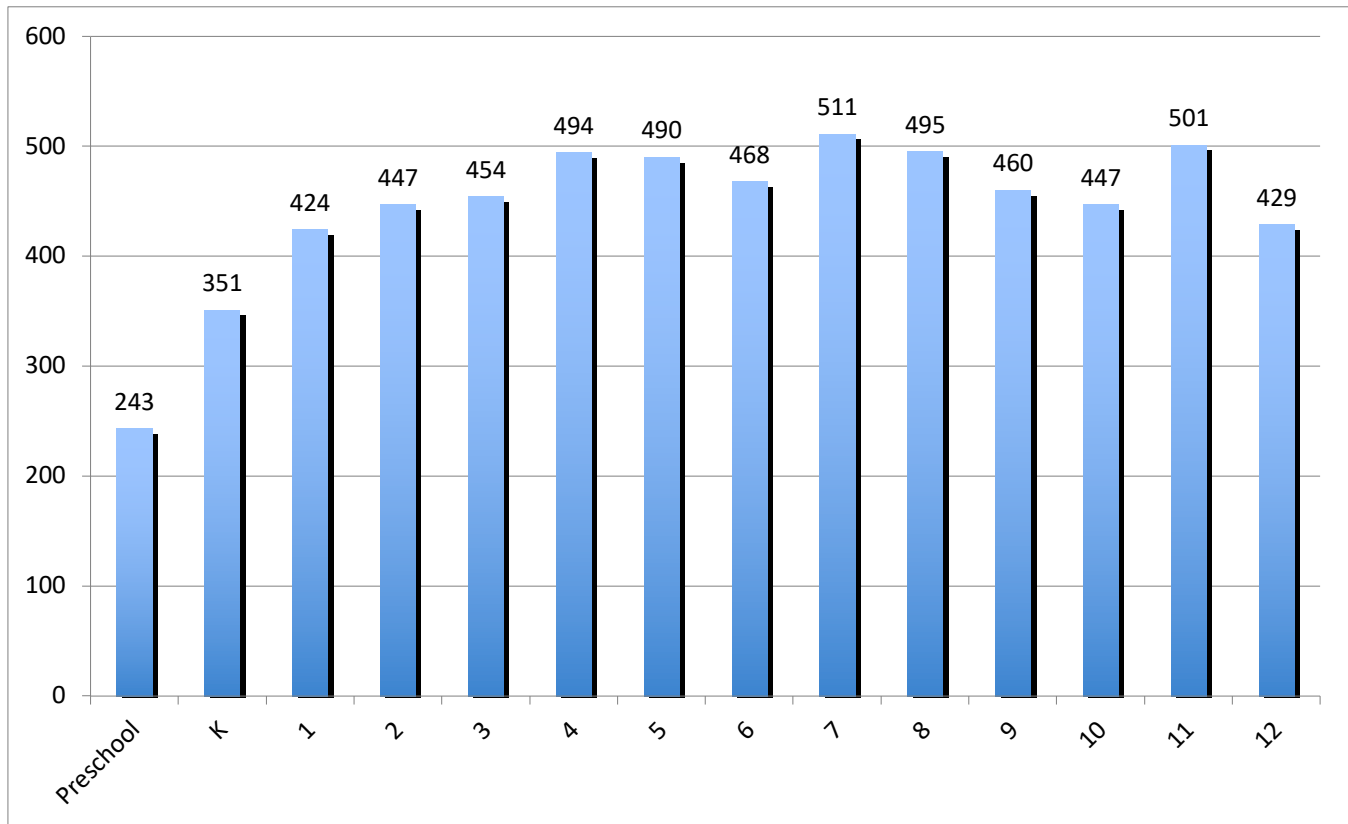
SHREWSBURY PUBLIC SCHOOLS

2018 ENROLLMENT BY GRADE

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:

2018 PreK-12 Enrollment (October 1)



Please note that there is one student requiring services until age 22 who is placed at Shrewsbury High School in Grade 13 and is included in the Grade 12 total.

Enrollment History by Grade Level 2009-2018

Grade	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PreK	211	241	243	262	250	234	238	232	237	243
K	348	372	341	364	392	346	356	388	355	351
1	426	429	429	416	399	430	424	418	424	424
2	493	448	457	447	450	430	446	459	437	447
3	465	515	464	474	452	462	439	460	476	454
4	459	472	516	458	480	467	474	462	482	494
5	473	469	485	524	462	487	473	487	464	490
6	436	465	476	465	518	469	500	490	502	468
7	466	435	462	473	490	529	481	511	493	511
8	439	479	443	466	471	478	547	492	516	495
9	421	401	414	408	420	432	413	513	451	460
10	398	417	414	421	406	423	440	428	513	447
11	415	390	413	417	421	410	412	441	429	501
12	391	410	390	412	403	420	403	410	439	429
Total P-12	5841	5943	5947	6007	6014	6017	6046	6191	6218	6214
% Annual Change	-1.08%	1.75%	0.07%	1.01%	0.12%	0.05%	0.48%	2.41%	0.44%	-.06%

Special Education Out of District Placements

Grade	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12	13*	Total
2014	0	0	1	1	0	1	4	2	4	7	6	10	5	8	26	75
2015	0	0	1	1	1	0	1	5	3	5	8	10	10	5	22	72
2016	0	0	0	1	1	1	1	1	4	3	5	9	9	12	22	69
2017	1	0	0	0	2	3	0	2	2	4	3	7	8	6	24	62
2018	1	0	0	0	1	2	4	1	2	1	5	4	5	8	17	51

***Grade 13 represents students requiring services until age 22.**

Note: Some out of district placements are temporary, so totals fluctuate over the course of the year.

Vocational Technical School Enrollment

Grade	9	10	11	12	Total
2014	35	37	25	37	134
2015	37	25	35	24	121
2016	18	31	24	35	108
2017	28	19	28	22	97
2018	34	27	19	27	107

CLASS SIZE AVERAGES: HISTORY

Kindergarten Average Class Size

(School Committee Guidelines 17-19)

*Highlighted sections exceed guidelines

	Beal	Coolidge	Paton	Spring
2009	19	20	N/A	20
2010	21	21	N/A	19
2011	19	19	N/A	18
2012	20	19	N/A	21
2013	19	20	N/A	20
2014	19	20	20	20
2015	20	20	21	20
2016	19	20	20	20
2017	18	20	20	20
2018	16	22	22	21
Avg.	19	20	21	20

Elementary (1-4) Average Class Size School-Wide *See next page for class size by grade.

(School Committee Guidelines Gr. 1-2 = 20-22; Gr. 3-4 = 22-24)

	Beal	Coolidge	Floral	Paton	Spring
2009	19	22	23	22	21
2010	21	21	23	23	22
2011	22	21	23	23	22
2012	N/A	23	25	23	24
2013	N/A	23	25	23	23
2014	21	21	22	22	21
2015	19	21	22	22	21
2016	23	22	23	22	22
2017	18	22	23	21	21
2018	18	22	23	22	21
Avg.	20	22	23	22	22

Middle School Average Class Sizes

(School Committee Guidelines Gr. 5-8 = 22-24)

	Grade 5	Grade 6	Grade 7	Grade 8
2009	24	24	26	22
2010	26	26	24	27
2011	27	26	26	25
2012	29	29	30	29
2013	29	29	31	29
2014	24	23	26	24
2015	24	25	23	27
2016	24	25	26	25
2017	23	25	25	26
2018	25	23	26	25
Avg.	26	26	26	26

Elementary Class Size History (Grade 1-4)

*Highlighted sections exceed guidelines

B=Beal; C=Coolidge; F=Floral;

P=Paton; S=Spring

	Grade 1 (SC 20-22)					Grade 2 (SC 20-22)				Grade 3 (SC 22-24)				Grade 4 (SC 22-24)			
	B	C	F	P	S	C	F	P	S	C	F	P	S	C	F	P	S
2009	19	21	22	21	18	23	24	25	22	20	23	24	21	22	22	21	22
2010	21	20	23	22	21	21	22	21	20	24	24	26	24	21	23	23	22
2011	22	17	22	21	20	22	24	23	22	21	23	22	21	25	24	26	25
2012	N/A	20	23	20	25	25	22	21	21	22	25	23	23	29	29	28	29
2013	N/A	19	20	19	22	26	30	21	28	27	25	29	21	24	25	24	24
2014	21	22	22	21	22	22	21	20	19	19	24	22	20	22	22	24	22
2015	19	23	21	20	19	21	22	23	22	22	21	20	21	19	24	23	22
2016	23	18	22	19	22	23	21	23	22	23	23	23	24	24	24	22	22
2017	18	22	22	20	18	18	24	20	19	24	24	22	25	24	24	24	25
2018	18	22	22	21	23	22	22	22	18	25	24	22	19	19	22	24	26
AVG.	20	20	22	20	21	22	23	22	21	20	24	23	22	23	24	24	24

Year-to-Year Progression Grade 1 to Grade 12

	1	2	3	4	5	6	7	8	9	10	11	12	Gr. 1-12 % Change
Class of 2019	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
Enrollment	439	456	465	472	485	465	490	478	413	428	429	429	-2.28%
Class of 2018	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	
Enrollment	440	454	459	459	469	476	474	471	432	441	441	439	-0.23%
Class of 2017	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	
Enrollment	452	468	482	478	473	465	462	466	420	423	412	410	-9.3%
Class of 2016	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
Enrollment	449	466	452	454	456	436	435	443	408	406	410	403	-10.8%
Class of 2015	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	
Enrollment	484	489	502	507	496	461	466	479	414	421	421	420	-13.2%
Class of 2014	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	
Enrollment	442	464	464	466	462	450	453	439	401	414	417	403	-8.8%
Class of 2013	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	
Enrollment	475	483	480	504	502	488	485	489	421	417	413	412	-13.3%
Class of 2012	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
Enrollment	420	444	442	464	463	461	449	449	393	398	390	390	-7.1%
Class of 2011	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
Enrollment	466	471	469	488	494	492	486	501	419	429	415	413	-11.4%
Class of 2010	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Enrollment	381	395	402	424	428	436	444	443	408	404	390	390	2.4%
Class of 2009	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	
Enrollment	365	365	391	399	419	423	438	441	425	436	423	427	17.0%
Class of 2008	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	
Enrollment	381	400	408	424	433	427	426	437	413	402	388	383	0.5%
Class of 2007	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	
Enrollment	366	375	389	395	394	389	400	395	356	360	345	351	-4.1%
Class of 2006	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	
Enrollment	316	329	340	348	354	352	361	364	343	343	334	344	8.9%

Kindergarten Enrollment Numbers: Full Day/Half Day

Total Kindergarten		Full Day			Half Day		
Year	Enrollment	Sections	Students	Percentage	Sections	Students	Percentage
2005	394	3	51	13%	18	343	87%
2006	378	3	57	15%	17	321	85%
2007	376	4	80	21%	17	296	79%
2008	342	4	77	23%	14	265	77%
2009	348	5	96	28%	13	252	72%
2010	372	8	166	45%	10	206	55%
2011	341	8	158	46%	10	183	54%
2012	364	15	307	84%	3	57	16%
2013	392	15	318	81%	4	74	19%
2014	346	12	242	70%	6	104	30%
2015	356	12	240	67%	6	116	33%
2016	388	14	275	71%	6	113	29%
2017	355	11	216	61%	8	139	39%
2018	351	10	208	59%	10	143	41%

Kindergarten Enrollment: Actual versus Town Manager Projections

Kindergarten			
Year	Actual Enrollment	TM Projection	% Difference
2006	378	397	-4.8%
2007	376	410	-8.3%
2008	342	362	-5.5%
2009	348	376 (357 modified)	-7.5%
2010	372	336	10.7%
2011	341	312	9.3%
2012	364	299	21.7%*
2013	392	353	11.0%*
2014	346	384	-9.9%
2015	356	320	11.3%
2016	388	383	1.3%
2017	355	350	1.4%
2018	351	397	-11.6%

*Full day sections increased from 8 to 15 in 2012 allowing for families who desired full day to enroll. This continued in 2013.
There are 10 sections of full day for 2018, which is one less than last year.
Tuition for full day kindergarten is \$3,600 annually.

Note: New England School Development Council projection for 2018 was 374 students.

Students Transferring to Private for Grade 9

	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Bancroft		1			1	10					3
Boston Latin	1	2									
Cambridge School											1
Catholic Memorial		1									
Cushing Academy									1	1	
East Catholic									1		
Gann Academy			1								
Groton School							1	1		1	
Hillside									1		
Holy Name	2				1	4			1	2	
Hudson Catholic											
Lancaster Academy											
Milton Academy									1		
Noble & Greenough											1
Notre Dame	8	5	3	3	6	12	3	4	1	1	1
Phillips Academy											
St. John's	38	42	34	35	33	47	46	47	35	35	35
St. Mark's			2		2		2	2	1	1	1
St. Peter-Marian			2	1		2	2	2	2	1	1
The Rivers			1								
Whitinsville Christian Academy			1	1							
Utah								1			
Worcester Academy		2			1		1	1	3	6	4
Totals	49	53	44	40	44	76	55	58	47	48	47

2018-2019 *Projected* Enrollment & Sections

		Beal			Coolidge			Floral Street			Paton			Spring St.		
Grade Level	Proj. 2018 19	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.
HDK	187	187	5/10	19												
FDK	210	84	4	21	42	2	21				42	2	21	42	2	21
Grade 1	414	73	4	18	91	4	23	109	5	22	75	4	19	66	3	22
Grade 2	450				114	5	23	197	9	22	64	3	21	75	4	19
Grade 3	450				76	4	19	218	9	24	80	4	20	76	4	19
Grade 4	500				101	4	25	203	9	23	93	4	23	103	4	26
Total K	397															
Total 1-4	1814	School Avg./Class 19			School Avg./Class 22			School Avg./Class 23			School Avg./Class 21			School Avg./Class 21		
Totals	2,211	344	18		424	19		727	32		354	17		362	17	
		Sherwood Middle			Oak Middle			High School			Preschool Programs					
Grade Level	Proj. 2018 19	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Program	Students	CR/Sect.	Avg.		
Grade 5	489	489	20	24												
Grade 6	479	479	20	24							Parker Rd.	155	6/14	11		
Grade 7	517				517	20	26				Little Col. (SHS)	30	1/2	15		
Grade 8	504				504	20	25				Wesleyan Ter.	56	2/6	9		
Grade 9	475							475	NA	NA						
Grade 10	462							462	NA	NA						
Grade 11	511							511	NA	NA						
Grade 12	426							426	NA	NA						
		School Avg./Class 24			School Avg./Class 26			School Avg./Class NA			School Avg./Class 11					
Totals	3,863	968	40		1,021	40		1,874	NA	NA		241				
In-District Total K-12			6,074													
In-District Total PreK-12			6,315													

Town Manager Projection for K-12=5,995

NESDEC Projection for K-12= 6,027, NESDEC Projection PreK-12=6,264

**Projected class sizes used are based upon the Town Manager's Projection and the NESDEC Projection. When projections are not equal, the highest class size amount was used for planning purposes.*

2018-2019

Actual Enrollment & Grade Configuration

October 1, 2018

		Beal			Coolidge			Floral Street			Paton			Spring St.		
Grade Level	Actual 2018-19	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.
HDK	143	143	5/10	14												
FDK	208	79	4	20	43	2	22				44	2	22	42	2	21
Grade 1	424	73	4	18	87	4	22	112	5	22	83	4	21	69	3	23
Grade 2	447				108	5	22	200	9	22	67	3	22	72	4	18
Grade 3	454				76	3	25	213	9	24	89	4	22	76	4	19
Grade 4	494				95	5	19	197	9	22	97	4	24	105	4	26
Total K	351															
Total 1-4	1819	School Avg./Class 17			School Avg./Class 22			School Avg./Class 23			School Avg./Class 22			School Avg./Class 21		
Totals	2170	295	17		409	19		722	32		380	17		364	17	
		Sherwood Middle			Oak Middle			High School			Preschool Programs					
Grade Level	Actual 2018-19	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Program	Students	CR/Sect.	Avg.		
Grade 5	490	490	20	25												
Grade 6	468	468	20	23							Parker Rd.	160	6/15	11		
Grade 7	511				511	20	26				Little Col. (SHS)	28	1/2	14		
Grade 8	495				495	20	25				Wesleyan Ter.	55	2/5	11		
Grade 9	460							460	NA	NA						
Grade 10	447							447	NA	NA						
Grade 11	501							501	NA	NA						
Grade 12	429							429	NA	NA						
		School Avg./Class 24			School Avg./Class 25			School Avg./Class NA			School Avg./Class 11					
Totals	3801	958	40		1006	40		1837	NA	NA	243					
In-District Total K-12			5971													
In-District Total PreK-12			6214													

School Committee class size guidelines:
Kindergarten guideline: 17-19
Grades 1-2 guideline: 20-22
Grades 3-8 guideline: 22-24

Totals by Schools	
	10/1/18
PRESCHOOL	243
BEAL	295
COOLIDGE	409
FLORAL	722
PATON	380
SPRING	364
SHERWOOD	958
OAK MIDDLE	1006
HIGH SCHOOL	1837
TOTAL ENROLLMENT	6214
Total Out of District Special Education	51
Total Vocational High School	107
Total Walk Ins	19
TOTAL	177
Totals by Grade	
Preschool	243
Kindergarten	351
Grade 1	424
Grade 2	447
Grade 3	454
Grade 4	494
Elem. Subtotal	2413
Grade 5	490
Grade 6	468
Grade 7	511
Grade 8	495
Middle Subtotal	1964
Grade 9	460
Grade 10	447
Grade 11	501
Grade 12	428
Grade 13	1
Total Enrollment	6214
Grand Total	6391

Preschool	10/1/18
PARKER ROAD	
Typical	106
General Special Education	42
Intensive Special Education	12
Total	160
LITTLE COLONIALS	
Typical	28
General Special Education	0
Intensive Special Education	0
Total	28
PARKER AT WESLEYAN	
Typical	36
General Special Education	19
Intensive Special Education	0
Total	55
TOTAL Typical	170
TOTAL General Special Education	61
TOTAL Intensive Special Education	12
Total Preschool	243

Beal Early Childhood Center	10/1/18
Kindergarten AM	
Aulenback	14
Downs	14
Kilgore	17
Molina	14
Thayer	14
TOTAL AM	73
Kindergarten PM	
Aulenback	14
Barrett	14
Downs	15
Molina	13
Thayer	14
TOTAL PM	70
FULL DAY Kindergarten	
Biadasz	21
Costello	20
Knott	18
Pinto	20
TOTAL FULL DAY Kindergarten	79
TOTAL Kindergarten	222
GRADE 1	
Chaves	18
McKiernan	17
Neddo	19
Zakar	19
TOTAL Grade 1	73
School Total	295

Calvin Coolidge School	10/1/18
Kindergarten	
Broszeit	21
Mills	22
Total Kindergarten	43
GRADE 1	
Grillo	23
McQuade	22
Mongeon	20
Terrasi	22
Total Grade 1	87
GRADE 2	
Burnap	21
Flemming	23
Gauthier	20
Hurley	21
Rubin	23
Total Grade 2	108
GRADE 3	
Berthiaume	24
Innamorati	26
Richardson	26
TOTAL Grade 3	76
GRADE 4	
Cloyes	20
Fairbrother	18
Finneran	19
Rice	17
Weagle	21
TOTAL Grade 4	95
School Total	409

Floral Street School	10/1/18
GRADE 1	
Grossman	22
Harrington	23
McCarthy	22
McGrail	23
Plourde	22
TOTAL Grade 1	112
GRADE 2	
Avery	20
Bradt	22
Caforio	21
Frankian	22
Hogan	23
Martel	23
Poppalardo	23
Ridder	23
Ward	23
TOTAL Grade 2	200
GRADE 3	
Allen	23
Bisceglia	24
Miller	23
Nolli	24
Peterson	24
Richard	24
Stanwick	24
Ushinski	23
West	24
TOTAL Grade 3	213
GRADE 4	
Beall	22
Edgren	22
Goulding	21
Manning	22
Murphy	22
Powell	22
Ralys	22
Ross	22
Spangenberg	22
TOTAL Grade 4	197
SCHOOL TOTAL	722

Walter J. Paton School	10/1/18
Kindergarten	
Cosenza	22
Marchand	22
TOTAL Kindergarten	44
GRADE 1	
Violette	21
Viscomi	20
White, J	21
White, M	21
TOTAL Grade 1	83
GRADE 2	
Halacy	22
MacDonnell	22
Symonds	23
TOTAL Grade 2	67
GRADE 3	
Campbell	22
Carlson	22
Darling	23
Kalagher	22
TOTAL Grade 3	89
GRADE 4	
Borraccino	24
Cormier	24
Moran	24
Walker	25
TOTAL Grade 4	97
SCHOOL TOTAL	380

Spring Street School	10/1/18
Kindergarten	
Lewis	21
McInerny	21
TOTAL Kindergarten	42
GRADE 1	
Baumann	23
Brand	24
Camerato	22
TOTAL Grade 1	69
GRADE 2	
Halloran	18
Porter	18
Reilly	18
Sullivan	18
TOTAL Grade 2	72
GRADE 3	
Chase	19
Liporto	19
McRae	19
Toloczko	19
TOTAL Grade 3	76
GRADE 4	
Doherty	26
Luby	27
Travers	26
Zambernardi	26
TOTAL Grade 4	105
SCHOOL TOTAL	364

Sherwood Middle School	10/1/18
GRADE 5	
Blash	24
Charmers	25
D'Ascanio	24
Donahue	24
Esposito	25
Gouley	24
Graham	25
Hopkins	25
Jasper	24
Lavery	25
Marcigliano	24
Martin	24
Matthews	25
McCarthy	25
O'Connor	25
O'Neil	24
Ryan	25
Virzi	25
Walsh	24
Williams	24
TOTAL Grade 5	490
GRADE 6	
Butler	24
Carney	25
Cotie	24
Cozza	22
Cristy	24
Cushing	23
DiGiacomo	23
Egan	23
Goudreau	24
Hendrix	22
Kershaw	24
Laliberte	24
Lawson	26
Nolle	23
Peacock	23
Polechronis	23
Rooney	23
Shaw	23
Sinclair	23
Stoychoff	22
TOTAL Grade 6	468
SCHOOL TOTAL	958

Oak Middle School	10/1/18
GRADE 7	
Amdur	26
Andrews	26
Beaupre	26
Belliveau	26
Binder	27
Davis	26
Dolan	26
Fang	24
Johnson	26
McGrath	26
Meaney	26
Middlesworth	27
Mondello	24
Newton	24
O'Brien	25
Scibelli	25
Straubel	26
Suri	26
Tinsley	24
Ventura	25
TOTAL Grade 7	511
Grade 8	
Ahlin	25
Amaral	24
Carlin	26
Davies	25
DeNolf	23
Dillon	26
Dufault	26
Egan	24
Gilpin	26
Heal	24
Kewriga	24
LaValley	25
Lewis	23
Madan	25
Militello	24
Mulcahy	26
Pizzuto	24
Ponticelli	25
Thomas	25
Young	25
TOTAL Grade 8	495
SCHOOL TOTAL	1006

Shrewsbury High School

Shrewsbury, MA



Class Size Report 2018-2019

**Data based on enrollment numbers as of
October 1, 2018**

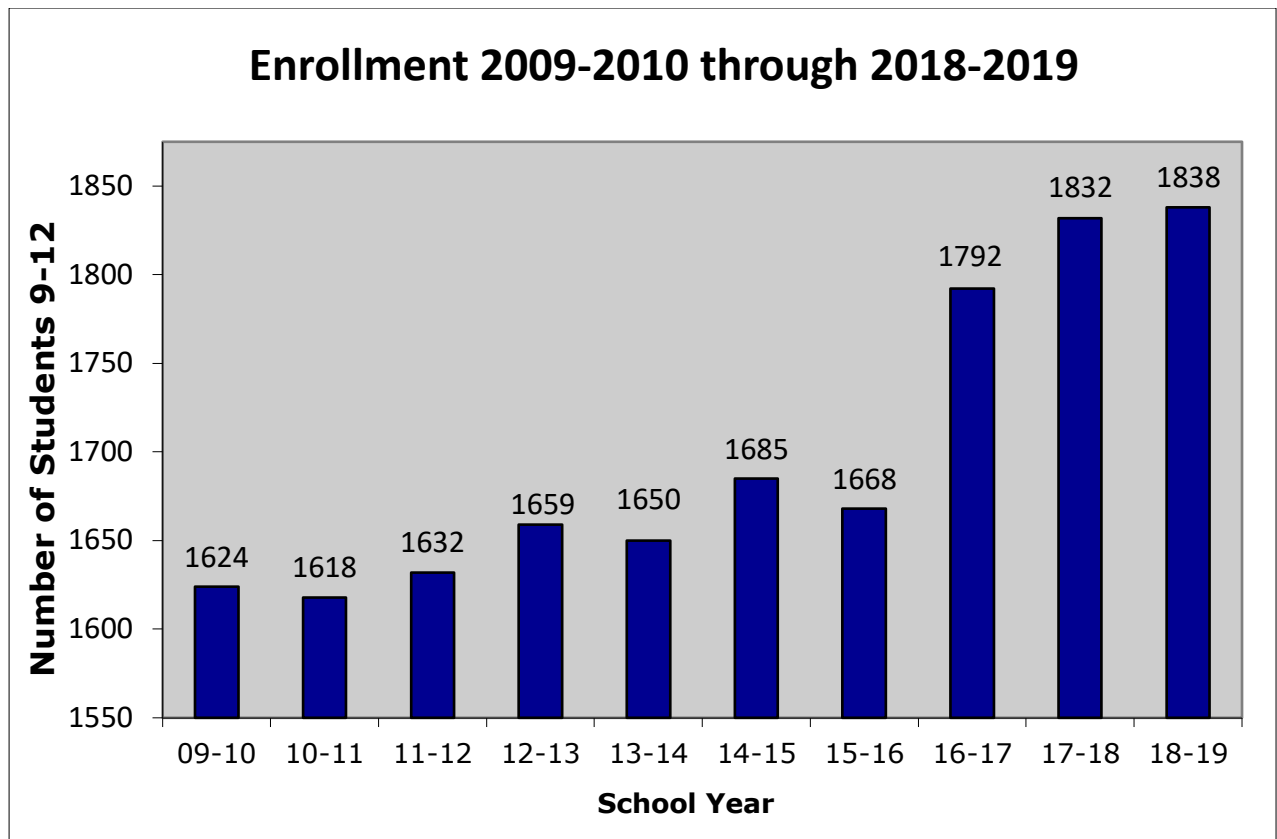
Shrewsbury High School Class Size Report - October 2018

This report is based on data from the week of October 1, 2018. It contains information on class size and student enrollment for the first and second semesters of the 2018-2019 school year.

Overall Enrollment

With an increase of 6 students from last year, high school enrollment has again reached its highest level with 1,838 students in grades 9-12. Since the 2009-2010 school year, overall enrollment has increased by 214 students. The charts below show the ten-year enrollment trend for the high school both in the aggregate and by grade.

						OVERRIDE				
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
9	421	401	414	408	420	432	413	513	451	461
10	398	417	414	422	406	423	440	428	513	447
11	415	390	413	417	421	410	412	441	429	501
12	390	410	391	412	403	420	403	410	439	429
Total	1624	1618	1632	1659	1650	1685	1668	1792	1832	1838



Diversifying Student Population

From July 1st through October 1st, 2018, sixty-four (64) students have enrolled at Shrewsbury High School. This population continues to influence the demand for certain courses resulting in a relatively significant impact on FTEs for certain departments. These sixty-four students came to Shrewsbury from the following locations:

- 47 from within Massachusetts
- 5 from states other than Massachusetts including:
 - Arkansas
 - Kentucky
 - New Jersey
 - Vermont
- 12 from countries other than the United States including:
 - Brazil
 - Ghana
 - India
 - Pakistan
 - Singapore
 - United Arab Emirates

Building/Facility Capacity

Increased enrollment impacts the master schedule, the availability of courses, class size, and building capacity. With its highest enrollment on record and an additional 2.2 teaching FTEs from last year to this year, Shrewsbury High School operates at a building capacity of 98% (compared to 76% just three years ago). That is, on average, 98% of classrooms are in use during the school day (periods 1 – 7). Furthermore, there is not one academic classroom available during periods 1 or 7.

As a result of the limited classrooms, 66% of teachers now teach in two or more classrooms and 19% of teachers now teach in three different classrooms throughout the day.

	% of teachers in the department in at least 2 different classroom	% of teachers in the department in 3 different classroom
Foreign Language	42%	8%
Social Science	50%	13%
Science & Engineering	64%	16%
English	71%	13%
Visual Arts, ELE, ITAMS	75%	13%
Special Education	75%	50%
Math	89%	17%
Overall	66%	19%

Room Availability

The chart below summarizes the number of available classrooms in each wing of the high school (example: in period 2, there are 2 classrooms not being used out of the 16 classrooms in the A300s hallway).

