



**School Committee  
Meeting Book**

**November 14, 2018  
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

**AGENDA**

**November 14, 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.	Beal Building Project: Update	7:10 – 7:20
B.	Accept Gifts for SHS Athletic Fields Project: Votes	7:20 – 7:30
C.	Athletics: Annual Report	7:30 – 7:50
V.	Curriculum	
A.	SHS Testing Results: Annual Report	7:50 – 8:10
B.	State Testing Results: Annual Report	8:10 – 8:30
VI.	Policy	
VII.	Finance & Operations	
A.	Fiscal Year 2020 Budget Calendar & Fiscal Year 2020 Fiscal Priorities & Guidelines: Votes	8:30 – 8:35
B.	Substitute Pay Rate Adjustment: Vote	8:35 – 8:50
VIII.	Old Business	
IX.	New Business	
A.	Assabet Valley Collaborative Update: Report	8:50 – 8:55
X.	Approval of Minutes	8:55 – 9:00
XI.	Executive Session	9:00 – 9:30
A.	For the purpose of collective bargaining with the Shrewsbury Education Association	
B.	For the purpose of reviewing, approving, and/or releasing executive session minutes	
XII.	Adjournment	9:15

**Next regular meeting: November 28, 2018**



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

### **ITEM NO: I      Public Participation**

MEETING DATE: 11/14/18

#### **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:**  
**A. Beal Building Project: Update**

MEETING DATE: **11/14/18**

**BACKGROUND INFORMATION:**

Dr. Sawyer and Mr. Collins will present an update (enclosed) on the Beal Early Childhood Center Building Project.

**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



# Beal Building Project Update

Dr. Joseph M. Sawyer, Superintendent

Mr. Patrick C. Collins, Asst. Superintendent for Finance and Operations

November 14, 2018



# SCHEMATIC DESIGN





# Strong Community & MSBA Support

Critical Milestones	Date	Result
Feasibility Study Appropriation of \$1.2M	December 2016	Unanimous approval by Town Meeting
Approval to borrow funds for \$92M Beal Project	October 22, 2018	Near unanimous approval by Town Meeting
Project Scope & Budget Agreement with up to \$34 million dollar grant	October 31, 2018	Unanimous approval by MSBA Board of Directors
Ballot Question to approve school and exempt debt from Prop. 2 ½	November 6, 2018	Ballot Question approved by voters

# Process Update

## MSBA Building Process

*Steps primarily for:*

Districts

Construction Professionals

ELIGIBILITY  
PERIOD

FORMING THE  
PROJECT TEAM

FEASIBILITY  
STUDY

SCHEMATIC  
DESIGN

FUNDING THE  
PROJECT

DETAILED  
DESIGN

CONSTRUCTION

COMPLETING  
THE PROJECT

Approved!

We are here.



# Module 6 Tasks

- Continued planning and preparation for bidding/procurement
  - Feb. 2019: 60% completion of construction documents. Updated cost estimating
  - July 2019: 90% completion of construction documents. Updated cost estimating
  - Sept-Oct. 2019: procurement/bidding
  - November 2019: construction starts
- \* **Potential for some early bid packages for demolition and/or site work in July-November 2019**

# Upcoming Task- Building Committee

- Since the Building Committee decided to use the “Construction Manager at Risk [CMR]” procurement and management model, a CMR firm must be selected.
- The CMR Review Sub Committee is conducting a qualifications-based process to recommend a CMR firm for hire to the full Building Committee. We plan to have a contractor in place for December 2018.

# Beal Early Childhood: What's Next for That School



- Confirmation from the School Committee that the School Department will no longer have a need for this facility, contingent upon construction of a new school
- The Board of Selectmen constituted the Beal Re-Use Study Committee in November 2017

# Beal Early Childhood: What's Next for That School



- This committee is evaluating potential public re-uses of the building and parcel by the Town
- It is also studying the “disposal” [i.e. sale or lease] options and potential re-uses by private owners



# Beal Early Childhood: What's Next for That School



- These decisions are not in the jurisdiction or authority of the School Committee or School Department
- You can contact the Beal Re-Use Committee chairman, Selectman Moe DePalo, at [mdepalo@shrewsburyma.gov](mailto:mdepalo@shrewsburyma.gov)

# Naming the School

- Major Howard W. Beal, United States Army
  - Shrewsbury resident who attended Harvard Medical School and practiced as a surgeon at Memorial Hospital in Worcester
  - Volunteered to serve in the Red Cross in England prior to the U.S. entering World War I, then volunteered to serve in the Army Medical Corps once the U.S. entered the war
  - Wounded in action in France and died on July 20, 1918
- Recommended that the new school retain his name to honor the man and Shrewsbury history, with the new school to be officially called “Major Howard W. Beal School.”



**MAJOR HOWARD W. BEAL, '94**  
**Died of wounds, July 20, 1918**



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:**                      **MEETING DATE: 11/14/18**  
**B. Accept Gifts for SHS Athletic Fields Project: Votes**

### **BACKGROUND INFORMATION:**

Per School Committee Policy 911, gifts of \$5,000 or more must be formally accepted by the School Committee. Dr. Sawyer and Mr. Collins will acknowledge a gift of \$10,000 from the Galli Family in honor of Hugo J. Galli to support the Campaign for Shrewsbury Athletic Fields.

In accordance with School Committee Policy 912: Sponsorship & Advertising, sponsorships involving an amount greater than \$5,000 must be approved by the School Committee. Dr. Sawyer, Mr. Collins, and representatives from Unibank will explain that a \$35,000 sponsorship agreement has been reached with UniBank, and ask for the School Committee to approve it. The memorandum of understanding is enclosed.

### **ACTIONS RECOMMENDED:**

That the School Committee vote to accept a gift of \$10,000 from the Galli Family in honor of Hugo J. Galli for the athletic field project at Shrewsbury High School.

That the School Committee vote to approve the memorandum of understanding regarding the proposed sponsorship for the athletic field project at Shrewsbury High School by UniBank, including the acceptance of the funds for this sponsorship.

### **STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools  
Mr. Patrick Collins, Assistant Superintendent for Finance & Operations  
Christopher D. Foley, Executive Vice President, Chief Banking Officer, Unibank  
Kathleen DeVito, Vice President, Director of Marketing, Unibank  
Matthew J. Armenti, Relationship Branch Manager, Shrewsbury, Unibank



## **MEMORANDUM OF UNDERSTANDING**

### **SHREWSBURY HIGH SCHOOL TICKET BOOTH NAMING RIGHTS**

#### **I. PURPOSE**

The purpose of this Memorandum of Understanding [MOU] is to set forth the terms and conditions for the conveyance of naming rights on the Shrewsbury High School Stadium Ticket Booth [Ticket Booth], located at 64 Holden Street, Shrewsbury, Massachusetts pursuant to M.G.L. c.44 S. 53A;

by the Shrewsbury Public Schools School Committee [the Committee],

to UniBank currently headquartered at 49 Church Street, Whitinsville, MA 01588.

#### **II. TERMS AND CONDITIONS**

In accordance with School Committee Policy 912 and in exchange for UniBank's sponsorship donation of \$35,000, and subject to the conditions herein, the Committee agrees to convey exclusive naming rights and signage on the Ticket Booth for ten years from approval of this agreement and listing UniBank on the major donor sign in perpetuity. Ticket Booth signage will be purchased by Shrewsbury Public Schools and be approximately 9" by 70" inches and placed on the front of the Ticket Booth per the attached rendering. In the event UniBank changes its corporate logo, UniBank agrees to fund the purchase and installation of replacement signage. In the event of vandalism or damage to the sign, the sign will be repaired or replaced at the expense of Shrewsbury Public Schools.

#### **III. RIGHTS AND AUTHORITY OF SHREWSBURY PUBLIC SCHOOLS**

By entering into this MOU, the Committee retains singular authority, control, and rights of use of the Ticket Booth, and all property and activities at Shrewsbury High School as provided by statute, federal, state or local regulation, local Town Charter or by-law or requirement of the MIAA or other regulatory body.

The Committee reserves its right to confer other naming rights to other donors on the athletic complex, the stadium field itself, and other adjacent areas or structures.

The Committee also reserves its right to rescind these naming rights in the unlikely event that UniBank is found to have committed any criminal, discriminatory, or other act deemed by the Committee to warrant such removal.

**CONVEYANCE OF SIGNAGE RIGHT PAYMENT**

UniBank has provided a \$35,000 payment to the Shrewsbury Public Schools on November 14, 2018. Said payment is considered a donation to the Shrewsbury High School Artificial Turf Field Project Fund and used strictly for the purpose of construction and installation of such a field on the current stadium location and related activities, and shall be governed by the provisions of M.G.L. c.44 S. 53A. Any interest on said payment shall remain with and become a part of the funds so provided and may be expended as part of the Shrewsbury High School Artificial Turf Field Project.

**IV. EFFECTIVE DATE AND SIGNATURE**

This MOU shall be effective upon the affirmative vote of the School Committee of the Shrewsbury Public Schools as verified by their respective duly authorized representative below and agreement by UniBank.

\_\_\_\_\_  
[Signed]

\_\_\_\_\_  
[Printed]  
Shrewsbury Public Schools, Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
[Signed]

\_\_\_\_\_  
[Printed]  
Christopher D. Foley, Executive Vice President, UniBank

\_\_\_\_\_  
10/27/18  
Date



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:  
C. Athletics: Annual Report**

**MEETING DATE: 11/14/18**

**BACKGROUND INFORMATION:**

Each fall the athletic director presents a report to the School Committee that summarizes athletic participation, achievements, and budget during the previous year. The 2017-2018 year was highly successful. More importantly, the athletics program provided a variety of outstanding experiences that helped student-athletes develop their athletic, teamwork, and leadership skills. The report is enclosed.

**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:**

Mr. Todd Bazydlo, Principal, Shrewsbury High School  
Mr. Jason Costa, Director of Athletics  
Delaney Couture, Grade 12 Student-Athlete (Field Hockey, Ice Hockey, Lacrosse)  
Nate Hautala, Grade 12 Student-Athlete (Football, Basketball, Baseball)

**Shrewsbury High School  
Athletic Report  
2017-18**



**Presented to the School Committee  
November 14, 2018**

**Todd Bazydlo, Principal  
Jason Costa, Athletic Director**



# Overview of 2017-18

## Philosophy

The Shrewsbury High School Athletic program is governed by the Massachusetts Interscholastic Athletic Association (MIAA) and subscribes to the value the association places on the importance of athletics in students' social and emotional development. We adhere to the MIAA Educational Athletics Committee's belief that:

*"Interscholastic athletic competition is an extension of the classroom and an educational activity that provides outstanding opportunities to teach life lessons. Through participation in such programs, young people learn values and skills that help prepare them for the future. Leadership, goal setting, teamwork, decision making, perseverance, integrity, sacrifice, healthy competition and overcoming adversity are inherent in the interscholastic athletic framework and also support the academic mission of schools. Student-athletes earn the privilege to participate by succeeding academically, and the resulting positive outcomes continue far beyond graduation. Athletic programming exists to prepare young men and women for the next level of life, not the next level of athletics. Wins are achieved through athletics by developing successful athletes and teams, but more importantly, wins are achieved through the educational experience by developing successful and responsible students, leaders and community members."*

## Programming

Shrewsbury High School continues to offer a diverse range of sports for the student body averaging 444 athletes per season. The Athletic Department supports 34 different sports, which account for 58 teams and approximately 800 contests played this past year. In 2017-2018, our coaching staff was comprised of 71 positions and 39 volunteer coaches at the high school level.

SHS has continued to offer and support the Unified Track program for a fifth year and Unified Basketball for the third year. The Unified sports programming allows students with and without disabilities to participate on the same team. During the 17-18 school year the Unified Track team fielded a team of 25-30 participants, while the Unified Basketball team fielded a team of approximately 25 members. Both teams competed against other Central Massachusetts high schools. The overarching goal of Unified Sports is to allow students access to athletic programming, while developing understanding and camaraderie. Central Massachusetts has been a leader in this space and currently there are 17 schools in the Midland-Wachusett League that offer Unified sports. It is important to note the first two years of SHS Unified Track program were subsidized by the Massachusetts Special Olympics. Since the expiration of the grant, the Athletics Department and the Special Education Department have partnered to share the cost of this programming, and have additionally relied upon strong community donations to support the continued funding of the program.

Our middle school program consists of two sports: boys' and girls' cross-country and boys' and girls' basketball. There are currently 7 coaches between the two sports, 5 coaches for cross country and 2 coaches for basketball. These two sports provide athletic opportunities for approximately 150 students. The boys' and girls' cross country fielded a total of about 125 students and the basketball program had approximately 26 participants. Lastly, it should be noted we have expanded the athletic program at OMS during the 2018-19 school year and have implemented field hockey, baseball and softball. We are looking forward to sharing this information in next year's report.

## **Highlights**

The Athletic Department provided the same scope of programming in our 12th year with athletic fees. This was made possible by combined financial support from the school budget as well as the SHS Boosters Association, Friends of Shrewsbury Crew, various organizations and the sponsorship program. The community support for athletics continues to be strong. Highlights from this past year include:

- 28 out of 31 teams qualified for postseason play
- League Championships
  - Football
  - Boys' Cross Country
  - Girls' Ice Hockey
  - Boys' Ice Hockey
  - Boys' Indoor Track
  - Girls' Tennis
  - Boys' Tennis
- District Finalist
  - Softball
  - Girls' Tennis
- State Champions
  - Boys' Ice Hockey

## II. Teams, Seasons, Levels and Contests

During the 2017-2018 school year, Shrewsbury High School offered a total of 34 competitive sports to the student body. There were 58 teams that participated at various levels of play ranging from freshman level to varsity level and athletes competed in over 800 contests throughout the school year. Our coaching staff totaled 71 positions paid through the appropriated budget with an additional 33 volunteer coaches. The Athletic Department moved the trainer position to a full-time school position for the 2017-18 school year. As you can see (below) SHS currently offers three freshmen athletic teams.

**Sports Offered/Levels of competition (Varsity, Junior Varsity, and Freshmen)**

### **Fall Season**

#### **Boys' Sports**

Football (V, JV, FR)  
Soccer (V, JV)  
Golf-Coed (V, JV)  
Cross Country (V)  
Crew (V, Novice)

#### **Girls' Sports**

Cheering (V, JV)  
Soccer (V, JV)  
Golf-Coed (V, JV)  
Cross Country (V)  
Crew (V, Novice)  
Field Hockey (V, JV)  
Volleyball (V, JV)

### **Winter Season**

#### **Boys' Sports**

Basketball (V, JV, FR)  
Swimming-Coed (V)  
Track (V)  
Ice Hockey (V, JV)  
Skiing-Coed (V)

#### **Girls' Sports**

Basketball (V, JV)  
Swimming-Coed (V)  
Track (V)  
Ice Hockey (V)  
Skiing-Coed (V)  
Gymnastics (V)  
Cheering (V)

### **Spring Season**

#### **Boys' Sports**

Track (V)  
Tennis (V)  
Baseball (V, JV)  
Crew (V, Novice)  
Lacrosse (V, JV)

#### **Girls' Sports**

Track (V)  
Tennis (V)  
Softball (V, JV)  
Crew (V, Novice)  
Lacrosse (V, JV)

### III. Comparative Data Information Sheet

#### Programming and Participation

The following tables show a five-year overview of programming and participation. (**Note:** numbers in brackets indicate the number of girls on a co-ed team.)

#### Number of sports offered: 13-14 14-15 15-16 16-17 17-18

Boys	15	15	15	15	15
Girls	19	19	19	19	19

#### Number of teams offered:

Boys	26	26	26	26	26
Girls	31	31	31	31	30

#### Number of athletes per season:

Fall	461 (+11)	477 (+16)	483 (+6)	504(+21)	511(+7)
Winter	295 (-30)	348 (+53)	378 (+30)	376(-2)	364(-12)
Spring	<u>398 (+14)</u>	<u>430 (+32)</u>	<u>421 (-9)</u>	<u>437(+16)</u>	<u>458(+21)</u>
<b>Total</b>	<b>1154 (-5)</b>	<b>1255 (+101)</b>	<b>1282 (+27)</b>	<b>1317(+35)</b>	<b>1333(+16)</b>

#### Number of one, two, and three sport athletes:

One-sport athletes	425 students	Girls (195)	Boys (230)
Two-sport athletes	274 students	Girls (121)	Boys (153)
Three-sport athletes	120 students	Girls (59)	Boys (61)
Total number of athletes -	819 students	Girls (375)	Boys (444)

819 student-athletes represents **45%** of the Shrewsbury High School's population.

#### Participation of athletes by sport: 13-14 14-15 15-16 16-17 17-18

Football - Boys	100	87	100	102	117
Fall Crew - Boys	43	50	46	47	43
Fall Crew - Girls	50	39	42	46	43
Soccer - Boys	44	45	40	45	44
Soccer - Girls	47	50	39	46	43
X-Country - Boys	36	41	46	54	50
X-Country - Girls	24	35	36	34	43
Golf - Co-Ed	20 [2]	17 [1]	18 [1]	20	20[2]
Fall Cheering - Girls	21	29	34	27	23
Field Hockey - Girls	34	40	38	40	40
Volleyball - Girls	40	43	43	43	43



Basketball - Boys	40	37	37	41	38
Basketball - Girls	38	29	29	38	21
Indoor Track – Boys	47	87	81	79	98
Indoor Track - Girls	37	53	72	66	64
Swimming - Co-Ed	8 [14]	8 [14]	15 [16]	13[23]	9[23]
Ice Hockey - Boys	44	44	42	44	44
Ice Hockey – Girls	21	17	21	22	22
Skiing - Co-Ed	6 [9]	5 [9]	6 [10]	4[16]	1[16]
Gymnastics - Girls	10	17	15	15	11
Winter Cheering	21	28	34	15	17
Spring Track - Boys	87	92	86	104	119
Spring Track - Girls	61	71	76	81	75
Tennis – Boys	13	10	10	9	16
Tennis – Girls	11	15	16	14	17
Baseball – Boys	35	36	33	35	37
Softball – Girls	28	30	32	27	25
Lacrosse - Boys	39	41	42	45	40
Lacrosse – Girls	37	40	38	44	38
Spring Crew – Boys	44	53	47	37	43
Spring Crew – Girls	43	42	41	41	48

#### Number of Athletes by grade/total athletes by season

	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>	<u>TOTAL</u>
B. Crew	13	17	3	10	43
G. Crew	10	17	8	8	43
Football	31	33	34	19	117
B. X-Country	3	14	14	19	50
G. X-Country	9	6	10	18	43
Field Hockey	9	15	6	10	40
Cheerleading	2	5	6	10	23
Golf	5	11	3	3	22
Volleyball	15	18	8	2	43
B. Soccer	11	17	10	6	44
G. Soccer	<u>14</u>	<u>6</u>	<u>11</u>	<u>12</u>	<u>43</u>
	<b>122</b>	<b>159</b>	<b>113</b>	<b>117</b>	<b>511</b>

#### SHS Percentage of Participants by Grade Level

<b>Fall %</b>	<b>24%</b>	<b>31%</b>	<b>22%</b>	<b>23%</b>	<b>100%</b>
(Athletes grade/total athletes)					
	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>	<u>TOTAL</u>
B. Basketball	14	14	4	6	38
G. Basketball	11	7	2	1	21
B. Ice Hockey	13	13	10	8	44
G. Ice Hockey	6	5	6	5	22
B. Ski	0	0	0	1	1
G. Ski	3	7	2	4	16
B. Swim	1	2	3	3	9

G. Swim	6	7	7	3	23
Cheerleading	3	6	5	3	17
G. Track	17	18	24	5	64
B. Track	18	23	31	26	98
Gymnastics	5	1	2	3	11
	<b>97</b>	<b>103</b>	<b>96</b>	<b>68</b>	<b>364</b>

**SHS Percentage of  
Participants by Grade Level**

<b>Winter %</b>	<b>27%</b>	<b>28%</b>	<b>26%</b>	<b>19%</b>	<b>100%</b>
(Athletes grade/total athletes)					