# of available rooms / # of total rooms in that hallway							
	A300s English & ELE	B300s Social Science	A200s Math	A100s & B100s Science & FCS	B200s Foreign Language	M100s Health, Special Ed. & ITAMS	Totals
P1	0 / 16	0 / 15	0 / 15	0 / 17	0 / 13	0 / 8	0 / 84
P2	2 / 16	2 / 15	0 / 15	1 / 17	1 / 13	0 / 8	6 / 84
P3	1 / 16	0 / 15	0 / 15	0 / 17	0 / 13	0 / 8	1 / 84
P4	0 / 16	1 / 15	1 / 15	0 / 17	0 / 13	0 / 8	2 / 84
P5	0 / 16	0 / 15	0 / 15	1 / 17	1 / 13	0 / 8	2 / 84
P6	0 / 16	0 / 15	1 / 15	0 / 17	1 / 13	0 / 8	2 / 84
P7	0 / 16	0 / 15	0 / 15	0 / 17	0 / 13	0 / 8	0 / 84
	4 / 112 (97%)	3 / 105 (97%)	2 / 105 (98%)	2 / 119 (98%)	3 / 91 (97%)	0 / 56 (100%)	13 / 588 (98%)

Teaching and Full-Time Equivalency (FTEs)

In order to address the overall increased enrollment and demand for courses, the following departments increased FTEs in teaching staff from last year to this year:

- Science: internal shift of 0.4 FTE from Engineering to Science
- Foreign Language: additional 0.2 FTE in Latin
- Math: additional 1.0 FTE
- Special Education: additional 1.0 FTE

Teaching FTEs by Department							
	OVER RIDE						
Department--All	14-15	15-16	16-17	17-18	18-19	1-Year Diff.	5-Year Diff.
Engineering	1.6	1.8	2.0	2.0	1.6	-0.4	-
English	16.4	16.4	16.4	17.4	17.4	-	+1.0
English Language Education	1.9	1.9	1.9	2.0	2.0	-	+0.1
Family & Consumer Science	3.0	3.0	3.0	3.0	3.0	-	-
Foreign Language	12.0	12.0	12.4	13.0	13.2	+0.2	+1.2
Health & Phys. Ed.	9.0	9.0	9.0	9.0	9.0	-	-
ITAMS	2.6	3.0	3.4	3.5	3.5	-	+9
Math	16.8	16.8	16.8	16.8	17.8	+1.0	+1.0
Performing Arts	2.7	2.9	2.9	2.9	2.9	-	+0.2
Science	17.0	16.8	16.6	17.0	17.4	+0.4	+0.4
Social Science	15.4	15.4	15.4	16.4	16.4	-	+1.0
Special Programs (VHS)	0.2	0.2	0.1	0.1	0.1	-	-0.1
Visual Art	4.4	4.4	4.3	4.3	4.3	-	-0.1
Total FTE	103.0	103.6	104.2	107.4	108.6	+1.2	+5.6
9 - 12 Enrollment	1685	1668	1792	1832	1838	+6	+153

Teaching FTEs by Academic Department							
Department--All	14-15	15-16	16-17	17-18	18-19	1-Year Diff.	5-Year Diff.
English	16.4	16.4	16.4	17.4	17.4	-	+1.0
Social Science	15.4	15.4	15.4	16.4	16.4	-	+1.0
Math	16.8	16.8	16.8	16.8	17.8	+1.0	+1.0
Science & Engineering	18.6	18.6	18.6	19.0	19.0	-	+4
Foreign Language	12.0	12.0	12.4	13.0	13.2	+0.2	+1.2
Academic FTEs Total	79.2	79.2	79.6	82.6	83.8	+1.2	+4.6
9 - 12 Enrollment	1685	1668	1792	1832	1838	+6	+153
Average Academic Student-to-Teacher Ratio	21.3	21.1	22.5	22.2	21.9	-0.3	+0.6

Class Enrollment

As a result of the additional FTEs indicated previously, the significant progress made in reducing the number of over-enrolled (27 or more students) sections was maintained in the English, Foreign Language, Science & Engineering, and Social Science departments. The addition of 1.0 FTE in math reduced the number of over-enrolled sections from 20% last year to 10% this year.

Department	# sections at 27 or more students					% of over-enrolled classes				
	OVER RIDE					OVER RIDE				
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	18-19
English	2	2	3	0	1	2%	2%	4%	0%	1%
For. Lang.	5	2	5	4	2	8%	3%	8%	6%	3%
Math	3	0	6	17	9	4%	0%	8%	20%	10%
Science/Eng.	0*	0*	5*	7*	1*	0%	0%	7%	7%	1%
Soc. Sci.	1	1	14	0	4	1%	1%	21%	0%	4%
TOTALS	11	5	33	28	17	3%	1%	10%	6%	4%

*As a result of National Lab Standards, science courses are considered over-enrolled with more than 24 students in the class.

Teacher Caseloads

The vast majority of SHS teachers are responsible for a caseload of between 100 and 120 students (class size average is 20 - 24 students per section). Although the over-ride in June 2014 significantly reduced teachers' total caseload of students and their corresponding average class size, 65% of teachers have an average caseload higher than School Committee guidelines of 18-20 students. Moreover, 37% of teachers this year have an average class size over 22 students compared to just 15% three years ago.

	Post-override								Current Year	
Teachers' Caseload: Average Class Size	2014 – 2015		2015 – 2016		2016 – 2017		2017 – 2018		2018 - 2019	
< 18.1	19%	43%	15%	50%	16%	38%	15%	29%	12%	35%
18.1 – 20.0	24%		35%		22%		14%		23%	
20.1 – 22.0	29%	57%	35%	50%	36%	62%	32%	71%	28%	65%
> 22.0	28%		15%		26%		39%		37%	

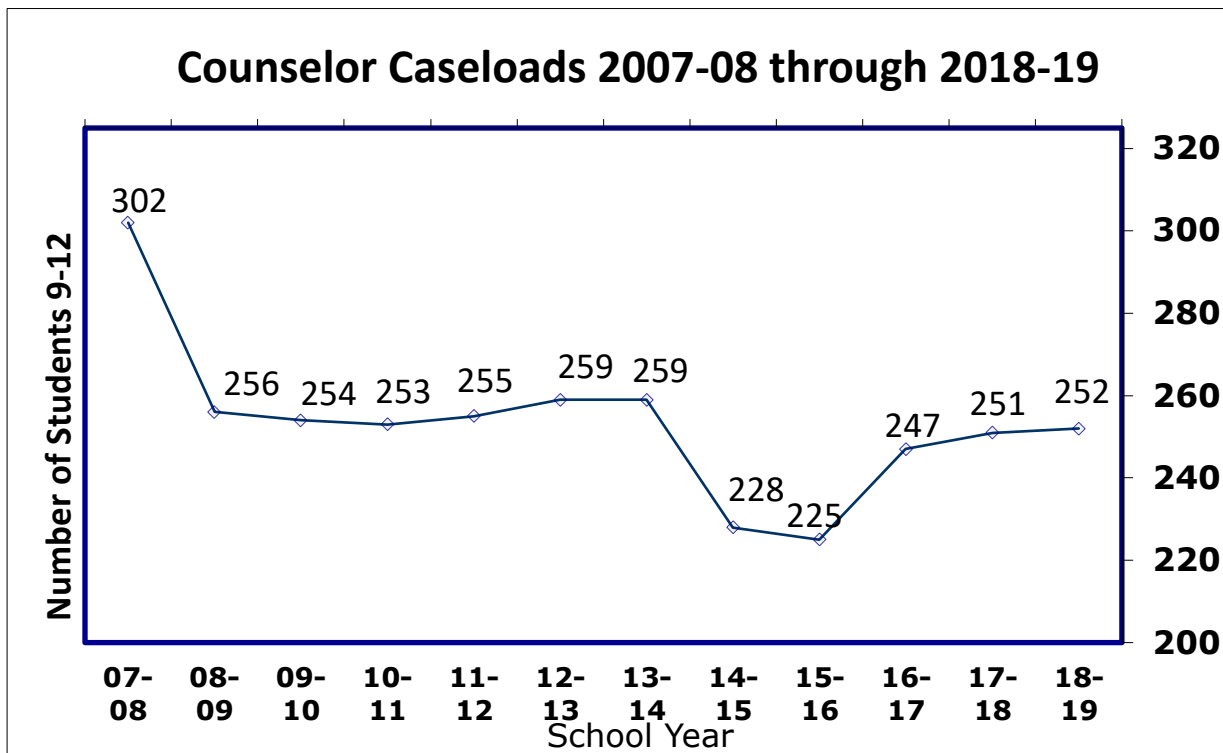
Average Class Size by Department

Average Class Size by Department 2014-15 through 2018-19					
	OVERRIDE				CURRENT
Department	14-15	15-16	16-17	17-18	18-19
Engineering	19.3	19.1	20.5	17.5	17.8
English	20.0	20.2	21.2	20.5	20.6
English Language Learners	7.7	10.5	11.1	11.6	9.0
Family & Consumer Science	21.8	22.1	22.5	21.0	17.8
Foreign Language	22.8	20.3	20.3	20.7	19.0
Health	24.3	24.1	27.5	27.3	26.6
Instructional Technology	16.0	11.0	12.0	9.6	10.2
Mathematics	20.6	20.3	22.3	22.3	21.6
Performing Arts	22.9	23.5	24.6	24.9	23.6
Physical Education	25.3	24.8	24.8	27.3	27.2
Science	19.8	20.3	21.4	21.3	20.9
Social Sciences	22.8	21.7	24.5	21.9	22.6
Visual Arts	16.2	16.9	17.9	16.5	14.8

Enrollment in Each Department 2014-15 through 2018-19					
	OVERRIDE				CURRENT
Department	14-15	15-16	16-17	17-18	18-19
Engineering	212	229	267	228	196
English	1640	1698	1762	1808	1813
English Language Learners	77	105	111	116	90
Family & Consumer Science	611	619	629	567	515
Foreign Language—TOTAL	1255	1216	1261	1315	1271
*French	275	263	292	315	318
*Latin	145	140	142	167	183
*Mandarin Chinese	74	83	89	102	93
*Spanish	761	730	738	732	677
Health	1286	1267	1375	1390	1410
Instructional Technology	328	303	315	297	316
Mathematics	1731	1706	1870	1874	1926
Performing Arts--TOTAL	435	469	467	497	496
*Instrumental	199	248	225	267	313
*Theatre Arts	104	95	95	79	52
*Vocal	132	126	147	151	131
Physical Education	3336	3270	3536	3609	3642
Science	1826	1823	1796	1942	1944
Social Sciences	1893	1782	1963	2038	2098
Visual Arts	680	694	716	660	606

School Counseling

One of the departments most affected by an increase in enrollment is the School Counseling Department. With the addition of 170 students in the past three years, the average student-to-counselor ratio has increased from 225:1 just three years ago to 252:1 this year.



Special Education Additional FTE and Co-Taught Courses

The addition of a 1.0 FTE in Special Education allowed additional opportunities, access, and equity to our students under Special Education. The additional 1.0 FTE was allocated as follows:

- Additional section of Essential English offered.
- Additional co-taught science course offered.
- Additional section of Learning Skills offered.
- Additional section of Social Skills offered.
- Additional allocation dedicated to neuropsychological testing.

A total of seven Special Education and ELL co-taught sections in Mathematics, Science, and English exist for the 2018-2019 school year: Lab Chemistry, Lab Biology, Lab Physics, Algebra and Geometry I, Algebra and Geometry II, Advanced Math I, and English 9. Students enrolled in these specialized support courses continue to perform well on MCAS, and they continue to make progress towards their overall graduation requirements.

Student Internships

Although the number of students enrolled in school-based internships has significantly decreased since last year, the number of students volunteering to tutor in our Peer Tutoring Program has significantly increased. Students in each of our honor societies participate in a minimum number of service hours, and many of these students complete this requirement through the Peer Tutoring Program.

Students enroll in school-based internships for credit during what would otherwise be a study period. School-based internships include office internships, which involve clerical duties (e.g. answering telephones, filing, reception) as well as academic internships where students work as teaching assistants in certain classrooms and provide clerical support to department directors. Enrollments for the past two years are as follows:

Internships	2017 - 18	2018 - 19
Program	# Students	# Students
Athletic Internship	8	1
Banking Internship	2	2
Family and Consumer Science	0	0
English Internship	0	0
Foreign Language Internship	6	3
Guidance Internship	5	5
ITAMS Internship	5	3
Math Internship	9	2
Media Internship	7	2
Office Internship	5	0
Performing Arts Internship	1	0
Science Internship	4	1
Social Science Internship	4	0
Special Education Internship	2	0
Visual Arts Internship	5	5
Total	63	24

**Class Size Report
2018-2019**

Shrewsbury High School
Engineering

October 1, 2018

Engineering					
	FTE	# of Sections	# of Students	Avg. Class Size	
Doherty	0.6	3	50	16.7	
Wood	1.0	8	146	18.3	
Total	1.6	11	196	17.8	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Doherty	Engineering the Future	FY 18-19	1	13	
Doherty	Engineering the Future	FY 18-19	2	19	16.0
Wood	Explore Technology Semester	S1	1	19	
Wood	Explore Technology Semester	S1	2	19	
Wood	Explore Technology Semester	S1	3	19	19.0
Doherty	Intro to Engineering Design	FY 18-19	2	18	
Wood	Intro to Engineering Design	FY 18-19	1	11	14.5
Wood	Principles of Engineering Hono	FY 18-19	1	16	16.0
Wood	Robotics/Electronics	S2	1	21	
Wood	Robotics/Electronics	S2	2	21	
Wood	Robotics/Electronics	S2	3	20	20.7

**Class Size Report
2018-2019**

Shrewsbury High School
English

October 1, 2018

English					
	FTE	# of Sections	# of Students	Avg. Class Size	
Burnett	1.0	5	92	18.4	
Closter	1.0	5	114	22.8	
DePeter	1.0	5	84	16.8	
Hall	1.0	5	109	21.8	
Jha	1.0	6	127	21.2	
Lawlor	1.0	5	103	20.6	
MacDonald	1.0	5	99	19.8	
Miraski	1.0	5	102	20.4	
Palazzo	1.0	5	105	21.0	
Penfield	1.0	5	91	18.2	
Roberts	1.0	5	114	22.8	
Secino	1.0	5	101	20.2	
Splaine	1.0	5	120	24.0	
Steinberg	1.0	5	97	19.4	
Teixeira	1.0	5	101	20.2	
Trombley	0.4	2	44	22.0	
Winn	1.0	5	106	21.2	
Yellin	1.0	5	104	20.8	
Total	17.4	88	1813	20.6	
Teacher	Course Name	Term	Section Number	Class Size	Average Class Size
Burnett	English 9B--co-taught SPED	FY 18-19	1	10	
MacDonald	English 9B	FY 18-19	2	9	9.5
Burnett	English 9A	FY 18-19	7	22	
Burnett	English 9A	FY 18-19	11	15	
DePeter	English 9A	FY 18-19	2	20	
DePeter	English 9A	FY 18-19	3	15	
MacDonald	English 9A	FY 18-19	4	23	
MacDonald	English 9A	FY 18-19	8	22	
Miraski	English 9A	FY 18-19	5	20	
Miraski	English 9A	FY 18-19	9	22	
Miraski	English 9A	FY 18-19	12	16	
Winn	English 9A	FY 18-19	1	15	
Winn	English 9A	FY 18-19	13	18	
Yellin	English 9A	FY 18-19	6	19	
Yellin	English 9A	FY 18-19	10	22	19.2
Jha	English 9 Honors	FY 18-19	3	22	
Jha	English 9 Honors	FY 18-19	4	23	
Roberts	English 9 Honors	FY 18-19	7	23	
Roberts	English 9 Honors	FY 18-19	8	24	

**Class Size Report
2018-2019**

Shrewsbury High School
English

October 1, 2018

Teacher	Course Name	Term	Section Number	Class Size	Average Class Size
Teixeira	English 9 Honors	FY 18-19	5	21	
Teixeira	English 9 Honors	FY 18-19	6	23	
Trombley	English 9 Honors	FY 18-19	1	23	
Trombley	English 9 Honors	FY 18-19	2	21	22.5
Penfield	English 10B	FY 18-19	1	12	
Penfield	English 10B	FY 18-19	2	15	13.5
Palazzo	English 10A	FY 18-19	4	20	
Palazzo	English 10A	FY 18-19	5	21	
Roberts	English 10A	FY 18-19	6	21	
Roberts	English 10A	FY 18-19	7	23	
Roberts	English 10A	FY 18-19	8	23	
Steinberg	English 10A	FY 18-19	1	16	
Steinberg	English 10A	FY 18-19	2	17	
Steinberg	English 10A	FY 18-19	3	21	20.3
Closter	English 10 Honors	FY 18-19	9	20	
Closter	English 10 Honors	FY 18-19	10	24	
Closter	English 10 Honors	FY 18-19	11	22	
Hall	English 10 Honors	FY 18-19	1	21	
Hall	English 10 Honors	FY 18-19	2	23	
Hall	English 10 Honors	FY 18-19	3	20	
Lawlor	English 10 Honors	FY 18-19	6	18	
Lawlor	English 10 Honors	FY 18-19	7	20	
Lawlor	English 10 Honors	FY 18-19	8	25	
Splaine	English 10 Honors	FY 18-19	4	25	
Splaine	English 10 Honors	FY 18-19	5	24	22.0
Hall	**English 11: American Studies & Honors	FY 18-19	1	22	
Hall	**English 11: American Studies & Honors	FY 18-19	2	23	
Steinberg	**English 11: American Studies & Honors	FY 18-19	3	21	
Steinberg	**English 11: American Studies & Honors	FY 18-19	4	22	22.0
DePeter	English 11A	FY 18-19	1	17	
DePeter	English 11A	FY 18-19	4	19	
DePeter	English 11A	FY 18-19	5	13	
Lawlor	English 11A	FY 18-19	6	19	
Lawlor	English 11A	FY 18-19	7	21	
Splaine	English 11A	FY 18-19	2	22	
Splaine	English 11A	FY 18-19	3	22	19.0
Penfield	English 11 Honors	FY 18-19	2	25	
Penfield	English 11 Honors	FY 18-19	3	18	
Penfield	English 11 Honors	FY 18-19	4	21	
Secino	English 11 Honors	FY 18-19	5	17	
Secino	English 11 Honors	FY 18-19	6	26	
Splaine	English 11 Honors	FY 18-19	1	27	22.3

**Class Size Report
2018-2019**

Shrewsbury High School
English

October 1, 2018

Teacher	Course Name	Term	Section Number	Class Size	Average Class Size
Palazzo	AP English Language	FY 18-19	4	24	
Palazzo	AP English Language	FY 18-19	5	22	
Palazzo	AP English Language	FY 18-19	6	18	
Yellin	AP English Language	FY 18-19	1	23	
Yellin	AP English Language	FY 18-19	2	21	
Yellin	AP English Language	FY 18-19	3	19	21.2
Jha	English 12A	FY 18-19	2	23	
Jha	English 12A	FY 18-19	3	23	
Miraski	English 12A	FY 18-19	1	19	
Miraski	English 12A	FY 18-19	4	25	
Teixeira	English 12A	FY 18-19	5	21	
Teixeira	English 12A	FY 18-19	6	17	
Teixeira	English 12A	FY 18-19	7	19	21.0
Burnett	English 12 Honors	FY 18-19	1	20	
Burnett	English 12 Honors	FY 18-19	3	25	
Closter	English 12 Honors	FY 18-19	5	23	
Closter	English 12 Honors	FY 18-19	7	25	
MacDonald	English 12 Honors	FY 18-19	2	20	
MacDonald	English 12 Honors	FY 18-19	4	25	
Secino	English 12 Honors	FY 18-19	10	21	
Winn	English 12 Honors	FY 18-19	6	22	
Winn	English 12 Honors	FY 18-19	8	25	
Winn	English 12 Honors	FY 18-19	9	26	23.2
Secino	AP English Literature	FY 18-19	1	18	
Secino	AP English Literature	FY 18-19	2	19	18.5
Jha	**Creative Writing & Creative Writing H	S1	1	25	25.0
Jha	**Intro to World Mythology & Honors	S2	2	11	11.0
**These classes are offered at combined levels.					

**Class Size Report
2018-2019**

Shrewsbury High School
English Language Education

October 1, 2018

ELE					
	FTE	# of Sections	# of Students	Avg. Class Size	
Berkeley	1.0	5	53	10.6	
Nattinville	1.0	5	37	7.4	
Total	2.0	10	90	9.0	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Berkeley	ELE American Culture & History IA	FY 18-19	1	6	6.0
Berkeley	ELE American Culture & History II	FY 18-19	1	10	10.0
Nattinville	ELE English IA & IB	FY 18-19	1	5	5.0
Nattinville	ELE English IIA & IIB	FY 18-19	1	4	4.0
Berkeley	ELE English IIIA & IIIB	FY 18-19	1	7	7.0
Nattinville	ELE English IVA & IVB	FY 18-19	1	5	5.0
Berkeley	ELE Academic Support	FY 18-19	2	15	
Nattinville	ELE Academic Support	FY 18-19	3	11	
Nattinville	ELE Academic Support	FY 18-19	1	12	12.7
Berkeley	Algebra & Geometry I--co-taught	FY 18-19	1	17	17.0

**Class Size Report
2018-2019**

Shrewsbury High School
Family and Consumer Science

October 1, 2018

Family and Consumer Science					
	FTE	# of Sections	# of Students	Avg. Class Size	
Crosson	1.0	9	99	11.0	
D'Errico	1.0	10	189	18.9	
LeMay	1.0	10	227	22.7	
Total	3.0	29	515	17.8	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Crosson	Child Development I	S1	1	17	
Crosson	Child Development I	S1	2	20	
Crosson	Child Development I	S1	3	14	17.0
Crosson	Child Development II	S2	1	15	
Crosson	Child Development II	S2	2	21	18.0
Crosson	**Early Childhood Education & Ho	FY 18-19	1	14	14.0
LeMay	Interior Design	S1	1	26	
LeMay	Interior Design	S2	2	27	26.5
Crosson	Focus on Foods	S1	1	24	
Crosson	Focus on Foods	S2	2	23	
Crosson	Focus on Foods	S2	3	23	
D'Errico	Focus on Foods	S1	8	24	
D'Errico	Focus on Foods	S1	9	24	
D'Errico	Focus on Foods	S2	10	24	
D'Errico	Focus on Foods	S2	11	24	
D'Errico	Focus on Foods	S2	12	24	
LeMay	Focus on Foods	S1	4	23	
LeMay	Focus on Foods	S1	5	24	
LeMay	Focus on Foods	S2	6	24	
LeMay	Focus on Foods	S2	7	23	23.7
D'Errico	Foods of the World	S1	5	24	
D'Errico	Foods of the World	S1	6	22	
D'Errico	Foods of the World	S2	7	24	
D'Errico	Foods of the World	S2	8	24	
LeMay	Foods of the World	S1	1	23	
LeMay	Foods of the World	S1	2	15	
LeMay	Foods of the World	S2	3	23	
LeMay	Foods of the World	S2	4	19	21.8
D'Errico	Culinary Methods for Nutritious Fo	S1	1	20	20.0
**These classes are offered at combined levels.					

**Class Size Report
2018-2019**

Shrewsbury High School
Foreign Language

October 1, 2018

Foreign Language					
	FTE	# of Sections	# of Students	Avg. Class Size	
SPANISH:					
Almeida	1.0	5	91	18.2	
Babigian	1.0	5	99	19.8	
Bisbee	1.0	5	92	18.4	
Del Toro-Cournoyer	1.0	5	95	19.0	
Ernest	1.0	5	86	17.2	
Montalvo	1.0	5	97	19.4	
Sooy	0.2	1	17	17.0	
Vigneaux	1.0	5	100	20.0	
Total Spanish:	7.2	36	677	18.8	
FRENCH:					
Duffy	1.0	5	92	18.4	
Kerxhalli	0.2	1	27	27.0	
Leger	1.0	5	109	21.8	
Plourde	1.0	5	90	18.0	
Posiadiala	0.2	1	19	19.0	
Total French:	3.4	17	318	18.7	
LATIN:					
Bellemer	0.2	1	18	18.0	
Honig	0.4	2	48	24.0	
Thompson	1.0	5	117	23.4	
Total Latin:	1.6	8	183	22.9	
MANDARIN CHINESE:					
Yeh	1.0	5	93	18.6	
Total Foreign Language	13.2	66.0	1271	19.3	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Del Toro-Cournoyer	Spanish I	FY 18-19	1	19	
Del Toro-Cournoyer	Spanish I	FY 18-19	2	23	
Montalvo	Spanish I	FY 18-19	3	19	20.3
Bisbee	Accelerated Spanish I	FY 18-19	2	18	
Bisbee	Accelerated Spanish I	FY 18-19	3	15	

**Class Size Report
2018-2019**

Shrewsbury High School
Foreign Language

October 1, 2018

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Sooy	Accelerated Spanish I	FY 18-19	1	17	16.7
Almeida	Spanish II	FY 18-19	1	17	
Bisbee	Spanish II	FY 18-19	2	16	
Bisbee	Spanish II	FY 18-19	3	21	
Ernest	Spanish II	FY 18-19	7	12	
Ernest	Spanish II	FY 18-19	8	21	
Ernest	Spanish II	FY 18-19	9	13	
Montalvo	Spanish II	FY 18-19	4	17	
Montalvo	Spanish II	FY 18-19	5	17	
Montalvo	Spanish II	FY 18-19	6	19	17.0
Babigian	Spanish II Honors	FY 18-19	1	25	
Babigian	Spanish II Honors	FY 18-19	2	26	
Montalvo	Spanish II Honors	FY 18-19	3	25	25.3
Ernest	Spanish II Language & Culture	FY 18-19	2	17	
Vigneaux	Spanish II Language & Culture	FY 18-19	1	18	17.5
Babigian	Spanish III	FY 18-19	3	18	
Babigian	Spanish III	FY 18-19	5	16	
Bisbee	Spanish III	FY 18-19	6	22	
Ernest	Spanish III	FY 18-19	1	23	
Vigneaux	Spanish III	FY 18-19	2	19	
Vigneaux	Spanish III	FY 18-19	4	17	19.2
Almeida	Spanish III Honors	FY 18-19	1	13	
Almeida	Spanish III Honors	FY 18-19	2	15	14.0
Almeida	Spanish IV	FY 18-19	1	24	
Almeida	Spanish IV	FY 18-19	2	22	
Vigneaux	Spanish IV	FY 18-19	3	24	
Vigneaux	Spanish IV	FY 18-19	4	22	23.0
Del Toro-Cournoyer	Spanish IV Honors	FY 18-19	1	19	
Del Toro-Cournoyer	Spanish IV Honors	FY 18-19	2	20	19.5
Babigian	Spanish V & V Honors**	FY 18-19	2	14	14.0
Del Toro-Cournoyer	AP Spanish Language	FY 18-19	1	14	14.0
Leger	French I	FY 18-19	1	23	23.0
Plourde	French II	FY 18-19	2	20	
Plourde	French II	FY 18-19	3	22	
Posiadala	French II	FY 18-19	1	19	20.3
Leger	French II Honors	FY 18-19	1	25	

**Class Size Report
2018-2019**

Shrewsbury High School
Foreign Language

October 1, 2018

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Leger	French II Honors	FY 18-19	2	27	26.0
Kerxhalli	French III	FY 18-19	1	27	
Leger	French III	FY 18-19	2	16	
Leger	French III	FY 18-19	3	18	20.3
Duffy	French III Honors	FY 18-19	1	18	
Duffy	French III Honors	FY 18-19	2	17	17.5
Duffy	French IV	FY 18-19	1	24	
Duffy	French IV	FY 18-19	2	20	22.0
Plourde	French IV Honors	FY 18-19	1	19	
Plourde	French IV Honors	FY 18-19	2	18	18.5
Duffy	French V & V Honors**	FY 17-18	1	13	13.0
Plourde	AP French Language	FY 18-19	1	11	11.0
Honig	Latin I	FY 18-19	2	24	
Honig	Latin I	FY 18-19	3	24	24.0
Thompson	Latin II & II Honors**	FY 18-19	1	22	
Thompson	Latin II & II Honors**	FY 18-19	2	23	
Thompson	Latin II & II Honors**	FY 18-19	3	24	23.0
Bellemer	Latin III & III Honors**	FY 18-19	1	18	
Thompson	Latin III & III Honors**	FY 18-19	2	22	20.0
Thompson	Latin IV Honors	FY 18-19	1	26	26.0
Yeh	Mandarin Chinese I	FY 18-19	1	5	5.0
Yeh	Mandarin Chinese II & II Honors	FY 18-19	1	20	20.0
Yeh	Mandarin Chinese III & III Hono	FY 18-19	1	25	25.0
Yeh	Mandarin Chinese IV & IV Honor	FY 18-19	1	23	23.0
Yeh	Mandarin Chinese V & V Honors	FY 18-19	1	20	20.0
**These classes are offered at combined levels.					

**Class Size Report
2018-2019**

Shrewsbury High School
Health and Physical Education

October 1, 2018

Health and Physical Education					
Physical Education	FTE	# of Sections	# of Students	Avg. Class Size	
Burke	1.0	22	587	26.7	
Butterfield	1.0	22	603	27.4	
Gustafson	1.0	22	629	28.6	
Raczewski	1.0	22	622	28.3	
Toti	1.0	22	619	28.1	
Wheeler	1.0	22	582	26.5	
Total	6.0	132	3642	27.6	
Health	FTE	# of Sections	# of Students	Avg. Class Size	
Ferris	1.0	18	490	27.2	
Hickey Burtny	1.0	18	466	25.9	
Morin	1.0	17	454	26.7	
Total	3.0	53	1410	26.6	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Burke	Adaptive PE & PE Foundations	S1	1	26	
Burke	Adaptive PE & PE Foundations	S2	2	27	26.5
Butterfield	PE-Team	S1	8	28	
Butterfield	PE-Team	S1	6	30	
Butterfield	PE-Team	S1	7	31	
Butterfield	PE-Team	S1	11	23	
Butterfield	PE-Team	S2	5	24	
Butterfield	PE-Team	S2	10	27	
Butterfield	PE-Team	S2	14	25	
Butterfield	PE-Team	S2	12	31	
Butterfield	PE-Team	S2	4	31	
Wheeler	PE-Team	S1	13	23	
Wheeler	PE-Team	S1	1	26	
Wheeler	PE-Team	S1	16	26	
Wheeler	PE-Team	S1	17	30	
Wheeler	PE-Team	S2	9	28	
Wheeler	PE-Team	S2	15	28	
Wheeler	PE-Team	S2	2	22	
Wheeler	PE-Team	S2	3	28	27.1
Toti	PE-Adventure	S2	5	31	

**Class Size Report
2018-2019**

Shrewsbury High School
Health and Physical Education

October 1, 2018

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Toti	PE-Adventure	S1	6	26	
Toti	PE-Adventure	S1	14	25	
Toti	PE-Adventure	S2	16	29	
Toti	PE-Adventure	S2	11	30	
Toti	PE-Adventure	S1	15	25	
Toti	PE-Adventure	S1	7	27	
Toti	PE-Adventure	S2	13	25	
Toti	PE-Adventure	S2	9	26	
Toti	PE-Adventure	S1	10	22	
Toti	PE-Adventure	S2	3	30	
Toti	PE-Adventure	S1	8	31	
Wheeler	PE-Adventure	S2	1	29	
Wheeler	PE-Adventure	S1	12	28	
Wheeler	PE-Adventure	S2	2	31	
Wheeler	PE-Adventure	S1	4	30	27.8
Gustafson	PE-Lifetime	S1	4	30	
Gustafson	PE-Lifetime	S2	10	23	
Gustafson	PE-Lifetime	S1	1	30	
Gustafson	PE-Lifetime	S2	13	26	
Gustafson	PE-Lifetime	S2	11	24	
Gustafson	PE-Lifetime	S1	12	32	
Gustafson	PE-Lifetime	S2	6	29	
Gustafson	PE-Lifetime	S1	8	30	
Raczewski	PE-Lifetime	S1	15	25	
Raczewski	PE-Lifetime	S2	16	29	
Raczewski	PE-Lifetime	S2	3	30	
Raczewski	PE-Lifetime	S1	5	28	
Raczewski	PE-Lifetime	S2	7	29	
Raczewski	PE-Lifetime	S1	9	30	
Raczewski	PE-Lifetime	S1	2	30	
Raczewski	PE-Lifetime	S2	14	25	28.1
Burke	PE-Movement	S1	13	25	
Burke	PE-Movement	S2	16	25	
Burke	PE-Movement	S1	4	18	
Burke	PE-Movement	S2	11	30	
Burke	PE-Movement	S1	10	25	
Burke	PE-Movement	S2	17	26	
Burke	PE-Movement	S1	6	27	
Raczewski	PE-Movement	S1	8	27	
Raczewski	PE-Movement	S2	14	25	
Raczewski	PE-Movement	S1	1	28	
Raczewski	PE-Movement	S2	3	28	
Raczewski	PE-Movement	S1	2	29	
Raczewski	PE-Movement	S2	7	25	

**Class Size Report
2018-2019**

Shrewsbury High School
Health and Physical Education

October 1, 2018

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Raczewski	PE-Movement	S1	9	32	
Raczewski	PE-Movement	S2	15	32	
Raczewski	PE-Movement	S2	5	29	
Raczewski	PE-Movement	S1	12	25	26.8
Burke	PE-Team II	S1	6	23	
Burke	PE-Team II	S2	21	23	
Burke	PE-Team II	S2	3	24	
Burke	PE-Team II	S1	19	25	
Burke	PE-Team II	S1	11	25	
Burke	PE-Team II	S2	4	28	
Burke	PE-Team II	S2	22	29	
Burke	PE-Team II	S1	12	30	
Burke	PE-Team II	S1	5	30	
Burke	PE-Team II	S1	20	30	
Burke	PE-Team II	S2	15	30	
Burke	PE-Team II	S2	16	30	
Burke	PE-Team II	S2	18	31	
Butterfield	PE-Team II	S2	10	27	
Butterfield	PE-Team II	S1	17	28	
Butterfield	PE-Team II	S1	14	29	
Butterfield	PE-Team II	S1	8	30	
Butterfield	PE-Team II	S2	13	30	
Butterfield	PE-Team II	S1	7	31	
Butterfield	PE-Team II	S2	1	32	
Toti	PE-Team II	S1	2	31	
Toti	PE-Team II	S2	9	33	28.6
Butterfield	PE-Adventure II	S1	11	24	
Butterfield	PE-Adventure II	S1	14	19	
Butterfield	PE-Adventure II	S1	16	28	
Butterfield	PE-Adventure II	S2	6	24	
Butterfield	PE-Adventure II	S2	7	25	
Butterfield	PE-Adventure II	S2	10	26	
Wheeler	PE-Adventure II	S1	4	21	
Wheeler	PE-Adventure II	S1	9	24	
Wheeler	PE-Adventure II	S1	5	30	
Wheeler	PE-Adventure II	S1	1	26	
Wheeler	PE-Adventure II	S1	8	26	
Wheeler	PE-Adventure II	S2	12	26	
Wheeler	PE-Adventure II	S2	13	25	
Wheeler	PE-Adventure II	S2	15	26	
Wheeler	PE-Adventure II	S2	2	25	
Wheeler	PE-Adventure II	S2	3	24	24.9
Gustafson	PE-Lifetime II	S1	10	28	

**Class Size Report
2018-2019**

Shrewsbury High School
Health and Physical Education

October 1, 2018

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Gustafson	PE-Lifetime II	S1	11	28	
Gustafson	PE-Lifetime II	S1	13	28	
Gustafson	PE-Lifetime II	S1	17	35	
Gustafson	PE-Lifetime II	S2	15	28	
Gustafson	PE-Lifetime II	S2	16	30	
Gustafson	PE-Lifetime II	S2	5	33	
Raczewski	PE-Lifetime II	S1	7	28	
Raczewski	PE-Lifetime II	S1	12	29	
Raczewski	PE-Lifetime II	S2	18	29	
Raczewski	PE-Lifetime II	S2	6	30	
Toti	PE-Lifetime II	S1	3	26	
Toti	PE-Lifetime II	S1	1	30	
Toti	PE-Lifetime II	S1	4	29	
Toti	PE-Lifetime II	S1	2	25	
Toti	PE-Lifetime II	S2	19	29	
Toti	PE-Lifetime II	S2	8	29	
Toti	PE-Lifetime II	S2	9	29	
Toti	PE-Lifetime II	S2	14	31	29.2
Gustafson	PE-Personal Fitness & Conditio	S2	2	29	
Gustafson	PE-Personal Fitness & Conditio	S1	3	28	
Gustafson	PE-Personal Fitness & Conditio	S2	5	26	
Gustafson	PE-Personal Fitness & Conditio	S1	4	29	
Gustafson	PE-Personal Fitness & Conditio	S2	6	29	
Gustafson	PE-Personal Fitness & Conditio	S2	1	27	
Gustafson	PE-Personal Fitness & Conditio	S1	7	27	27.9
Burtnyk	Essential Health	S2	1	12	12.0
Burtnyk	Health 9: Wellness	S1	12	24	
Burtnyk	Health 9: Wellness	S2	17	29	
Burtnyk	Health 9: Wellness	S2	3	27	
Burtnyk	Health 9: Wellness	S1	13	25	
Burtnyk	Health 9: Wellness	S2	8	26	
Burtnyk	Health 9: Wellness	S1	4	28	
Burtnyk	Health 9: Wellness	S2	9	27	
Burtnyk	Health 9: Wellness	S1	1	25	
Ferris	Health 9: Wellness	S1	10	28	
Ferris	Health 9: Wellness	S2	5	26	
Ferris	Health 9: Wellness	S2	2	25	
Ferris	Health 9: Wellness	S2	11	28	
Ferris	Health 9: Wellness	S2	6	29	
Ferris	Health 9: Wellness	S1	7	30	
Ferris	Health 9: Wellness	S2	16	23	
Ferris	Health 9: Wellness	S2	14	30	
Ferris	Health 9: Wellness	S1	15	28	26.9

**Class Size Report
2018-2019**

Shrewsbury High School
Health and Physical Education

October 1, 2018

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Ferris	Health 10: Healthy Living	S1	6	28	
Ferris	Health 10: Healthy Living	S2	17	28	
Ferris	Health 10: Healthy Living	S2	13	28	
Ferris	Health 10: Healthy Living	S1	1	27	
Ferris	Health 10: Healthy Living	S1	8	28	
Ferris	Health 10: Healthy Living	S1	14	28	
Ferris	Health 10: Healthy Living	S2	3	25	
Ferris	Health 10: Healthy Living	S1	16	25	
Ferris	Health 10: Healthy Living	S1	12	26	
Morin	Health 10: Healthy Living	S1	2	28	
Morin	Health 10: Healthy Living	S2	4	26	
Morin	Health 10: Healthy Living	S2	9	27	
Morin	Health 10: Healthy Living	S1	5	28	
Morin	Health 10: Healthy Living	S2	10	23	
Morin	Health 10: Healthy Living	S2	7	25	
Morin	Health 10: Healthy Living	S2	11	27	
Morin	Health 10: Healthy Living	S1	15	26	26.6
Burtnyk	Health 11: Lifelong Health	S1	8	30	
Burtnyk	Health 11: Lifelong Health	S2	14	27	
Burtnyk	Health 11: Lifelong Health	S1	11	29	
Burtnyk	Health 11: Lifelong Health	S1	1	28	
Burtnyk	Health 11: Lifelong Health	S2	2	26	
Burtnyk	Health 11: Lifelong Health	S1	12	24	
Burtnyk	Health 11: Lifelong Health	S2	13	25	
Burtnyk	Health 11: Lifelong Health	S2	3	28	
Burtnyk	Health 11: Lifelong Health	S1	9	26	
Morin	Health 11: Lifelong Health	S1	4	27	
Morin	Health 11: Lifelong Health	S2	16	30	
Morin	Health 11: Lifelong Health	S1	10	28	
Morin	Health 11: Lifelong Health	S2	17	28	
Morin	Health 11: Lifelong Health	S2	7	24	
Morin	Health 11: Lifelong Health	S1	5	27	
Morin	Health 11: Lifelong Health	S2	18	29	
Morin	Health 11: Lifelong Health	S1	15	29	
Morin	Health 11: Lifelong Health	S1	6	22	27.1

**Class Size Report
2018-2019**

Shrewsbury High School
ITAMS

October 1, 2018

ITAMS					
	FTE	# of Sections	# of Students	Avg. Class Size	
Andreola	1.0	10	62	6.2	
Bredberg	0.1	2	7	3.5	
Calabresi	1.0	7	121	17.3	
Korab	1.0	8	108	13.5	
Powers	0.4	4	18	4.5	
Total	3.5	31	316	10.2	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Calabresi	Computer Science I Honors	FY 18-19	1	17	
Calabresi	Computer Science I Honors	FY 18-19	2	16	
Calabresi	Computer Science I Honors	FY 18-19	3	15	16.0
Calabresi	**Intro Computer Prog with Java & H	S1	1	18	
Calabresi	**Intro Computer Prog with Java & H	S2	3	13	15.5
Korab	**Multimedia Application & Adv. Multi	S1	3	9	
Korab	**Multimedia Application & Adv. Multi	S2	1	17	13.0
Andreola	Web Design	S1	3	21	
Calabresi	Web Design	S1	1	21	
Andreola	Web Design	S2	4	10	
Calabresi	Web Design	S2	2	21	18.3
Korab	Introduction to TV Production	S1	1	15	
Korab	Introduction to TV Production	S1	2	14	
Korab	Introduction to TV Production	S2	3	15	
Korab	Introduction to TV Production	S2	4	15	14.8
Korab	TV Production II	FY 18-19	1	12	12.0
Korab	Advanced TV Production Honors	FY 18-19	1	11	11.0
Andreola	Student Innovation Team	S1	7	4	
Andreola	Student Innovation Team	S1	8	3	
Andreola	Student Innovation Team	S1	9	5	
Andreola	Student Innovation Team	S1	10	4	
Bredberg	Student Innovation Team	S1	5	3	
Powers	Student Innovation Team	S1	1	5	
Powers	Student Innovation Team	S1	2	5	
Andreola	Student Innovation Team	S2	11	3	
Andreola	Student Innovation Team	S2	12	5	
Andreola	Student Innovation Team	S2	13	3	
Andreola	Student Innovation Team	S2	14	4	
Bredberg	Student Innovation Team	S2	6	4	
Powers	Student Innovation Team	S2	3	4	
Powers	Student Innovation Team	S2	4	4	4.0
**These classes are offered at combined levels.					

**Class Size Report
2018-2019**

Shrewsbury High School
Math

October 1, 2018

Math					
	FTE	# of Sections	# of Students	Avg. Class Size	
Anderson	1.0	5	113	22.6	
Blasioli	1.0	5	104	20.8	
Cobb	1.0	5	112	22.4	
Collins	1.0	5	112	22.4	
Dancy	1.0	5	101	20.2	
DiReda	1.0	5	100	20.0	
Gardner	1.0	5	116	23.2	
Johnson	0.4	2	51	25.5	
Lowery	1.0	5	118	23.6	
McDonagh	1.0	5	101	20.2	
Moisan	1.0	5	89	17.8	
Mongiat	1.0	5	114	22.8	
Moran	1.0	5	105	21.0	
Noel	1.0	5	112	22.4	
Prior	1.0	5	104	20.8	
Satterfield	1.0	5	108	21.6	
Schroen	0.4	2	49	24.5	
Weir	1.0	5	107	21.4	
White	1.0	5	110	22.0	
Total	17.8	89	1926	21.6	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
McDonagh	Algebra & Geometry I	FY 18-19	4	15	
McDonagh	Algebra & Geometry I--co-taught SPED	FY 18-19	1	12	
Moran	Algebra & Geometry I	FY 18-19	3	17	
Prior	Algebra & Geometry I--co-taught ELE	FY 18-19	1	17	
Prior	Algebra & Geometry I	FY 18-19	2	19	16.0
Lowery	Algebra & Geometry II B--co-taught SPED	FY 18-19	1	14	14.0
Blasioli	**Algebra & Geometry II & IIB	FY 18-19	1	18	
Blasioli	**Algebra & Geometry II & IIB	FY 18-19	2	19	
Blasioli	**Algebra & Geometry II & IIB	FY 18-19	4	18	
Cobb	**Algebra & Geometry II & IIB	FY 18-19	6	19	
Cobb	**Algebra & Geometry II & IIB	FY 18-19	8	22	
Cobb	**Algebra & Geometry II & IIB	FY 18-19	11	19	
Dancy	**Algebra & Geometry II & IIB	FY 18-19	9	19	
Dancy	**Algebra & Geometry II & IIB	FY 18-19	13	23	
DiReda	**Algebra & Geometry II & IIB	FY 18-19	5	19	
DiReda	**Algebra & Geometry II & IIB	FY 18-19	14	17	
Satterfield	**Algebra & Geometry II & IIB	FY 18-19	3	21	
Satterfield	**Algebra & Geometry II & IIB	FY 18-19	12	21	
White	**Algebra & Geometry II & IIB	FY 18-19	10	21	19.7
DiReda	Algebra & Geometry II Honors	FY 18-19	5	27	
Johnson	Algebra & Geometry II Honors	FY 18-19	1	25	
Johnson	Algebra & Geometry II Honors	FY 18-19	2	26	
Mongiat	Algebra & Geometry II Honors	FY 18-19	6	27	
Mongiat	Algebra & Geometry II Honors	FY 18-19	7	27	
White	Algebra & Geometry II Honors	FY 18-19	3	27	
White	Algebra & Geometry II Honors	FY 18-19	4	28	26.7

**Class Size Report
2018-2019**

Shrewsbury High School
Math

October 1, 2018

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Noel	Research Methods & Alg/Geom II Honors	FY 18-19	1	25	25.0
Noel	Advanced Math I B--co-taught SPED	FY 18-19	1	14	14.0
Dancy	Advanced Math I & IB	FY 18-19	5	15	
Dancy	Advanced Math I & IB	FY 18-19	6	19	
DiReda	Advanced Math I & IB	FY 18-19	7	15	
DiReda	Advanced Math I & IB	FY 18-19	8	22	
Gardner	Advanced Math I & IB	FY 18-19	11	17	
Gardner	Advanced Math I & IB	FY 18-19	12	22	
Moisan	Advanced Math I & IB	FY 18-19	1	18	
Moisan	Advanced Math I & IB	FY 18-19	2	20	
Moisan	Advanced Math I & IB	FY 18-19	3	19	
Noel	Advanced Math I & IB	FY 18-19	4	20	
Weir	Advanced Math I & IB	FY 18-19	9	20	
Weir	Advanced Math I & IB	FY 18-19	10	22	19.1
Anderson	**Research Methods & Adv. Math I Honors	FY 18-19	1	23	
Blasioli	Advanced Math I Honors	FY 18-19	2	24	
Blasioli	Advanced Math I Honors	FY 18-19	3	25	
Cobb	Advanced Math I Honors	FY 18-19	5	26	
Dancy	Advanced Math I Honors	FY 18-19	7	25	
McDonagh	Advanced Math I Honors	FY 18-19	8	24	
Moran	Advanced Math I Honors	FY 18-19	1	26	
Moran	Advanced Math I Honors	FY 18-19	4	25	24.8
Satterfield	Advanced Math II Topics	FY 18-19	1	17	17.0
Moisan	Advanced Quantitative Reasoning	FY 18-19	1	17	
Mongiat	Advanced Quantitative Reasoning	FY 18-19	2	19	18.0
Moran	Functions & Trigonometry	FY 18-19	1	19	
Moran	Functions & Trigonometry	FY 18-19	2	18	
White	Functions & Trigonometry	FY 18-19	3	17	
White	Functions & Trigonometry	FY 18-19	4	17	17.8
Anderson	Pre-Calculus	FY 18-19	3	23	
Anderson	Pre-Calculus	FY 18-19	4	23	
Anderson	Pre-Calculus	FY 18-19	5	22	
Collins	Pre-Calculus	FY 18-19	7	25	
Collins	Pre-Calculus	FY 18-19	8	24	
Lowery	Pre-Calculus	FY 18-19	1	25	
Lowery	Pre-Calculus	FY 18-19	2	23	
Mongiat	Pre-Calculus	FY 18-19	9	23	
Mongiat	Pre-Calculus	FY 18-19	10	18	
Weir	Pre-Calculus	FY 18-19	6	17	22.3
Gardner	Pre-Calculus Honors	FY 18-19	4	27	
Prior	Pre-Calculus Honors	FY 18-19	2	25	
Prior	Pre-Calculus Honors	FY 18-19	6	24	
Satterfield	Pre-Calculus Honors	FY 18-19	5	26	
Satterfield	Pre-Calculus Honors	FY 18-19	7	23	
Weir	**Research Methods Pre-Calculus & Pre-Calculus Honors	FY 18-19	1	25	
Weir	Pre-Calculus Honors	FY 18-19	3	23	24.7

**Class Size Report
2018-2019**

Shrewsbury High School
Math

October 1, 2018

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Collins	Mathematical Modeling Honors	FY 18-19	1	23	23.0
Gardner	Calculus Honors	FY 18-19	5	25	
Gardner	Calculus Honors	FY 18-19	6	25	
McDonagh	Calculus Honors	FY 18-19	3	25	
McDonagh	Calculus Honors	FY 18-19	4	25	
Schroen	Calculus Honors	FY 18-19	1	24	
Schroen	Calculus Honors	FY 18-19	2	25	24.8
Lowery	AP Calculus AB	FY 18-19	1	28	
Lowery	AP Calculus AB	FY 18-19	2	28	28.0
Collins	AP Calculus BC	FY 18-19	1	21	
Collins	AP Calculus BC	FY 18-19	2	19	
Prior	AP Calculus BC	FY 18-19	3	19	19.7
Anderson	AP Statistics	FY 18-19	2	22	
Cobb	AP Statistics	FY 18-19	1	26	
Noel	AP Statistics	FY 18-19	3	27	
Noel	AP Statistics	FY 18-19	4	26	25.3
Moisan	Accounting	FY 18-19	1	15	15.0
**These classes are offered at combined levels.					

**Class Size Report
2018-2019**

Shrewsbury High School
Performing Arts

October 1, 2018

Performing Arts					
	FTE	# of Sections	# of Students	Avg. Class Size	
Lapomardo	1.0	6	156	26.0	
Liporto	0.6	4	141	35.3	
Mercadante	0.6	4	114	28.5	
O'Toole	0.3	3	43	14.3	
Webb	0.4	4	42	10.5	
Total	2.9	21	496	23.6	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Webb	Theatre Arts I	S1	1	24	24
Webb	Theatre Arts II	S2	1	7	7
Webb	Movement for Theatre	S2	1	7	7
Lapomardo	Theatrical Design	S1	1	10	10
Webb	Directing/Playwriting I	S1	1	4	4
O'Toole	Music Technology	S2	1	20	20
O'Toole	Techniques of Music Theory I	S1	1	8	8
Lapomardo	Acapella Choir Honors	FY 18-19	1	20	20
Lapomardo	Freshman Choir	FY 18-19	1	24	24
Lapomardo	**Mixed Choir & Mixed Choir Honors	FY 18-19	1	62	62
Lapomardo	Treble Choir Honors	FY 18-19	1	25	25
Mercadante	**Orchestra & Orchestra Honors	FY 18-19	1	35	
Mercadante	**Orchestra & Orchestra Honors	FY 18-19	2	40	37.5
Liporto	Jazz Band/Wind Ensemble Honors	FY 18-19	1	59	59
Liporto	Concert Band	FY 18-19	1	45	45
O'Toole	World Drumming	S1	2	15	
Lapomardo	World Drumming	S2	1	15	15.0
Liporto	Intro to Guitar	S1	3	18	
Liporto	Intro to Guitar	S2	4	19	
Mercadante	Intro to Guitar	S1	1	19	
Mercadante	Intro to Guitar	S2	2	20	19.0
**These classes are offered at combined levels.					

**Class Size Report
2018-2019**

Shrewsbury High School
Science

October 1, 2018

Science					
	FTE	# of Sections	# of Students	Avg. Class Size	
Brocki	1.0	5	106	21.2	
Canney	1.0	5	111	22.2	
Carter	1.0	5	105	21.0	
Chico	1.0	5	91	18.2	
Collins	1.0	5	96	19.2	
Cuddy	1.0	5	104	20.8	
Doherty	0.4	2	44	22.0	
Duggan	1.0	5	98	19.6	
Hruskoci	0.4	4	86	21.5	
Lambert-Peloquin	1.0	5	114	22.8	
Lowery	1.0	5	106	21.2	
Fickes	1.0	5	103	20.6	
Moriarty	1.0	7	156	22.3	
Moynihan	1.0	5	97	19.4	
O'Connor	1.0	7	163	23.3	
Phillips	1.0	5	111	22.2	
Roland	1.0	5	87	17.4	
Schroen	0.6	3	70	23.3	
Tashjian	1.0	5	96	19.2	
Total	17.4	93	1944	20.9	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Roland	Lab Introductory Physics	FY 18-19	1	9	
Roland	Lab Introductory Physics	FY 18-19	1	14	11.5
Collins	Introductory Physics	FY 18-19	1	24	
Doherty	Introductory Physics	FY 18-19	4	24	
Doherty	Introductory Physics	FY 18-19	5	20	
Fickes	Introductory Physics	FY 18-19	6	24	
Fickes	Introductory Physics	FY 18-19	7	21	
Fickes	Introductory Physics	FY 18-19	8	17	
Fickes	Introductory Physics	FY 18-19	9	23	
Roland	Introductory Physics	FY 18-19	2	24	
Roland	Introductory Physics	FY 18-19	3	21	22.0
Schroen	Introductory Physics Honors	FY 18-19	1	23	
Schroen	Introductory Physics Honors	FY 18-19	2	25	
Schroen	Introductory Physics Honors	FY 18-19	3	22	23.3
Chico	Lab Biology	FY 18-19	2	13	
Tashjian	Lab Biology--co-taught SPED	FY 17-18	1	14	
Tashjian	Lab Biology	FY 18-19	1	12	13.0
Duggan	Biology	FY 18-19	1	20	
Duggan	Biology	FY 18-19	2	24	
Duggan	Biology	FY 18-19	3	24	
Lambert-Peloquin	Biology	FY 18-19	4	24	

**Class Size Report
2018-2019**

Shrewsbury High School
Science

October 1, 2018

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Lambert-Peloquin	Biology	FY 18-19	5	21	
Lambert-Peloquin	Biology	FY 18-19	6	23	
Lambert-Peloquin	Biology	FY 18-19	7	22	22.6
Canney	Biology Honors	FY 18-19	9	24	
Canney	Biology Honors	FY 18-19	10	24	
Canney	Biology Honors	FY 18-19	11	24	
Carter	**Research Methods & Biology Hono	FY 18-19	3	22	
Lambert-Peloquin	**Research Methods & Biology Hono	FY 18-19	8	24	
Moriarty	Biology Honors	FY 18-19	1	23	
Moriarty	Biology Honors	FY 18-19	2	24	
O'Connor	Biology Honors	FY 18-19	6	24	
O'Connor	Biology Honors	FY 18-19	7	24	
Tashjian	Biology Honors	FY 18-19	4	24	
Tashjian	Biology Honors	FY 18-19	5	24	23.7
Cuddy	Lab Chemistry--co-taught SPED	FY 18-19	2	19	
Duggan	Lab Chemistry	FY 18-19	3	15	
Fickes	Lab Chemistry	FY 18-19	4	18	17.3
Brocki	Chemistry	FY 18-19	8	22	
Brocki	Chemistry	FY 18-19	9	22	
Brocki	Chemistry	FY 18-19	10	21	
Brocki	Chemistry	FY 18-19	11	22	
Lowery	Chemistry	FY 18-19	2	20	
Lowery	Chemistry	FY 18-19	3	24	
Moynihan	Chemistry	FY 18-19	1	22	
Phillips	Chemistry	FY 18-19	4	23	
Phillips	Chemistry	FY 18-19	5	19	
Phillips	Chemistry	FY 18-19	6	23	
Phillips	Chemistry	FY 18-19	7	22	21.8
Cuddy	Chemistry Honors	FY 18-19	1	23	
Cuddy	Chemistry Honors	FY 18-19	2	23	
Cuddy	Chemistry Honors	FY 18-19	4	20	
Lowery	Chemistry Honors	FY 18-19	3	19	
Lowery	Chemistry Honors	FY 18-19	7	23	
Moynihan	Chemistry Honors	FY 18-19	5	22	
Moynihan	Chemistry Honors	FY 18-19	6	21	
Moynihan	Chemistry Honors	FY 18-19	9	22	
Phillips	**Research Methods & Chemistry Ho	FY 18-19	1	24	21.9
Carter	Human Anatomy & Physiology Hono	FY 18-19	1	20	
Carter	Human Anatomy & Physiology Hono	FY 18-19	2	22	
Carter	Human Anatomy & Physiology Hono	FY 18-19	3	24	
Carter	Human Anatomy & Physiology Hono	FY 18-19	4	17	20.8
Collins	Physics	FY 18-19	1	20	
Collins	Physics	FY 18-19	2	17	
Collins	Physics	FY 18-19	3	20	19.0

**Class Size Report
2018-2019**

Shrewsbury High School
Science

October 1, 2018

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Chico	Physics Honors	FY 18-19	1	20	
Chico	Physics Honors	FY 18-19	2	21	
Chico	Physics Honors	FY 18-19	3	15	18.7
Canney	Environmental Science	FY 18-19	1	16	
Canney	Environmental Science	FY 18-19	2	23	19.5
Brocki	AP Environmental Science	FY 18-19	1	19	
Moriarty	AP Environmental Science	FY 18-19	2	20	19.5
Duggan	AP Biology	FY 18-19	2	15	
O'Connor	AP Biology	FY 18-19	3	24	
Tashjian	AP Biology	FY 18-19	1	22	20.3
Chico	AP Physics I	FY 18-19	2	22	
Collins	AP Physics I	FY 18-19	1	15	
Roland	AP Physics I	FY 18-19	3	19	18.7
Cuddy	AP Chemistry	FY 18-19	2	19	
Lowery	AP Chemistry	FY 18-19	1	20	
Moynihan	AP Chemistry	FY 18-19	3	10	16.3
O'Connor	**Bioethics & Bioethics Honors	S1	3	22	
O'Connor	**Bioethics & Bioethics Honors	S1	6	24	
O'Connor	**Bioethics & Bioethics Honors	S2	5	23	
O'Connor	**Bioethics & Bioethics Honors	S2	2	22	22.8
Moriarty	**Oceanography & Ocenaography Hd	S1	1	22	
Moriarty	**Oceanography & Ocenaography Hd	S1	2	23	
Moriarty	**Oceanography & Ocenaography Hd	S2	3	23	
Moriarty	**Oceanography & Ocenaography Hd	S2	4	21	22.3
Hruskoci	**Astronomy & Astronomy Honors	S1	1	23	
Hruskoci	**Astronomy & Astronomy Honors	S1	2	21	
Hruskoci	**Astronomy & Astronomy Honors	S2	3	23	
Hruskoci	**Astronomy & Astronomy Honors	S2	4	19	21.5
**These classes are offered at combined levels.					