	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>	<u>TOTAL</u>
B. Lacrosse	9	15	7	9	40
G. Lacrosse	8	15	8	7	38
Baseball	7	14	10	6	37
Softball	9	9	6	1	25
G. Tennis	3	5	4	5	17
B. Tennis	7	6	2	1	16
B. Track	21	50	33	15	119
G. Track	26	19	27	3	75
B. Crew	14	14	4	11	43
G. Crew	<u>16</u>	<u>19</u>	<u>9</u>	<u>4</u>	<u>48</u>
	<b>120</b>	<b>166</b>	<b>110</b>	<b>62</b>	<b>458</b>

**SHS Percentage of  
Participants by Grade Level**

<b>Spring %</b>	<b>26%</b>	<b>36%</b>	<b>24%</b>	<b>14%</b>	<b>100%</b>
(Athletes grade/total athletes)					

	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>	<u>TOTAL</u>
<b>2017-18</b>	339	428	319	247	1333
<b>%</b>	25%	32%	24%	19%	100%

**% of Athletes by Season & grade**

(# of Athletes by grade/Class enrollment)

		Fall	Winter	Spring
	Total enrollment	Total Student Athlete and %		
Class of 2021	451	122=27%	97=22%	120=27%
Class of 2020	513	159=31%	103=20%	166=32%
Class of 2019	429	113=26%	96=22%	110=26%
Class of 2018	439	117=27%	68=15%	62=14%

**Team records by sport**

	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
Golf	14-4	13-5	11-6	10-10	13-6-1
Football	9-3	6-5	4-7	9-4	9-2
Fall Crew- Boys	Top 50%	Top 50%	Top 25%	Top 25%	Top 25%
Fall Crew - Girls	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%
Soccer - Boys	8-9-2	15-4-1	4-6-9	11-4-4	8-7-5

Soccer - Girls	8-8-4	6-10-2	2-13-3	8-8-4	5-11-2
X-Country - Boys	5-1	5-1	4-2	3-3	5-1
X-Country - Girls	2-3	2-3	6-2	2-3	3-2
Field Hockey	16-4-2	10-9-2	4-10-4	10-4-5	14-5-2
Volleyball	13-8	15-6	15-7	18-5	17-4
Basketball - Boys	5-15	11-10	11-10	9-11	9-11
Basketball - Girls	14-8	8-12	5-15	3-17	7-13
Indoor Track - Boys	5-2	5-1	3-2	4-0	4-1
Indoor Track - Girls	5-1	4-1	4-1	3-1	3-2
Swimming	2-8	5-5	6-5	7-13	11-13
Ice Hockey-Boys	21-2-1	17-5	18-2-1	23-0-1	18-2-2
Ice-Hockey-Girls	13-7-3	13-6-3	11-6-4	18-3	20-1-1
Skiing-Boys	14-26	25-15	28-4	9-41	0-55
Skiing-Girls	32-13	30-9-1	29-7	40-5	22-14
Gymnastics	12-0	15-0	14-1	8-2	2-6
Spring Track - Boys	4-3	6-0	4-2	4-1	4-0
Spring Track - Girls	4-3	4-2	5-2	2-2	3-3
Tennis - Boys	12-6	9-8	12-7	14-5	14-5
Tennis - Girls	17-4	13-3	16-3	18-5	16-3
Baseball	12-9	16-7	15-7	14-8	13-8
Softball	13-9	13-9	15-7	14-8	18-5
Spring Crew - Boys	Top 50%	Top 50%	Top 25%	Top 25%	Top 10%
Spring Crew - Girls	Top 25%	Top 25%	Top 25%	Top 25%	Top 10%
Lacrosse - Boys	20-5	16-6	8-12	14-8	13-9
Lacrosse - Girls	15-7	8-12	8-12	14-8	16-7

#### Numbers of student-athletes selected to All-Stars

	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
League / Conference [MVP's]	99 [4]	90 [2]	60 [2]	75	98 [4]
T&G/Player of the year	58	25	19	33[5]	49 [1]
Central Mass	20	22	14	30	29
All-State	5	6	1	4	5
All-New England	3	1	1	0	0
All-American	4	1	0	1	1

#### 2017-18 Championship Teams

##### Fall

- Football Midland-Wachusett League "A" Champions
- Boys' Cross-Country Midland-Wachusett League "A" Champions

##### Winter

- Girls' Ice Hockey CMASS League Champions
- Boys' Ice Hockey Massachusetts State Champions  
Central Massachusetts Champions  
Quinn Conference Champions
- Boys Indoor Track Midland-Wachusett League "A" Champions

##### Spring

- Girls' Tennis Midland-Wachusett League "A" Champions
- Boys' Tennis Midland-Wachusett League "A" Champions
- Boys' Outdoor Track Midland-Wachusett League "A" Champions

### **Class of 2018 Collegiate Participants**

- 3 members (2 male and 1 female) of Class of 2018 signed National Letters of Intent (NLI) to participate in NCAA athletics. The student-athletes signed NLIs in the following sports: lacrosse (2) and field hockey.
- Additionally, 10 student-athletes from the Class of 2018 reported that they would participate in NCAA athletics for the 2018-2019 school year.

### **2018 Coaching Staff and Team Captains**

#### **Fall**

#### **Football:**

Head Coach:	John Aloisi
Assistant Coach:	Ian Butterfield
	Lee Diamantopoulos
	Zach Hertel-Therrien
	Bruce Pinto
	Timothy Laramee
	Kristian Jackson
Volunteer Coaches:	Matthew Sturgis
	Arnold Pinto
	Mark Ellis
Captains:	Christopher Campbell
	Drew Campanale

#### **Girls Soccer:**

Head Coach:	Craig Von Wielligh
Assistant Coach:	Colleen Hall
Volunteer Coach:	Roy Pederson
Captains:	Kathryn Cawley
	Anna Lizotte
	Sophie Rocco

#### **Boys Soccer:**

Head Coach:	Matt Wheeler
Assistant Coach:	Michael Carpentier
Volunteer Coach:	Neil Belanger
Captains:	Alex Purple
	Alex Maiorano

#### **Field Hockey:**

Head Coach:	Paula Toti
Assistant Coach:	Andrea DiTerrlizzi
Volunteer Coach:	Greta Gray
Captains:	Lillian McManus
	Kylian Kelly
	Erin Considine

#### **Volleyball:**

Head Coach:	Richard Harrington
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Assistant Coach:	John Shapazian
	Brittany McNally
Volunteer Coach:	Andrew Moran
Captains:	Caitlyn Reidl
	Cameron Gill
	Anna Zerwas

**Boys Cross Country:-**

Head Coach:	Jim Smith
Assistant Coach:	Ryan McCaffrey
Volunteer Coach:	Kurt Gustafson
Captains:	Andrew Kaye
	Mark O'Connor
	Jack Tepper

**Girls Cross Country:-**

Head Coach:	Lisa Danielson
Captains:	Maura McNamara
	Lauren Yuen

**Boys Crew:**

Head Coach:	Stephen Moriarty
Assistant Coach:	Christopher Noble
Captains:	Owen Lyons
	Benjamin George
	Collin Hay
	Andrew Beaton

**Girls Crew:**

Head Coach:	Matthew Hastings
Assistant Coach:	Lauren Guba
Captains:	Emily Brann
	Meaghan Campbell
	Caitlin Kean
	Jessica Miksis

**Cheerleading:**

Head Coach:	Matthew Holdridge
Assistant Coach:	Emily Chaves
Volunteer Coach:	Kerri Smith
Captains:	Julia Grocer
	Gabrielle Troisi
	Kailey Salmu
	Taylor Greene

**Golf:**

Head Coach:	Jack Gale
JV Golf:	Brett Malbouef
Captains:	Charles Kang
	Cam Mullen

## Winter

### **Boys Basketball:**

Head Coach:	Adrian Machado
JV Coach:	Lee Diamantopoulos
Freshmen Coach:	Mark Williams
Volunteer Coach:	Gerry Nowacski
Volunteer Coach:	Robert Ashton
Volunteer Coach:	Jose Cruz
Volunteer Coach:	Eric Bates
Volunteer Coach:	Ryan Connor
Captains:	John West
	Sam Mack

### **Girls Basketball:**

Head Coach:	Erin Largess
Assistant Coach:	Nathan Skermont
JV Coach:	Annemarie Duggan
Volunteer Coach:	Tiffani Grillo
Volunteer Coach:	Ken Largess
Volunteer Coach:	Steve Maxson
Volunteer Coach:	Erica Paquette
Volunteer Coach:	Rachel Pineda
Captains:	Julia Keenan
	Casey Taitel

### **Boys and Girls Swimming:**

Head Coach:	Leandra Manos
Captains	Alexandra Pisano-Stratton
	Kaitlyn Madden
	Emily Hickey
	John "Jake" Godwin

### **Boys and Girls Skiing:**

Head Coach:	John Shapazian
Volunteer Coach:	Rob Murner
Captains:	Caitlin Mooney
	Lauren Arpino

### **Cheerleading:**

Head Coach:	Matthew Holdridge
Assistant Coach:	Emily Chaves
Volunteer Coach:	Kerry Smith
Captains:	Taylor Smith
	Danielle Lynch
	Shayla Walsh

### **Boys Ice Hockey:**

Head Coach:	Stephen Turnblom
Assistant Coach:	Richard Grant
JV Coach:	Todd Cooksey
Volunteer Coach:	Anthony Vincequere
Volunteer Coach:	Nathan Lavner

Captain: Anthony Quinlivan  
Liam Quinlivan  
Assistant Captain: Conall Persichino  
Jack Tepper

**Girls Ice Hockey:**

Head Coach: Frank Panarelli  
Assistant Coach: Raymond Monroe  
Volunteer Coach: Nick Panarelli  
Volunteer Coach: Joseph Joubert  
Captains: Karli DeSouza  
Kylian Kelly  
Assistant Captain: Lillian McManus  
Delaney Couture

**Boys Track:**

Head Coach: Kurt Gustafson  
Assistant Coach: Mike Besaw  
Volunteer Coach: Gary Dodakian  
Captains: Andrew Kaye  
Christopher Matthews  
Joseph Young

**Girls Track:**

Head Coach: Wendy Marshall  
Assistant Coach: Zach Hertel-Therrien  
Volunteer Coach: Martha Ordone  
Captains: Maura McNamara  
Lauren King

**Gymnastics:**

Head Coach: Heather Fulginiti  
Assistant Coach: Jocelyn Christopher  
Captains: Paige McNally

**Middle School Basketball:**

Boys Coach: Daniel Waite  
Volunteer Coach: Matt Amdur  
Girls Coach: Jennifer Dufault

**Spring**

**Baseball:**

Head Coach: Lee Diamantopoulos  
Assistant Coach: Dean Diamantopoulos  
JV Coach: Stephen Arey  
Volunteer Coach: Tim Beaudette  
Volunteer Coach: Josh Desai  
Volunteer Coach: Eric Bates  
Captains: Patrick Shaughnessy  
Drew Campanale



**Girls Softball:**

Head Coach	Jamie Millett
Assistant Coach:	James LeMay
JV Coach:	Kathryn "Myer" Robbins
Volunteer Coach:	Kaitlin (Andrews) Walker
Captains:	Molly O'Neill
	Oliva DiGirolamo
	Samantha Hallice

**Girls and Boys Tennis:**

Head Coach:	Josh Handy
Volunteer Coach:	Chris Elliot
Captains:	Ethan He
	Rahul Razdan
	Snigdha Kalathur
	Ahana Mukhopadhyay

**Boys Track:**

Head Coach:	Ian Butterfield
Assistant Coach:	Michael Besaw
Assistant Coach:	Kurt Gustafson
Volunteer Coach:	Gary Dodakian
Volunteer Coach:	Jim Tylock
Captains:	Andrew Kaye
	Joseph Young
	Dasani Prideaux

**Girls Track:**

Head Coach:	Wendy Marshall
Assistant Coach:	Zach Hertel-Thierrien
Assistant Coach:	Brian Kelly
Volunteer Coach:	Jim Tylock
Captains:	<i>No Captains</i>

**Boys Crew:**

Head Coach-	Steven Moriarty
Assistant Coach-	Christopher Nobles
Captains:	John Godwin
	Collin Hay
	Owen Lyons
	Benjamin George
	Andrew Beaton

**Girls Crew:**

Head Coach-	Matthew Hastings
Assistant Coach:	Lauren Guba
Captains:	Meaghan Campbell
	Caitlin Kean

**Boys Lacrosse:**

Head Coach:	Nate Skermont
JV Coach:	John Shapazian
Volunteer Coach:	Matthew Greenberg
Captains:	Christopher Campbell

### **Girls Lacrosse:**

Head Coach:	Alicia Tinsley
JV Coach-:	Caitlin Early
Volunteer Coach:	Michael Tinsley
Captains:	Kylian Kelly Allie Hogan Lauren King

## **IV. Athletic Administration and Support Groups**

### **Athletic Administration**

- **Middle School Program** Last year, Oak Middle School provided cross-country in the fall for both boys and girls. Both teams had a successful season and had approximately 125 runners participating in the program and competed in a 6-meet schedule. During the winter season, basketball was offered for boys and girls with each team averaging 26 athletes. Both basketball teams continue to be very competitive and each competed in a 16-game schedule. The excitement and energy generated on the cross-country course and on the basketball court was outstanding. Lastly, it should be noted that the 2018-19 Athletic Report will reflect the implementation of field hockey, baseball and softball.
- **Coaches' Education** The landscape of coaching high school athletics is becoming more complex as there are numerous mandates to complete prior to coaches working with student-athletes. New coaches are required by the MIAA to complete the state coaches' education course. The course reviews and outlines expectations and responsibilities of being a coach. Coaches also have to complete a concussion course to help assist them in identifying students who may have suffered a concussion. Lastly, all coaches are required to be certified in CPR, First Aid and AED. The addition of these mandates has added to the complexity of managing the Athletic Department. The training is important in helping coaches support our student-athletes, however the trainings create additional logistics of managing requirements, coordinating and offering programming, and has increased the financial burden of coaches and the athletic department paying for the trainings.
- **Athletic Internship** SHS offers student internships in the athletic program throughout the school year. Students can be assigned to assist the athletic director, work with an individual team as manager/statistician, or work with the athletic trainer to develop a baseline understanding of sports medicine. Three students received 2.5 credits per semester for their work while three other students volunteered time during their schedule. Internships have provided outstanding opportunities for students to investigate and experience working in an Athletic Department. During the 2017-18 school year, there were a total 7 students participating in the Athletic Internship program.
- **Student Leadership** Each year the athletic department works to promote and develop student leaders in our community. The athletic director works in close partnership with the MIAA, school administration, school counseling department, and the coaching staff to provide opportunities for student-athletes to develop their leadership capacity. Below is a list of events that students attend with the Athletic Director.

- **SHS Captains Workshop:** Each summer the captains of each sport are required to attend a 4-hour leadership workshop at SHS. The workshop reviews expectations for captains, conducts team-building activities, helps develop student-leader communication with coaches and teammates, and captains participate in scenarios and simulations that require thinking quickly and critically when faced with a dilemma.
- **MIAA programming:** The athletic director provides opportunities for students to attend the following programming sponsored by the MIAA and typically accompanies student-athletes to these events.
  - Student Ambassador, Midland-Wachusett League
  - Sportsmanship Summit, Gillette Stadium
  - National Women in Sports Day, Gillette Stadium
- **Evaluation of Coaches** All head coaches are evaluated annually by the athletic director. Coaches are required to fill out a reflection sheet and then meet with the athletic director at the conclusion of the season. The athletic director then completes and shares the written evaluation with the head coach. Head coaches evaluate the performance of assistant coaches and share their findings with the athletic director.
- **Coordinate and Manage Visits of College Recruitment** Numerous college recruiters contact the athletic department to schedule meetings with student-athletes. The athletic director manages all recruiting visits with student-athletes. Coaches and/or the athletic director attend meetings with students and college/university representatives.
- **Pre-season meetings** Prior to the start of each season, student-athletes and their families are required to attend a pre-season meeting with the athletic director (three per year). The meetings last approximately 45 minutes and review the expectations for student-athletes and their parents. Additionally, the athletic trainer conducts concussion education and the procedures utilized in the event of an injury. Coaches meet with individual programs to go over program expectations with parents and athletes.
- **Awards Night** The athletic department introduced a new format for recognizing athletic achievement. The Athletic Department participated in the annual SHS Awards Night held in May sponsored by the SHS Guidance Department. The ceremony recognizes the achievements of each team and outstanding individual accomplishments along with presenting departmental awards. The entire coaching staff, athletes and parents were encouraged to attend and all award winners were notified to be present for the event. The new format was result of all SHS athletic teams having their own end of the season banquets where teams were recognized for their season's achievements and individual accomplishments.

### **Support Groups**

- **Shrewsbury High School Athletic Boosters Association** This past year has been very active for our parent-run SHS Athletic Boosters Association. Their primary functions are to raise funds to support athletic programming, foster overall spirit for SHS sports teams, organize parent volunteers to provide support for contests, provide post-contest refreshments for athletes, and help coordinate end of the season banquets for individual teams to bring formal closure to their season. The Athletic Boosters Association has provided funding for replacement uniforms and equipment. The athletic program is very appreciative for the parental support it receives. The athletic department will continue to partner and work with the dedicated parent volunteers to help support and maintain a quality athletic program.

The SHS Athletic Boosters Association held monthly meetings during the year. The 2017-18 school year marked the tenth year in which all athletic teams at SHS became members of the Boosters Association. One of their primary functions is to raise money to help provide student-athletes equipment and materials not covered through the appropriated budget. They continue to provide funding for uniforms, equipment, senior scholarships, athletic fee scholarships, athletic awards, and other athletic needs by holding three major fundraisers each year. In the fall, the annual “Gold Card” fundraiser brings in approximately \$40,000. Between the Boosters’ seasonal fundraisers, the annual golf tournament, and hosting USA Gymnastics events, the group was able to assist with provisions needed to maintain an athletic program and initiated and provided funds for the construction of a newly installed turf field.

- **Corporate Donations/Sponsorships** Last year the athletic department received a \$20,000 donation from Central One Federal Credit Union. The donation was used to supplement funds that were cut during previous budget cycles. As a result, Shrewsbury High School was able to maintain its complete program of offerings for student athletes. 2017-18 brought forth a very aggressive \$1.8 million dollar campaign that was completed in March 2018 and allowed SHS to proceed forward on the installation of a new synthetic field and track for SHS. Central One Federal Credit Union has also generously donated \$750,000 and the David J. Adams Family donated \$250,000 towards the Turf Field project at SHS that enabled the project to move forward on the start of the project.
- **Friends of Shrewsbury Crew (FOSC)** Financial need and increased participation led to a need for an additional source of funding for the crew program. FOSC purchases specific pieces of equipment, including costly shells. FOSC conducted a “Fund the Fleet” program with the support of the Athletic Department and the SHS Boosters Association to buy two new team boats for boys and girls crew teams for fall of 2018. The athletic program is very appreciative of all that the Friends of Shrewsbury Crew does to benefit athletes in the crew program.

## V. Athletic Financials 2017-18

### Fees 2017-18

The fall of 2017 marked the twelfth year of athletic fees. The fee structure and registration process were explained at Parent/Athlete Nights, which are held at the beginning of each season. Athletes and parents were informed that all fees, medical and permission forms are due to the athletic department on a specified date. There were seven athletes who were unable to pay the athletic fee due to hardships. The Boosters Association and private donations sponsored these students. The athletic department used an on-line payment in the form of *SchoolPay* located in the Parent Portal of *PowerSchool*. Total Athletic Fees collected for the 2017-18 school year was \$331,809.