**Class Size Report
2018-2019**

Shrewsbury High School
Social Science

October 1, 2018

Social Sciences					
	FTE	# of Sections	# of Students	Avg. Class Size	
Aloisi	1.0	6	147	24.5	
Brown	1.0	5	108	21.6	
Burke	1.0	7	171	24.4	
Burton	1.0	5	104	20.8	
Carpentier	1.0	6	130	21.7	
Charest	1.0	7	168	24.0	
DiFrancesca	0.4	2	42	21.0	
Burke-Smith	1.0	5	102	20.4	
Fitzgerald	1.0	5	108	21.6	
Grady	1.0	5	100	20.0	
Gray	1.0	5	118	23.6	
Hertel-Therrien	1.0	6	141	23.5	
Mulryan	1.0	6	142	23.7	
Rigberg	1.0	6	135	22.5	
Scheer	1.0	6	132	22.0	
Smith	1.0	5	114	22.8	
Wright	1.0	6	136	22.7	
Total	16.4	93	2098	22.6	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Brown	World Civilization	FY 18-19	5	19	
Brown	World Civilization	FY 18-19	12	24	
Burke-Smith	World Civilization	FY 18-19	3	19	
Burke-Smith	World Civilization	FY 18-19	19	22	
Burton	World Civilization	FY 18-19	1	21	
Burton	World Civilization	FY 18-19	4	19	
Charest	World Civilization	FY 18-19	2	21	
Charest	World Civilization	FY 18-19	11	25	
Charest	World Civilization	FY 18-19	18	22	
DiFrancesca	World Civilization	FY 18-19	9	22	
DiFrancesca	World Civilization	FY 18-19	10	20	
Gray	World Civilization	FY 18-19	7	20	
Gray	World Civilization	FY 18-19	17	22	
Rigberg	World Civilization	FY 18-19	13	24	
Rigberg	World Civilization	FY 18-19	20	23	
Scheer	World Civilization	FY 18-19	6	19	
Scheer	World Civilization	FY 18-19	15	22	
Smith	World Civilization	FY 18-19	16	22	
Smith	World Civilization	FY 18-19	21	22	
Wright	World Civilization	FY 18-19	8	19	
Wright	World Civilization	FY 18-19	14	23	21.4

**Class Size Report
2018-2019**

Shrewsbury High School
Social Science

October 1, 2018

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Burke-Smith	US History I	FY 18-19	3	19	
Burke-Smith	US History I	FY 18-19	5	19	
Burton	US History I	FY 18-19	6	22	
Burton	US History I	FY 18-19	9	19	
Carpentier	US History I	FY 18-19	1	22	
Carpentier	US History I	FY 18-19	4	21	
Fitzgerald	US History I	FY 18-19	2	22	
Mulryan	US History I	FY 18-19	8	18	
Scheer	US History I	FY 18-19	7	22	
Scheer	US History I	FY 18-19	10	17	20.1
Burke-Smith	US History I Honors	FY 18-19	7	23	
Burton	US History I Honors	FY 18-19	4	23	
Grady	US History I Honors	FY 18-19	2	16	
Grady	US History I Honors	FY 18-19	6	22	
Hertel-Therrien	US History I Honors	FY 18-19	1	18	
Hertel-Therrien	US History I Honors	FY 18-19	10	22	
Mulryan	US History I Honors	FY 18-19	3	23	
Mulryan	US History I Honors	FY 18-19	5	24	
Mulryan	US History I Honors	FY 18-19	8	25	
Wright	US History I Honors	FY 18-19	9	25	
Wright	US History I Honors	FY 18-19	11	18	21.7
Burke	US History II	FY 18-19	1	21	
Burke	US History II	FY 18-19	2	22	
Grady	US History II	FY 18-19	5	19	
Grady	US History II	FY 18-19	6	19	
Rigberg	US History II	FY 18-19	3	19	
Rigberg	US History II	FY 18-19	4	20	20.0
Aloisi	US History II Honors	FY 18-19	1	25	
Aloisi	US History II Honors	FY 18-19	2	25	
Burke	US History II Honors	FY 18-19	10	21	
Carpentier	US History II Honors	FY 18-19	3	18	
Carpentier	US History II Honors	FY 18-19	6	25	
Fitzgerald	US History II Honors	FY 18-19	7	25	
Fitzgerald	US History II Honors	FY 18-19	8	23	
Grady	US History II Honors	FY 18-19	9	24	
Smith	US History II Honors	FY 18-19	4	23	
Smith	US History II Honors	FY 18-19	5	24	23.3
Aloisi	*US History II: American Studies & H	FY 16-17	1	23	
Aloisi	*US History II: American Studies & H	FY 16-17	2	22	
Brown	*US History II: American Studies & H	FY 16-17	3	23	
Brown	*US History II: American Studies & H	FY 16-17	4	20	22.0
Brown	AP US History	FY 18-19	1	22	
Smith	AP US History	FY 18-19	2	23	22.5

**Class Size Report
2018-2019**

Shrewsbury High School
Social Science

October 1, 2018

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Charest	*Economics & Honors	S1	1	26	
Charest	*Economics & Honors	S2	2	21	
Wright	*Economics & Honors	S1	3	25	
Wright	*Economics & Honors	S2	4	26	24.5
Aloisi	*American Government & Honors	S1	2	26	26.0
Burke	**Psychology & Psychology Honors	S1	1	26	
Burke	**Psychology & Psychology Honors	S1	3	27	
Burke	**Psychology & Psychology Honors	S2	6	27	
Burke	**Psychology & Psychology Honors	S2	7	27	
Charest	**Psychology & Psychology Honors	S1	4	26	
Charest	**Psychology & Psychology Honors	S2	2	27	26.7
Aloisi	**Sociology & Sociology Honors	S2	6	26	
Carpentier	**Sociology & Sociology Honors	S1	4	25	
Mulryan	**Sociology & Sociology Honors	S1	7	26	
Mulryan	**Sociology & Sociology Honors	S2	5	26	25.8
Rigberg	**The World at War	S1	1	23	23.0
Hertel-Therrien	**Sports in America & Honors	S1	1	25	
Hertel-Therrien	**Sports in America & Honors	S2	2	26	26.0
Carpentier	**Exploring Family History & Honors	S1	1	19	19.0
Rigberg	**Pop Culture & Honors	S2	1	26	26.0
Scheer	**Law & Order & Honors	S1	1	26	
Scheer	**Law & Order & Honors	S2	2	26	26.0
Gray	AP Psychology	FY 18-19	3	26	
Gray	AP Psychology	FY 18-19	4	26	
Gray	AP Psychology	FY 18-19	5	24	
Hertel-Therrien	AP Psychology	FY 18-19	1	26	
Hertel-Therrien	AP Psychology	FY 18-19	2	24	25.2
Fitzgerald	AP Human Geography	FY 18-19	1	20	
Fitzgerald	AP Human Geography	FY 18-19	2	18	19.0
**These classes are offered at combined levels.					

**Class Size Report
2018-2019**

Shrewsbury High School
Special Programs

October 1, 2018

Special Programs				
	FTE	# of Sections	# of Students	Avg. Class Size
Bazydlo	n/a	2	7	N/A
Lizotte	n/a	3	7	N/A
Monopoli	n/a	3	7	N/A
Nevader	n/a	2	7	N/A
O'Connell	n/a	3	7	N/A
Williams	0.1	N/A	N/A	N/A
Huynh (VHS)	0.2	N/A	30	N/A
Last Name	Course Name	Term	Section Number	Class Size
Huynh	VHS AP Computer Science A	FY 18-19	1	1
Huynh	VHS AP Economics: Micro and Macro	FY 18-19	11	1
Huynh	VHS AP Economics: Micro and Macro	FY 18-19	1	4
Huynh	VHS AP Economics: Micro and Macro	FY 18-19	6	2
Huynh	VHS AP Economics: Micro and Macro	FY 18-19	3	5
Huynh	VHS AP Economics: Micro and Macro	FY 18-19	4	1
Huynh	VHS AP Economics: Micro and Macro	FY 18-19	5	2
Huynh	VHS AP Economics: Micro and Macro	FY 18-19	2	3
Huynh	VHS AP Govern & Politics: U.S.	FY 18-19	1	1
Huynh	VHS AP Govern & Politics: U.S.	FY 18-19	3	1
Huynh	VHS AP Govern & Politics: U.S.	FY 18-19	2	1
Huynh	VHS Criminology Honors	S1	1	1
Huynh	VHS Criminology Honors	S1	2	1
Huynh	VHS Journalism in a Digital Age	S1	1	1
Huynh	VHS Now What Will You Do?	S1	1	1
Huynh	VHS Personal Finance	S1	1	1
Huynh	VHS Psychology of a Crime Honors	S1	3	1
Huynh	VHS Psychology of a Crime Honors	S1	2	1
Huynh	VHS Screenwriting Fundamentals	S1	1	1
Huynh	VHS The Holocaust	S1	1	1
Huynh	VHS The Human Body	S1	1	1
Huynh	VHS Biotechnology	S2	1	1
Huynh	VHS International Business	S2	1	1
Huynh	VHS Java Fund for Sci & Engineering	S2	1	1
Huynh	VHS Marketing & the Internet	S2	1	1
Huynh	VHS Nuclear Science	S2	1	1
Huynh	VHS Philosophy I Honors	S2	1	1
Huynh	VHS Pre-Veterinary Medicine	S2	1	1
Huynh	VHS Pre-Veterinary Medicine	S2	3	1
Huynh	VHS Psychology of a Crime Honors	S2	1	1
Huynh	VHS Psychology of a Crime Honors	S2	4	1
	Total Number of Students			42

**Class Size Report
2018-2019**

Shrewsbury High School
Special Programs

October 1, 2018

Bazydlo	Cooperative Work Study 10 CR	FY 18-19	1	4
Bazydlo	Cooperative Work Study 5CR	FY 18-19	1	3
Lizotte	Cooperative Work Study 15CR	FY 18-19	2	1
Lizotte	Cooperative Work Study 10 CR	FY 18-19	4	1
Lizotte	Cooperative Work Study 5CR	FY 18-19	5	5
Monopoli	Cooperative Work Study 15CR	FY 18-19	3	1
Monopoli	Cooperative Work Study 10 CR	FY 18-19	3	5
Monopoli	Cooperative Work Study 5CR	FY 18-19	3	1
Nevader	Cooperative Work Study 10 CR	FY 18-19	2	4
Nevader	Cooperative Work Study 5CR	FY 18-19	2	3
O'Connell	Cooperative Work Study 15CR	FY 18-19	4	1
O'Connell	Cooperative Work Study 10 CR	FY 18-19	5	1
O'Connell	Cooperative Work Study 5CR	FY 18-19	4	5
	Total Number of Students			35
Huynh	QCC Composition I Honors	S1	1	2
Huynh	QCC Financial Accounting	S1	1	1
Huynh	QCC Intermediate Algebra	S1	1	1
Huynh	QCC Intro Sociology	S1	1	1
Huynh	QCC Introduction to Draw	S1	1	1
Huynh	QCC Microcomputer Applications	S1	1	1
Huynh	QCC Photographing People	S1	1	1

**Class Size Report
2018-2019**

Shrewsbury High School
Visual Arts

October 1, 2018

Visual Arts					
	FTE	# of Sections	# of Students	Avg. Class Size	
Blenkhorn	1.0	10	164	16.4	
Cobb	1.0	10	129	12.9	
Fox	1.0	9	129	14.3	
LeBlanc	0.4	3	43	14.3	
Williams	0.9 + .1 VHS	9	141	15.7	
Total	4.3	41	606	14.8	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Cobb	Art Intro	S1	1	15	
Cobb	Art Intro	S1	2	12	
Cobb	Art Intro	S2	3	10	
Cobb	Art Intro	S2	4	17	
Fox	Art Intro	S1	5	11	
Fox	Art Intro	S1	6	14	
Fox	Art Intro	S2	7	13	
Fox	Art Intro	S2	8	11	
Fox	Art Intro	S2	9	22	13.9
Blenkhorn	Ceramics	S1	1	17	
Blenkhorn	Ceramics	S1	2	18	
Blenkhorn	Ceramics	S1	3	18	
Blenkhorn	Ceramics	S2	4	18	
Blenkhorn	Ceramics	S2	5	18	
Blenkhorn	Ceramics	S2	6	18	
Blenkhorn	Ceramics	S2	7	18	
Williams	Ceramics	S1	8	18	
Williams	Ceramics	S1	9	17	
Williams	Ceramics	S2	10	18	
Williams	Ceramics	S2	11	18	17.8
Blenkhorn	Ceramics II & Sculpture	S1	1	14	
Blenkhorn	Ceramics II & Sculpture	S1	2	10	
Blenkhorn	Ceramics II & Sculpture	S2	3	15	13.0
Fox	Creative Sketchbooks	S1	1	20	
Fox	Creative Sketchbooks	S1	2	17	
Fox	Creative Sketchbooks	S2	3	12	16.3
Williams	Photography	S1	1	16	
Williams	Photography	S1	2	15	
Williams	Photography	S2	3	16	
Williams	Photography	S2	4	16	15.8
Cobb	Digital Art & Design	S1	1	8	

**Class Size Report
2018-2019**

Shrewsbury High School
Visual Arts

October 1, 2018

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Cobb	Digital Art & Design	S1	2	13	
Cobb	Digital Art & Design	S2	3	16	
Cobb	Digital Art & Design	S2	4	11	
Cobb	Digital Art & Design	S2	5	16	12.8
Cobb	Advanced Digital Art & Design	S1	1	11	11.0
Williams	Art Appreciation	S2	1	7	7.0
LeBlanc	Mixed Media	S1	1	11	
LeBlanc	Mixed Media	S2	2	12	11.5
LeBlanc	Studio I	FY 18-19	1	20	20.0
Fox	**AP Studio Art & Studio II Honors	FY 18-19	1	9	9.0

The information for the Special Education Department is presented in a different format from the other departments. Courses taught by each individual teacher are provided along with the total number of students for whom each teacher has liaison responsibility (write IEP, conduct team meeting, etc).

Teacher	Title	# of Students	FTE	Assignment
Arey	Teacher/Liaison	12	1	<ul style="list-style-type: none"> • Essential History • TEST (2) • Chair (1) • Learning Skills (2)
Derosier	ELC Teacher/Liaison	6	1	<ul style="list-style-type: none"> • ELC Math • ELC History • ELC Science • ELC English • Essential History (2)
Donofrio	Adjustment Counselor	fluid	1	<ul style="list-style-type: none"> • Transitions Program
Gonzales	Teacher/Liaison	29	1	<ul style="list-style-type: none"> • Learning Skills (4) • Lab Chemistry—co-taught • AM IB—co-taught
Harrigan	Teacher/Liaison	8	1	<ul style="list-style-type: none"> • Learning Skills (2) • TEST (2) • Chair (2)
Heald	Teacher/Liaison	17	1	<ul style="list-style-type: none"> • A/G II—co-taught • Essential Math (2) • Learning Skills (3)
McSweeney	Transition Specialist/Liaison	fluid	1	<ul style="list-style-type: none"> • TEST (1) • Transitions Program
Neiman	Psychologist	15	1	<ul style="list-style-type: none"> • Academic Support • Counseling—Individual and Groups • TEST
O'Connor	Teacher/Liaison	16	1	<ul style="list-style-type: none"> • Learning Skills (3) • Lab Biology—co-taught • MOVE Program (2)
Quinn	Speech Language Pathologist	1	1	<ul style="list-style-type: none"> • Speech/Language services and groups as determined by IEPs • Learning Skills (1)
Rohtstein	Teacher/Liaison	23		<ul style="list-style-type: none"> • AG I—co-taught • Learning Skills (5)

Shaughnessy	Teacher/Liaison	12	1	<ul style="list-style-type: none"> • Learning Skills (2) • Essential English (2) • TEST • English 9B—co-taught
Sherman	Teacher/Liaison	34	1	<ul style="list-style-type: none"> • Essential Math 11-12 • Learning Skills (5)
Simler	Teacher/Liaison	24	1	<ul style="list-style-type: none"> • Essential English 11/12 • Learning Skills (5)
Spisto	Psychologist	15	1	<ul style="list-style-type: none"> • Academic Support • Counseling—Individual and Groups • TEST
Tokay	Teacher	24	1	<ul style="list-style-type: none"> • Learning Skills (4) • Lab Physics—co-taught
Wallace	ELC Teacher/Liaison	5	1	<ul style="list-style-type: none"> • Vocational Explorations • ELC Math • ELC English • Tech Explorations • Life Skills Science • World of Work

Caseloads
2018 - 2019

School Counselor	Class of 2022	Class of 2021	Class of 2020	Class of 2019	FTE	2014 – 2015 Totals	2015 – 2016 Totals	2016 – 2017 Totals	2017- 2018 Totals	2018- 2019 Totals
Diamantopoulos	63	56	62	68	1.0	231	228	253	247	249
Eriole	66	56	71	63	1.0	240	232	250	254	256
Floyd	57	59	64	59	1.0	242	232	247	254	239
Flynn	62	62	66	62	1.0	208	233	254	255	252
Huynh (Director)	30	30	29	0	.4	73	55	65	72	89
Lussier	59	59	75	56	1.0	226	235	247	255	249
O'Connor	62	62	68	58	1.0	230	229	241	249	250
Rice	62	63	66	63	1.0	235	224	235	246	254
Totals	461	447	501	429	7.4	1685	1668	1792	1832	1838

**Annual Ratios of
Students-to-School Counselors**

2018-2019 Ratio = 252-to-1
 2017-2018 Ratio = 251-to-1
 2016-2017 Ratio = 247-to-1
 2015-2016 Ratio = 225-to-1
 2014-2015 Ratio = 228-to-1
 2013-2014 Ratio = 259-to-1
 2012-2013 Ratio = 259-to-1
 2011-2012 Ratio = 255-to-1
 2010-2011 Ratio = 253-to-1
 2009-2010 Ratio = 254-to-1
 2008-2009 Ratio = 256-to-1
 2007-2008 Ratio = 302-to-1



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments:
D. Student Health Survey Data: Report

MEETING DATE: 10/24/18

BACKGROUND INFORMATION:

As part of the district's work to promote the health and well-being of students and to adjust curriculum and instruction, particularly in health classes, to respond to risk factors that students experience, periodic student health surveys are given separately to students at Oak Middle School and to students at Shrewsbury High School. These surveys, which are a joint venture between the district and the Worcester Department of Public Health (which manages the Central Mass Regional Public Health Alliance, of which the Town of Shrewsbury is a member), were given in June 2017 at Oak and in December 2017 at SHS, and reports on each comparing response data to previous surveys in 2015 (Oak and SHS) and 2013 (SHS only) were created by the Worcester DPH are enclosed, along with an accompanying memorandum from Ms. Freeman and an breakout of survey data disaggregated by gender, race/ethnicity, and sexual orientation regarding key topics.

The presentation will highlight various aspects of the data and discuss how the district might use this information to help address its strategic priority of "Enhanced Well-being of All" through the work of the School Wellness Advisory Committee and other potential avenues.

ACTION RECOMMENDED:

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

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Noelle Freeman, Director of Nursing
Dr. Joseph M. Sawyer, Superintendent of Schools



SHREWSBURY PUBLIC SCHOOLS

Department of Nursing

Noelle Freeman, BSN, RN, NCSN - Director

45 Oak St, Shrewsbury, MA 01545

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nfreeman@shrewsbury.k12.ma.us



Date: 10/19/18

To: School Committee

Re: Student Health Survey Report

The Shrewsbury Wellness Advisory Committee (SWAC) is comprised of various staff from across the district (including counselors/psychologists, nurses, health/PE teachers, and district administrators), SHS students, parents, representatives from the local Department of Public Health, SYFS, our school physician, and a representative from the School Committee. This group meets 4-5 times per year to discuss data from the Regional Youth Health Survey (RYHS) and guide implementation of various aspects of the district's strategic priorities and goals as they relate to student wellness (including physical, social and emotional health).

The SWAC met on October 18, 2018 to review data from the 2017 RYHS conducted at Oak Middle School (OMS) and Shrewsbury High School (SHS). Attached are the reports of the data as compiled by Worcester Department of Public Health.

After review of the data, areas of concern and focus have been identified as follows:

- **Emotional Health**

- approximately 25% of students at both OMS and SHS reported feeling so sad or hopeless over a 2-week period that they stopped doing usual activities
- 5% of students at SHS report having made a suicide plan in the past year
- approximately 15% of students in both buildings report self-injury
- 35% of OMS students and 12% of SHS students report being bullied on school property
- All of the above percentages are approximately doubled for SHS students who identify as LGBTQ
- 39% of OMS students and 68% of SHS students report stress as the top issue among students their age

- **Tobacco use/Vaping**

- 6% of OMS students report having tried an e-vape product; that percentage increased to 24% of SHS students
- 15% of OMS students report they feel that there is slight or no risk of harming themselves if they use e-cigarettes; that percentage increased to 38% at SHS

- **Marijuana**
 - 4% of OMS students report having used marijuana; that percentage increased to 29% of SHS students
 - 17% of OMS students report they feel that there is slight or no risk of harming themselves if they use marijuana; that percentage increased to 44% at SHS
- **Screen Time**
 - 51 % of OMS students and 58% of SHS students report 3 or more hours of screen time per day

Please see the attached summary sheets for further details regarding these areas, including breakdown by gender, gender identity, and race.

Goals

SWAC has begun the work of creating goals and action steps specific to these areas of concern, and will keep the School Committee apprised of our work.

Upcoming Event

SWAC is collaborating with the Shrewsbury Coalition for Addiction Prevention and Awareness (SCAPE) by sharing Shrewsbury specific RYHS data which will be presented to the public as part of a panel discussion, ***Middle Schoolers at Risk: What Every Parent Needs to Know Now***, to be held at OMS on November 13, 2018 at 6pm. SCAPE has organized a panel of experts to speak regarding vaping, marijuana, social media, gaming and ways to talk to your child about these important topics. Providing Shrewsbury specific data will be an important factor in identifying the scope of these issues in our community.

	OAK MIDDLE SCHOOL			SHREWSBURY HIGH SCHOOL				
	TOTAL (n=920)	Female (n=442)	Male (n=478)	TOTAL (n=1668)	Female (n=890)	Male (n=778)	LGBTQ (n=246)	Hetero- sexual (n=1375)
Emotional Health:								
Felt so sad or hopeless every day for 2 weeks or more in a row that they stopped doing usual activities in the past year	22%	29%	16%	26%	34%	16%	52%	22%
Seriously considered suicide (*ever - OMS; past year - SHS)	15%	19%	9%	16%	21%	10%	34%	13%
Made a suicide plan (*)	11%	13%	8%	12%	15%	8%	27%	9%
Attempted suicide (*)	3%	3%	3%	5%	6%	4%	11%	4%
Hurt or injured self on purpose without wanting to die	14%	19%	8%	15%	22%	7%	40%	11%
Have ever been taught about mental health in school	58%	55%	60%	86%	87%	84%	83%	86%
Like thinking about and are hopeful about future	83%	82%	84%	80%	78%	82%	69%	82%
Identified stress as top issue among youth their age	39%	43%	36%	68%	73%	62%	70%	68%
Ever been bullied on school property	35%	39%	31%	12%	13%	11%	20%	11%
Tobacco use/Vaping								
Have tried an e-vape product	6%	n/a	n/a	24%	n/a	n/a	n/a	n/a
Think there is slight to no risk of harming themselves if use e-cigarettes	15%	11%	18%	38%	36%	42%	41%	37%
Marijuana								
Have used marijuana in the past	4%	3%	5%	29%	28%	29%	28%	29%
Began using marijuana between age 13 and 17	n/a	n/a	n/a	27%	27%	27%	31%	27%
Think there is slight to no risk of harming themselves if use marijuana	17%	12%	21%	44%	39%	50%	55%	43%
Screen Time								
3 or more hours per day	51%	55%	48%	58%	55%	60%	71%	56%

	OAK MIDDLE SCHOOL								
	TOTAL (n=920)	Female (n=442)	Male (n=478)	White Caucasian European American (n=519)	African American/Black (n=18)	Asian/Asian American (n=207)	Hispanic/Latina /Latino (n=55)	Other (n=46)	Multiracial/ Biracial (n=64)
Emotional Health:									
Felt so sad or hopeless every day for 2 weeks or more in a row that they stopped doing usual activities in the past year	22%	29%	16%	20%	39%	23%	33%	17%	25%
Ever seriously considered suicide	15%	19%	9%	13%	22%	16%	17%	17%	16%
Ever made a suicide plan	11%	13%	8%	10%	6%	13%	13%	11%	8%
Ever attempted suicide	3%	3%	3%	3%	0%	1%	9%	4%	8%
Hurt or injured self on purpose without wanting to die	14%	19%	8%	14%	17%	11%	26%	13%	13%
Have ever been taught about mental health in school	58%	55%	60%	60%	56%	57%	50%	48%	53%
Like thinking about and are hopeful about future	83%	82%	84%	84%	70%	81%	81%	87%	83%
Identified stress as top issue among youth their age	39%	43%	36%	40%	29%	39%	51%	25%	31%
Ever been bullied on school property	35%	39%	31%	36%	28%	30%	40%	37%	44%
Tobacco use/Vaping									
Have tried an e-vape product	6%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Think there is slight to no risk of harming themselves if use e-cigarettes	15%	11%	18%	17%	50%	3%	16%	27%	16%
Marijuana									
Have used marijuana in the past	4%	3%	5%	4%	11%	0%	9%	9%	6%
Began using marijuana between age 13 and 17	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Think there is slight to no risk of harming themselves if use marijuana	17%	12%	21%	20%	39%	7%	18%	20%	20%
Screen Time									
3 or more hours per day	51%	55%	48%	53%	65%	37%	64%	56%	61%

[illegible]



2017 YOUTH HEALTH SURVEY

**WORCESTER
DIVISION OF
PUBLIC HEALTH**

*Shrewsbury High
School*



Public Health
Prevent. Promote. Protect.



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BACKGROUND

Report Format

The RYHS is heavily modeled after the national Centers for Disease Control and Prevention Youth Risk Behavior Surveillance System that is tailored to meet the needs of the school district. The questionnaire is was designed to gather information on the important issues facing youth in the town of Shrewsbury and towns and cities in the Central Massachusetts Regional Public Health Alliance (CMRPHA) district. Topics include substance use, violence and safety, dietary behavior, and sexual health. This is the third administration of the RYHS in Shrewsbury High (2013, 2015, and 2017).

This report summarizes the findings from the Regional Youth Health Survey (RYHS) conducted in Shrewsbury High School, located in Worcester County, in the 2017-2018 school year. Overall, **1670** youth in grades 9-12 participated in this survey accounting for **91%** of total students enrolled.

Methods

The Survey was conducted by the Shrewsbury Public Schools, the Worcester Division of Public Health and the University of Massachusetts Medical School. The survey was administered as a pen and paper questionnaire. Teachers were given instructions on how to administer the survey and were responsible for passing out the questionnaires in the classroom.

Validity

Participation in the survey is voluntary, which research has found increases the likelihood for students to respond truthfully. In efforts to further increase validity students were asked how honest they were in taking the survey, at the end of the survey; **99%** of students reported that they were either ‘completely’, ‘very’, or ‘pretty honest’; while **1%** responded that they were not very or at all honest.

Further steps to increase validity include screening individual questionnaires for patterns of frivolous and inconsistent responses and omitting them from the analyses.

Trends

Because this is the third iteration of the RYHS in Shrewsbury, it is possible to look at trend comparisons to ascertain whether behaviors among Shrewsbury youth have improved, worsened, or remained the same, over the years. However, the questionnaire underwent a partial redesign of some questions in 2017 which caused some questions to be not comparable from prior years creating a break in trend analyses.

Accountability

It is important to note that the RYHS is primarily designed to assess the risky behaviors of youth, and does not highlight many of the positive aspects of their life. Also very important to note is that, although the surveys are administered in the schools, it should not be interpreted that the schools should be held solely accountable for the behaviors of youth. “Issues such as those addressed in the survey are not school problems; they are community problems that require the attention of all community members and organizations.”¹

¹ Summary of Results from the 2016-2017 Cambridge Middle Grades Health Survey.

DEMOGRAPHIC CHARACTERISTICS OF SHREWSBURY STUDENT PARTICIPANTS

Among student participants there were 47% males and 53% females; however, around 4% of students report they are transgender or identify themselves in some other way. The majority of participants were between 15 and 17 years old (Figures 1).

Approximately 58% of students identified as White, Caucasian, or European American. Students who identified as Asian or Asian American accounted for 22% of participants while 7% of students identified as Hispanic, Latina, or Latino. Four percent (4%) identified as African-American or Black and another 4%, Arab or Middle Eastern (Figure 3). Further, 81% of students report they most often speak English at home, and the majority of students (85%) are from the United States (chart not shown).

Figure 1. Age Distribution of Shrewsbury High Participants, 2017

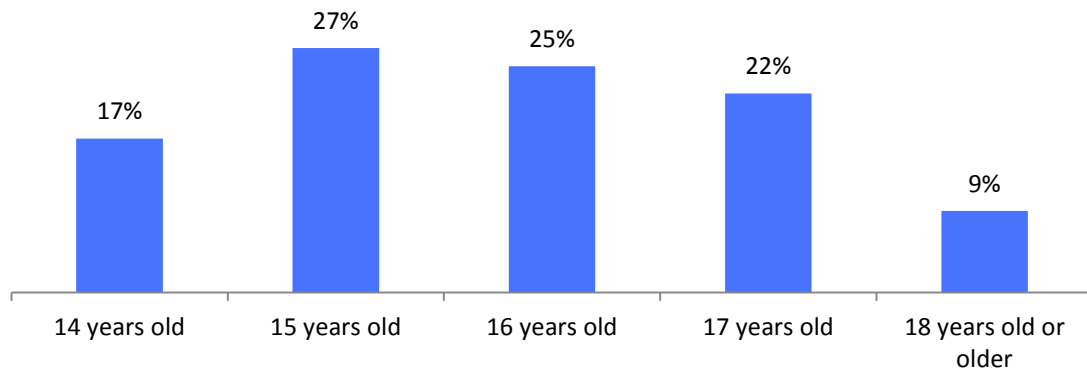


Figure 2. Grade Level Distribution of Shrewsbury High Participants, 2017

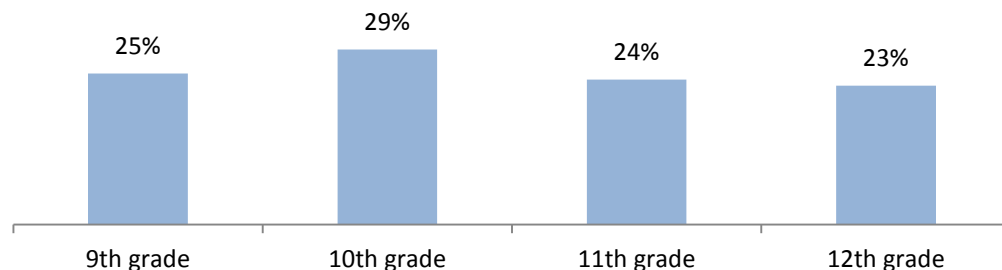
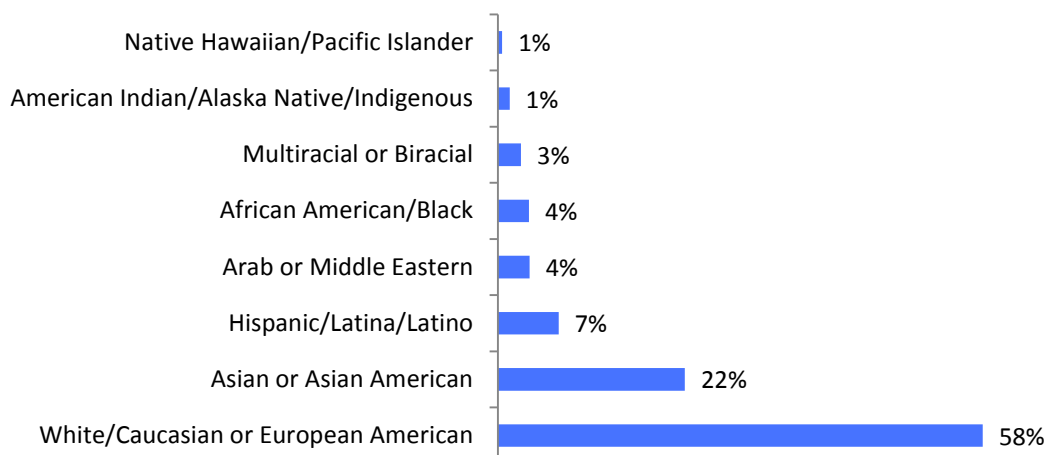


Figure 3. Race and Ethnicity of Shrewsbury High Participants, 2017



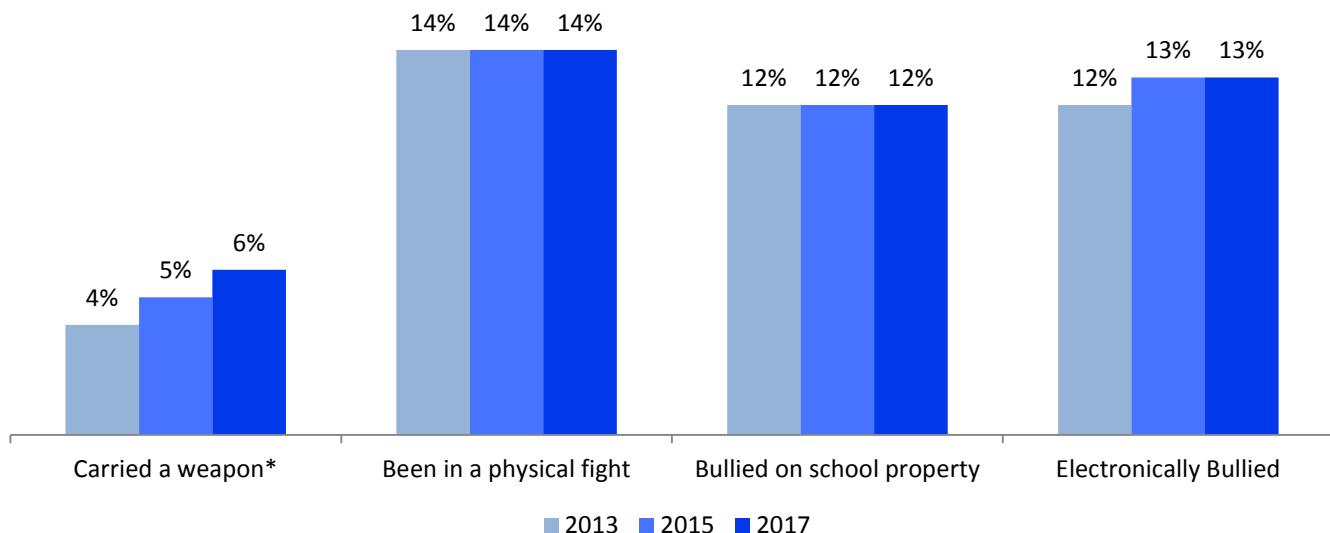
THEMES AMONG SHREWSBURY HIGH YOUTH

Results from the RYHS reflect the status of risk and protective factors among Shrewsbury high school-aged youth. The survey assessed different major domains of health behaviors in this population. In order to better illustrate the results, data has been divided into 10 main categories.

Violence

The RYHS includes questions about 5 main factors that contribute to violence. These factors include carrying a weapon (such as a knife, gun, club), social pressure to join a gang within the last 12 months, being engaged in a physical fight, witnessing or experiencing family violence in the last 12 months, and bullying. Violence-related behaviors are a significant public health concern. Nationwide, homicide remains the third leading cause of death among youth ages 13-19 years (5.1 deaths per 100,000).² Physical fighting is linked to serious injury-related health outcomes, and firearms are specifically responsible for 65% of all violent deaths on school property from 1994-2006.²

Figure 4. Violence and Bullying among Shrewsbury High Participants, 2013, 2015 and 2017



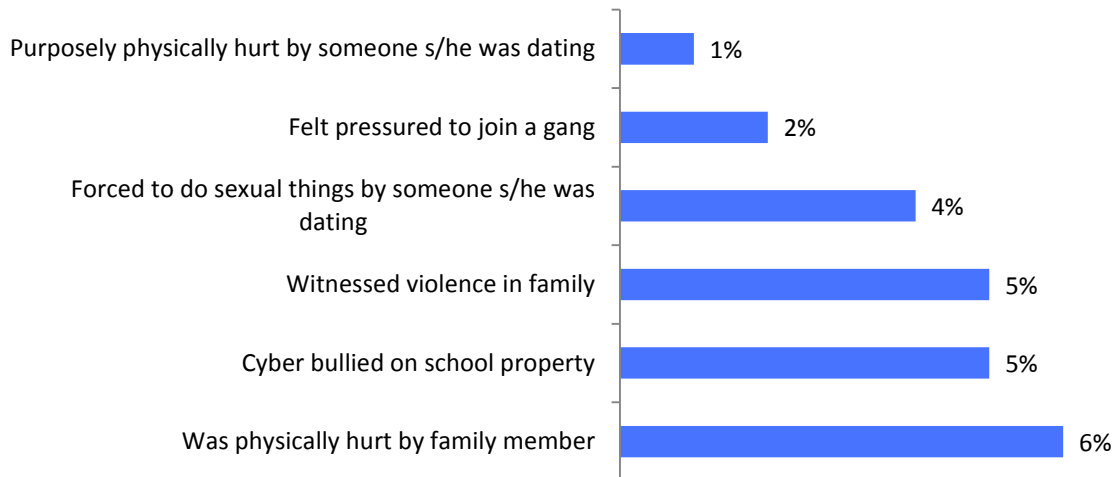
Rates around measures of violence have been stable since 2013 to 2017 (Figure 4). The 2017 questionnaire included a modified version of the question asking whether youth had carried a weapon to protect themselves in the past 30 days from a “yes/no” in previous years to a “check all that apply” in 2017. The rationale for this change was to better ascertain the types of weapons youth report carrying (Figure 4). The percentage of youth in Shrewsbury who reported carrying a weapon in the past 30 days of taking the survey is less than the regional (11%), state (11%) and national (15.7%) averages (see Appendix).

Figure 5. highlights other important determinants of violence. Fewer students report being cyber bullied on school property (5%) (Figure 5) than being bullied in person, on school property (12%) (Figure 4). Additionally, 2% of students reported they did not go to school in the past month because they felt it

² Center for Disease Control and Prevention. (2017). Youth risk behavior survey (YRBS) 2017 standard questionnaire item rationale. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>

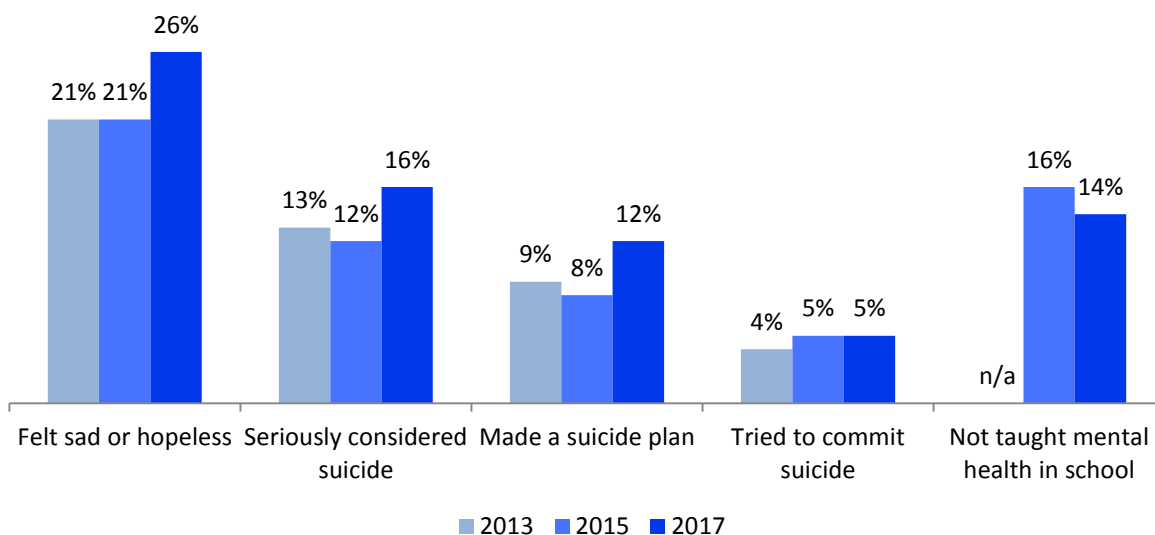
would be unsafe at school or on their way to or from school; consistent with that observed (2%) in 2015 (chart not shown).

Figure 5. Other Determinants of Violence among Shrewsbury High Participants, 2017



Emotional Health

Figure 6. Suicidal Ideations among Shrewsbury High Participants, 2013, 2015 and 2017



Overall, there are modest increases in rates around measures of depression and suicidal ideation among Shrewsbury youth in 2017 as compared with 2013 and 2015. It is important to note the 5% increase in youth who report they have felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities (Figure 6), which could be an indication of depression. Also important to remember is that a previous suicide attempt is a high-risk factor for a suicide fatality.³

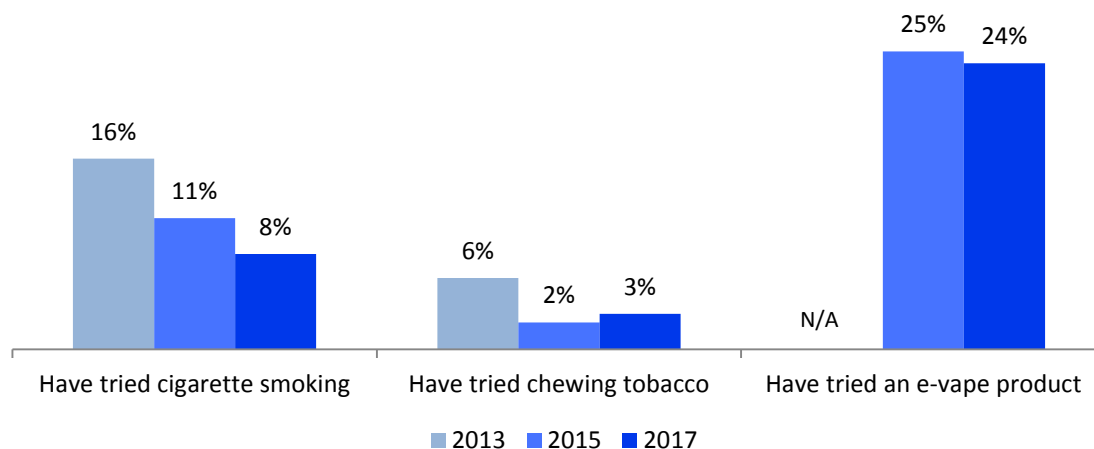
A similar percentage of youth indicated that they hurt or injured themselves (cutting, burning or bruising) on purpose without wanting to die, in the past year, (14% in 2015 and 15% in 2017) (chart not shown).

³ Center for Disease Control and Prevention. (2017). Youth risk behavior survey (YRBS) 2017 standard questionnaire item rationale. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>

Tobacco Use

Across the country, 3,800 youth under 18 years old begin smoking every day.³ In addition to the negative health consequences, cigarette smokers are more likely to engage in other risky health behaviors including drinking alcohol, using marijuana and cocaine, sexual behaviors, physical fighting, carrying a weapon, and attempting suicide.⁴

Figure 7. Nicotine Product Use among Shrewsbury High Participants, 2013, 2015 and 2017



Among Shrewsbury youth, overall tobacco use has declined over the past years. The percentage of youth who report that they have tried cigarette smoking in their life, (even one or two puffs) has decreased by 50% from 16% in 2013 to 8% in 2017. In the same fashion, reporting on having tried chewing tobacco, snuff or dip has decreased since 2013 (Figure 7). In 2017 the percentage of youth who report they have tried an e-vape product has remained consistent with the response in 2015 (24% and 25%, respectively), however, Shrewsbury's rate remains lower compared with the state and national rates (41% and 42%, respectively) (see Appendix).

The U.S. Food and Drug Administration finalized a rule in 2016 to regulate electronic vapor products by preventing sales to minors, prohibiting few samples and vending machine sales, and mandating warning labels on packaging.⁵ Of youth who report having tried e-cigarettes and other nicotine products, the majority stated that they received it from a friend (47% in 2017 and 55% in 2015) (chart not shown).

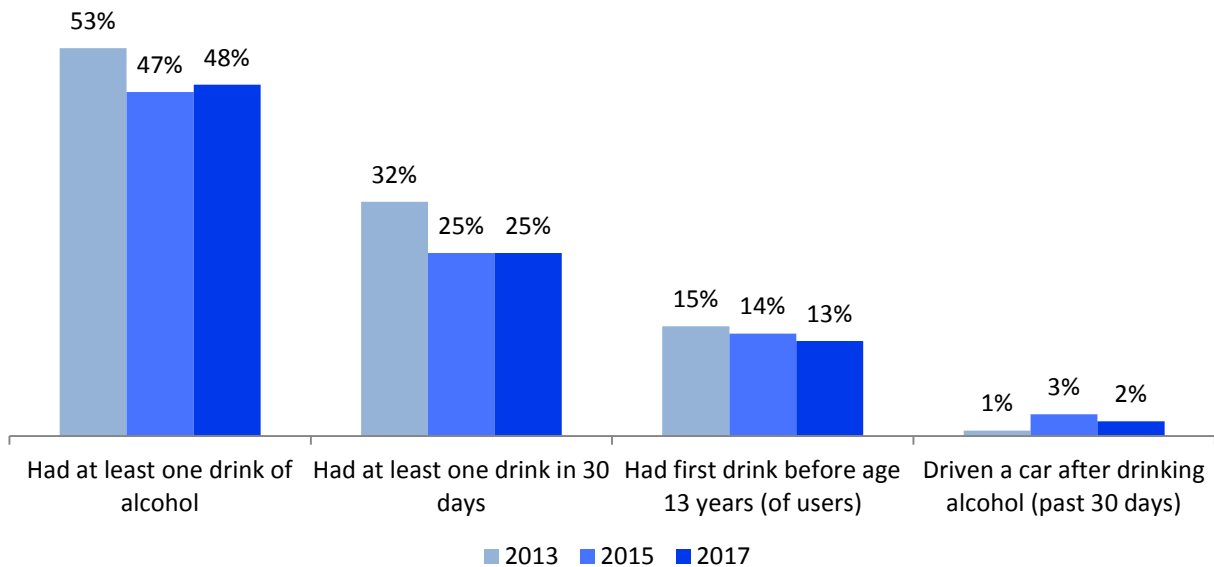
Shrewsbury youths' perception around the risk of using e-cigarettes on a regular basis has remained unchanged since 2015. Thirty-seven percent (37%) and 38% of youth in 2015 and 2017, respectively, believe it to be of no or slight risk and; 63% and 62% of youth in 2015 and 2017, respectively, believe it to be of moderate or great risk (chart not shown).

⁴ Center for Disease Control and Prevention. (2017). Youth risk behavior survey (YRBS) 2017 standard questionnaire item rationale. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>

⁵ Center for Disease Control and Prevention. (2017). Youth risk behavior survey (YRBS) 2017 standard questionnaire item rationale. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>

Alcohol Use

Figure 8. Alcohol Use among Shrewsbury High Participants, 2013, 2015 and 2017



Rates in measures of alcohol use among Shrewsbury youth have slightly decreased from 2013 to 2015 (Figure 8). The proportion of youth that report ever having a drink in their lifetime, in 2017, is less among Shrewsbury youth than in the state and in the nation (48% vs 56% and 60%, respectively) (Figure 8) (see Appendix). The rate of youth that had at least one drink of alcohol in the past 30 days of taking the survey has been trending downward from 2013 to 2017.

Marijuana Use

Figure 9. Marijuana Use among Shrewsbury High Participants, 2013, 2015 and 2017

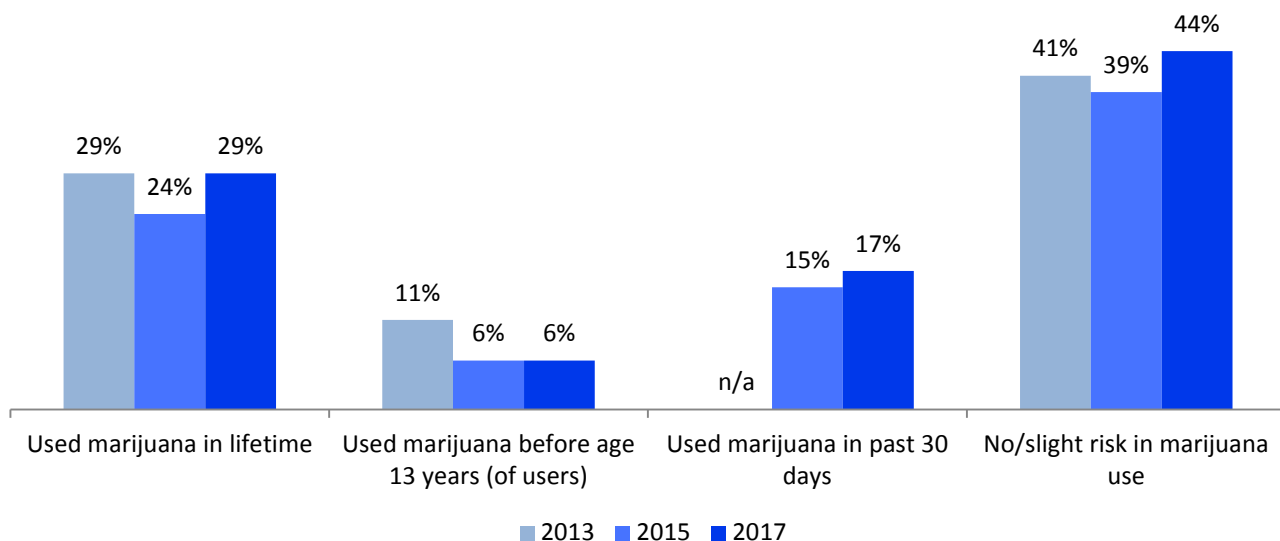
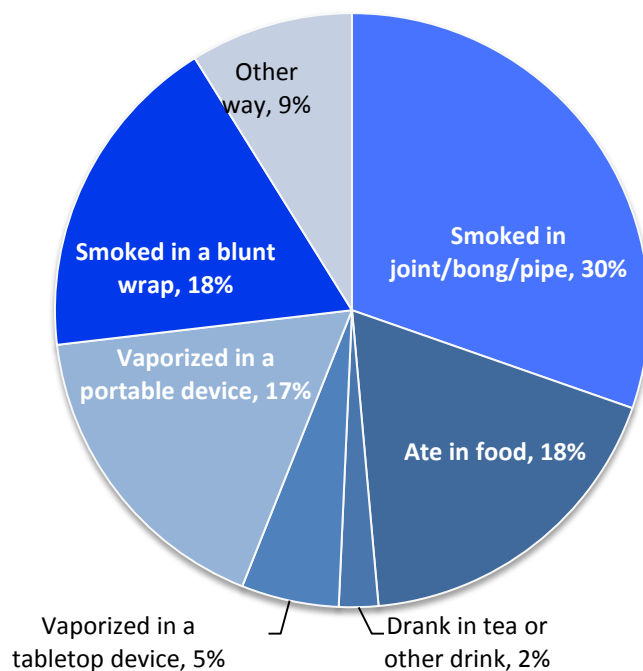


Figure 10. Mode of Marijuana Use among Shrewsbury High Youth, 2017



Ever/lifetime use of marijuana has increased from 2015 to 2017 among Shrewsbury high youth (24% vs. 29%, respectively) (Figure 9). Nonetheless, the rate of ever use of marijuana among Shrewsbury youth remains lower than the state (38%) and in the U.S. (36%) (see Appendix). The rate of youth who report current use of marijuana has modestly increased from 2015 (15%) to 2017 (17%). Similarly, this rate is less than both the state's (24%) and nation's (20%) averages (see Appendix).

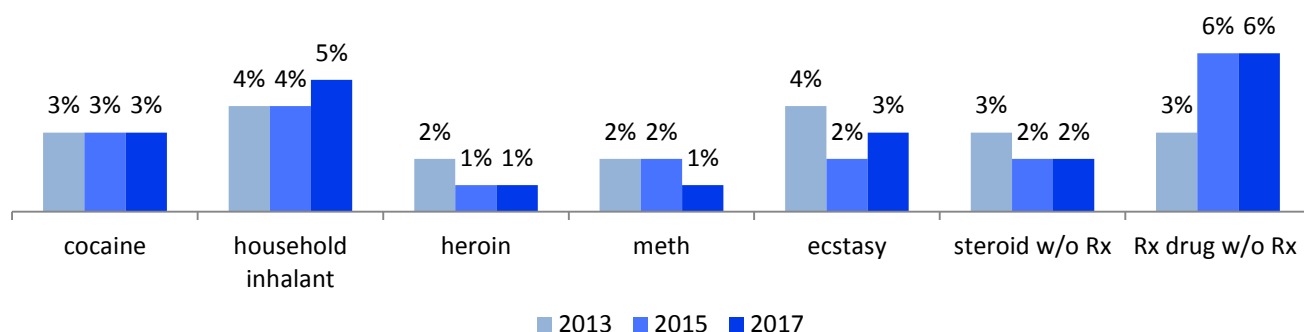
Among youth who report that they have used marijuana, the majority has smoked it in a joint/bong or pipe (30%), followed by in blunt wraps (18%), ate it in food, such as brownies, or smoked it in a portable vaporized device (Figure 10).

Other Substance Use

Rates on the use of individual substances remain somewhat consistent from 2013 to 2017. The only notable increase is observed in those students who report taking prescription drugs without a doctor's prescription (3% in 2013 to 6% in 2015 and 2017). However, the overall rates of substance use among Shrewsbury youth are lower compared to that of the state and national average (see Appendix).

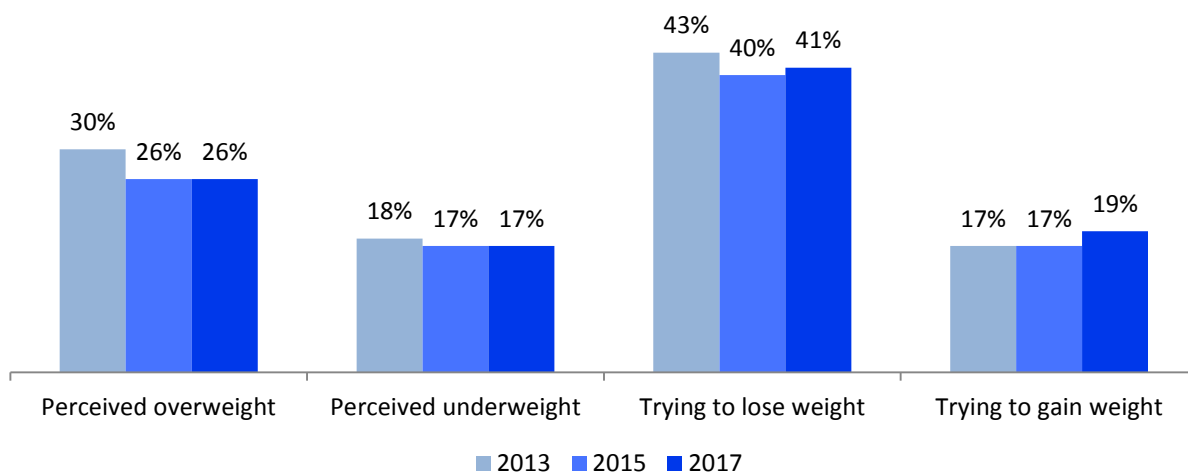
Also noteworthy, is in response to a new question asked in 2017, 4% of respondents indicated that they have used opioids to get high, where an additional 2% of respondents noted that they were not sure (chart not shown).

Figure 11. Lifetime Substance Use among Shrewsbury High Participants, 2013, 2015 and 2017



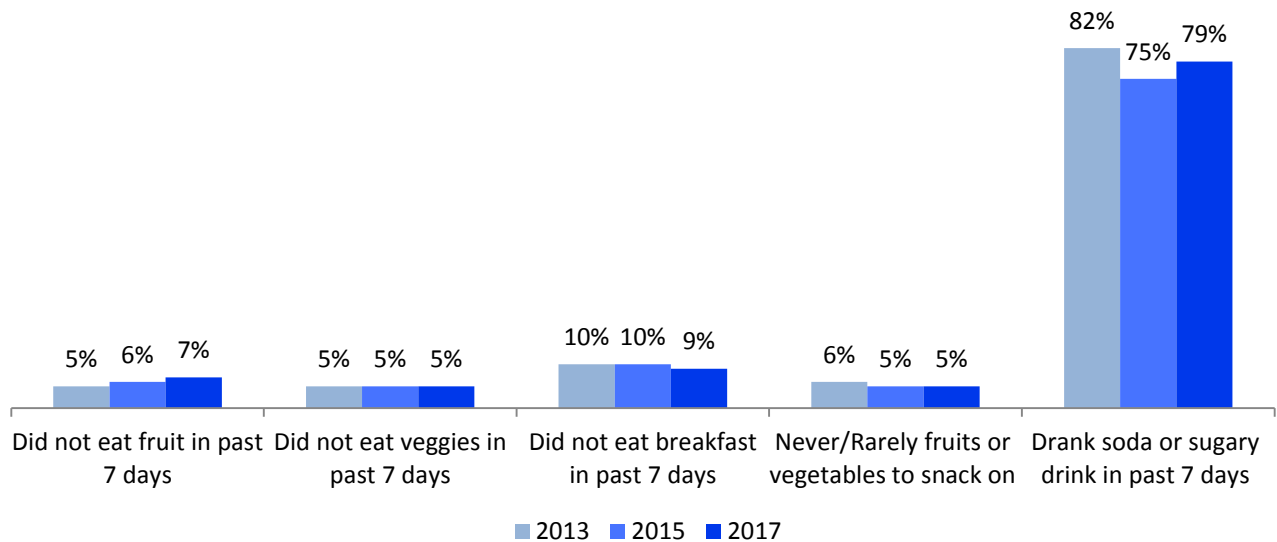
Self-Image and Dietary Behaviors

Figure 12. Perception of Body Weight among Shrewsbury High Youth, 2013, 2015 and 2017



Shrewsbury's youth perception around their body weight has remained consistent over the years (Figure 12). A higher percentage of respondents perceive themselves as overweight and trying to lose weight compared to those who think they are underweight and trying to gain weight. Consumption of soda, and other sugary drinks, has slightly increased from 2015 (75%) to 2017 (79%) (Figure 13). However, the rates among youth reporting they neither ate fruits, vegetables, nor breakfast during the past 7 days of taking the survey have remained consistent over the years (Figure 13).

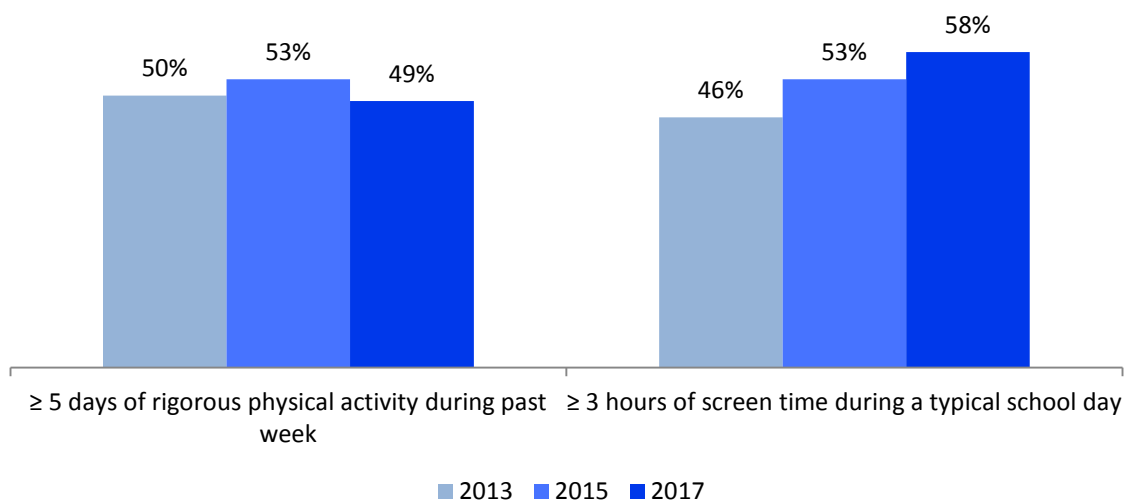
Figure 13. Dietary Habits among Shrewsbury High Youth, 2013, 2015 and 2017



Physical Activity and Screen Time

The percentage of youth that report they engaged in physical activity for a total of 60 minutes for 5 or more days in the week prior to taking the survey is somewhat consistent compared to 2013 and 2015 (49% vs. 50% and 53%, respectively) (Figure 14). These averages are comparable to the State's and the U.S.'s (46% and 47%). The percentage of youth reporting they spent three or more hours on screen time during a typical school day has steadily increased from 46% in 2013 to 58% in 2017. This [2017] rate is higher than the State (48%) and the national averages (43%) (see Appendix).