**Athletic Fee Totals**

<b>Year</b>	<b>Grand Total</b>
<b>2013-14</b>	<b>\$278,425</b>
<b>2014-15</b>	<b>\$315,202</b>
<b>2015-16</b>	<b>\$324,441</b>
<b>2016-17</b>	<b>\$341,114</b>
<b>2017-18</b>	<b>\$331,809</b>

GENERAL FUND APPROPRIATION				
Description	2017 Actual	2018 Original Budget	2018 Actual	2018 Budget V Actual
Athletic Transportation HS	\$ 117,345	\$ 111,650	\$ 119,163	\$ (7,513)
Administration	\$ 104,707	\$ 107,821	\$ 106,801	\$ 1,020
Athletic Trainer	\$ 51,347	\$ 52,000	\$ 57,000	\$ (5,000)
Facility Rental HS	\$ 41,211	\$ 42,000	\$ 46,862	\$ (4,862)
R&M Equipment Athletics	\$ 16,906	\$ 15,300	\$ 18,009	\$ (2,709)
Athletic Uforms & Equip HS	\$ 22,056	\$ 13,362	\$ 13,276	\$ 86
Dues & Memberships	\$ 12,074	\$ 12,750	\$ 12,755	\$ (5)
Athletic Supp & Awards HS	\$ 3,512	\$ 8,322	\$ 7,269	\$ 1,053
Police Details HS	\$ 2,752	\$ 4,500	\$ 5,358	\$ (858)
R&M EquipmenHigh School	\$ -	\$ -	\$ 1,061	\$ (1,061)
Athletic Insurance HS	\$ 3,536	\$ 3,607	\$ 3,536	\$ 71
Conferences HS	\$ 1,371	\$ 1,371	\$ 804	\$ 567
Doctor Fees HS	\$ 600	\$ 1,000	\$ 900	\$ 100
Dues & Memberships HS	\$ 675	\$ -	\$ -	\$ -
Official Fees HS	\$ 27,048	\$ -	\$ 658	\$ (658)
Oil & Fuel	\$ 232	\$ -	\$ -	\$ -
	\$ 405,371	\$ 373,683	\$ 393,452	\$ (19,769)
<i>Additional Appropriation Transfer</i>	\$ -	\$ 19,769	\$ -	\$ -
<b>Total General Fund Expenses</b>	<b>\$ 405,371</b>	<b>\$ 393,452</b>	<b>\$ 393,452</b>	<b>\$ -</b>
<b>ATHLETIC FEE REVOLVING FUND</b>	<b>FY18</b>			
Begin Balance		\$ 43,242		
Net Revenue		\$ 331,809		
Total Available		\$ 375,051		
Expenses:				
Coaching Salaries		\$ 322,073		
Purchase of Services		\$ 17,614		
Athletic Supplies		\$ 6,383		
Other Expenses		\$ 11,680		
Total Expenses		\$ 357,750		
<b>Ending Balance</b>		<b>\$ 17,301</b>		
<b>GATES RECEIPTS REVOLVING FUND</b>	<b>FY18</b>			
Begin Balance		\$ 584		
Net Revenue		\$ 60,338		
Total Available		\$ 60,922		
Expenses:				
Officials and Announcers		\$ 54,981		
Gate Attendants		\$ 3,430		
Other Expenses		\$ 1,443		
Total Expenses		\$ 59,854		
<b>Ending Balance</b>		<b>\$ 1,068</b>		
<b>TOTAL ATHLETIC PROGRAM INVESTMENT</b>		<b>\$ 811,056</b>	<b>All Expenses - All Funds</b>	

## **VI. Future Considerations**

The Shrewsbury High School Athletic program provides significant opportunities for student-athletes and decidedly contributes to our positive school culture. As we reflect upon the program, we have identified areas that need to be considered as we move forward. Below are four areas in need of consideration:

1. Develop a 4-year strategic plan on the replacement of crew shells and equipment.
2. Create a seasonal stipend position for a Site Supervisor/Middle School Assistant Athletic Director.
3. Increase Middle School Athletic Offerings (football and volleyball?).
4. Continue Improvement to Athletic Facilities – continue to partner with booster and community groups, local businesses, and alumni in order to raise funds towards the continued renovation and improvement of the athletics infrastructure at Shrewsbury High School.
5. New Uniforms – continue to build upon line item budget for 2018-19 to replenish uniforms.

## **VII. Conclusion**

The Shrewsbury Athletic Program cultivates social and emotional well-being for our students. By participating in sports, students-athletes learn essential skills that they will use throughout the rest of their lives. Some of the skills include teamwork, responsibility, leadership, and perseverance. We hope to continue to build upon our program and offer the best opportunities to showcase the talent of our student-athletes.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**  
**A. SHS Testing Results: Annual Report**

MEETING DATE: **11/14/18**

**BACKGROUND INFORMATION:**

Each year, a report is presented that includes student performance data on the SAT, SAT II, Advanced Placement tests, etc.

Mr. Bazydlo and Ms. Nga Huynh will summarize the report and be available to answer questions.

**ACTION RECOMMENDED:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

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



# **Shrewsbury High School Testing Report**

**Class of 2018**



**Presented to the School Committee  
November 14, 2018**

**Todd Bazydlo, Principal  
Nga Huynh, Director of School Counseling**

# **Shrewsbury High School Testing Report Class of 2018**

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# Summary Statements

## **College Board Testing Administration and Score Reporting Changes**

In the past two years, the College Board has made significant changes to the format of the SAT test and the reporting of test results. These changes include:

- Revising the SAT test to include Evidence Based Reading and Writing (EBRW) and Math.
- A separate score for Writing has been eliminated. As a result the combined score is now 1600 (EBRW and Math) and no longer 2400.
- Historically, the mean scores reported to DESE has been a cohort group of a particular graduating class. This year, the mean scores reported to DESE include test takers for an academic year without identifying student grade levels. As a result, scores for the cohort Class of 2018 for local districts are not available.
- SAT Subject tests are no longer reported as part of the cohort Class of 2018 profile. Individual student results as reported by the College Board were used to calculate the mean scores for the Class of 2018. In addition, the state and national mean scores for subject tests are not available for the graduation year cohorts. Instead, the College Board has changed the reporting of the national mean scores for subject tests to include the graduating classes of the past three years combined.

## **Redesigned SAT:**

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### **Average Scores—1600 scale (Figures 1)**

- The reporting of the redesigned SAT is in its second year. The score is based on two section scores: Evidence Based Reading & Writing and Math with a score range from 200-800. As a result of the redesigned SAT, scores are not directly comparable to the old SAT.
- Based on the 1600 scale, Shrewsbury's SAT score of 1218 remains well above the state and national averages of 1125 and 1067, respectively.

Page 6-7

### **SAT: Individual Critical Reading, and Math scores & Participation Rate**

- On each individual section, Shrewsbury's scores are:
  - Evidence Based Reading & Writing = 603. **(Figure 2)**
  - Math = 615. **(Figure 3)**
- The SAT participation rate for the Class of 2018 is 88%. **(Figure 4)**

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### **SAT: Critical Reading, Math scores by Gender (Figure 5)**

- In the Evidence Based Reading & Writing and Math scores, Shrewsbury females and males scored higher than the state and national trends.
- Shrewsbury females scored higher than males scored on the Evidence Based Reading & Writing section of the SAT (F/M – 606/598) similar to the national (F/M – 539/534) while unlike the state (F/M – 561/563) trend. Shrewsbury females scored lower than males (F/M – 606/627) in the Math section also similar to state (F/M – 550/576) and national (F/M – 522/542) trends.
  - Evidence Based Reading & Writing (F – 606; M – 598)
  - Math (F – 606; M – 627)

## **Local School Districts: SAT Mean Scores and Participation**

- Due to the recent changes in the College Board's SAT test, the College Board has changed their score delivery and reporting. The SAT is reported as a school year mean score without identifying specific grade level. Therefore, cohort scores are no longer reported to the state making the mean score and participation rates unavailable.

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

- As result of the redesigned test, the 2018 SAT test scores cannot be accurately compared to prior SAT scores.

## **Subject Test Scores:**

### **Summary of SAT Subject Tests (Figures 6 – 13)**

- Due to changes in score reporting, the College Board is no longer reporting the State and National mean scores for graduating year cohort groups. At this time, only mean scores over a period of test years are reported. As a result, we are not able to compare graduation year cohort groups with state and national mean scores. Individual Subject Test scores are summarized over the next several pages.
- Students taking the Biology Subject Test (p.11) have an option to take the test with an emphasis on Molecular Biology or Ecological Biology.
- When compared to the prior year, students scored higher in four out of the eight subject tests, (Math I, Math II, Biology – Ecological, and Chemistry). The Biology-Molecular score remained the same. In three subject tests, students scored lower than the prior year (Literature, U.S. History, and Physics).

## **ACT:**

### **Pages 13-15 ACT Participation Rates and Mean Scores (Figure 14,15,16)**

- As a whole, Massachusetts has one of the lowest participation rates in the country. Shrewsbury has seen a slight increase in the number of students electing to take the ACT. Of the 432 students in the Class of 2018, 148 students (34%) took the ACT. This is an increase of 1% compared to last year.
- The average ACT score for Shrewsbury's Class of 2018 is 26.1 (based on a scale of 1 – 36). This score is equivalent to about 1260 on the SATs.

## **Advanced Placement Exams:**

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

- The College Board does not recommend students in the 9<sup>th</sup> grade for AP courses. Instead, students should "develop the necessary skills and conceptual understandings in foundational courses prior to enrolling in AP."
- Nationally, 72% of all AP Exams were taken by juniors and seniors.

- Of all students taking AP Exams nationally, 12.4% of students take three or more exams; in the class of 2018, 17% of Shrewsbury students take three or more exams.

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### **Participation Rates (Figure 17)**

- The number of exams administered has increased by 97 exams to a total of 765 exams. The number of students taking AP exams increased by twenty seven students.
- The number of Seniors that took AP exams is 229.
- The number of Juniors that took an AP exam is 145.
- **Fifty-three percent (53%) of the students in the Class of 2018 took at least one AP exam.**

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### **Average Scores—Shrewsbury High School and Nationally (Figure 18)**

- Scored on a scale of 1 – 5, the average AP Exam scores of Shrewsbury students are particularly impressive. All of the sixteen AP courses at Shrewsbury had an average score above 3.6—and ten out of sixteen had an average score of 4.0 and above. All scores were above the state and national averages.

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### **AP Exams: Comparison of Local School Districts (Figure 19)**

- Most colleges award students scoring a 3 or higher with college credit. Shrewsbury students in the Class of 2018 ranked third out of ten comparable high schools in the region when comparing the percentage of students earning a score of 3 or higher.

Pages 20-21

### **Exam Results—Shrewsbury High School**

- The percentage of students in the Class of 2018 scoring 3 or above is 94%.
- Thirteen out of sixteen AP courses offered at Shrewsbury had at least 90% of their students scoring at a 3 or above.
- Thirty-nine percent (39%) of the exams administered resulted in a score of 5—the highest possible score available. **(Figure 20)**

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### **Scholars**

- The total number of AP scholars in 2018 is 141.
- One hundred thirteen of the 229 seniors (49%), who took AP exams were named AP Scholars or above. Six students were named AP National Scholar, granted to students who receive an average grade of 4 on all AP exams taken **and** a grade of 4 or higher on eight or more exams.

## **PSAT/NMSQT**

Page 22-23

### **National Merit Scholarship Program**

- Five students from the Class of 2018 were named a National Merit Finalists and one student was a Scholarship Recipient.

## **Final Comments**

Page 23-24

### **Final Overview of the 2017–2018 School Year**

Scores for the Redesigned SAT begin with the 2017 year in the following 3 charts.

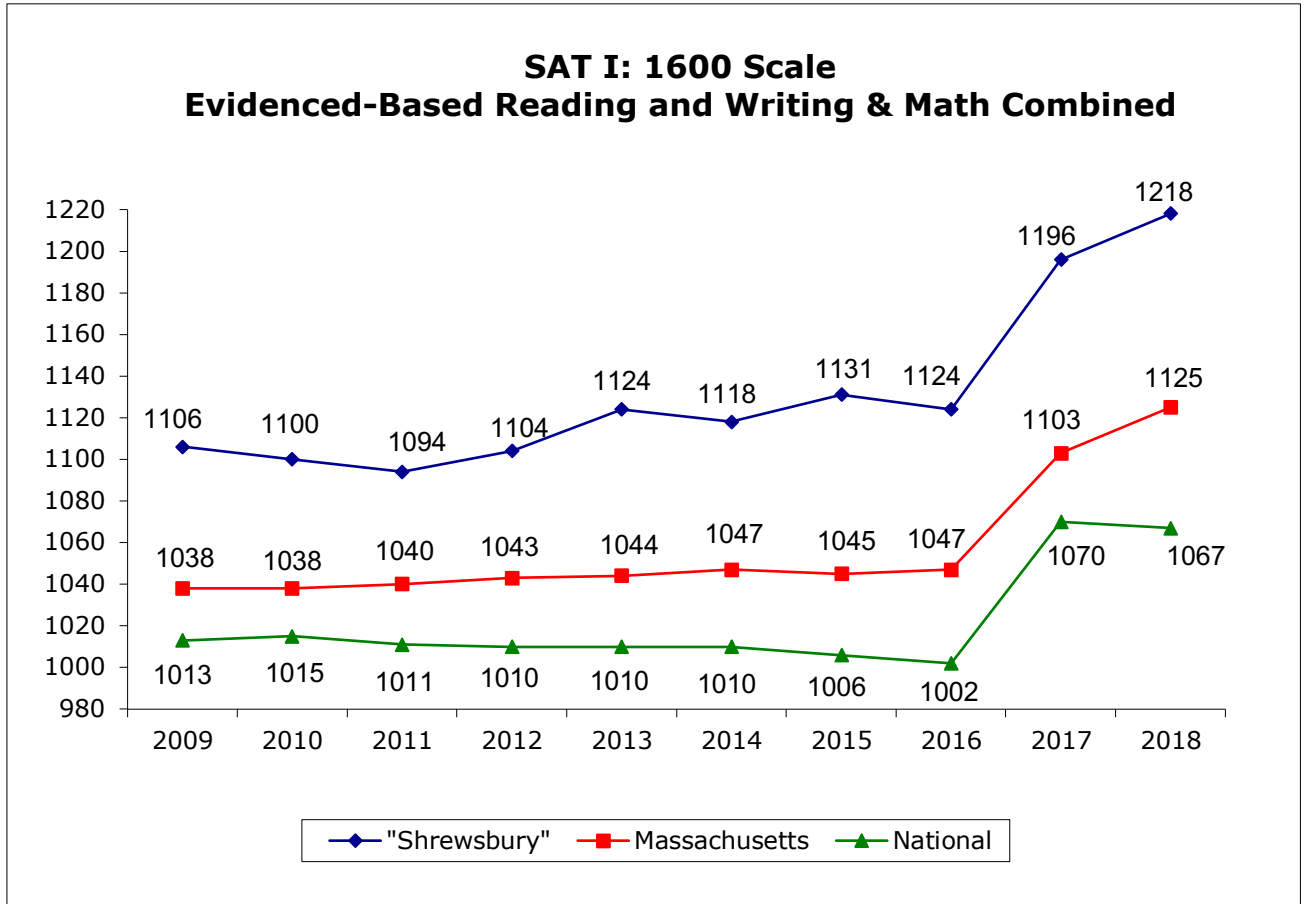


Figure 1

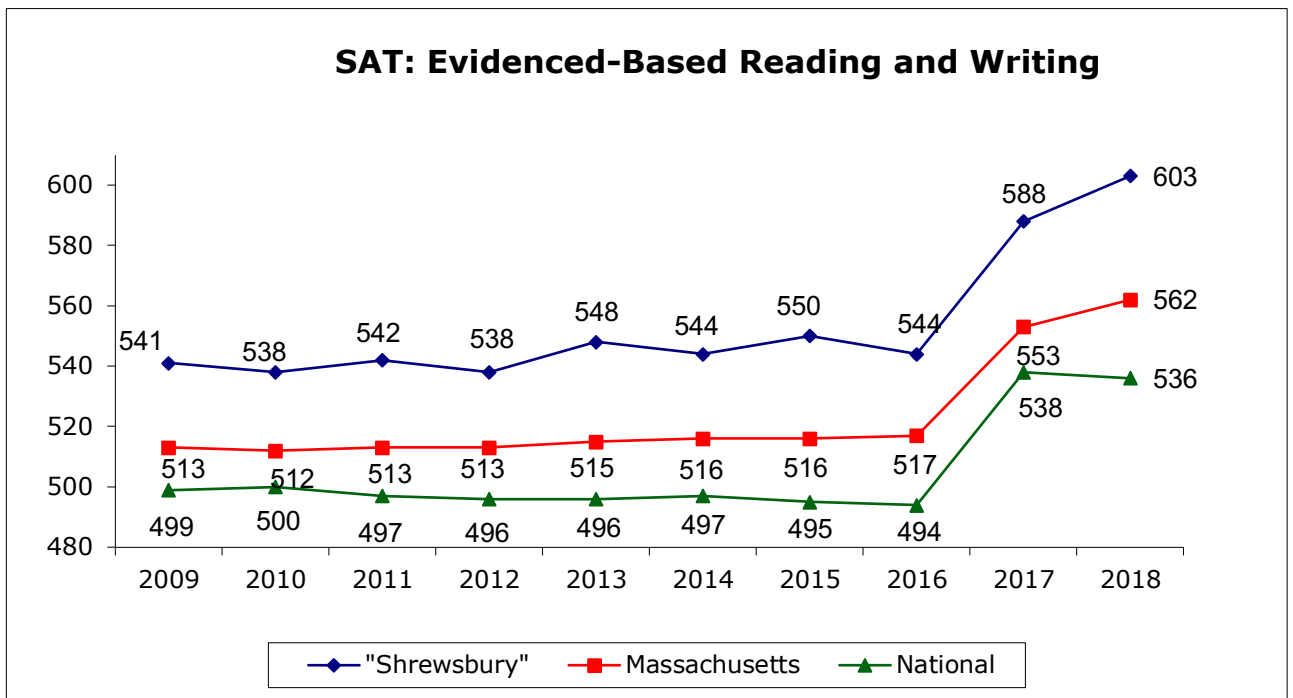
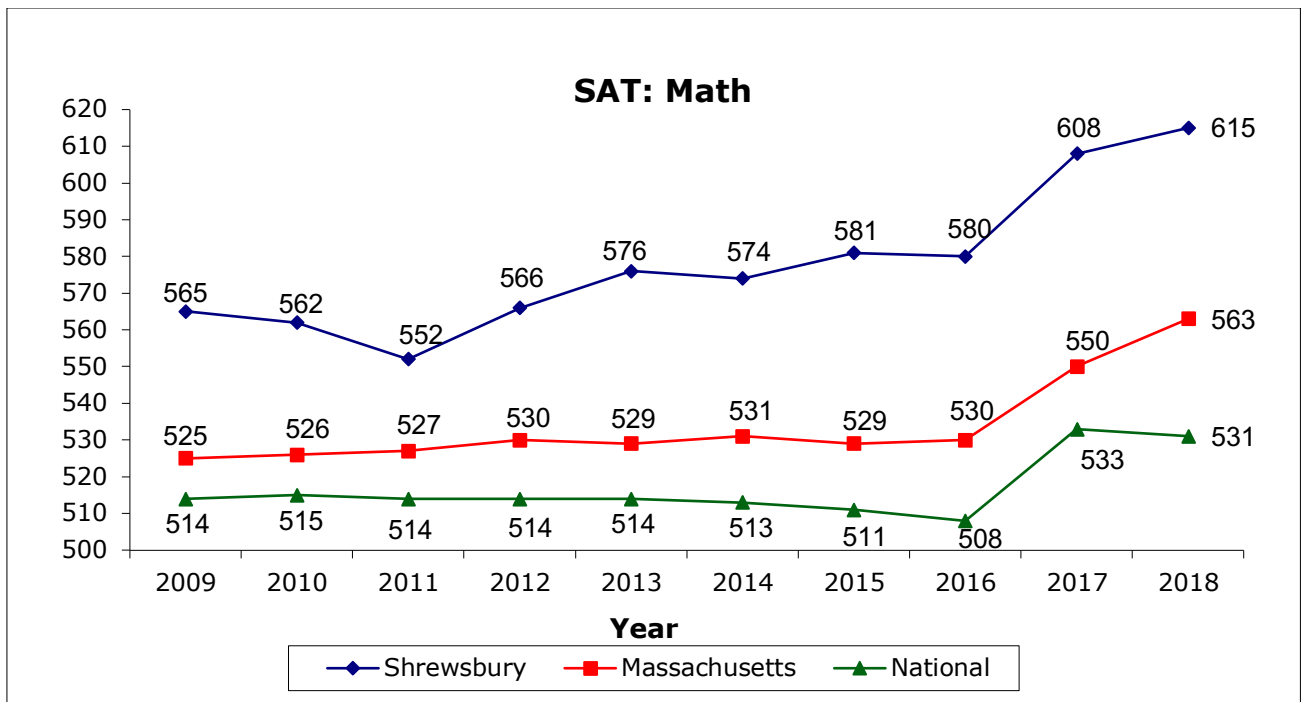
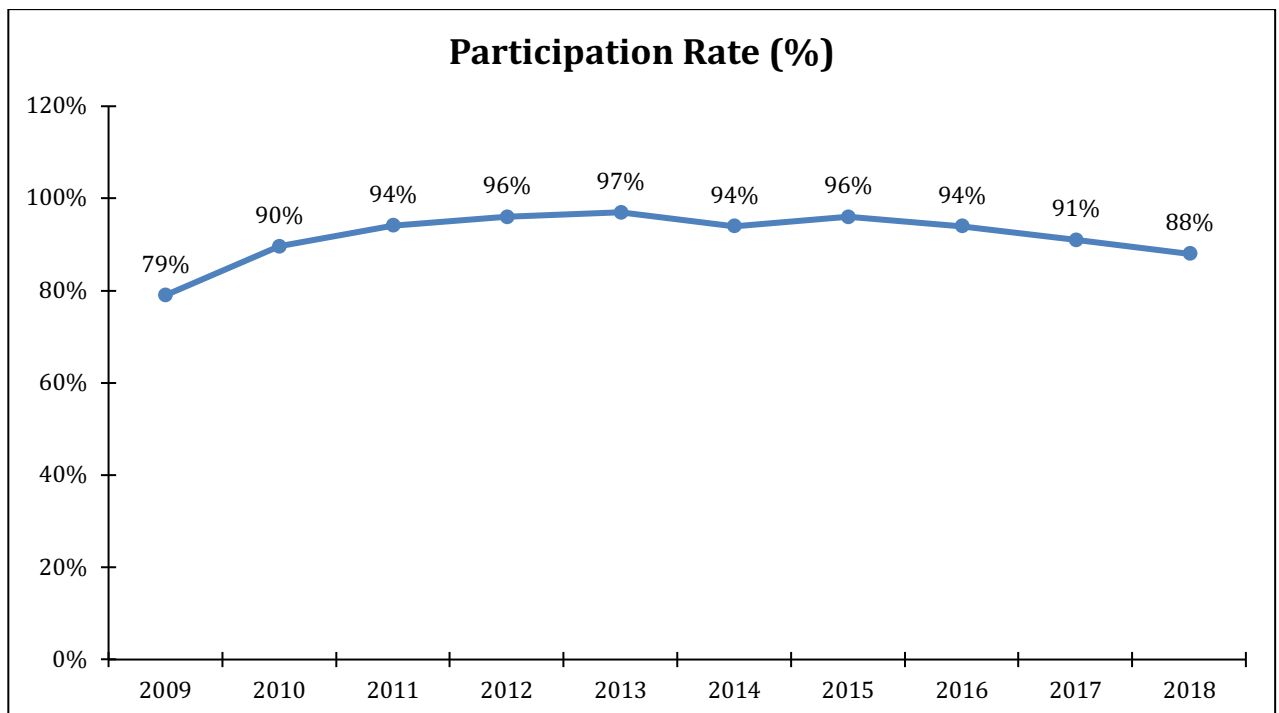


Figure 2



**Figure 3**



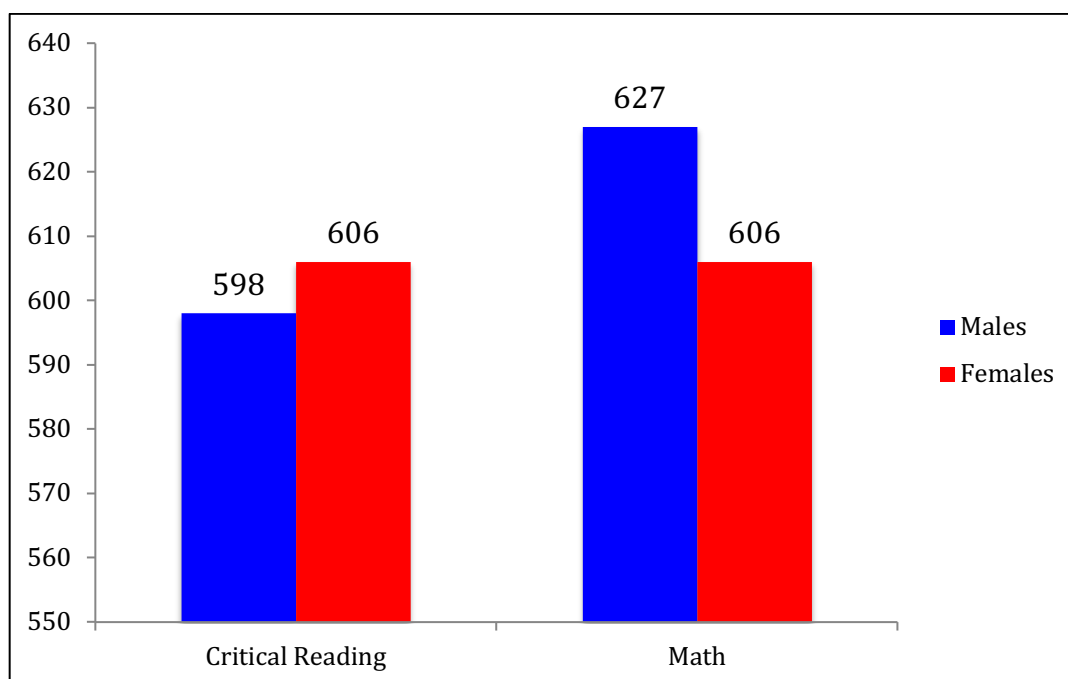
**Figure 4**



## Evidenced-Based Reading & Writing, and Math Scores by Gender Shrewsbury High School, Massachusetts, and Nationally

<b>E-B Reading &amp; Writing</b>	<b>SHS</b>	<b>Massachusetts</b>	<b>National</b>
Males	598	563	534
Females	606	561	539
Male-to-Female Difference	-8	+2	-5
<b>Math</b>	<b>SHS</b>	<b>Massachusetts</b>	<b>National</b>
Males	627	576	542
Females	606	550	522
Male-to-Female Difference	+21	+26	+20

## SAT—Scores by Gender 2018 Shrewsbury High School



**Figure 5**

## **Local School Districts: SAT Mean Scores and Participation Rates**

Due to the recent changes in the College Board's SAT test, the College Board has changed their score delivery and reporting. The SAT is reported as a school year mean score without identifying specific grade level. Therefore, cohort scores are no longer reported to the state making the mean score and participation rates unavailable.

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

As result of the redesigned test, the 2018 SAT test scores cannot be accurately compared to prior SAT scores. Only 2 years of the Revised SAT scores are available.

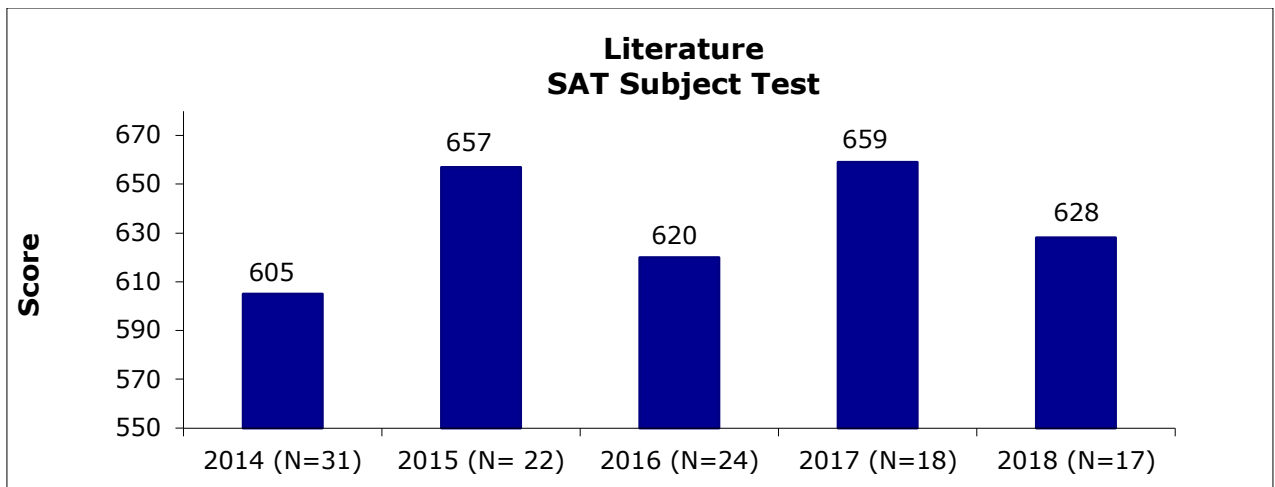
## **SAT Subject Tests**

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

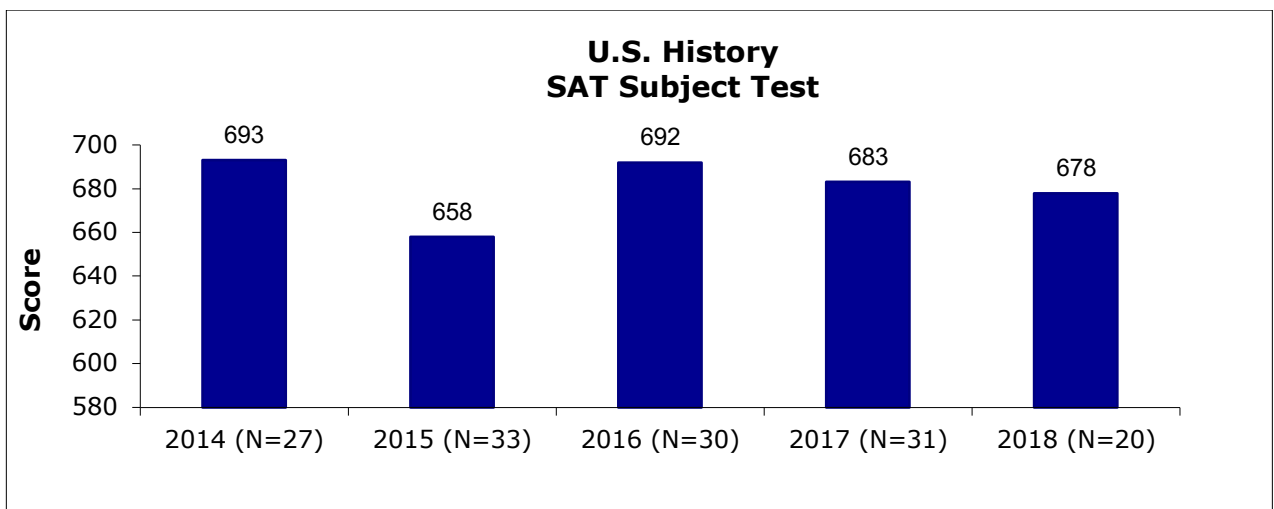
Each SAT Subject Test is one hour in length, and students may take one, two, or three Subject Tests on each test date.

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

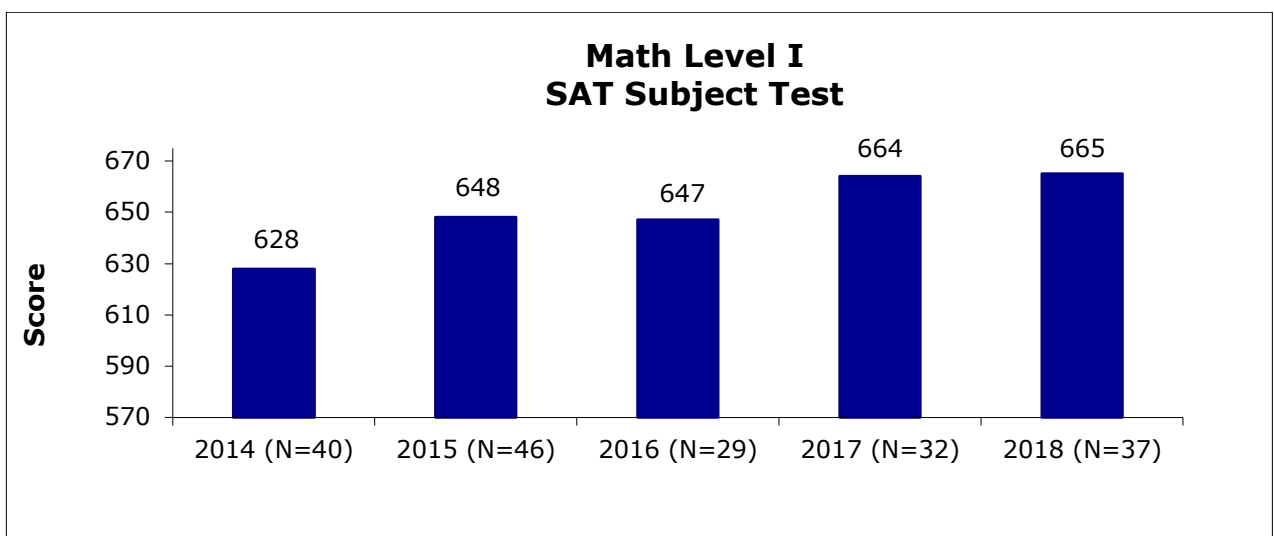
- **English:**
  - Literature
- **Mathematics**
  - Math I
  - Math II
- **Science:**
  - Biology—Ecological
  - Biology—Molecular
  - Chemistry
  - Physics
- **History:**
  - World History
  - U.S. History