Figure 14. Physical Activity and Screen Time among Shrewsbury High Youth, 2013, 2015 and 2017

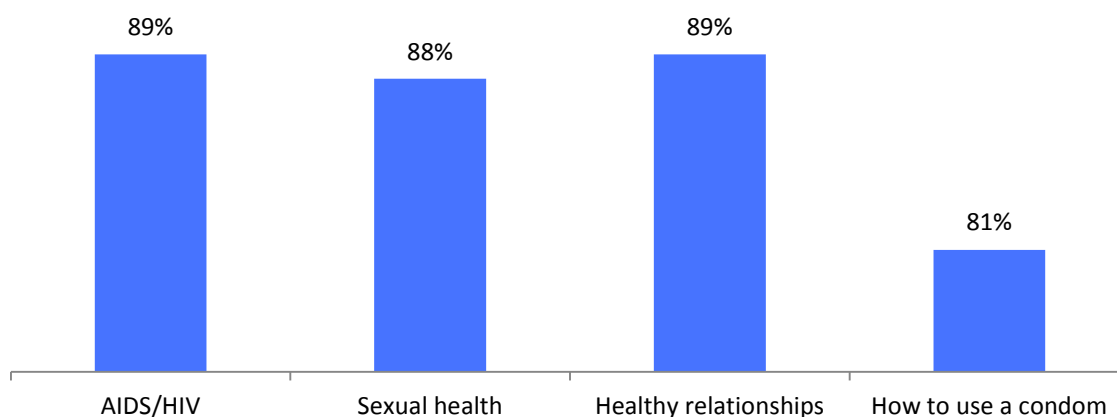


Sexual Health and Other Health Behaviors

Roughly a quarter (24%) of youth responded that they have had sexual intercourse. Of youth who report they have had sexual intercourse, the majority (51%) has had sex with one partner, 32% did not use a condom and 24% drank alcohol or used drugs the last time they had sex (chart not shown).

The most commonly reported methods of contraceptives among Shrewsbury youth are condoms (53%) and birth control pills (24%). Nine percent (9%) of youth reported they did not use any method to prevent pregnancy during last sexual intercourse (chart not shown).

Figure 15. Shrewsbury High Youth who Report being Taught Sexual Health and Healthy Relationships in School, 2017



The vast majority of Shrewsbury high youth report they have been taught about sexual health, AIDS/HIV and healthy relationships (Figure 15). In addition 76% of Shrewsbury youth reported that they have talked about ways to prevent HIV infection, other sexually transmitted infection (STIs), or pregnancy with their parents or other adults in their family, in school, or in the community.

LIFE ADJUSTMENT AND FUTURE PLANS

Figure 16. Post High School Attitudes among Shrewsbury High Participants, 2017

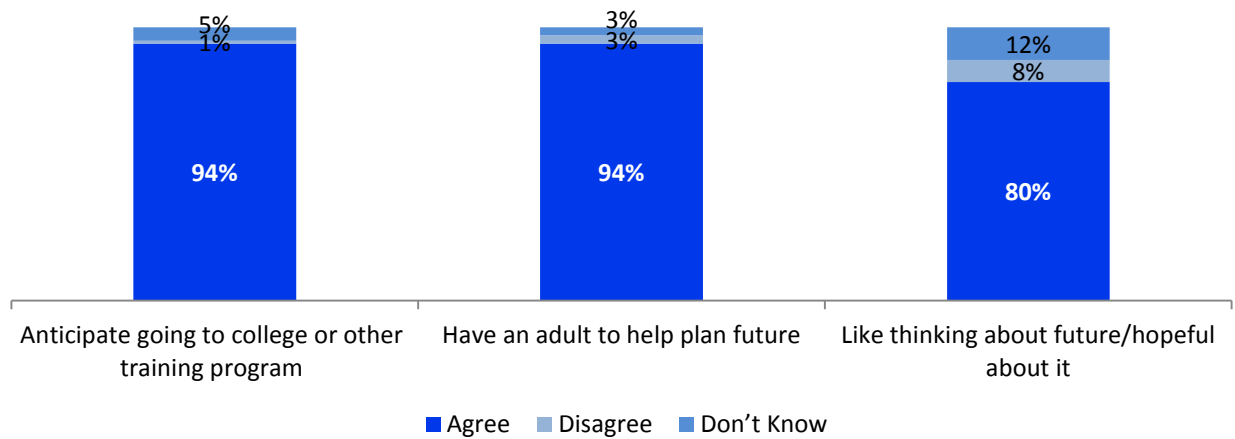
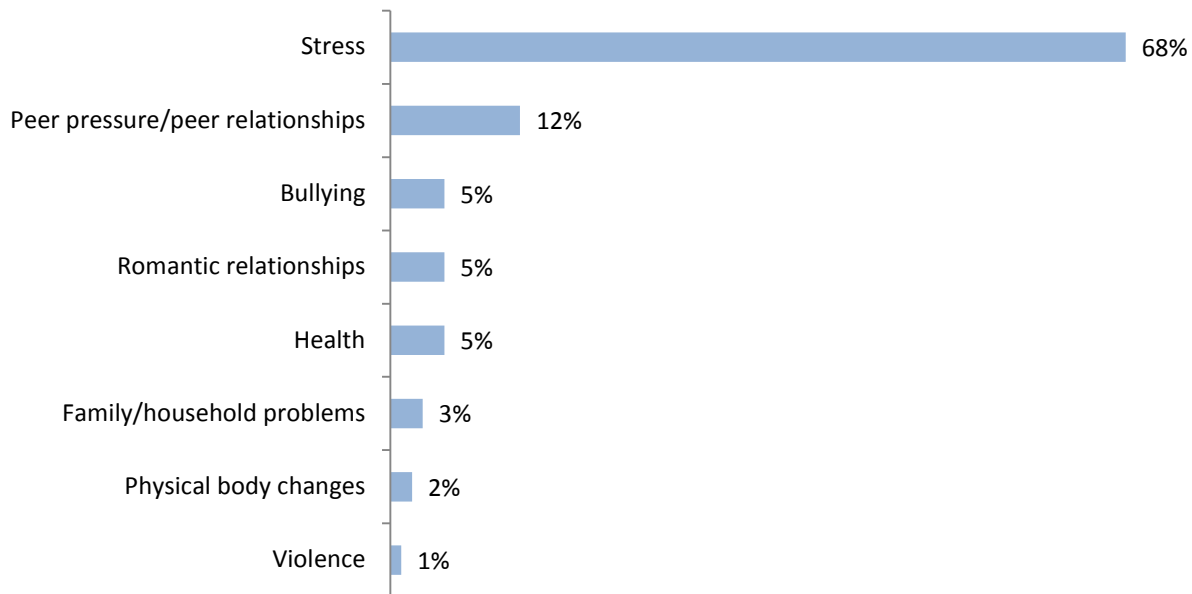


Figure 17. Top Reported Issues Facing Shrewsbury High Youth, 2017



The vast majority (80%) of Shrewsbury high youth is hopeful about their future and anticipate going to college or other training institution (94%). In addition, 94% have an adult present in their life to help plan their future (Figure 16).

As illustrated in Figure 17, stress is the top reported issue among Shrewsbury high youth (68%), followed by peer pressure and peer relationships (12%).

APPENDIX

High School Youth Risk Behavior Survey			
	Regional 2017 (%)	Massachusetts 2017 (%)	United States 2017 (%)
Unintentional Injuries and Violence			
Rode with a driver who had been drinking alcohol (in a car or other vehicle, one or more times during the 30 days before the survey)	12.1	14.4	16.5
Drove when they had been drinking alcohol (in a car or other vehicle, one or more times during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey)	5.0	5.7	5.5
Drove when they had been using marijuana (also called grass, pot, or weed, in a car or other vehicle, one or more times during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey)	12.0	n/a	13
Texted or e-mailed while driving a car or other vehicle (on at least 1 day during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey)	28.0	35.6	39.2
Carried a weapon (such as a gun, knife, or club, on at least 1 day during the 30 days before the survey)	11.0	11.1	15.7
Carried a gun (on at least 1 day during the 12 months before the survey, not counting the days when they carried a gun only for hunting or for a sport such as target shooting)	2.0	2.7	4.8
Were threatened or injured with a weapon on school property (such as a gun, knife, or club, one or more times during the 12 months before the survey)	5.2	4.8	6
Were in a physical fight (one or more times during the 12 months before the survey)	16.5	17.8	23.6
Were electronically bullied (counting being bullied through texting, Instagram, Facebook, or other social media, during the 12 months before the survey)	11.6	13.6	14.9
Were bullied on school property (during the 12 months before the survey)	13.2	14.6	19
Did not go to school because they felt unsafe at school or on their way to or from school (on at least 1 day during the 30 days before the survey)	3.9	4.5	6.7
Experienced sexual dating violence (being forced to do sexual things (counting such things as kissing, touching, or being physically forced to have sexual intercourse) they did not want to do by someone they were dating or going out with, one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey)	3.2	5.8	6.9
Experienced physical dating violence (being physically hurt on purpose (counting such things as being hit, slammed into something, or injured with an object or weapon) by someone they were dating or going out with, one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey)	1.9	5.6	8
Felt sad or hopeless (almost every day for 2 weeks or more in a row so that they stopped doing some usual activities, during the 12 months before the survey)	28.5	27.4	31.5
Seriously considered attempting suicide (during the 12 months before the	14.7	12.4	17.2

survey)			
Made a plan about how they would attempt suicide (during the 12 months before the survey)	11.4	10.9	13.6
Attempted suicide (one or more times during the 12 months before the survey)	6.6	5.4	7.4
Suicide attempt resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse (during the 12 months before the survey)	2.3	1.9	2.4
Tobacco Use			
Ever tried cigarette smoking (even one or two puffs)	7.6	19.6	28.9
Ever used an electronic vapor product (including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens)	16.2	41.1	42.2
Alcohol and Other Drug Use			
Ever drank alcohol (at least one drink of alcohol, on at least 1 day during their life)	44.1	56.2	60.4
Had their first drink of alcohol before age 13 years (other than a few sips)	9.2		15.5
Currently drank alcohol (at least one drink of alcohol, on at least 1 day during the 30 days before the survey)	20.9	31.4	29.8
Usually got the alcohol they drank by someone giving it to them (during the 30 days before the survey, among students who currently drank alcohol)	25.9	n/a	43.5
Reported 10 or more as the largest number of drinks they had in a row (within a couple of hours, during the 30 days before the survey)	1.9	n/a	4.4
Ever used marijuana (also called grass, pot, or weed, one or more times during their life)	31.3	37.9	35.6
Tried marijuana for the first time before age 13 years (also called grass, pot, or weed)	5.0	4.4	6.8
Currently used marijuana (also called grass, pot, or weed, one or more times during the 30 days before the survey)	18.7	24.1	19.8
Ever used synthetic marijuana (also called "K2," "Spice," "fake weed," "King Kong," "Yucatan Fire," "Skunk," or "Moon Rocks," one or more times during their life)	4.7	5	6.9
Ever used cocaine (any form of cocaine, such as powder, crack, or freebase, one or more times during their life)	3.1	4.1	4.8
Ever used inhalants (sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high, one or more times during their life)	5.3	n/a	6.2
Ever used heroin (also called "smack," "junk," or "China White," one or more times during their life)	2.0	1.4	1.7
Ever used methamphetamines (also called "speed," "crystal," "crank," or "ice," one or more times during their life)	2.3	1.7	2.5
Ever used ecstasy (also called "MDMA," one or more times during their life)	3.4	2.8	4
Ever used hallucinogenic drugs (such as LSD, acid, PCP, angel dust, mescaline, or mushrooms, one or more times during their life)	4.9	n/a	6.6
Ever took steroids without a doctor's prescription (pills or shots, one or more times during their life)	2.5	n/a	2.9
Ever took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it (counting drugs such as codeine, Vicodin, Oxycontin, Hydrocodone, and Percocet, one or more times during their life)	6.2	n/a	14

Sexual Behaviors			
Ever had sexual intercourse	28.5	35.3	39.5
Had sexual intercourse for the first time before age 13 years	2.7	2.4	3.4
Had sexual intercourse with four or more persons during their life	5.8	6.7	9.7
Did not use a condom during last sexual intercourse (among students who were currently sexually active)	41.0	42.2	46.2
Did not use birth control pills before last sexual intercourse (to prevent pregnancy, among students who were currently sexually active)	80.9	65.2	79.3
Did not use an IUD (e.g., Mirena or ParaGard) or implant (e.g., Implanon or Nexplanon) before last sexual intercourse (to prevent pregnancy, among students who were currently sexually active)	94.0	96.4	95.9
Did not use a shot (e.g., Depo-Provera), patch (e.g., OrthoEvra), or birth control ring (e.g., NuvaRing) before last sexual intercourse (to prevent pregnancy, among students who were currently sexually active)	95.9	96.5	95.3
Did not use birth control pills; an IUD (e.g., Mirena or ParaGard) or implant (e.g., Implanon or Nexplanon); or a shot (e.g., Depo-Provera), patch (e.g., OrthoEvra), or birth control ring (e.g., NuvaRing) before last sexual intercourse (to prevent pregnancy, among students who were currently sexually active)	70.7	58.2	70.6
Did not use any method to prevent pregnancy during last sexual intercourse (among students who were currently sexually active)	11.8	9.6	13.8
Drank alcohol or used drugs before last sexual intercourse (among students who were currently sexually active)	22.5	18.2	18.8
Were never tested for human immunodeficiency virus (HIV) (not counting tests done if they donated blood)	76.9	89.5	90.7
Dietary Behaviors			
Did not eat fruit or drink 100% fruit juices (such as orange juice, apple juice, or grape juice, not counting punch, Kool-Aid, sports drinks, or other fruit-flavored drinks, during the 7 days before the survey)	12.0	5.8	5.6
Did not eat vegetables (green salad, potatoes (not counting French fries, fried potatoes, or potato chips), carrots, or other vegetables, during the 7 days before the survey)	14.0	6.9	7.2
Drank soda or pop (such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey)	82.4	62.9	72.2
Drank a can, bottle, or glass of soda or pop one or more times per day (such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey)	20.3	10.5	18.7
Drank a can, bottle, or glass of soda or pop two or more times per day (such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey)	14.0	6.3	12.5
Drank a can, bottle, or glass of soda or pop three or more times per day (such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey)	7.7	3.2	7.1
Did not eat breakfast (during the 7 days before the survey)	16.5	12.9	14.1
Did not eat breakfast on all 7 days (during the 7 days before the survey)	67.3	63.7	64.7
Physical Activity			
Were not physically active for a total of at least 60 minutes on at least 1 day (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time, during the 7 days before the survey)	18.8	15.1	15.4

Were not physically active at least 60 minutes per day on 5 or more days (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time, during the 7 days before the survey)	58.9	54.3	53.5
Were not physically active at least 60 minutes per day on all 7 days (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time, during the 7 days before the survey)	78.1	77.3	73.9
Played video or computer games or used a computer for 3 or more hours per day (counting time spent on things such as Xbox, PlayStation, an iPad or other tablet, a smartphone, texting, YouTube, Instagram, Facebook, or other social media, for something that was not school work, on an average school day)	62.1	47.9	43
Described themselves as slightly or very overweight	30.3	28.1	31.5
Were not trying to lose weight	56.3	56.2	52.9
Other Health Topics			
Did not get 8 or more hours of sleep (on an average school night)	75.7	80.2	74.6
Used an indoor tanning device (such as a sunlamp, sunbed, or tanning booth, not counting getting a spray-on tan, one or more times during the 12 months before the survey)	3.5	n/a	5.6



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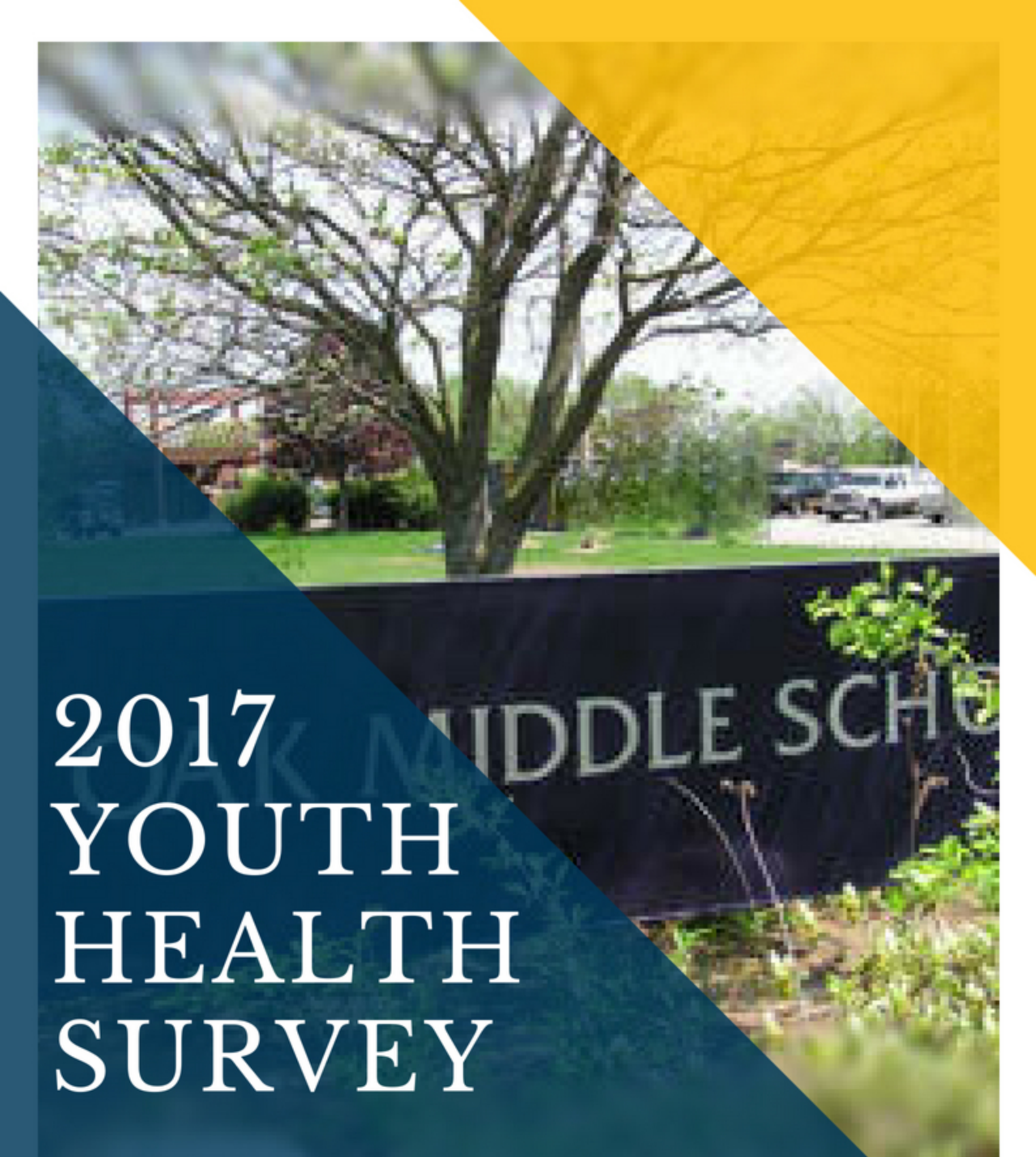


WORCESTER DIVISION OF PUBLIC HEALTH

YOUTH HEALTH SURVEY

FOR SHREWSBURY HIGH SCHOOL

2017



2017 YOUTH HEALTH SURVEY

**WORCESTER
DIVISION OF
PUBLIC HEALTH**

Oak Middle School



Public Health
Prevent. Promote. Protect.



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This report summarizes the findings from the Regional Youth Health Survey (RYHS) conducted in Oak Middle School, located in Worcester County, in the 2016-2017 school year. Overall, **925** individuals in grades 7-8 participated in the survey.

Demographic Characteristics of Students

Nine hundred and twenty-five (925) middle school students participated in the Youth Health Survey, which accounts for 92% of all students. There were more male participants (52%) than female participants (48%). The majority of student participants were 13 years old and in the 7th grade (51%) (Figures 1-2). The majority of student participants (88%) come from households where at least one parent has completed a college degree, Master's degree, or doctoral degree.

Figure 1. Age Distribution of Oak Middle School YHS Participants, 2017

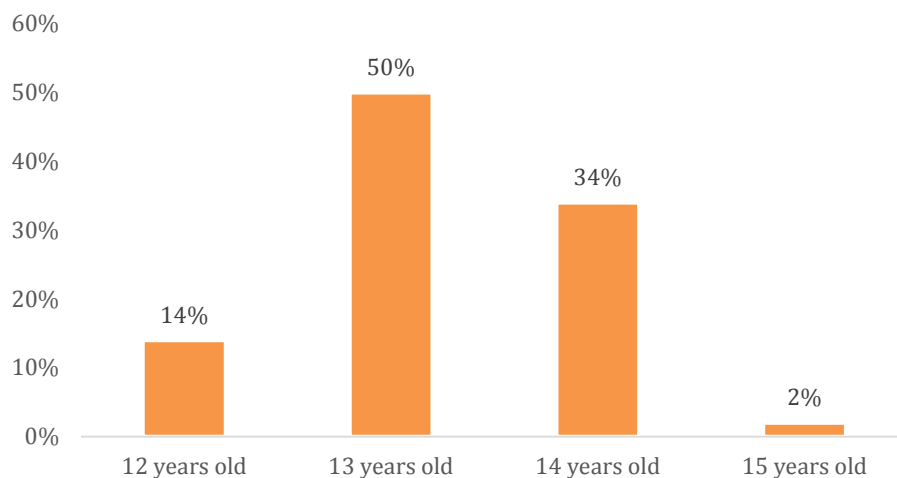
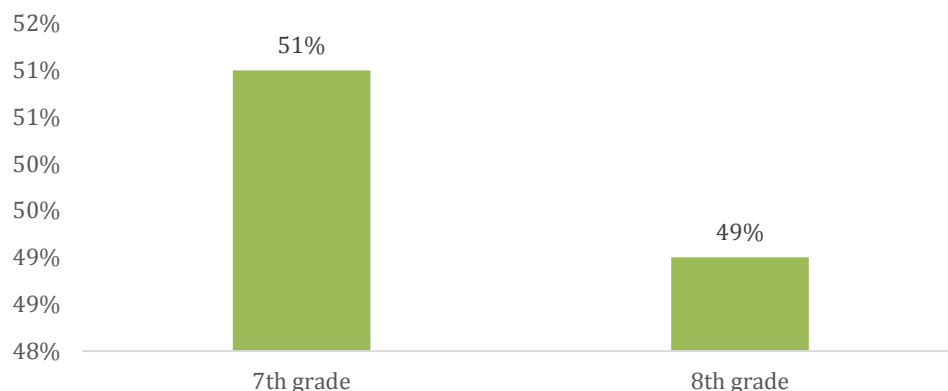


Figure 2. Grade Level Distribution of Oak Middle School YHS Participants, 2017



Approximately 57% of students identified as White, Caucasian, or European American. Those students who identified as Asian or Asian American made up 23% of the participants, while students who identified as Hispanic, Latina, or Latino accounted for 8%. Six percent (6%) of students chose multiple races. A marginal amount of students identified as follows:

African-American or Black (3%), American Indian/Alaska Native/Indigenous or First Nations (2%), Arab/Middle Eastern (3%), and Native Hawaiian/Pacific Islander (1%).

Figure 3. Race and Ethnicity of Oak Middle School YHS Participants, 2017

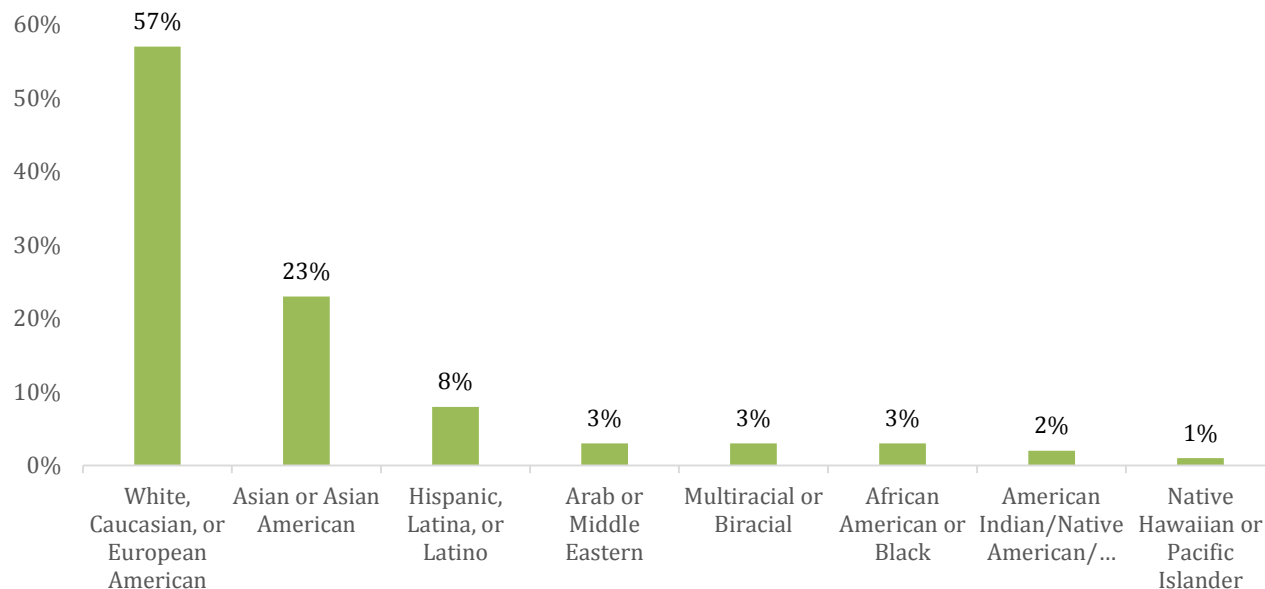
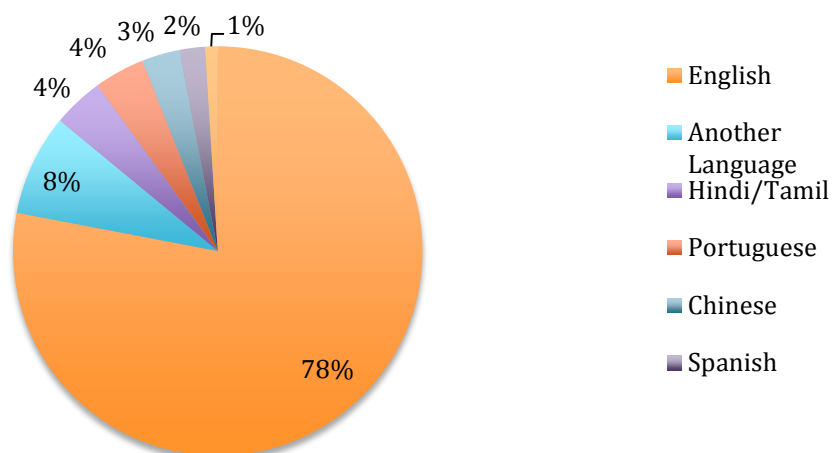


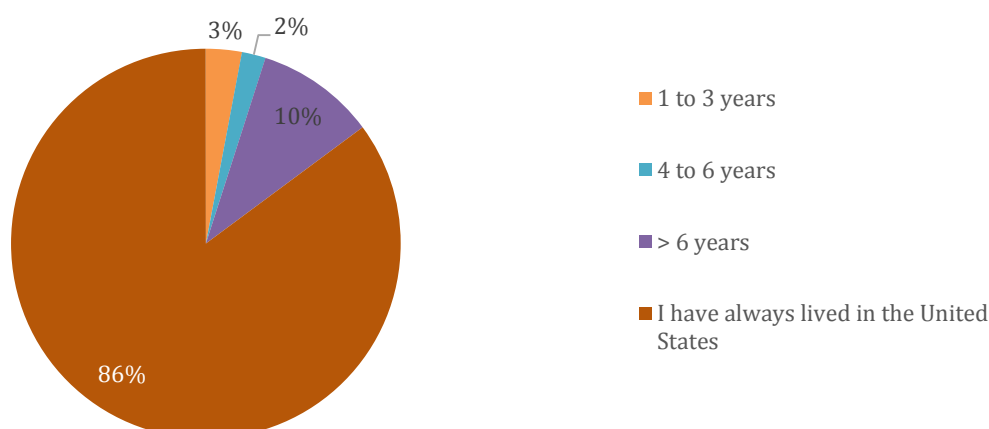
Figure 4 reflects the primary language participants speak at home. The majority (78%) of students speak English at home. About 4% of students speak Hindi/Tamil, 4% Portuguese, 3% Chinese, 2% Spanish, 1% Arabic, and approximately 8% speak another language.

Figure 4. Primary Language Spoken at Home among Oak Middle School Participants, 2017



The majority of participants (86%) have spent their entire lives in the United States (Figure 5). Ten percent (10%) of students have lived in the United States for more than six years, two percent (2%) for four to six years, and three percent (3%) of students have been living in the United States for one to three years.

Figure 5. Length of Time Spent in the United States among Oak Middle School Participants, 2017



Themes in Oak Middle School

Results from the RYHS reflect the status of risk and protective factors among Oak Middle School students. The survey assessed different major domains of health behaviors in this population. In order to better illustrate the results, data has been divided into 10 main categories.