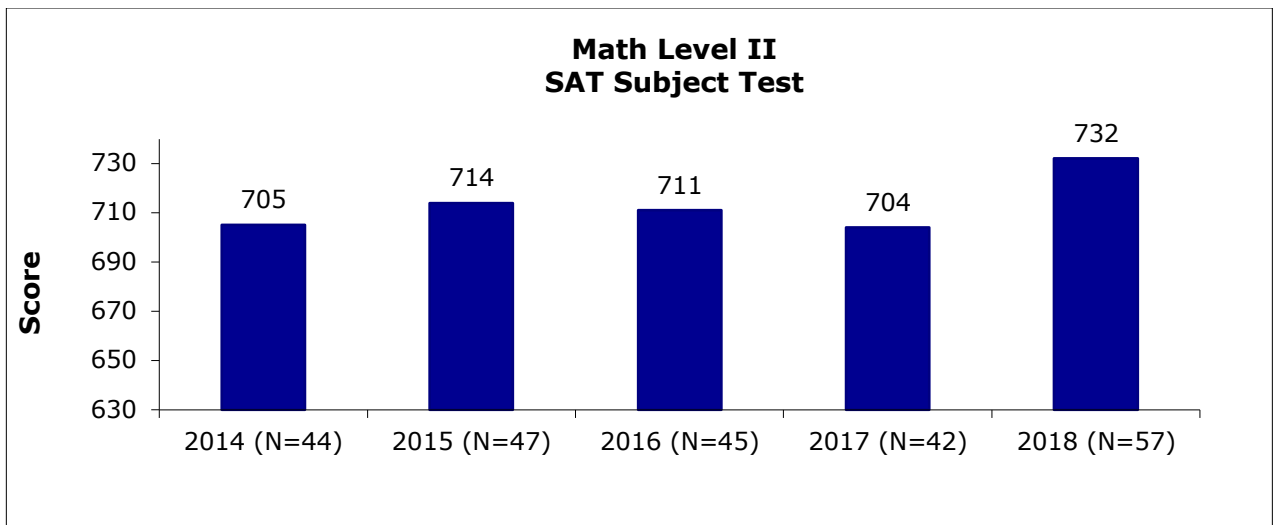
**Figure 6**



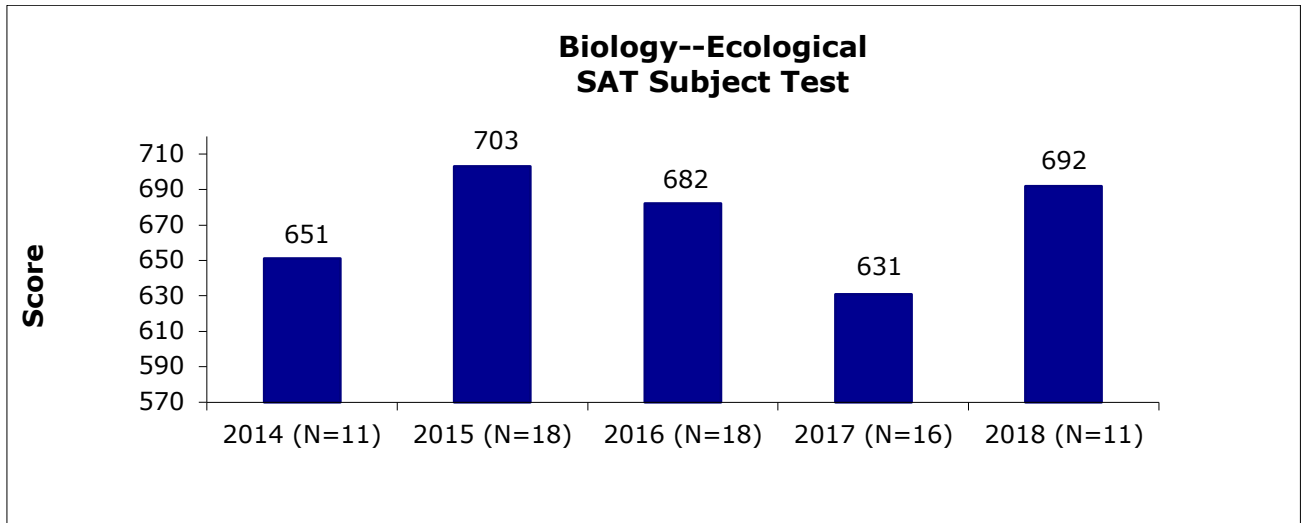
**Figure 7**



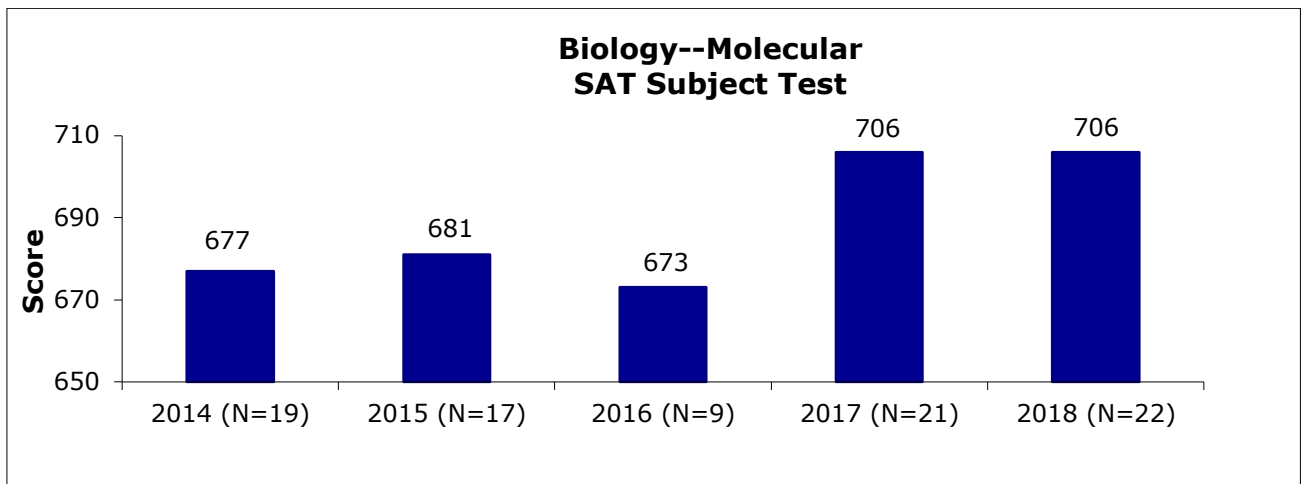
**Figure 8**



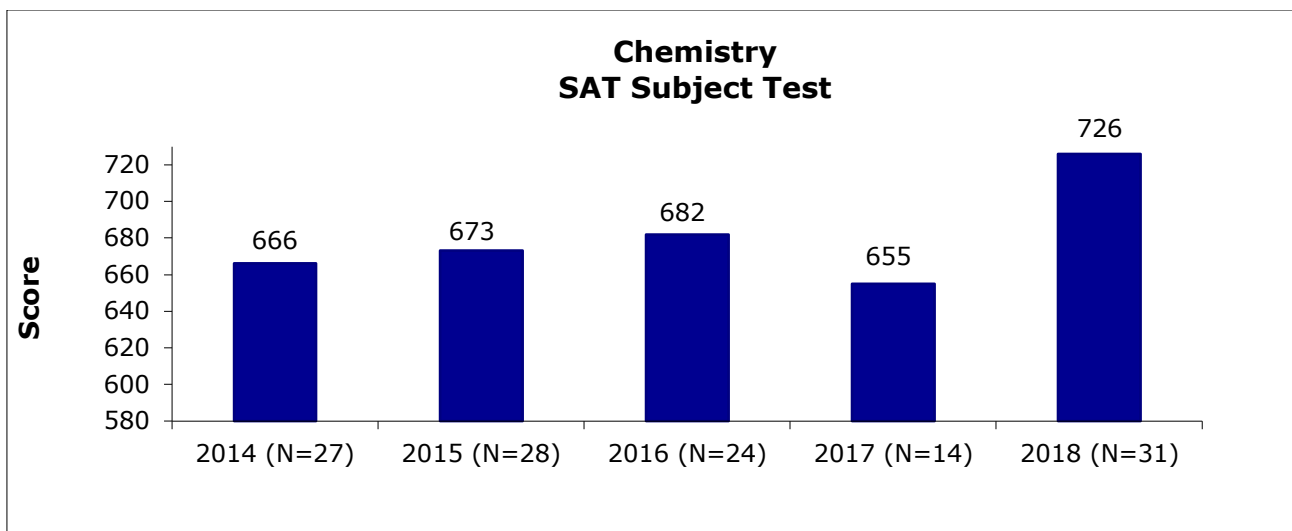
**Figure 9**



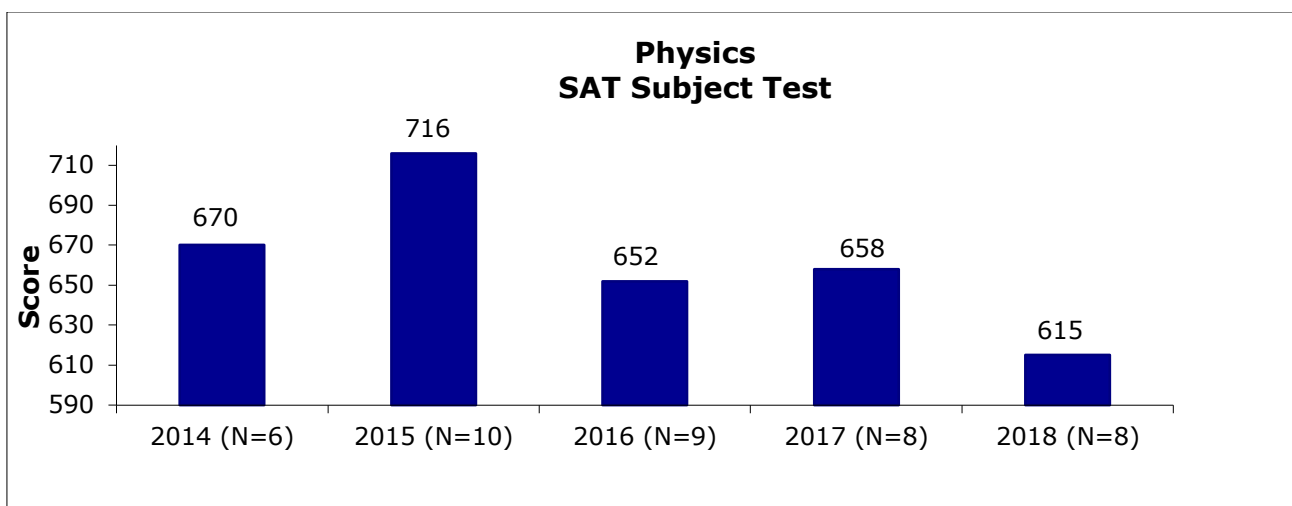
**Figure 10**



**Figure 11**



**Figure 12**



**Figure 13**

## ACT

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

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

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

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

### Shrewsbury High School Score Results

Although growing in popularity, Massachusetts has one of the lowest ACT participation rates in the country. Historically, most schools in the mid-West and West encourage students to take the ACT. At the same time, most high schools in New England and the East Coast encourage students to take the SAT. On a national basis, 2.1 million students took the SAT last year and 1.9 million students took the ACT.

### ACT Participation over a Nine-Year Span

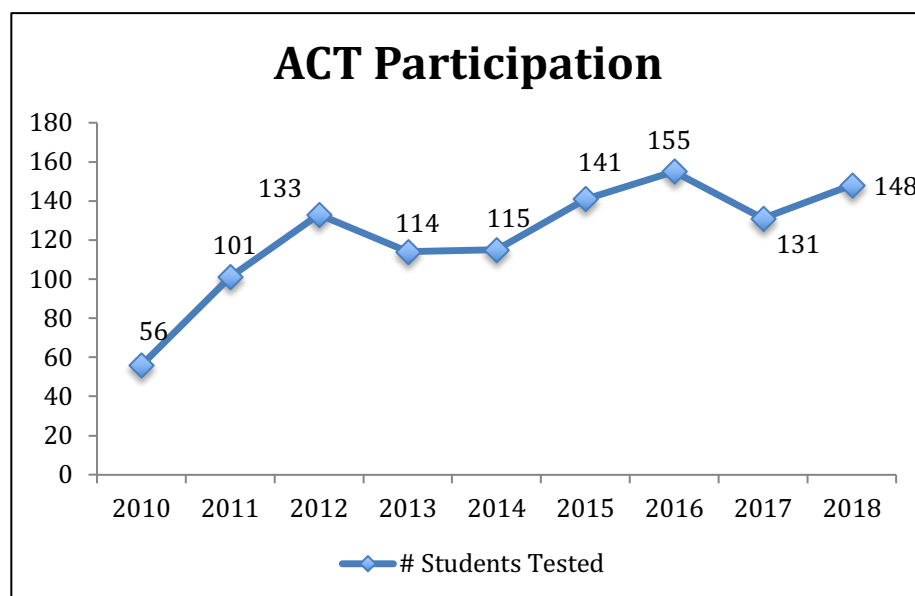
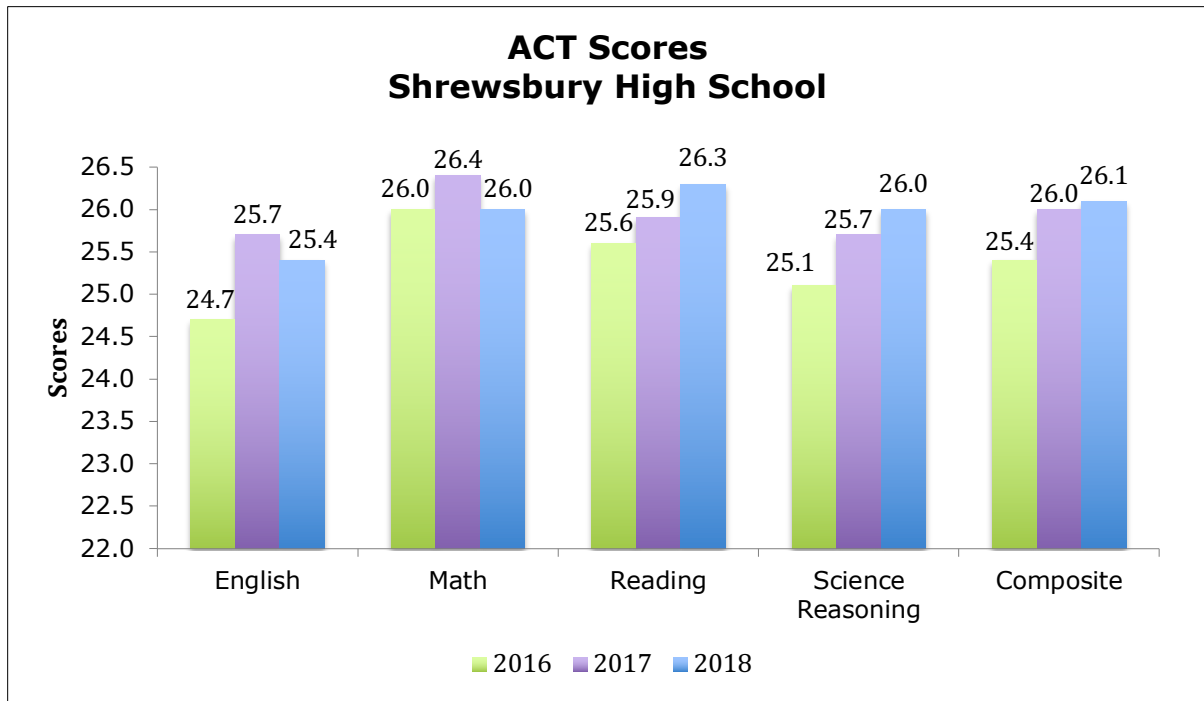


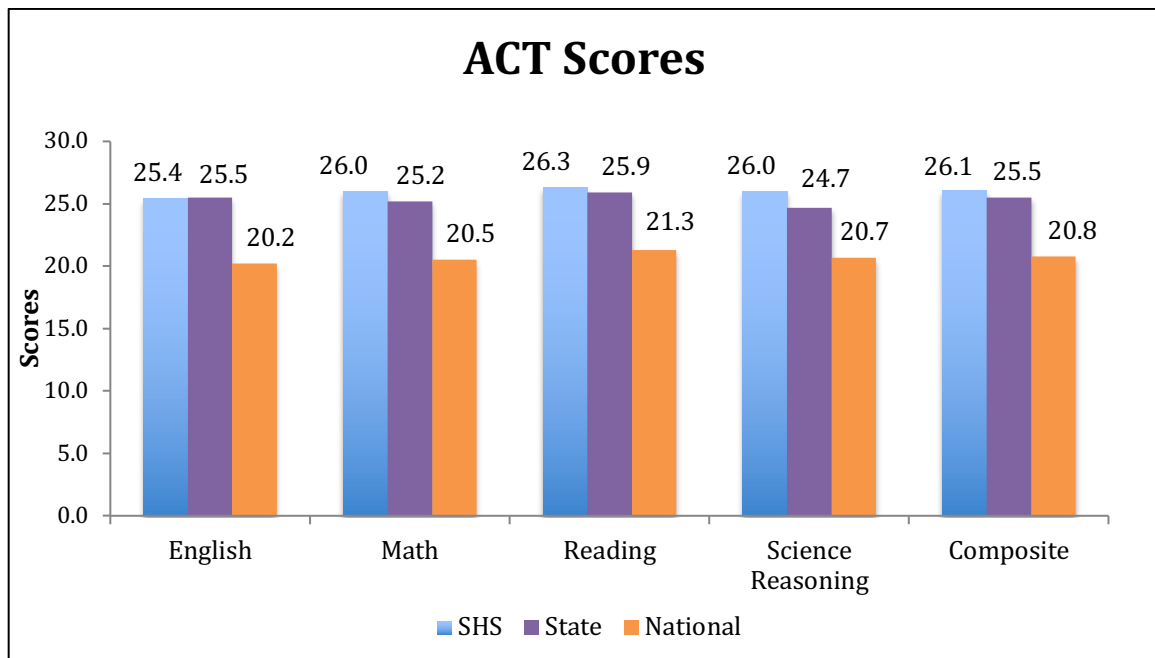
Figure 14

Of the 432 students in the Class of 2018, 148 students took the ACT with the following results in each section compared over a three-year span:



**Figure 15**

**2018 SHS Mean ACT scores are compared with State and National Means:**



**Figure 16**



### SAT – ACT Conversion Chart

SAT to ACT		ACT to SAT	
SAT score EBRW + Math	ACT Composite Score	ACT Composite Score	SAT score EBRW + Math
1600	36	36	1600
1560-1590	35	35	1570
1520-1550	34	34	1540
1490-1510	33	33	1500
1450-1480	32	32	1470
1420-1440	31	31	1430
1390-1410	30	30	1400
1350-1380	29	29	1360
1310-1340	28	28	1320
1280-1300	27	27	1290
<b>1240-1270</b>	<b>26</b>	<b>26</b>	<b>1260</b>
1200-1230	25	25	1220
1160-1190	24	24	1180
1130-1150	23	23	1140
1100-1120	22	22	1110
1060-1090	21	21	1070
1020-1050	20	20	1030
980-1010	19	19	990
940-970	18	18	950
900-930	17	17	910
860-890	16	16	870
810-850	15	15	830
760-800	14	14	780
720-750	13	13	750
630-710	12	12	680
560-620	11	11	590

Shrewsbury's composite ACT average score of 26.1 converts to approximately 1260 on the SATs.

## Advanced Placement Program

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

Of the **432** students in the Class of **2018**, **229 students (53%** of the class) took at least one AP Exam. Overall, **765** exams were administered to students in **2018**.

The following AP courses were offered during the **2017 – 2018** school year:

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- English Language
- English Literature
- Environmental Science
- French Language
- Human Geography
- Music Theory
- Psychology
- Physics 1
- Spanish Language
- Statistics
- Studio Art Drawing
- U.S. History

### Appropriate Grade Levels for AP Courses

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

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

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

## National Participation Rate in the AP Program

Of all students taking AP exams, the percentage of students at each grade level is indicated below. In other words, last year, **98%** of all AP Exams were taken by juniors and seniors.

12 <sup>th</sup> grade	<b>35%</b>
11 <sup>th</sup> grade	<b>37%</b>
10 <sup>th</sup> grade	<b>20%</b>
9 <sup>th</sup> grade	<b>8%</b>

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

The figures below show the cumulative number of exams individual students (from the Class of 2018 at Shrewsbury High School and nationally) took during their high school career from the years 2015 to 2018.

# of Exams Taken by Students	Class of 2018 National %	Class of 2018 Cumulative % National	SHS # of Students Taking Exams	Class of 2018 SHS %	Class of 2018 Cumulative % SHS
1	54.2%	54.2%	<b>55</b>	<b>24%</b>	<b>24%</b>
2	24.4%	78.6%	<b>55</b>	<b>24%</b>	<b>48%</b>
3	12.4%	91.0%	<b>38</b>	<b>17%</b>	<b>65%</b>
4	5.8%	96.8%	<b>26</b>	<b>11%</b>	<b>76%</b>
5	2.3%	99.1%	<b>28</b>	<b>12%</b>	<b>88%</b>
6 or more	.9%	100%	<b>27</b>	<b>12%</b>	<b>100%</b>

## Advanced Placement Participation Rates Shrewsbury High School

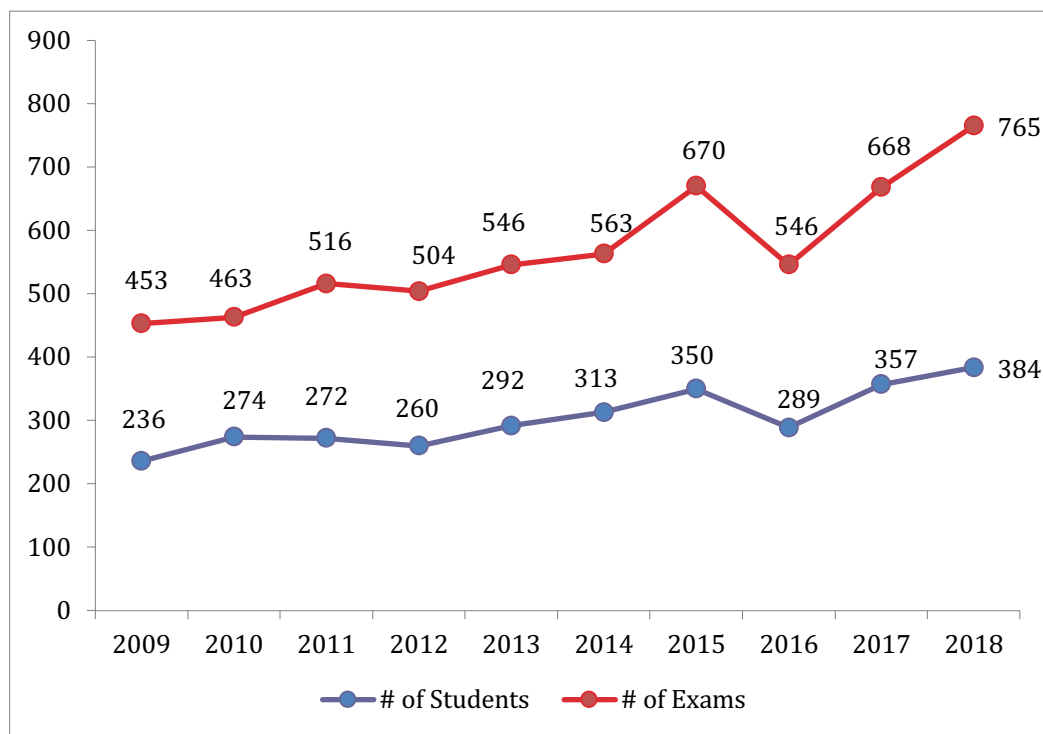


Figure 17

## Advanced Placement Exams 2018

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

	# of Tests Taken	SHS	Mass	National
<b>Biology</b>	43	4.0	3.1	2.9
<b>Calculus AB</b>	46	3.9	3.1	2.9
<b>Calculus BC</b>	59	4.5	4.0	3.7
<b>Chemistry</b>	35	4.3	3.1	2.3
<b>English Language</b>	84	4.1	3.2	2.8
<b>English Literature</b>	35	3.9	2.9	2.6
<b>Environmental Sci</b>	32	3.9	2.9	2.6
<b>French Language</b>	15	4.1	3.6	3.2
<b>Human Geography</b>	38	4.5	3.0	2.7
<b>Music Theory</b>	6	3.5	3.3	3.2
<b>Psychology</b>	145	4.3	3.3	3.1
<b>Physics 1</b>	37	4.1	2.4	2.3
<b>Spanish Language</b>	12	4.5	3.8	3.7
<b>Statistics</b>	79	3.9	3.0	2.9
<b>Studio Art Draw</b>	9	4.0	3.7	3.6
<b>US History</b>	61	3.6	3.2	2.7

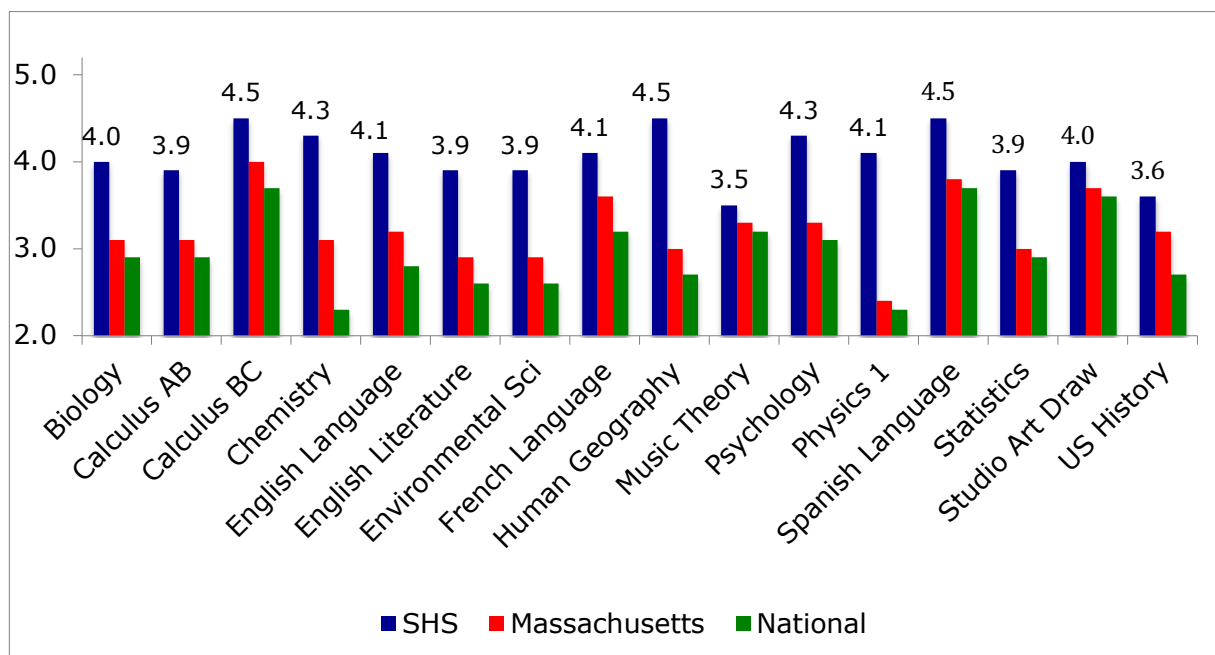
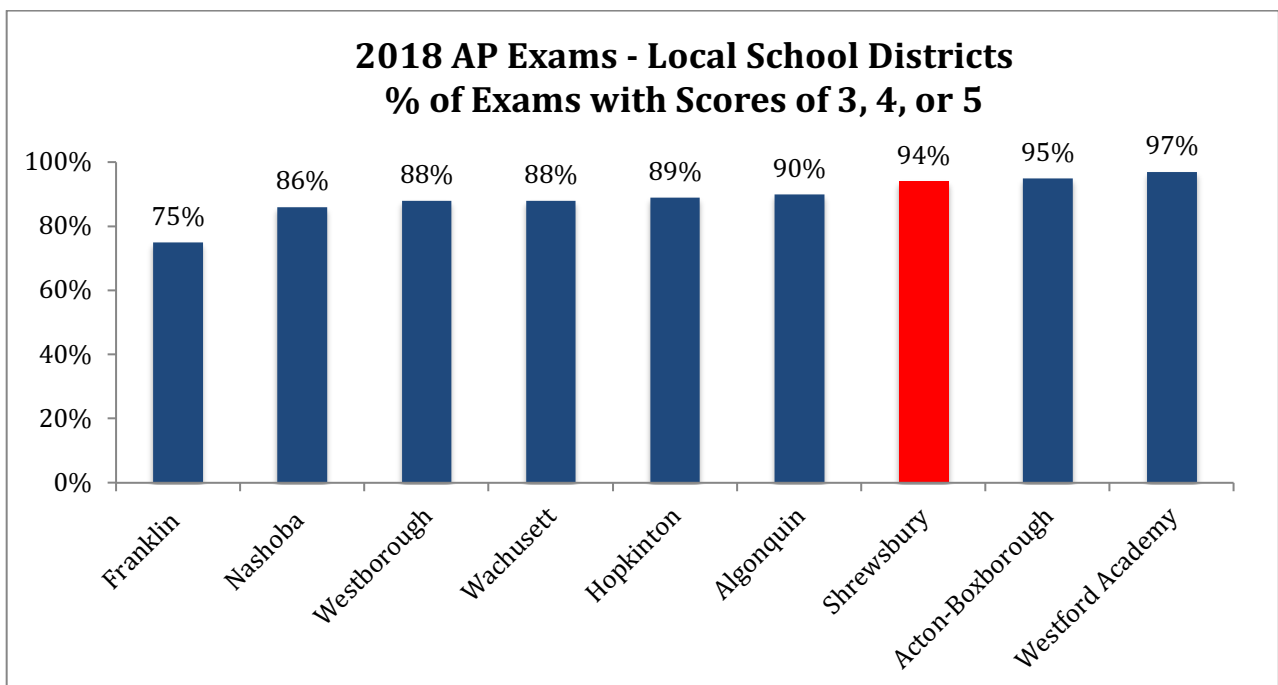


Figure 18

## AP Exam Scores

### Local School Districts

School	# of Test Takers	Total Exams Taken	% of Exams with Scores of 3, 4, or 5
Chelmsford	286	589	74%
Franklin	468	932	75%
Nashoba	312	596	86%
Westborough	284	539	88%
Wachusett	373	657	88%
Hopkinton	486	1105	89%
Algonquin	410	819	90%
Shrewsbury	384	765	94%
Acton-Boxborough	518	1156	95%
Westford Academy	436	878	97%



**Figure 19**

## 2018 Advanced Placement Exam Results

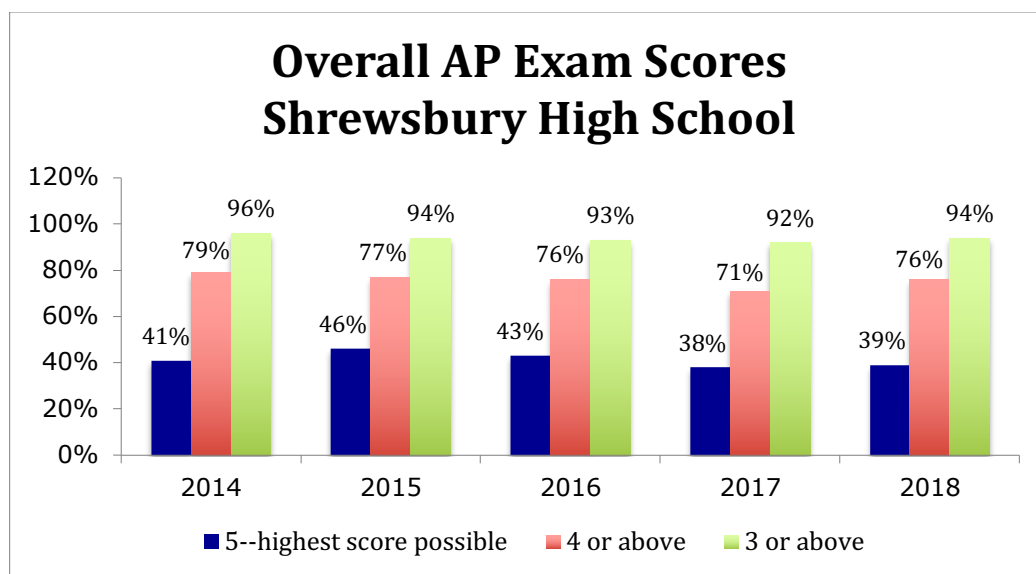
	5	4	3	2	1	# of tests administered	2018 % scoring 5	2018 % scoring 4 or above	2018 % scoring 3 or above	2017 % scoring 3 or above
<b>Biology</b>	11	22	10	0	0	43	26%	77%	<b>100%</b>	98%
<b>Calculus AB</b>	13	18	13	1	1	46	28%	65%	<b>92%</b>	88%
<b>Calculus BC</b>	40	9	7	3	0	59	68%	83%	<b>95%</b>	93%
<b>Chemistry</b>	16	14	4	1	0	35	34%	86%	<b>97%</b>	100%
<b>English Language</b>	31	30	19	4	0	84	37%	73%	<b>95%</b>	100%
<b>English Literature</b>	8	15	11	1	0	35	23%	66%	<b>97%</b>	96%
<b>Environmental Science</b>	9	15	4	3	1	32	28%	75%	<b>88%</b>	72%
<b>French Language</b>	2	12	1	0	0	15	13%	93%	<b>100%</b>	100%
<b>Human Geography</b>	22	12	4	0	0	38	58%	89%	<b>100%</b>	91%
<b>Music Theory</b>	1	2	2	1	0	6	17%	50%	<b>83%</b>	75%
<b>Physics 1</b>	13	15	8	1	0	37	35%	76%	<b>97%</b>	89%
<b>Psychology</b>	71	49	18	5	2	145	49%	83%	<b>95%</b>	93%
<b>Spanish Language</b>	7	4	1	0	0	12	58%	67%	<b>100%</b>	100%
<b>Statistics</b>	26	26	19	7	1	79	33%	66%	<b>90%</b>	89%
<b>Studio Art Draw</b>	3	3	3	0	0	9	33%	67%	<b>100%</b>	100%
<b>US History</b>	11	28	11	7	4	61	18%	75%	<b>82%</b>	98%
<b>Totals</b>	<b>284</b>	<b>274</b>	<b>135</b>	<b>34</b>	<b>9</b>	<b>736</b>	<b>39%</b>	<b>76%</b>	<b>94%</b>	<b>92%</b>

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

	5	4	3	2	1	# of tests administered	2017 % Scoring 5	2017 % scoring 4 or above	2018 % scoring 3 or above	2017 % scoring 3 or above
<b>Chinese</b>	1	0	0	0	0	1	100%	100%	<b>100%</b>	<b>100%</b>
<b>Computer Science A</b>	1	0	0	0	0	1	100%	100%	<b>100%</b>	<b>100%</b>
<b>German</b>	1	0	0	0	0	1	100%	100%	<b>100%</b>	<b>100%</b>
<b>Macroeconomics</b>	4	1	0	5	3	13	31%	38%	<b>38%</b>	<b>69%</b>
<b>Microeconomics</b>	5	2	0	2	1	10	50%	70%	<b>70%</b>	<b>92%</b>
<b>US Government &amp; Politics</b>	0	1	0	0	0	1	0%	100%	<b>100%</b>	<b>100%</b>
<b>European History</b>	1	1	0	0	0	2	50%	100%	<b>100%</b>	<b>100%</b>
<b>Totals</b>	<b>13</b>	<b>5</b>	<b>0</b>	<b>7</b>	<b>4</b>	<b>29</b>	<b>45%</b>	<b>62%</b>	<b>62%</b>	<b>83%</b>

### Quick Highlights:

- The number of students taking AP exams is **384 (27** more than last year).
- The number of AP exams administered is **765 (97** more than last year).
- There were **29** exams taken by students self-studying or taking VHS courses.
- **53%** of seniors took at least one AP exam, a particularly high percentage compared to most high schools.
- **39%** of the exams administered resulted in a score of 5—the highest possible score available.



**Figure 20**

## Advanced Placement Scholars

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

### Award Levels 2018

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

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

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

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

Year	AP Scholar	AP Scholar w/Honors	AP Scholar w/Distinction	AP National Scholar	Total # of AP Scholars
<b>2018</b>	66	20	49	6	141
<b>2017</b>	46	18	37	4	105
<b>2016</b>	47	21	33	6	107
<b>2015</b>	48	39	37	2	124
<b>2014</b>	29	25	31	1	85
<b>2013</b>	41	26	31	1	98
<b>2012</b>	19	25	44	2	88
<b>2011</b>	31	27	25	1	83
<b>2010</b>	31	15	19	3	65
<b>2009</b>	23	17	38	4	78

## PSAT/NMSQT

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

Similarly, to the SAT, the PSAT/NMSQT measures:

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

### Shrewsbury High School

Year	Commended	Finalist	Scholarship Recipient	Hispanic Recognition Program
2018	18	5	1	-
2017	15	1	1	-
2016	19	2	2	-
2016	19	2	2	-
2015	19	1	1	-
2014	14	1	1	-
2013	17	4	1	1
2012	19	4	1	-
2011	12	1	1	-
2010	16	4	1	-
2009	17	3	1	-
2008	18	2	1	-
2007	14	3	1	-
2006	10	3	-	1
2005	15	2	-	-
2004	8	2	1	-
2003	8	2	1	2
2002	5	3	-	-
2001	4	1	-	-

### National Merit Scholarship Program

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

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

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



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

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

## **2017 – 2018 School Year**

- **PSAT:**
  - The School Counseling Department offers all juniors and sophomores the opportunity to take the PSAT, which has resulted in a continuous increase in the number of students who took the test.
- **ACT:**
  - Traditionally, the ACT and SAT are two different standardized tests that measure completely different skills. While the SAT is an aptitude test (a problem-solving test), the ACT is curriculum-based. That is, students either know the answers or they don't—they can't sit there and try to solve the problem. As a result, there are certain students who will naturally score higher on the ACT than on the SAT. With the redesigned SAT, the test sections include more school related subject questions such as science and social studies making the SAT more similar to the ACT. The School Counseling Department encourages students to take both the ACT and SAT.
- **SAT:**
  - The SAT is offered at the high school in October, November, March, May, and June resulting in a greater opportunity for students because of the convenience for students to take the SAT more than once resulting in more familiarity with the test and improved scores.
  - Shrewsbury High School offers an SAT Prep Class throughout the year. For the past few years, Shrewsbury has offered two classes in the spring and one class in the fall. The enrollment of the Fall session totaled 44 students and the Spring sessions totaled 78 students. The enrollment fee for the course is \$250 for Shrewsbury residents and \$325 for non-residents. This cost is an affordable option to test preparation compared to most local, regional, and national test preparation companies.
  - The College Board redesigned the SAT, which launched in March 2016. The New SAT reflect skills that are more similar to classroom skills based on the Common Core. School counselors have attended conferences to learn about details the New SAT. This year is the second reporting year of the redesigned SAT. The College Board continues make adjustments to their score reporting as they adjust to the newer exam format.

- **Advanced Placement Courses:**
  - The number of students taking AP Exams has increased for 2017-2018. While students are not recommended to take more than three AP classes per year to help balance a student's schedule and extra-curricular commitments, each student's schedule is considered individually.
  - Due to cost and available space, all AP exams continue to be administered on site at Shrewsbury High School utilizing the field house and dance studio for larger exams and smaller classrooms and the language lab for smaller and language exams.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**  
**B. State Testing Results: Annual Report**

MEETING DATE: **11/14/18**

**BACKGROUND INFORMATION:**

Each year, the administration provides a report on the district's performance on state exams. Ms. Clouter will summarize the enclosed report on MCAS exams and be available to answer questions.

**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:**

Ms. Amy B. Clouter, Assistant Superintendent for Curriculum, Instruction, & Assessment



## MCAS 2018

### *An Update on Student Performance on the State Assessment Test*

*by Amy Clouter*

*Assistant Superintendent for Curriculum, Instruction & Assessment*

### **Introduction**

This year the state of Massachusetts celebrated an important anniversary: 25 years ago, the Education Reform Act was passed, signaling bipartisan support and rising expectations for our public schools.<sup>1</sup> Significant investments in the form of state aid and common learning outcomes soon followed. The Massachusetts Comprehensive Assessment System (or MCAS) was developed with the goal of making it easier to see where students were doing well and where improvements were needed. Over time, test results and refinements to the state's approach to assessment have shaped district decisions at the local level, with positive results. The alignment of curriculum with state standards and increased attention to student achievement and growth scores has resulted in rising rates of student achievement, particularly for students that had been historically low performing. Our state is leading the nation in educational excellence, and Shrewsbury continues to be a leader in the state.

As you know, the "next generation" MCAS test implemented was conceived to prepare students for the rigorous tasks they are likely to face in college and/or in their careers and to ensure that public schools return to using a common assessment tool. Importantly, the tests themselves were recalibrated to ensure consistency in scoring.

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<sup>1</sup> *Building on 20 Years of Massachusetts Education Reform* Massachusetts Board of Elementary and Secondary Education Report M. D. Chester, Ed. D. Commissioner November 2014

Last year provided us a first look at these new benchmarks for students. The new version of the test (MCAS 2.0) was successfully implemented in Grades 3-8 in English Language Arts (ELA) and Math, which means that this report will depict results from two different assessments, the original MCAS “legacy” test that students were given in Science & Technology in Grades 5, 8, and 10 and in ELA and Math in Grade 10, and the “Next Generation” assessment administered for the second time in 2018.



Legacy MCAS	vs.	“Next-Generation” MCAS
Only Grades 5 and 8		MCAS 2.0: ALL Grades 3-8
Science, Technology/Engineering test		English Language Arts & Math
ALL high school tests		
<ul style="list-style-type: none"><li>English Language Arts, Math, Science/Technology</li></ul>		

MCAS 2.0 was designed to be given on a computer. Our investment in technology meant that Shrewsbury students in Grades 4-8 were able to use I pads to take a computer-based version of the test. However, students in Grade 3 took the paper-based version of the test last year. To ensure fairness regardless of test form (computer or paper) the DESE used the results from parts of the test that are similar to help adjust the scoring on parts of the test that vary by format. All students in Shrewsbury were able to successfully respond to expectations of the next generation of assessments. Going forward Grade 3 will also take the computer-based version of the test.

*This is only the second year that most of our students took this version of the test. Given the wide number of variables that exist from district to district and the significant changes that happened in the transition, we should be cautious around drawing any conclusions or comparisons about the progress and growth of Shrewsbury students based on this data. Even at its best, the MCAS only provides a ‘snapshot’ of performance. It is an important signal of student success, but only one indicator.*

Another development resulting from the transition to a new test was a change in how the Department of Elementary and Secondary Education (DESE) determined accountability levels. Importantly, the DESE determined that, consistent with the Board’s November 2015 vote, scores from last year’s Next-Generation MCAS administration in grades 3-8 would not negatively impact accountability results.

What did this mean for Shrewsbury Public Schools? Districts with participation rates at 90% or higher with satisfactory graduation rates did not receive a Progress and Performance Index (PPI), the rating that was historically used to track progress. Since our current participation and graduation rates remain high, our initial district accountability level was: No Level.

## 2018 Official Accountability Report - Shrewsbury

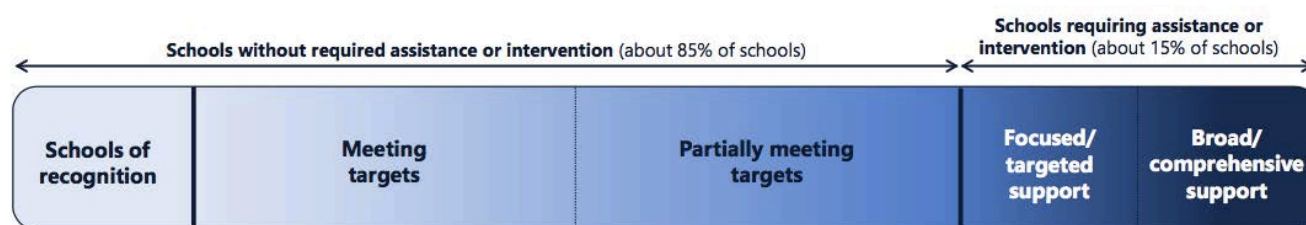
Organization Information	
<b>DISTRICT NAME</b> Shrewsbury (02710000)	<b>TITLE I STATUS</b> Title I District
<b>REGION</b> West/Central	<b>GRADES SERVED</b> PK,K,01,02,03,04,05,06,07,08,09,10,11,12

### Accountability Information

<b>Overall classification</b>	Not requiring assistance or intervention
<b>Reason for classification</b>	Partially meeting targets

Rather than receiving a rating, this year districts have been given what the Department of Elementary and Secondary Education calls an 'overall classification'. Shrewsbury's classification is "not requiring intervention or assistance".

In other words, the majority of students in our schools are meeting expected targets.