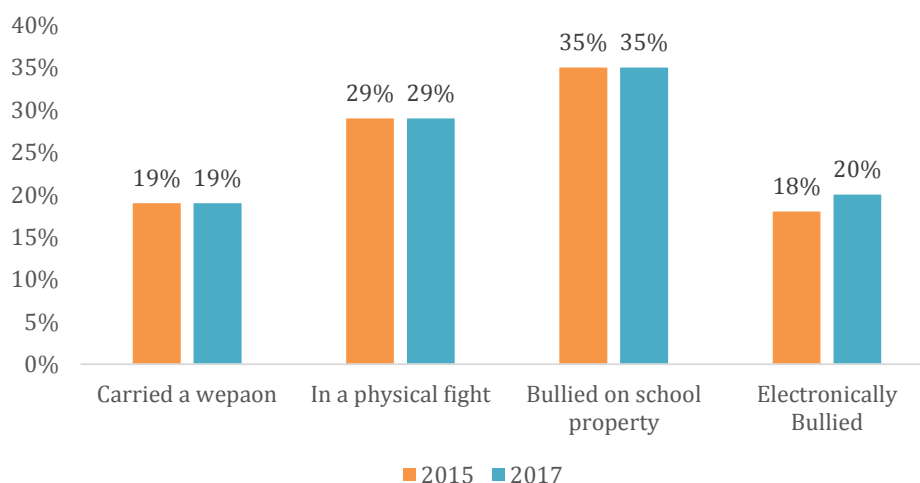
Violence

The RYHS includes questions about 5 main factors that contribute to violence. These factors include carrying a weapon (such as a knife, gun, club), social pressure to join a gang within the last 12 months, being engaged in a physical fight, witnessing or experiencing family violence in the last 12 months, and bullying. Violence-related behaviors are a significant public health concern. Nationwide, homicide remains the third leading cause of death among youth ages 13-19 years (5.1 deaths per 100,000).¹ Physical fighting is linked to serious injury-related health outcomes, and firearms are specifically responsible for 65% of all violent deaths on school property from 1994-2006.¹

As displayed in Figure 6, the percent of participants who reported ever being electronically bullied increased from 18% to 20%. Electronic bullying includes being bullied through texting, Instagram, Facebook, or other social media. The other three determinants of violence measured include carrying a weapon (19%), being in a physical fight (29%), and ever being bullied on school property (35%) remained constant. Bullying is an important marker for health due to its connections to depression, suicidal ideation, self-injury, suicide attempts, increased likelihood of repeated common health problems, school absenteeism, psychological distress, and feeling unsafe at school.¹ Further, electronic bullying is specifically linked to lower self-esteem, social anxiety, and discipline problems in school.¹

¹ Center for Disease Control and Prevention. (2017). Youth risk behavior survey (YRBS) 2017 standard questionnaire item rationale. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>

Figure 6. Determinants of Violence among Oak Middle School Participants, 2015 and 2017



The 2017 YHS also assessed new factors including experiencing social pressure to join a gang, bullying on school property, and the prevalence of familial violence (Figure 7). Only 2% of participants reported feeling pressure to join a gang in the past 12 months. In the past 12 months, 7% participants reported being physically hurt by someone in their family, 6% witnessed violence in their family, and the majority (87%) reported experiencing neither scenario. More than half of student respondents have never been electronically bullied (67%), while a small number of participants have been electronically bullied on school property (3%).

Figure 7. Determinants of Violence among Oak Middle School Participants, 2017



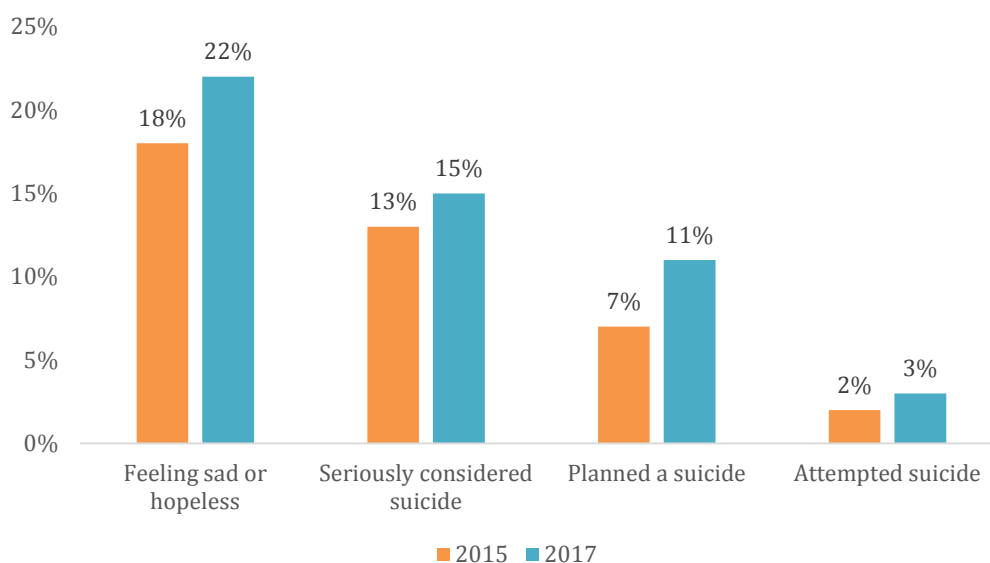
Emotional Health

When asked about their emotional health over the past year, 22% of students responded that they have felt so sad or hopeless that they stopped doing things as usual. Notably, all measures assessing serious suicidal ideation, making a suicide plan, or attempting suicide increased from 2015 to 2017 (Figure 8) (chart not shown). Further, 15% of students have

seriously thought about killing themselves and 11% have made a plan about how they would kill themselves. An additional 3% of students (N=29) have tried to kill themselves. It is important to note that a previous suicide attempt is a high-risk factor for a suicide fatality.² Self-injury without the intention to die is also a predictor of the emotional health status of youth and suicide risks. During the past 12 months, fourteen percent (14%) of students have tried to hurt or injure themselves on purpose without wanting to die (chart not shown).

In the context of mental health education, 15% of students reported not being taught about mental health in school, 58% of students were taught, and 27% of students were not sure. This compares to the 2015 responses as follows: 16% of students reported not being taught about mental health in school, 54% of students were taught, and 30% of students were not sure.

Figure 8. Emotional Health and Suicidal-Related Behaviors among Oak Middle School Participants, 2015 and 2017



Tobacco Use

The RYHS measured tobacco use among the middle school participants. The questions assess students' exposure to nicotine products (Figure 9), reasons students tried nicotine products (Figure 10), and views on e-cigarettes. Across the country, 3,800 youth under 18 years old begin smoking every day.² In addition to the negative health consequences, cigarette smokers are more likely to engage in other risky health behaviors including drinking alcohol, using marijuana and cocaine, sexual behaviors, physical fighting, carrying a weapon, and attempting suicide.²

² Center for Disease Control and Prevention. (2017). Youth risk behavior survey (YRBS) 2017 standard questionnaire item rationale. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>

The majority (90%) of student participants have never tried any nicotine products. E-cigarettes both non-flavored (3%) and flavored (4%) were more popular than regular cigarettes (1%) and flavored cigars (1%). Students most commonly tried nicotine products after seeing others using it (2%) and reasons not covered in the survey (3%). Very few students (1%) reported they would use nicotine products if they were not available in flavors.

Figure 9. Nicotine Product Exposure among Oak Middle School Participants, 2017

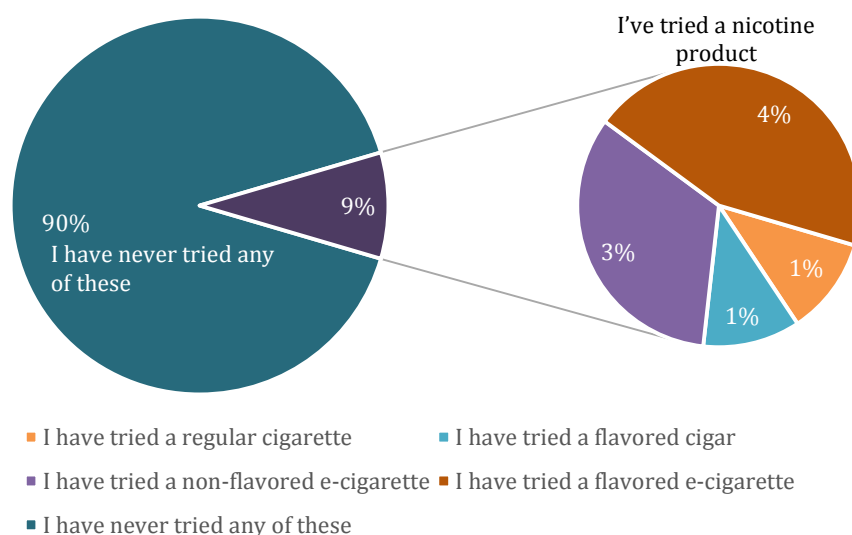
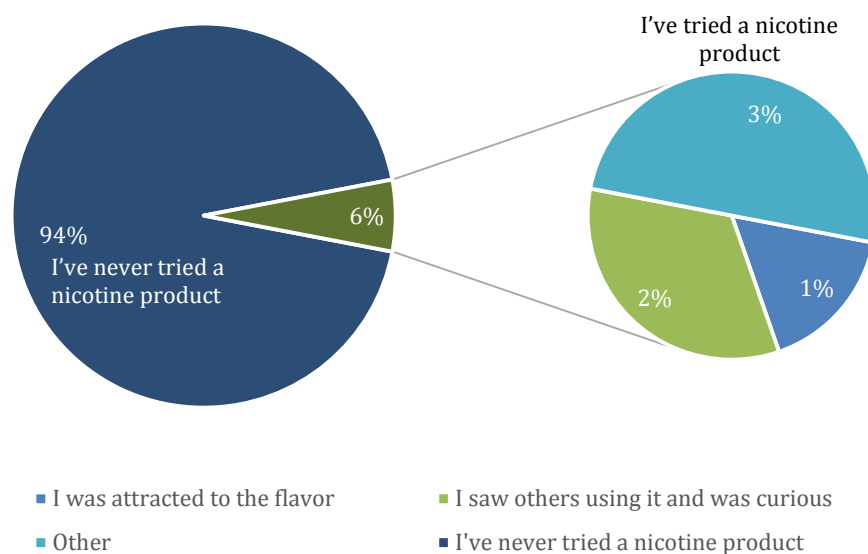


Figure 10. Specified Reasons Reported among Oak Middle School Participants for Trying Nicotine Products, 2017



Electronic Vapor Products

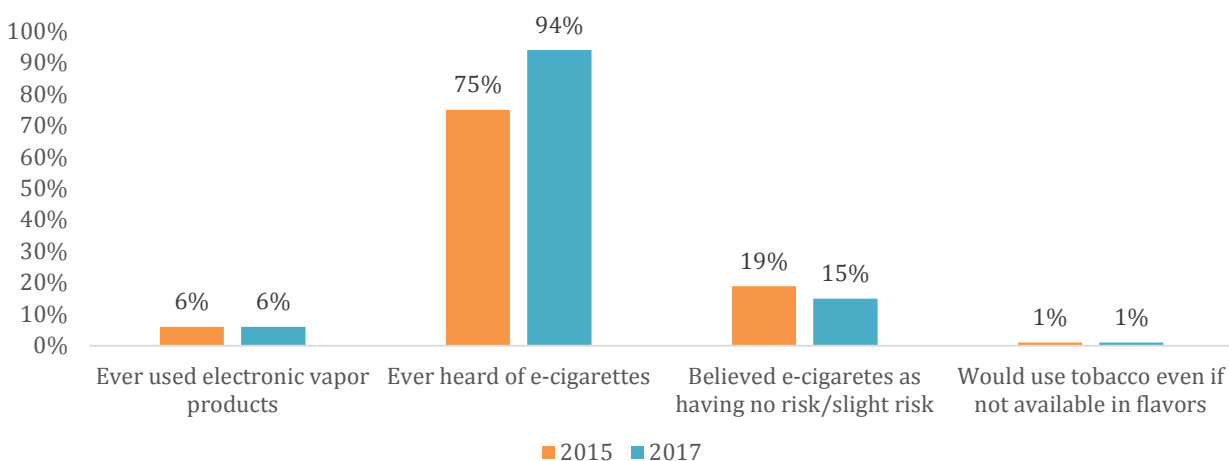
Another section of the survey was related to e-cigarette and electronic vapor products. The questions covered how participants first heard about e-cigarettes, how much they believe e-cigarettes cause harm to people, and how they obtained e-cigarettes. The U.S. Food and Drug Administration finalized a rule in 2016 to regulate electronic vapor products by preventing sales to minors, prohibiting few samples and vending machine sales, and mandating warning labels on packaging.³

The majority of students have never tried an e-cigarette (94%), which is a negligible decrease from the 95% of students in the 2015 YHS. Most students (41%) first hear about e-cigarettes from their health teacher, 26% report hearing about them through the media, 13% from friends, 6% from store ads, and 8% from other sources not identified in the survey. Six percent (6%) of student participants have never heard of e-cigarettes.

While more students indicated they have heard about e-cigarettes as compared to the 2015 YHS (94% vs. 75%, respectively), fewer students believe that using e-cigarettes regularly poses no harm or is only slightly harmful to their health (19% vs. 15%, respectively). However, most students (85%) do believe people who use e-cigarettes regularly have moderate to great risk of harming themselves. This year 1% of students claimed they would still use nicotine products in general if they were not available in flavors, which is consistent with the 1% of students in the 2015 YHS who indicated they would specifically use e-cigarettes if they were not available in flavors (Figure 11).

The most popular way students access e-cigarettes is through friends (3%), followed by family members (1%), giving another individual money to buy them (1%), and other (1%) (chart not shown).

Figure 11. Use and Attitude towards Electronic Vapor Products among Oak Middle School Participants, 2015 and 2017



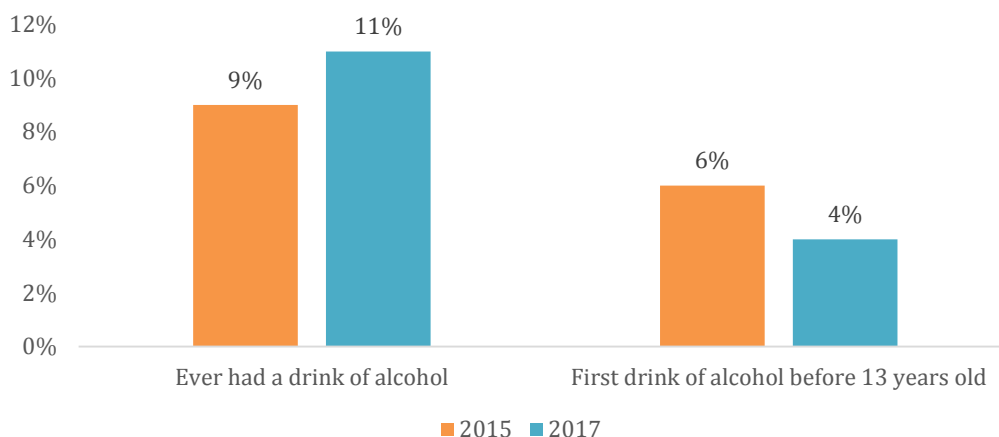
³ Center for Disease Control and Prevention. (2017). Youth risk behavior survey (YRBS) 2017 standard questionnaire item rationale. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>

Alcohol Use

This section of the RYHS assessed drinking among youth. Individuals who begin drinking alcohol before age 15 are six times more likely to develop an alcohol dependence or abuse than those who begin drinking at or after age 21.⁴ Survey questions covered direct alcohol exposure including whether the participants ever drank alcohol, other than a few sips and the age they first drank alcohol (other than a few sips). As illustrated in Figure 12, the two measures for reported alcohol use, each increased and fell by 2%, respectively. The majority (95%) of students believe their parents would feel it would be wrong or very wrong for them to drink beer, wine, or hard liquor regularly. This figure remains unchanged from the 2015 YHS.

Among student participants, most (61%) have never ridden in a car by someone who had been drinking alcohol; while 18% of respondents were not sure. This question focuses on student exposure to drivers under the influence of alcohol which has decreased nationwide from 1991-2015 (40%-20%).⁵ Interestingly, more students (21%) in 2017 report having ever ridden in a car driven by someone who had been drinking alcohol, as compared to fourteen percent (14%) in the 2015 YHS.

Figure 12. Reported Alcohol Use among Oak Middle School Participants, 2015 and 2017



Marijuana and other Drugs

This section assessed drug use including, past marijuana use, the age at trying marijuana for the first time, use of cocaine (including powder, crack, or freebase), sniffing glue/spray cans/paints to get high, taking steroid pills/shot without a doctor's prescription, ever taking a prescription drug without a doctor's prescription, use of opioids, and use of synthetic marijuana. These measures are of interest because youth drug use is connected to heavy alcohol and tobacco use, violence and delinquency, and suicide.⁶

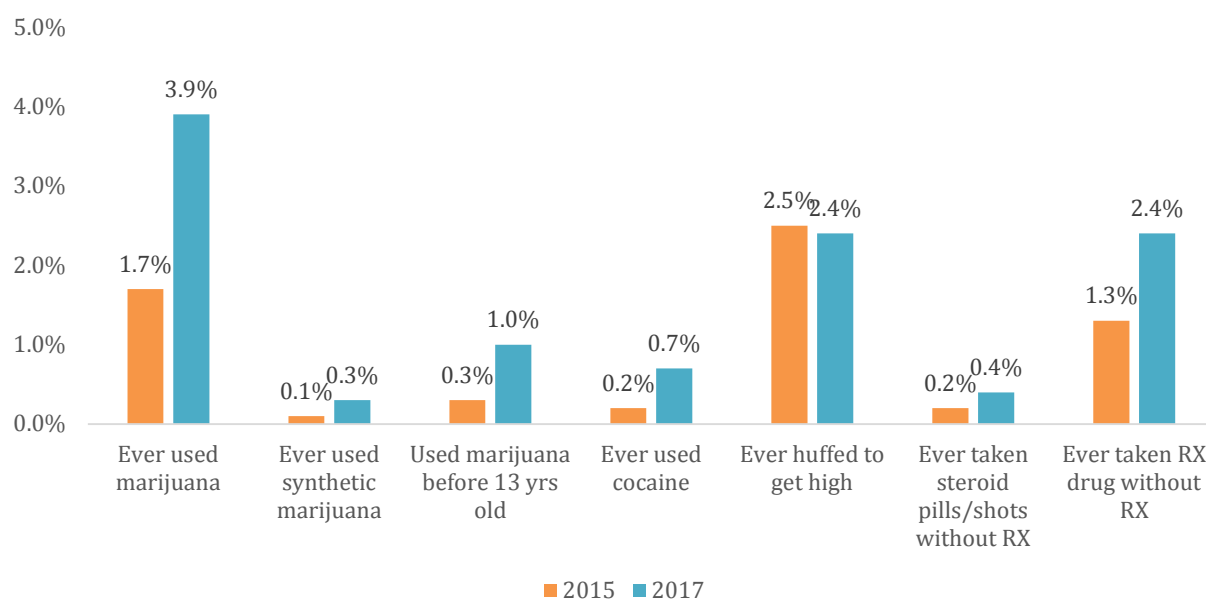
⁴ Center for Disease Control and Prevention. (2017). Youth risk behavior survey (YRBS) 2017 standard questionnaire item rationale. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>

⁵ Center for Disease Control and Prevention. (2017). Youth risk behavior survey (YRBS) 2017 standard questionnaire item rationale. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>

As highlighted in Figure 13, the rate at which Oak middle school youth reported lifetime marijuana use doubled from 2015 to 2017 (1.7% vs. 3.9%, respectively). Students who have used marijuana most commonly smoke it in a joint, bong, or pipe (2%), followed by 1% of students smoking it in a blunt wrap. Notably, more (17% vs. 10%) students believe that marijuana has little or no harm to their health. The majority of students (85%) report their friends would feel it was either very wrong or wrong if they were to smoke marijuana.

An increased percentage of students reported taking a prescription pain medicine without a doctor's prescription or differently than how a doctor prescribed (2.4% vs. 1.3%). Ninety-six percent (96%) of students report never having used opioids to get high, consistent with the 2015 YHS. This report finds 1% of students have used opioids to get high and 3% of students are not sure. Minor fluctuations in drug use between 2015 and 2017 are reported in Figure 13.

Figure 13. Reported Drug Use among Oak Middle School Participants, 2015 and 2017



Weight and Eating Habits

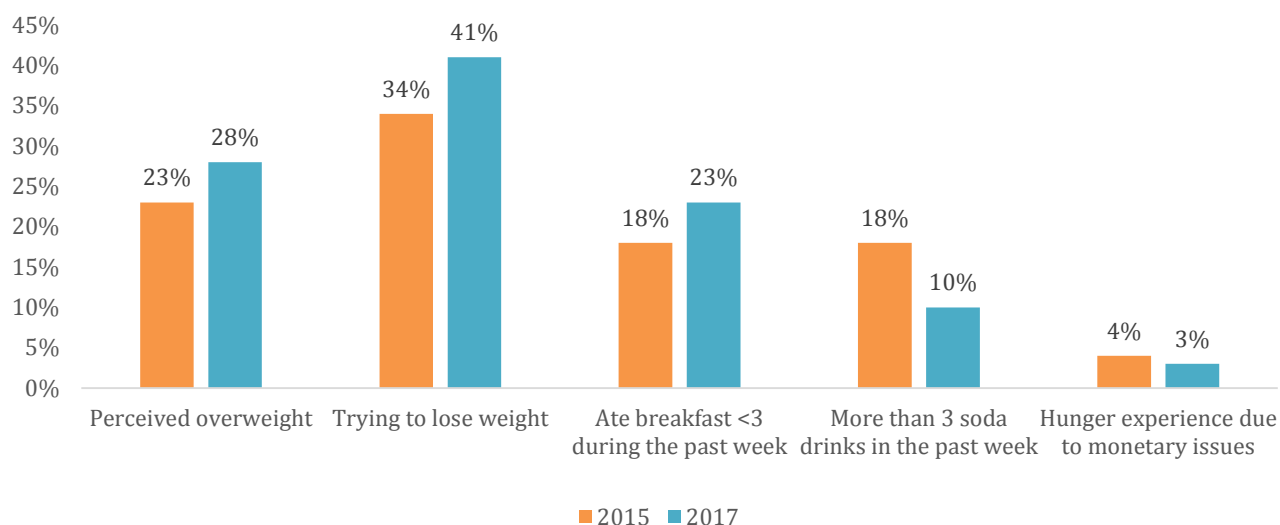
This section of the RYHS assessed the weight and dietary habits of the youth. The questions consisted of the individuals' perception of their weight, how they want to change their weight, the number of days they have breakfast during a typical week, the number of soda drinks consumed per week, and if they have ever experienced hunger during the past week due to lack of money to buy food. In monitoring self-reported descriptions of weight, the survey aims to understand the spread of childhood obesity and potentially harmful weight concerns that can lead to restrictive eating behaviors. Childhood obesity is associated with an increased likelihood of adult obesity, as well as range of negative psychological and social health consequences.⁶ Additional questions focused on breakfast are included

⁶ Center for Disease Control and Prevention. (2017). Youth risk behavior survey (YRBS) 2017 standard questionnaire item rationale. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>

because eating breakfast is linked to weight loss and weight loss maintenance, improved nutrient intake, better cognitive function, academic performance, school attendance rates, psychosocial function, and mood.⁶ In comparison, soda consumption is associated with dental decay, and increased risk of being overweight, and the development of metabolic syndrome and type 2 diabetes.⁷

Figure 14 displays the results related to weight and dietary habits compared to the 2015 YHS. In 2015, 34% of students reported that they are trying to lose weight as compared to 41% in 2017. Further, the proportion of Oak middle school students who perceive themselves as overweight increased from 23% to 28%. More students are eating breakfast at least 3 times a week (23% vs. 18%) and fewer students are drinking more than 3 soda beverages in the past week (10% vs. 18%). The percent of students who reported experiencing hunger due to financial issues decreased slightly (4% to 3%). The percent of students who ate dinner together with their family at least four times per week marginally decreased (71% to 70%).

Figure 14. Perception of Weight and Dietary Habits among Oak Middle School Participants, 2015 and 2017



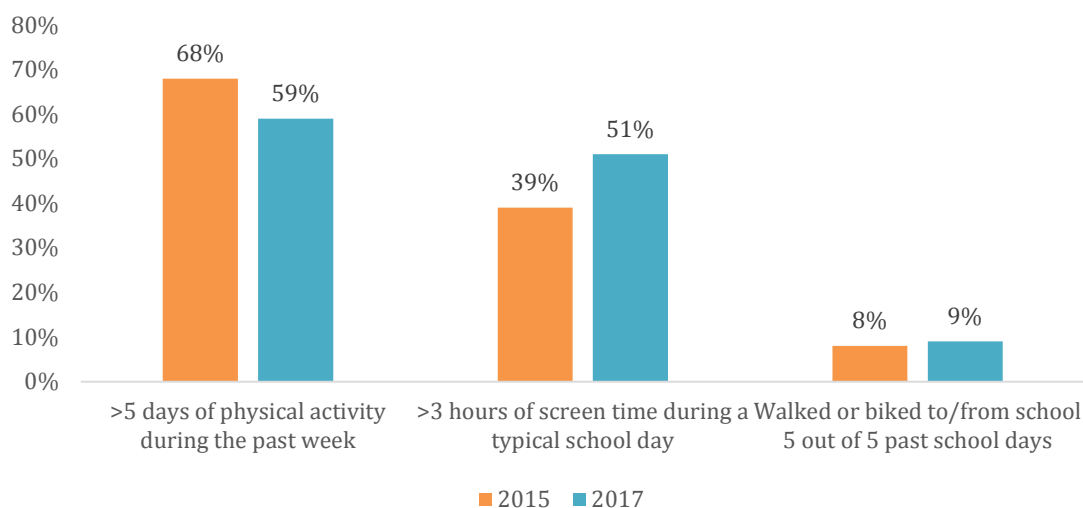
Physical Activity

This section of the RYHS assessed the physical activity level of the participants through three major questions. These questions included the number of days that the participants were physically active for at least 60 minutes during the past week, the average screen time per day, and the average number of days that the participants walk or ride to school per week. The survey monitors regular participation in physical activity due to its reported connections to healthy bones and muscles; maintaining body weight and reducing body fat; reducing feels of depression and anxiety; promoting psychological well-being; and

decreasing the risk of high blood pressure, heart disease, diabetes, obesity, some types of cancer, and premature death over time.⁷

Fewer students reported spending at least 5 days doing 60 minutes of physical activity in the past week (59% vs. 68%); more students spent greater than 3 hours with screen time per school day (51% vs. 39%); and slightly more students walked or biked to school (9% vs. 8%). Note that the decreased rate of physical activity could be affected by the time at which the survey was administered. In 2015 the survey was administered in the spring, whereas the survey was administered in the fall in 2017.

Figure 15. Reported Physical Activity among Oak Middle School Participants, 2015 and 2017



Other Health Behaviors

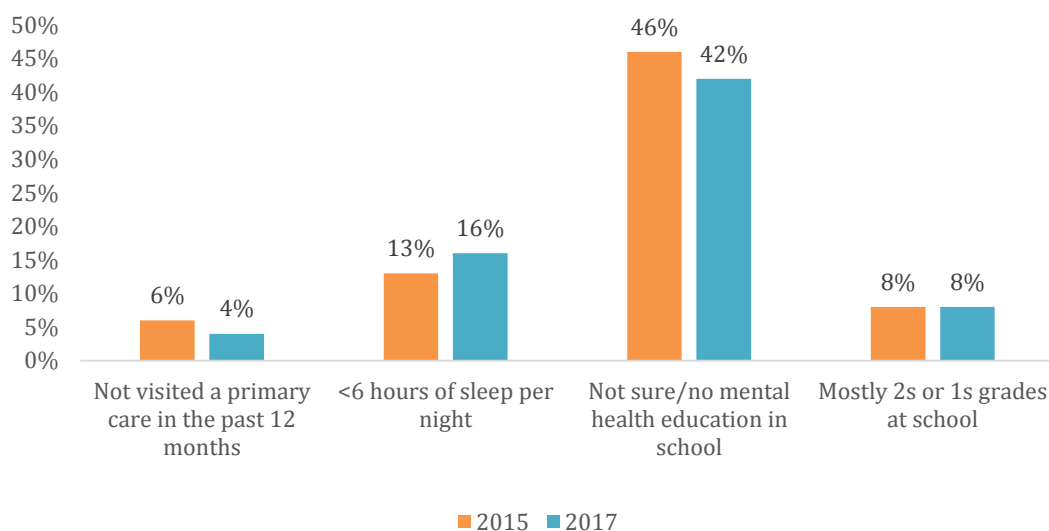
This section of the RYHS consists of questions related to general health behaviors of the individuals. These areas include visiting a primary care physician for a routine check-up during the past year, sleeping habits, their grades at school during the past 12 months, health education topics at school, sexual health, and future ambitions. Academic success is a good indicator for the overall well-being of youth. Consequently, poor grades are linked to health-risk behaviors including early sexual initiation, violence, and physical inactivity.⁸

Approximately 87% of students described their grades as mostly 4's or mostly 3's in the last twelve months. This figure contrasts with the 88% of students who described their grades as mostly 4's or mostly 3's in the 2015 YHS. Fewer participants (4% vs. 6%) report not visiting a primary care physician in the past year (Figure 16).

⁷ Center for Disease Control and Prevention. (2017). Youth risk behavior survey (YRBS) 2017 standard questionnaire item rationale. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>

⁸ Center for Disease Control and Prevention. (2017). Youth risk behavior survey (YRBS) 2017 standard questionnaire item rationale. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>

Figure 16. General Health Behaviors among Oak Middle School Participants, 2015 and 2017



Sleep Habits and Homelessness

Student participants were further asked questions regarding where they sleep. Insufficient sleep for adolescents is associated with poor health outcomes including obesity, cardiovascular disease, and diabetes.⁹ A greater share (16% vs. 13%) of students reported getting 6 hours of sleep at most on a typical school night (Figure 17).

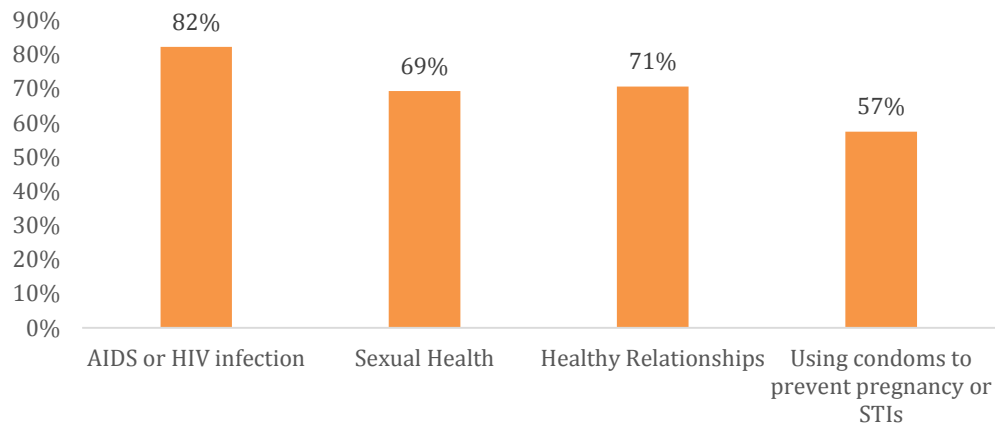
There were questions that also measured homelessness. The night prior to taking the survey, most students reported that they slept at a parent/guardian's home (98%), while few students (1%) slept in the home of a friend, family member, or other person with their parents or guardians.