More information about the DESE's accountability system can be found at this link:

<http://www.doe.mass.edu/accountability/lists-tools.html>

Although we are proud of our results, we continue to attend to areas where our students are only partially meeting targets. Accordingly, this report will also detail suggested areas for further study. The link to Shrewsbury's district profile, including detailed information about subgroup performance reports, can be found here:

<http://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=02710000&orgtypecode=5&>

## Shrewsbury Public Schools and State Results

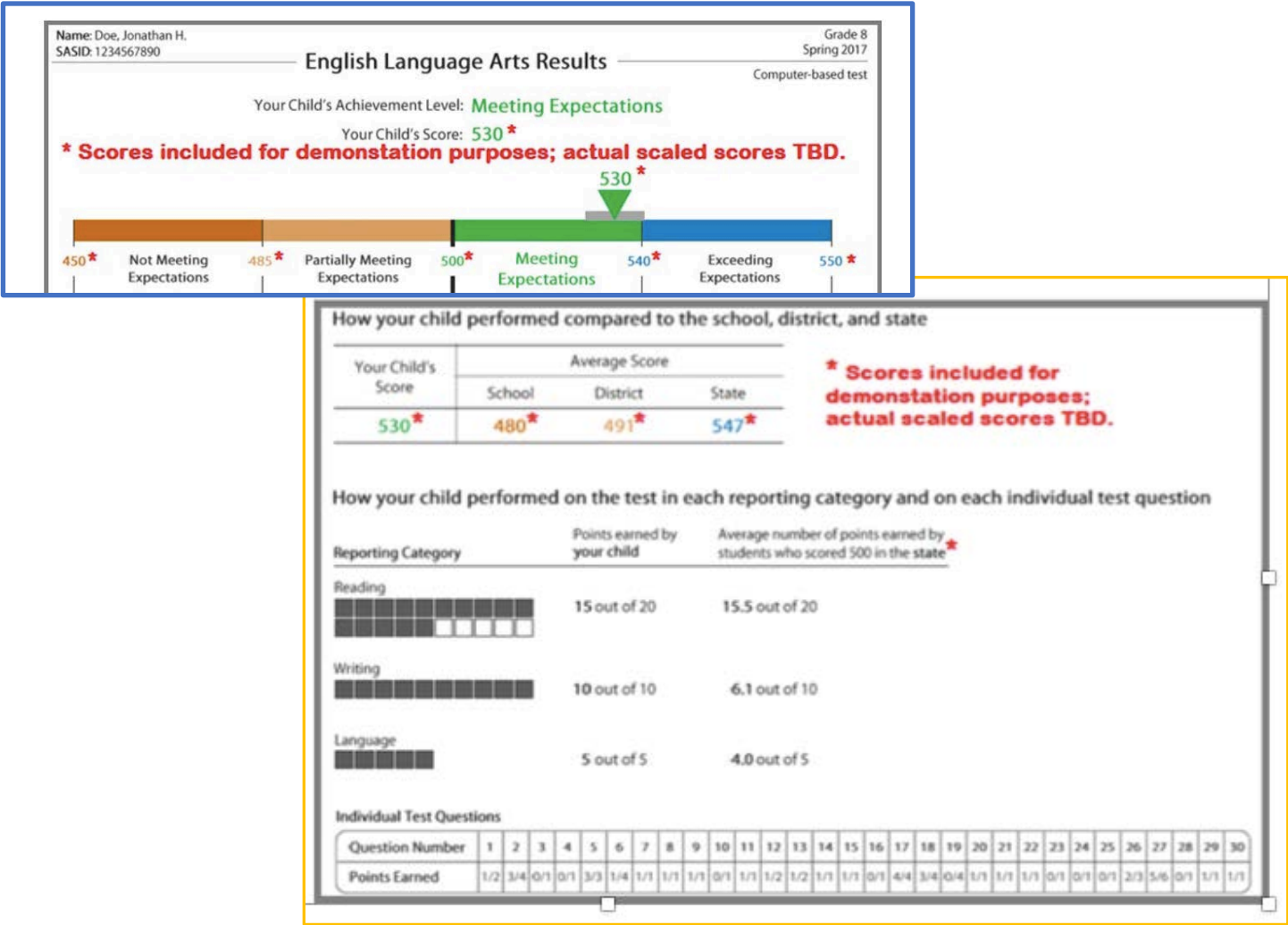
As before, this year districts received information about results in two areas, student achievement and student growth percentiles. The remainder of this report will provide information on both areas, in two different sections. The first section focuses on performance results, which is how Shrewsbury students performed in terms of achievement scores. The second section concerns student growth. Student growth, which was utilized on a full scale for the first time in Massachusetts in 2010, provides a metric for how students 'grow' in comparison to peers with similar testing histories. Taken together, strengths and goals in both

areas provide a snapshot of results for the district as a whole.

I. Student Achievement Scores

MCAS 2.0 achievement levels differ from those used with “legacy” MCAS ratings. The next generation MCAS does not use the *Advanced*, *Proficient*, *Needs Improvement* and *Warning* labels. Instead, the new levels are intended to signal a student’s mastery of the subject matter for each particular grade level.

This is an example of what a parent score report looks like:



The new levels are represented as a continuum so that a student’s achievement level and the score within the level can be clearly understood. This provides parents and teachers with a good sense of a child’s strengths and needs within the content areas tested.



Students in high school will continue to receive “legacy” ratings, so understanding the different level systems is important.



Groups of Massachusetts educators adjusted the scores to match the new purpose of the MCAS 2.0 assessment. Unlike the legacy ratings, which were developed over time, the ratings for the new assessment were calibrated simultaneously. The roughly equivalent proportion of students in each grade and subject area reflect a clear progression of learning expectations from grade to grade and panelists’ consistent application of the standards. It’s also important to note that the new standards for Meeting Expectations are more rigorous. For this reason, the Department of Education has cautioned against comparing “old” MCAS scores to the new baseline results.

*For the first time this year we have a baseline comparison to guide our analysis. However, we only have two years of data to serve as a basis of comparison. Further, it’s wise to remain cautious about relying overmuch on any one assessment of student progress to guide us.*



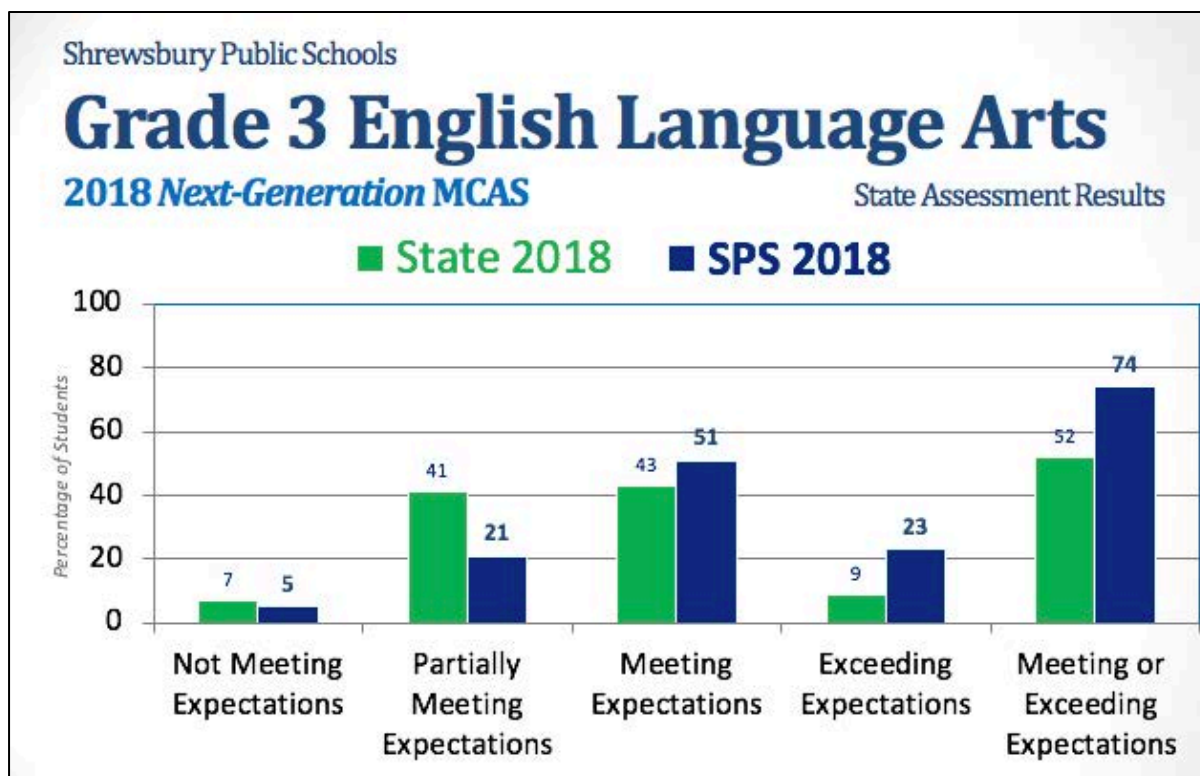
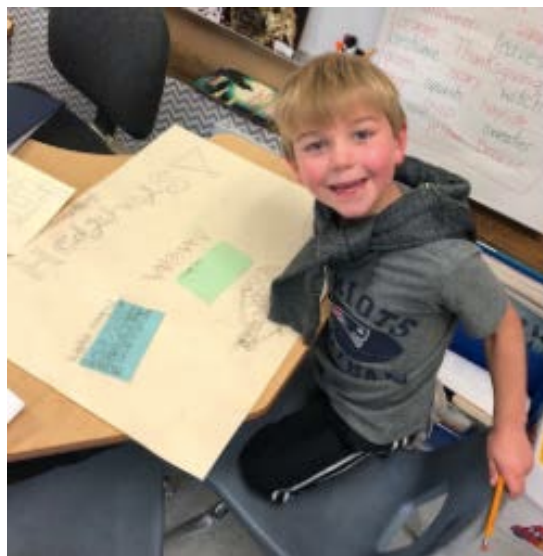
## Student Achievement Scores in English Language Arts

### by Grade Level

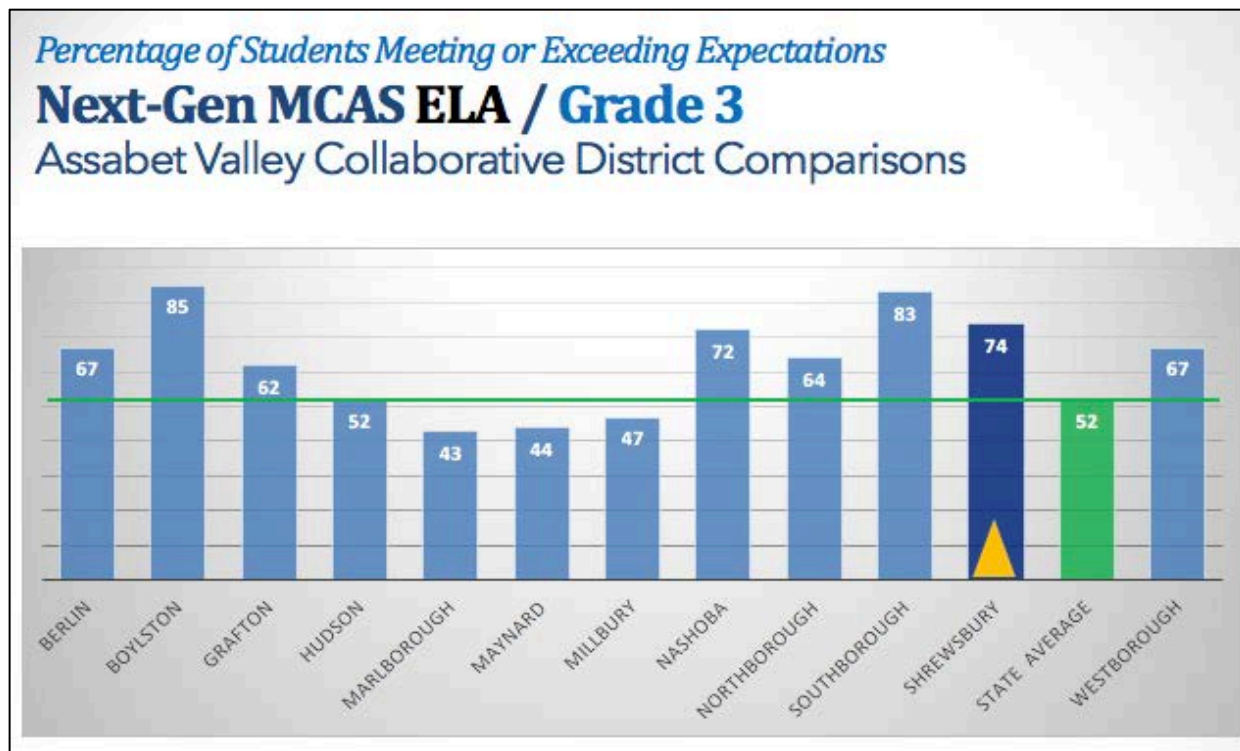
This part of the report details our baseline scores by content area and by grade level. Looking back to last year allows some basis for comparison.

### Grade 3

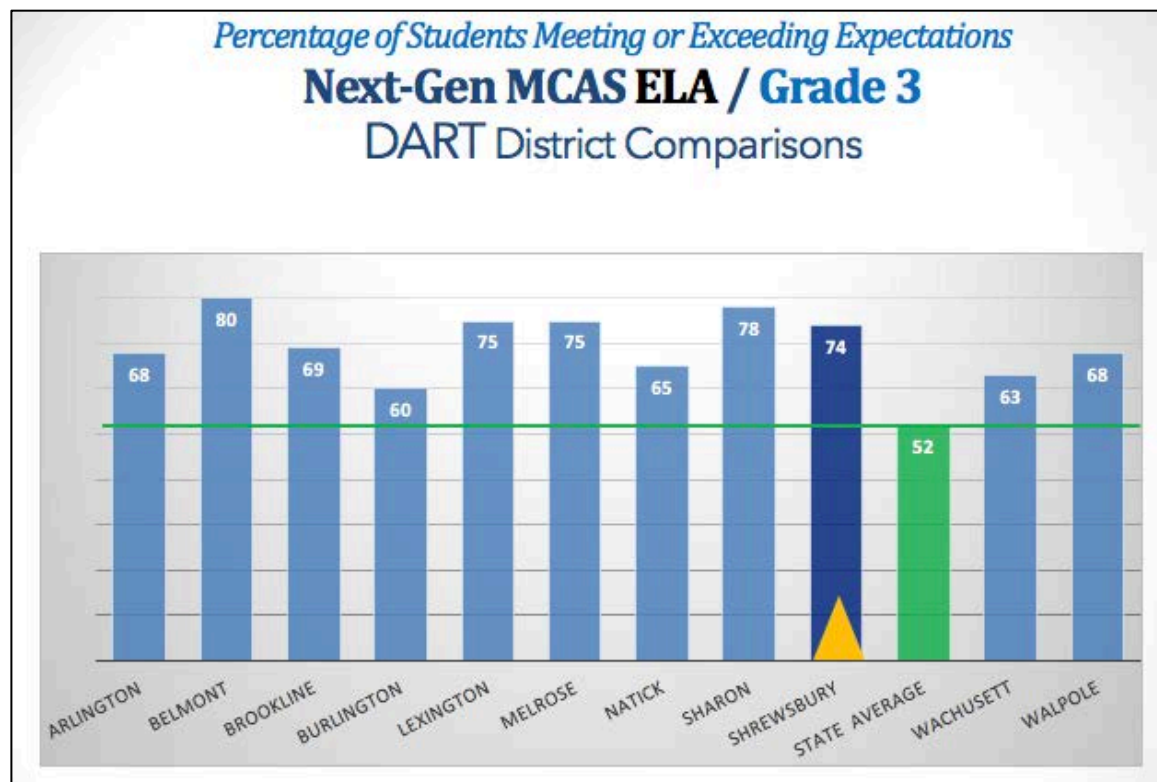
% by level	2017	2018
Exceeding	25	23
Meeting	44	51
Partially Meeting	27	21
Not Meeting	4	5



Looking at assessment information from area districts provides additional perspective on our results. As you can see from the chart below, Shrewsbury continues to be an educational leader in the area.



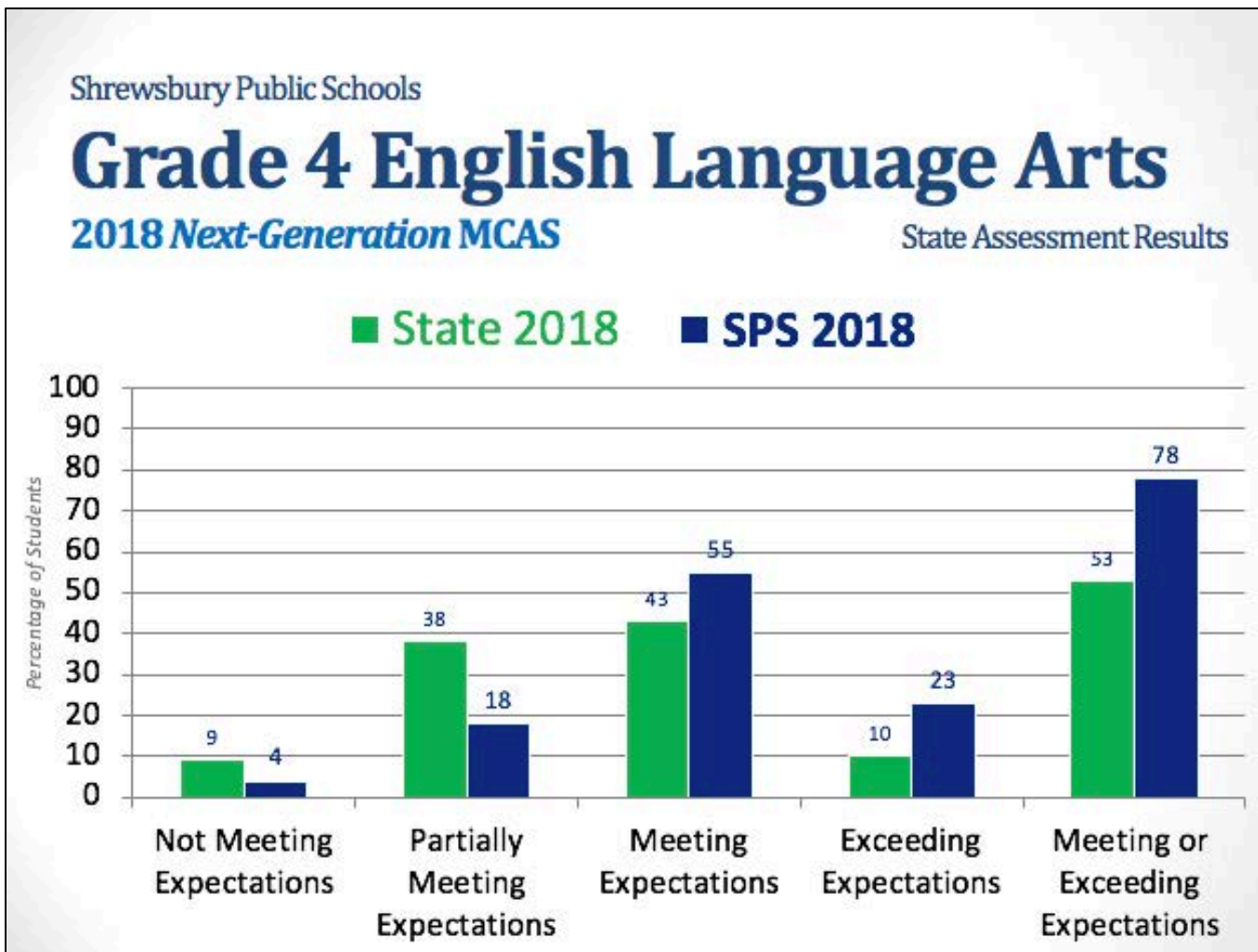
The Department of Secondary and Elementary education (DESE) also provides a wealth of comparative statistics. One helpful resource is DART, a district analysis and review tool. Comparisons with DART districts allow us to see how our results compare to school systems with similar enrollment characteristics.