Sexual Health

In a separate question underlined in Figure 17, students reported if they had been taught about AIDS or HIV infection (82%), sexual health (69%), healthy relationships (71%), and preventing pregnancy or STI's with condoms (57%) in school. More students (82% vs. 69%) report having been taught about AIDS or HIV infection in school than in 2015. Sexual health continues to be a key health education topic as individuals between the ages of 15-24 years old acquire nearly half of all new STDs while representing only 25% of the ever sexually active population.⁹ Most students (74%) believe the school health curriculum has provided them with many skills and concepts necessary for successful real life choices in and beyond middle school.

⁹ Center for Disease Control and Prevention. (2017). Youth risk behavior survey (YRBS) 2017 standard questionnaire item rationale. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>

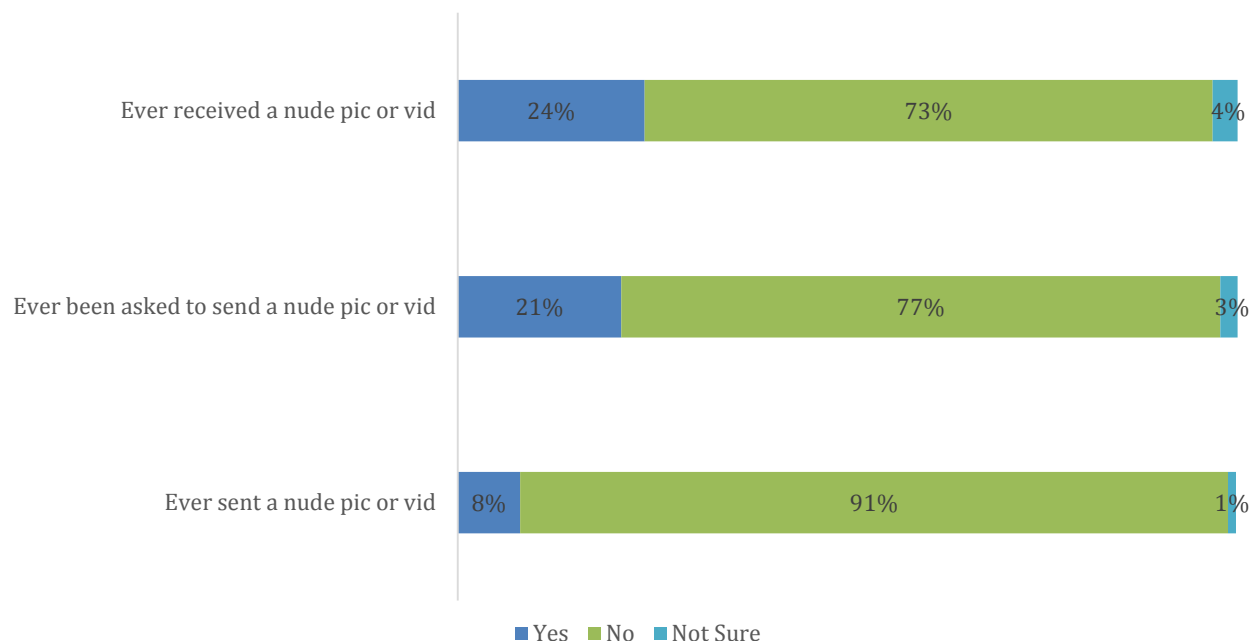
Figure 17. Health Education Topics in School among Oak Middle School Participants, 2017



This year's YHS posed questions specifically related to student participants' sexual health and electronic nude media sharing. Forty-one percent (41%) of student participants have talked about ways to prevent HIV infection, other sexually transmitted infections (STIs) or pregnancy with their parents or other adults in their family, in school, or in the community; while 13% of participants were not sure. Approximately 5% of student participants have had sexual intercourse and 3% of students reported condom usage during the last time they had sexual intercourse.

As illustrated in Figure 18, students have more commonly received (24%) or ever been asked to send (21%) a nude or sexually suggestive picture or video as compared to ever having sent a nude themselves (8%).

Figure 18. Sexually Suggestive Electronic Media Sharing among Oak Middle School Participants, 2017



Life Adjustment and Future Plans

Student participants were also asked about their post high school futures (Figure 19). The majority (91%) of student participants see themselves going to college or other education training programs after high school. Eight-five percent (85%) have adults in their life who talk to them about planning their future, and 83% like thinking about and are hopeful for their future. When talking about their current lives, participants reported stress (39%) as the top issue among youth (Figure 20). Most of the students at Oak Middle School indicated they were well adjusted in their current life phase as demonstrated in Figure 21 and reported by the following metrics. The majority of students currently have an adult in their life who they can trust and talk to (89%). Eighty-six percent (85%) of students have something in their life that they are good at, and seventy-eight percent (78%) of students know that they can handle most problems that come their way. Seventy-four percent (74%) of students feel they are part of a group in their community that cares about them. A significant minority (43%) of students report they are religious and their faith is important to them.

Figure 19. Post High School Attitudes among Oak Middle School Participants, 2017

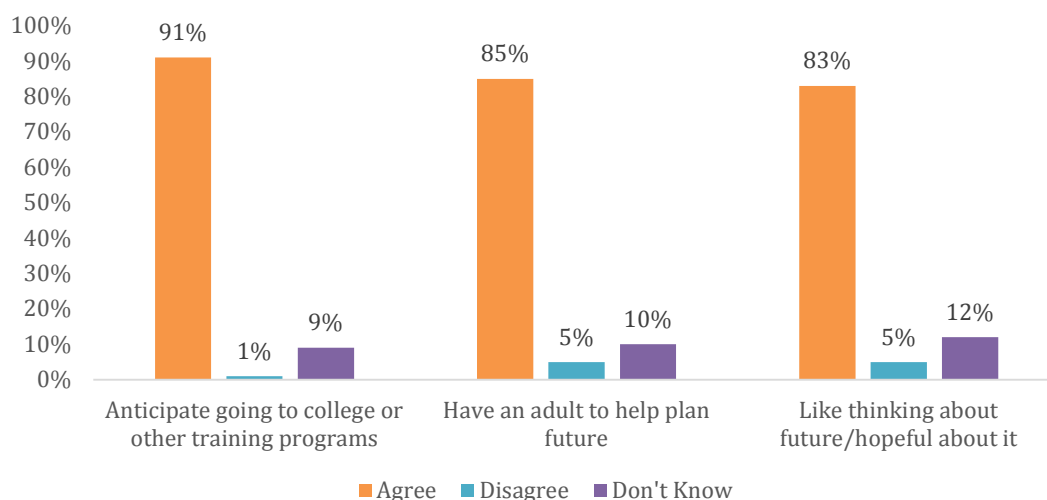


Figure 20. Top Issue Facing Youth among Oak Middle School Participants, 2017

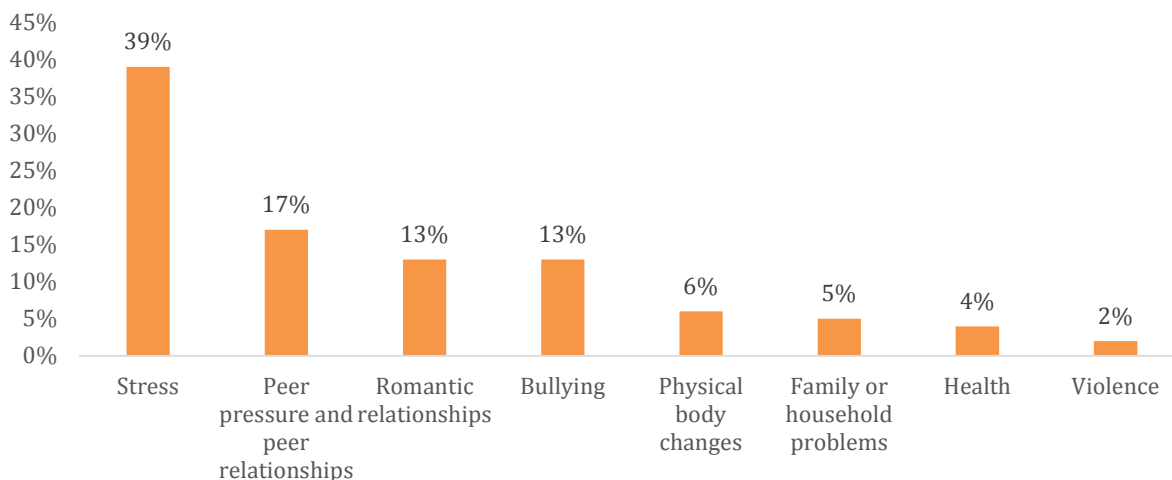
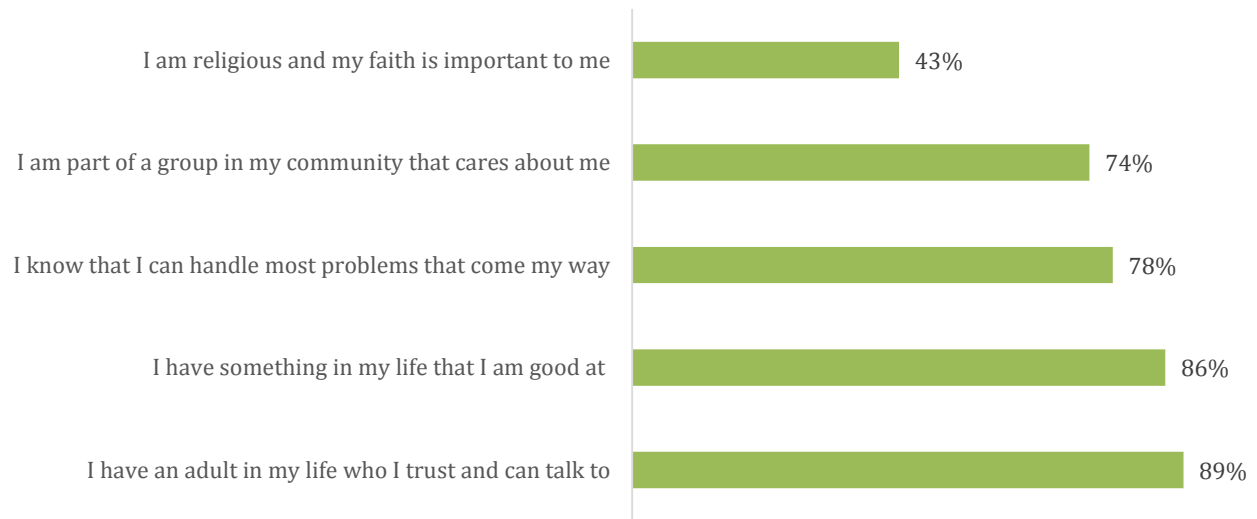


Figure 21. Life Adjusted Attitudes among Oak Middle School Participants, 2017



Survey Response Honesty

The last question of the survey asked the participants how honest they have been in filling out the questions. Nearly all participants (99%) reported satisfactory levels of honesty in filling out the questionnaire (completely honest, very honest, or pretty honest).



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WORCESTER DIVISION OF PUBLIC HEALTH

YOUTH HEALTH SURVEY

FOR OAK MIDDLE SCHOOL

2017



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments: **MEETING DATE: 10/24/18**
E. Nursing & Concussion Data: Annual Report

BACKGROUND INFORMATION:

Each year, the School Committee is updated on the breadth and scope of nursing services provided within the schools. The enclosed information provides details regarding the nurses' work during the past year. Ms. Freeman will make a brief report and answer any questions the Committee has about this topic. A memorandum from Ms. Freeman with nursing statistics and information is enclosed.

Per the School Committee policy #649, procedures have been established for dealing with training of individuals in prevention and management of head injuries and concussions, reporting of head injuries and concussions, procedures if injuries occur, and procedures for students returning to school after suffering from one of these injuries. As stated in the policy, an annual report will be presented regarding concussion statistics and management. A memorandum from Ms. Freeman with concussion statistics and information is enclosed.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever action it deems necessary in the best interest of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Noelle Freeman, Director of Nursing, Shrewsbury Public Schools



SHREWSBURY PUBLIC SCHOOLS

Department of Nursing

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Date: 10/19/18

To: School Committee

Re: Nursing Services 2017-18 Report

Introduction

School nurses are an integral part of Shrewsbury Public Schools' team of educators. Nurses provide care for a wide spectrum of physical conditions, as well as much needed social-emotional and mental health support for students in each of our buildings every day. Students are treated in our health offices for various ailments and are most often quickly able to return to class and learning. The district is fortunate to have a talented team of dedicated nurses who serve our students with compassion and respect for individual circumstances.

Visits to the Nurse

Statistics/percentages for visits to the nurse by category remain consistent with previous years. The total number of visits for the 2017-18 school year is also consistent with the previous year.

Primary Concern	Number of student visits	Number of staff visits	Total visits
Injury event	10,080 (16%)	254 (15%)	10,334
Illness event	31,930 (51%)	718 (43%)	32,648
Management	8,330 (14%)	487 (29%)	8,817
Mental/Behavioral Health	2,307 (4%)	65 (4%)	2,372
Other health	9,605 (15%)	150 (9%)	9,755
TOTAL	62,252	1674	63,926

The percentage of visits to the nurse for mental/behavioral health concerns has remained consistent over a 5 year period, with 3-5% of total visits documented for this reason between 2013 and 2018. As noted in previous reports, capturing this data can be challenging as many students present to the nurse with physical complaints (headaches, stomach aches, trouble breathing, etc) when the root cause may be psychosocial.

The return to class rate remains consistent over several years at 94%.

The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.

Emergency Response

Calls to 911 were made on 8 occasions during the 2017-18 school year; 5 calls were injury related, 3 calls were illness related. One of these 911 calls included successful administration of naloxone (Narcan) by school nurses prior to arrival of EMS personnel.

Mandated Screenings

Screening Brief Intervention and Referral to Treatment (SBIRT) screenings were added to the list of state mandated screenings in 2017-18. Students in grades 7 and 10 were screened. This verbal screening regarding drug and alcohol use was coordinated by school nurses, and was conducted in conjunction with school adjustment counselors, guidance counselors and school psychologists. Below is a brief summary of the screening results.

Grade level	# students screened	# parent opt outs	# positive screenings*	# referrals for follow up
7	472	12	2	0
10	487	6	87	11**

* a screen is considered "positive" if a student responds with anything other than no use of substances; at OMS 2 students reported very little use; at SHS 77 students reported occasional or very little use, 4 students reported use less than 1x/week, 3 students reported 1-2x/week use, 2 reported more than 2x/week use, and 1 student reported daily use

** of these referrals, 10 were made for follow up with in-school counselors, 1 was made to an outside provider with whom the student had an established relationship

Field Trips

Field trip preparation was completed for 81 field trips at the K-8 levels. Substitute nurses were scheduled for 58 of these trips. Nurses provided training for teachers in the administration of auto-injectable epinephrine for those trips that did not have a nurse in attendance.

Case Management

Care management and collaboration is a large component of the work that school nurses do each day. Nurses recorded over 13,000 communications with parents, school staff, and community providers. In addition, collaboration at IEP, 504 and other student related meetings occurs on a regular basis.

Section 504 Plans

Students with medical conditions that substantially limit one or more major life activities are eligible for a Section 504 Plan under Section 504 of the Rehabilitation Act of 1973. Such plans enable the district to offer accommodations and other support to assist the student while at school and during related activities. Section 504 plans are an option for parents and students. Examples of qualifying medical conditions are diabetes, allergies requiring epinephrine, Crohn's disease, Tourette's syndrome, significant asthma, etc.

Due to recent legal updates surrounding eligibility, the district has initiated a process to identify students district wide who may qualify for and benefit from Section 504 plans. School nurses have used existing medical alert data

along with their knowledge of student health concerns to identify potentially eligible students. The district is now in the process of informing the families of these students of the option to pursue the Section 504 process. Going forward, school nurses will continue to be involved in identifying students and will collaborate with administrators and families in the creation of appropriate plans.

Emergency Equipment

Emergency preparedness is critical for school nurses. Our schools have several mechanisms in place to allow our nurses to respond to various emergency situations.

We continue to stock a supply of auto-injectable epinephrine, and approximately 80% of families with students who require this medication opt to take advantage of this option. There is some concern regarding availability of auto-inject epinephrine for the 2018-19 school year due to a nationwide shortage. The district will determine a plan and inform families if any changes to current practice are required.

A supply of naloxone (Narcan) is stocked at each school building for use in the case of suspected opioid overdose.

Automated External Defibrillators (AED) are in place in each of our buildings; staff trainings in CPR and the use of AEDs are offered annually.

Tourniquets are stocked in each nurse's emergency bag and in AED cases throughout the district for use in bleeding emergencies. Nurses are trained in the use of tourniquets and are able to offer trainings to interested staff.

Professional Development

Nurses, adjustment counselors and clinical coordinators recently engaged in professional development offered by the DESE Safe and Supportive Schools program regarding working effectively with LGBTQ students and their families. Statistics from recent Regional Youth Health Survey data demonstrates that this population is in need of support and understanding, and the presentation provided staff with concrete strategies and resources for this important work.

Nurses will have the opportunity to attend professional development regarding various topics on November 6th; we are fortunate to have various offerings for school nurses across the state on that date. Some staff will attend a Northeastern University School Health Academy conference regarding student advocacy, concussions, and marijuana; others will attend a Boston Children's Hospital conference regarding development and trauma, IEPs and 504s, and medical emergency response teams for schools. Funds from the Essential School Health Services grant are available to cover the cost of this professional development.



SHREWSBURY PUBLIC SCHOOLS

Department of Nursing

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Date: 10/19/2018

To: School Committee

Re: 2017-18 Concussion Report

Introduction

According to the CDC's "Heads Up Concussion" website, "A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells."

Signs and symptoms typically appear immediately following the injury. However the severity may not be clearly understood for hours or days later. Monitoring of concussion symptoms should take place immediately following the injury and for several days after.

Depending on the severity of the injury, a concussion may have short- or long-term impact on a student's learning. Some students return to full academics and other activities within 7 - 10 days, while other students can continue to have symptoms that affect their ability to attend classes and complete assignments for months after the initial injury. These students require careful monitoring and academic accommodations in order to ensure an eventual full recovery.

Statistics

A total of 94 concussions were reported to Shrewsbury Public Schools (SPS) school nurses and/or the SHS athletic trainer throughout the 2017-18 school year. This total includes concussions that occurred during athletics and other school activities, as well as those that occurred during outside of school activities.

SHS Athletes	OMS Athletes	District Wide - Concussions occurring during the school day (not including injuries sustained during athletics)	District Wide - concussions occurring during outside of school activities
30	0	17	47

Below is breakdown of concussions sustained in athletic activities by sport per data collected by Walter Hildebrand, ATC:

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017	2017-2018
Baseball	2	0	0	0	0	0	0
Basketball, Boys	1	2	3	0	2	0	1
Basketball, Girls	2	2	5	1	0	3	1
Cheer	5	1	3	2	1	2	5
Crew, Boys	0	2	0	1	0	0	0
Crew, Girls	0	1	3	0	1	0	0
Cross Country, Boys	0	0	0	0	2	0	1
Cross Country, Girls	0	0	0	0	0	0	0
Dance	1	0	0	0	0	0	0
Field Hockey	0	3	2	4	3	0	0
Football	19	13	16	26	12	1	6
Gymnastics	0	1	0	1	0	0	0
Hockey, Boys	1	4	0	2	2	1	2
Hockey, Girls	1	1	1	1	0	0	3
Lacrosse, Boys	4	1	1	2	0	0	2
Lacrosse, Girls	3	3	0	0	1	1	0
Ski	1	0	0	0	0	0	1
Soccer, Boys	1	2	2	5	0	3	5
Soccer, Girls	4	3	3	4	2	0	1
Softball	1	0	2	1	0	0	0
Swim, Girls	0	1	0	0	0	0	0
Track, Girls	4	1	3	0	0	0	1
Volleyball	2	1	3	0	2	0	1
TOTAL	52	42	47	50	28	11	30

Care of Students with Concussions

As noted in previous reports, school nurses are involved in the care of all students who sustain a concussion. At times, school nurses are the first to recognize symptoms of a concussion, contact families and recommend follow up with a medical provider.

The school nurse then works with the student, family, and outside providers to determine the most appropriate plan for return to school and learning. When the student is ready to return to school, the nurse communicates with appropriate school staff regarding necessary accommodations, and checks in frequently with the student to monitor progress and encourage a balance between school responsibilities and the rest necessary for complete healing. The school nurse also maintains communication with the outside provider to determine when the student is fully cleared to return to all activities. Students must be able to tolerate a full school day of academics before a return to play protocol for return to athletics and PE can be initiated.

When the student is also an SHS athlete, the athletic trainer (ATC) is also involved in the student's care. The ATC assesses students at the time of injury whenever possible, and provides follow up care and recommendations to the student and family. The ATC notifies the SHS school nurses of any suspected or diagnosed concussion, and the nurses work with the student, family and staff as outlined above. When medical clearance is given for return to athletics, the ATC monitors the gradual Return to Play protocol for all student athletes.

Prevention and Education

Education of students, parents, teachers and coaches is our best strategy for concussion prevention. Each of these stakeholders is provided with opportunities to learn about the causes, signs and symptoms of concussion, as well as what to expect for treatment and follow up if a concussion does occur.

Information regarding concussions is included in Sports Nights presentations hosted by the Director of Athletics at the beginning of each sports season at SHS. As of the 2016-2017 academic school year, concussion statistics for all sports are also presented to parents and athletes, allowing them to better understand the associated risk concussion plays in their sport. As part of the sports registration process, both students and parents are also expected to read the SPS Concussion Manual (available on the Athletics and Nursing Department web pages) and sign off that they have read and understand the information that is provided therein. Concussion information is available as a resource for families on the Department of Nursing and Department of Athletics web pages.

Coaches receive annual concussion training through the National Federation of State High School Associations (NFHS). Each coach completes an online training and the certificates of completion are kept on file by the athletic trainer. The ATC is available to provide recommendations on how to reduce the risk of concussion and as a general resource for coaching staff throughout school year should they have questions or concerns.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **10/24/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **10/24/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: VII. Finance & Operations

MEETING DATE: 10/24/18

A. Fiscal Year 2020 Priorities & Guidance: Draft

BACKGROUND INFORMATION:

At the School Committee meeting on October 10, 2018, Mr. Collins presented an initial Fiscal Year 2020 Budget Calendar. Tonight he will present a draft of Fiscal Priorities & Guidelines for the Fiscal Year 2020. The draft will be provided under separate cover once the Fiscal Projections Subcommittee meets on October 23. The Committee will have an opportunity to vote to approve the Fiscal Priorities & Guidelines and the Budget Calendar for FY 2020 at its November 14 meeting.

ACTION RECOMMENDED:

That the School Committee review the draft Fiscal Priorities & Guidelines and provide feedback.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **10/24/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **10/24/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **10/24/18**

BACKGROUND INFORMATION:

The minutes are enclosed.

ACTION RECOMMENDED:

That the Committee vote to approve the minutes from the School Committee Meeting on October 10, 2018.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Jason Palitsch, Chairperson

Ms. Sandra Fryc, Secretary

**SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS**

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, October 10, 2018

Present: Mr. Jason Palitsch, Chairperson; Ms. Erin Canzano, Vice Chairperson; Ms. Sandy Fryc, Secretary; Mr. Jon Wensky; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Amy B. Clouter, Assistant Superintendent for Curriculum & Instruction; Ms. Barb Malone, Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools.
Not present: Dr. B. Dale Magee, School Committee Member.

A complete audio/visual recording of this meeting is available on the Shrewsbury Public Schools website.

The meeting was convened by Mr. Palitsch at 7:00 pm.

I. Public Participation

None.

II. Chairperson's Report & Members' Reports

None.

III. Superintendent's Report

Dr. Sawyer noted that on October 12th there would be an opportunity for community members to attend sporting events at the grand opening of the new turf field - the David J. Adams Memorial Field at Central One Federal Credit Union Stadium - and visit the second annual Colonial Way Experience at Shrewsbury High School (SHS). Dr. Sawyer advised that at the Professional Development day on October 5, teaching staff focused on departmental work in the morning and individualized education "Pathways" in the afternoon; paraprofessional staff attended a presentation on positive culture by speaker Carrie Stack in the morning and worked on compliance training in the afternoon.

IV. Time Scheduled Appointments:

A. SHS Student Advisory Committee: Report

Prisha Singh, Student, Chairperson; Erica Hanlon, Student; Paulina Hruskoci, Student; Sophia Peng, Student; and Max Evers, Student, (Mr. Andrew Smith, SHS Teacher and Faculty Advisor to the Student Advisory Committee was in attendance; Mr. Wensky is the School Committee

liaison) gave the presentation. They discussed issues relevant to the start of the school year, noted opportunities for leadership and school involvement at SHS, and described events at SHS that showcase school spirit. In response to clarifying questions from Dr. Sawyer and the Committee, the students provided additional information about the impact of increasing enrollment on physical space at the high school, lunch periods, and participation in extracurricular events. They also noted that a video is in production by the Student Wellness Advisory Team (SWAT) which features students sharing their perspectives on how they feel students, parents, and teachers define “success”.

B. SHS Class of 2018 Future Plans: Report

Mr. Bazydlo, Principal, and Ms. Nga Huynh, Director of School Counseling, Shrewsbury High School, provided data for the SHS Class of 2018’s future plans by: public and private 2- and 4-year matriculations; gender; geographic location of schools chosen; selectivity; future plans for students receiving special education services including information on public and private 2- and 4-year matriculations; and highlights from the exit survey taken by graduating students noting the top three reasons for college selection (location ranked #1) and top three sources of information (individual meetings with school counselors ranked #1).

In response to questions from the Committee, Mr. Bazydlo and Ms. Huynh provided additional information relative to the slight increase in students not attending college (taking a gap year, needing more time to make a decision, health issues); noted resources available for students not planning to attend college (gap year programs, internship and work-study programs, and guest speakers); and advised that Mr. Bazydlo and the assistant principals were assisting the School Counseling department by overseeing students in the new work study program, given the high demand on the school counselors for the other elements of their roles.

V. Curriculum

None.

VI. Policy

None.

VII. Finance & Operations

A. Beal Early Childhood Center Building Project: Update, Public Hearing & Vote

Noting the long gestation period of a project of this magnitude, Mr. Collins began by highlighting important upcoming dates relevant to the Beal Early Childhood Center Building Project. In their report, he and Dr. Sawyer also provided updates on the project (noting an increase in MSBA grant funding and a slight reduction in the overall project budget), detailed the rationale for the project, and gave information on the November 6th ballot question to authorize

a debt exclusion that would provide the town's share of funding to build a new Beal School. Dr. Sawyer recommended that community members vote "Yes" to approve the November 6th ballot question. He also discussed the *Resolution by the Shrewsbury School Committee in Support of the Beal School Building Project* draft presented to the Committee - which provides five major reasons for supporting the project - and recommended that the Committee vote to adopt the resolution in support of the Beal building project in advance of votes at the Special Town Meeting on October 22, and at the townwide debt exclusion election on November 6.

Mr. Palitsch opened the Public Hearing on the Beal Early Childhood Building Project at 7:54 pm. Shrewsbury resident Paul Schwab spoke in support of the project. Mr. Palitsch closed the Public Hearing on the Beal Early Childhood Building Project at 7:57 pm.

Mr. Palitsch read the draft *Resolution by the Shrewsbury School Committee in Support of the Beal School Building Project* in its entirety. Committee members all gave remarks in support of the project, noting it was a cost-effective solution (with MSBA providing a share of the funding) that would benefit all elementary students in the district. On a motion by Ms. Canzano, seconded by Mr. Wensky, the Committee voted unanimously to adopt the enclosed resolution in support of the Beal building project.

B. Fiscal Year 2020 Budget Calendar: Review

Mr. Collins provided an initial FY20 Budget Calendar. He highlighted important dates, and noted that he would be working with the Town Manager's office to finalize dates and refine the calendar.

VIII. Old Business

None.

IX. New Business

None.

X. Approval of Minutes

Without objections from the Committee, the minutes from the School Committee meeting held on September 26, 2018, were accepted as distributed.

XI. Executive Session

Mr. Palitsch requested a motion to adjourn to Executive Session for the purpose of collective bargaining with the Shrewsbury Education Association, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and for the purpose

of reviewing, approving, and/or releasing executive session minutes. On a motion by Mr. Wensky, seconded by Ms. Canzano, on a roll call vote: Mr. Wensky, yes; Ms. Fryc, yes; Ms. Canzano, yes; and Mr. Palitsch, yes, the School Committee voted to adjourn to executive session at 8:13 pm.

XII. Adjournment

On a motion by Ms. Canzano, seconded by Mr. Wensky, the committee unanimously agreed to adjourn the meeting at 8:28 pm. Roll call votes were as follows: Ms. Canzano, yes; Mr. Wensky, yes; Ms. Fryc, yes; and Mr. Palitsch, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. SHS Student Advisory Committee Report
2. SHS Class of 2018 Future Plans Report
3. SHS Class of 2018 Future Plans Slide Presentation
4. Beal Project Resolution
5. Beal Building Project Committee Report
6. Beal Project Update Slide Presentation
7. FY20 Initial Budget Calendar
8. Set(s) of Minutes as Referenced Above



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **10/24/18**

- A. For the purpose of reviewing and acting upon student residency issues**
- B. For the purpose of collective bargaining with the Shrewsbury Education Association**
- C. For the purpose of reviewing, approving, and/or releasing executive session minutes**

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session for the purpose of reviewing and acting upon student residency issues; for the purpose of collective bargaining with the Shrewsbury Education Association, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and for the purpose of reviewing, approving, and/or releasing executive session minutes.

STAFF AVAILABLE FOR PRESENTATION:

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

ITEM NO: **XII. Adjournment**