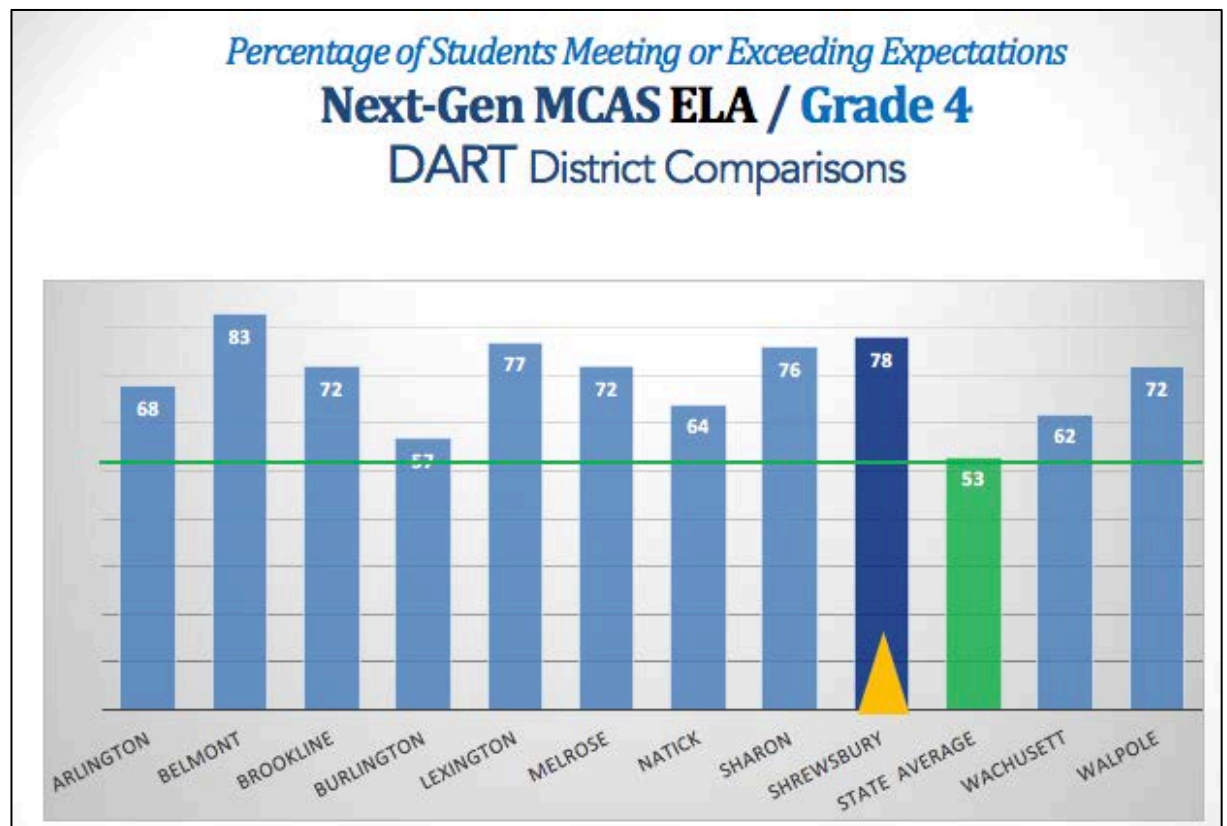
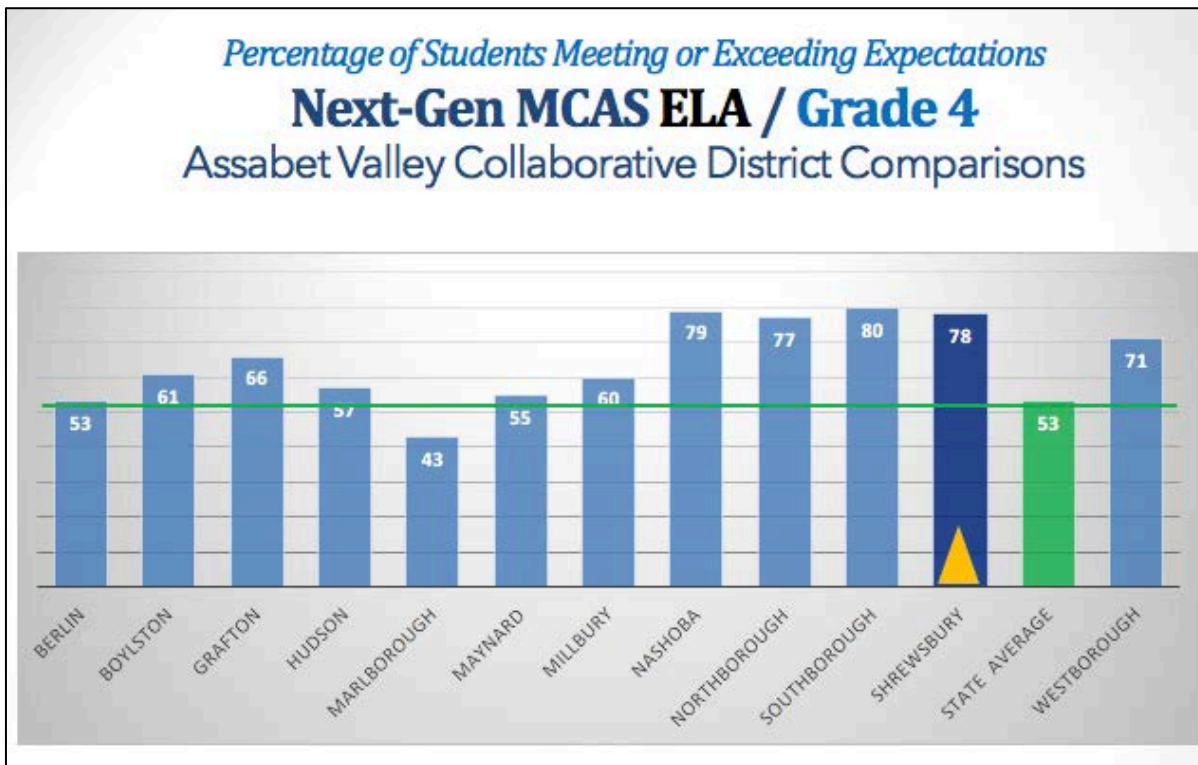
## Grade 4

% by level	2017	2018
Exceeding	20	23
Meeting	51	55
Partially Meeting	25	18
Not Meeting	3	4

Reading scores in Grade 4 improved over last year, with nearly 80% of our students meeting or exceeding grade level expectations.



The graph below shows how our Grade 4 students compare with fourth grade readers in nearby districts. Significantly, our scores are also strong when compared with DART districts.

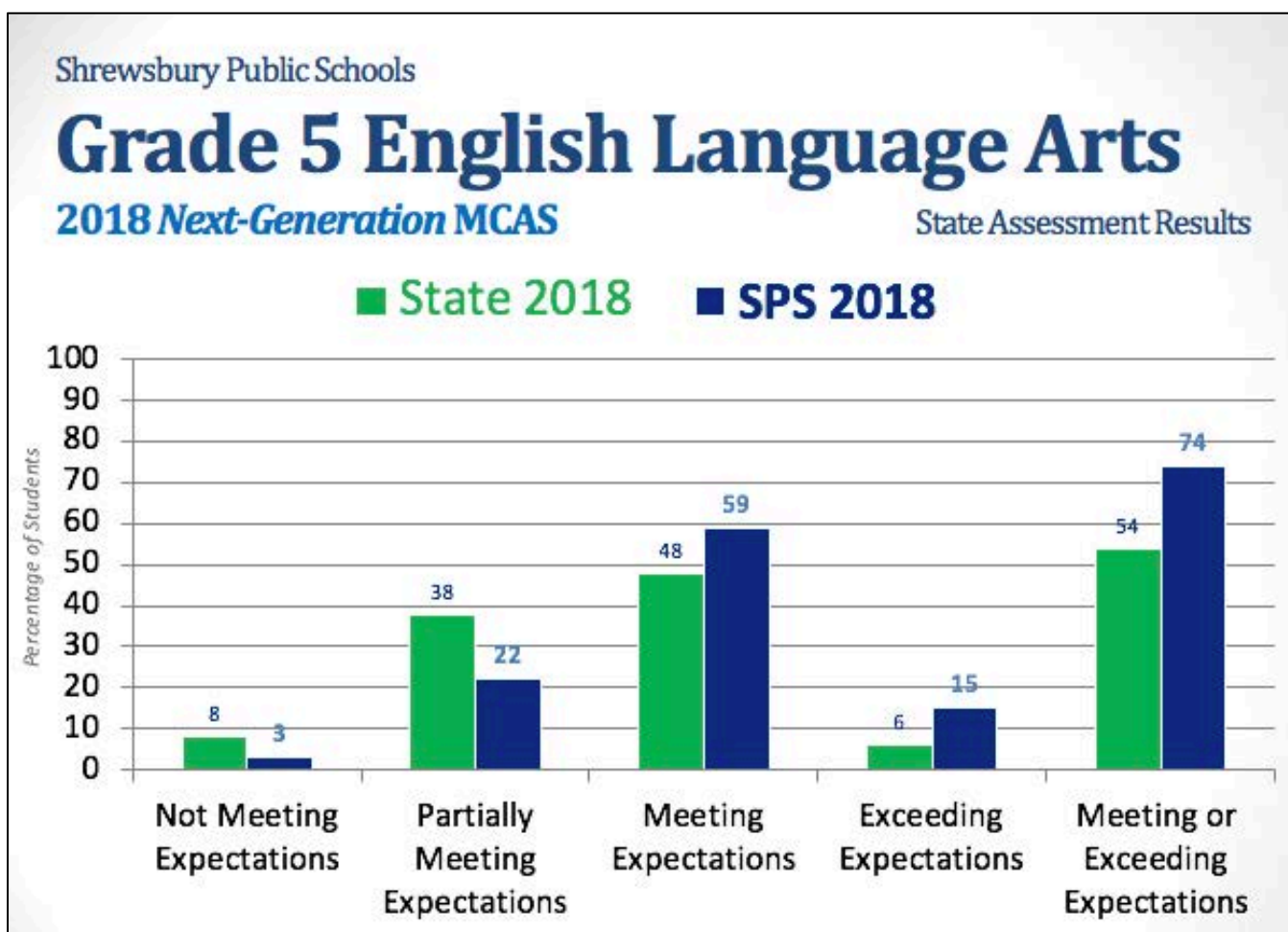




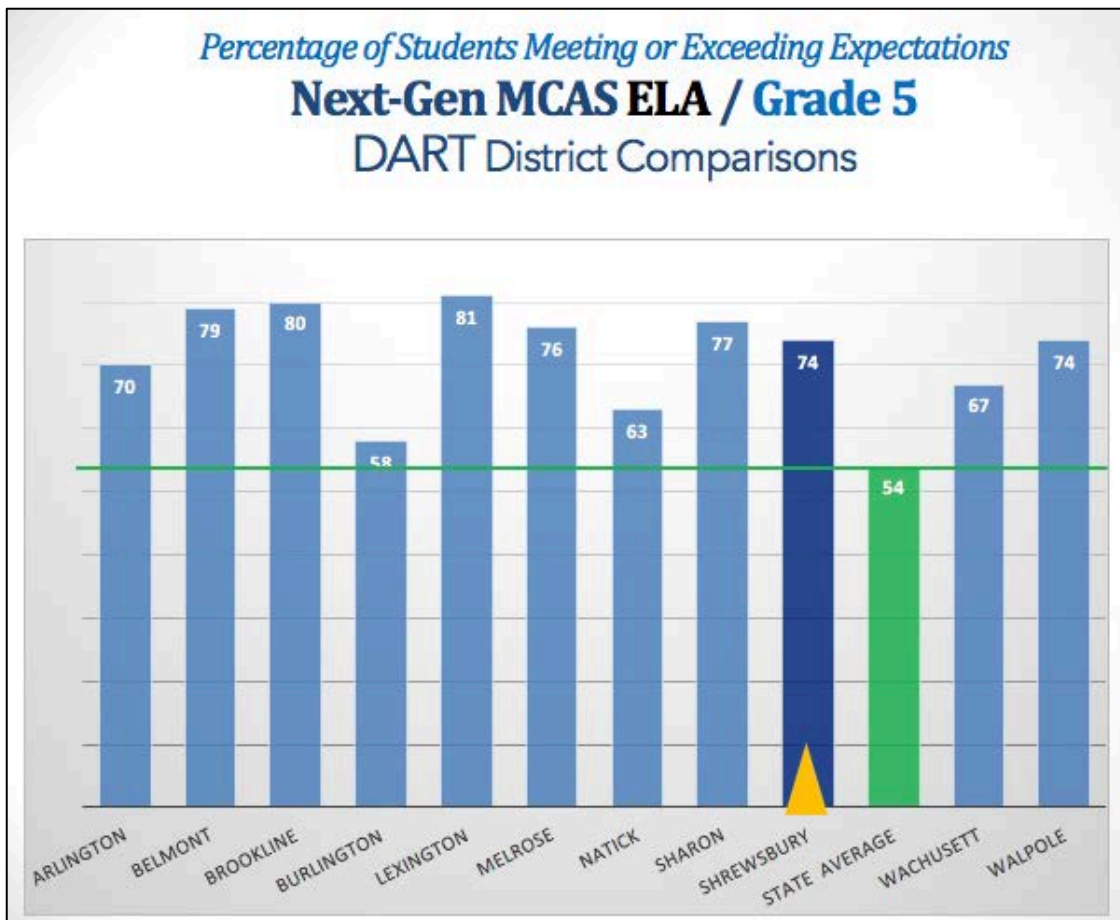
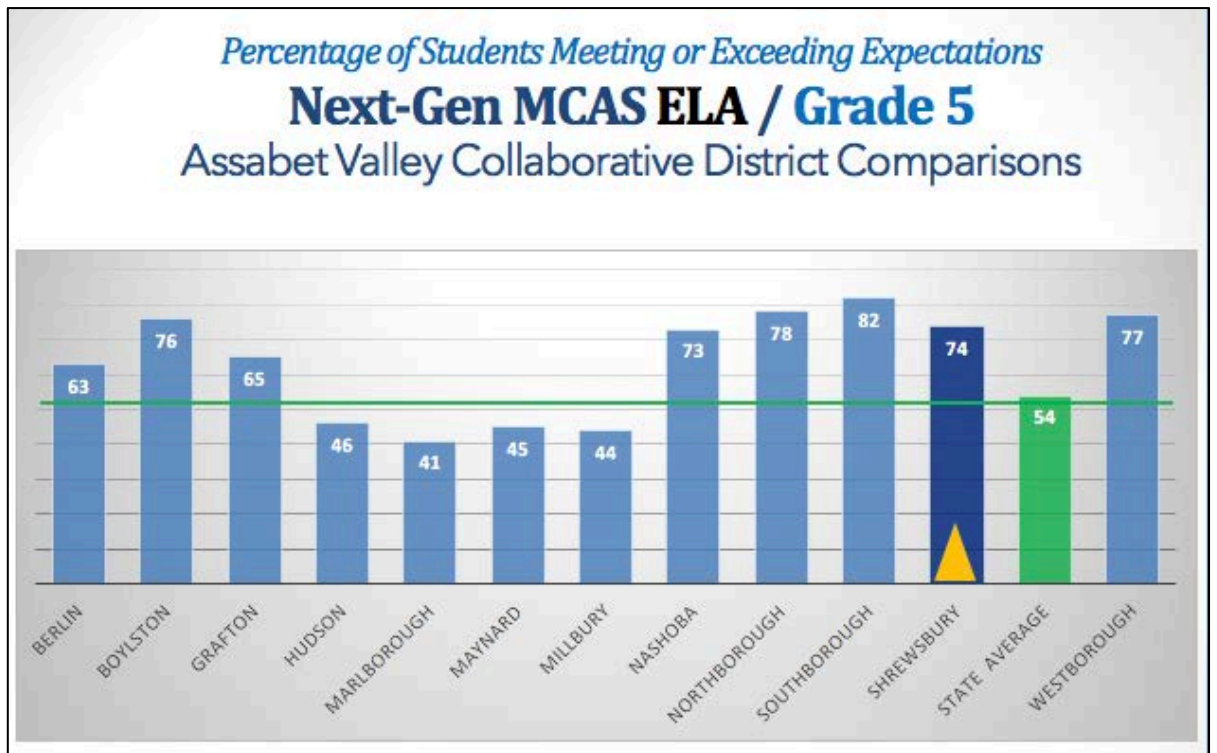
## Grade 5

% by level	2017	2018
Exceeding	10	15
Meeting	59	59
Partially Meeting	27	22
Not Meeting	4	3

Overall, English Language Arts results for students in Grades 3-5 look similar. In Grade 5, more students met the assessment benchmark this year.



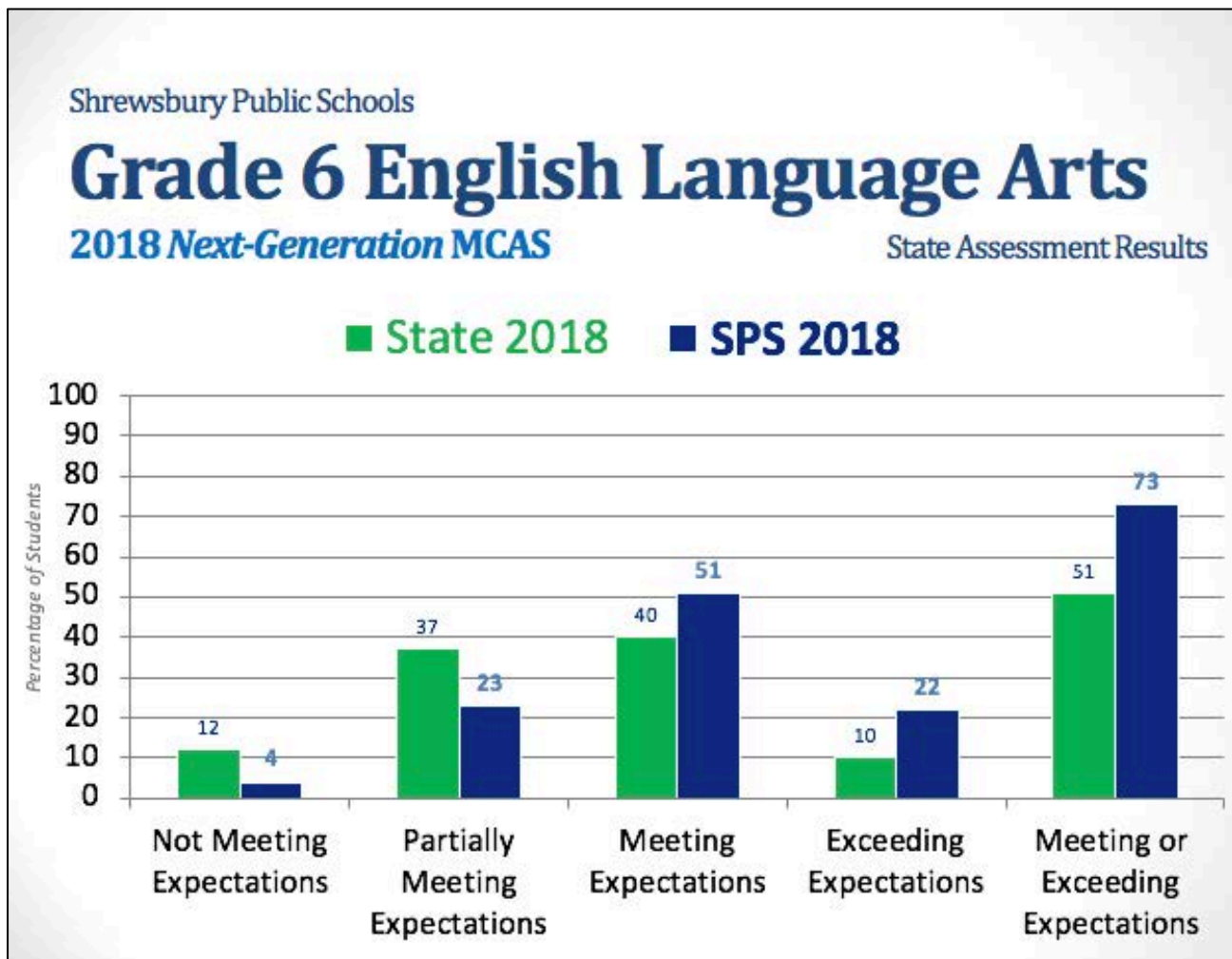
Shrewsbury's Grade 5 scores are higher than the state average and at the top of the range when compared to those of other districts.

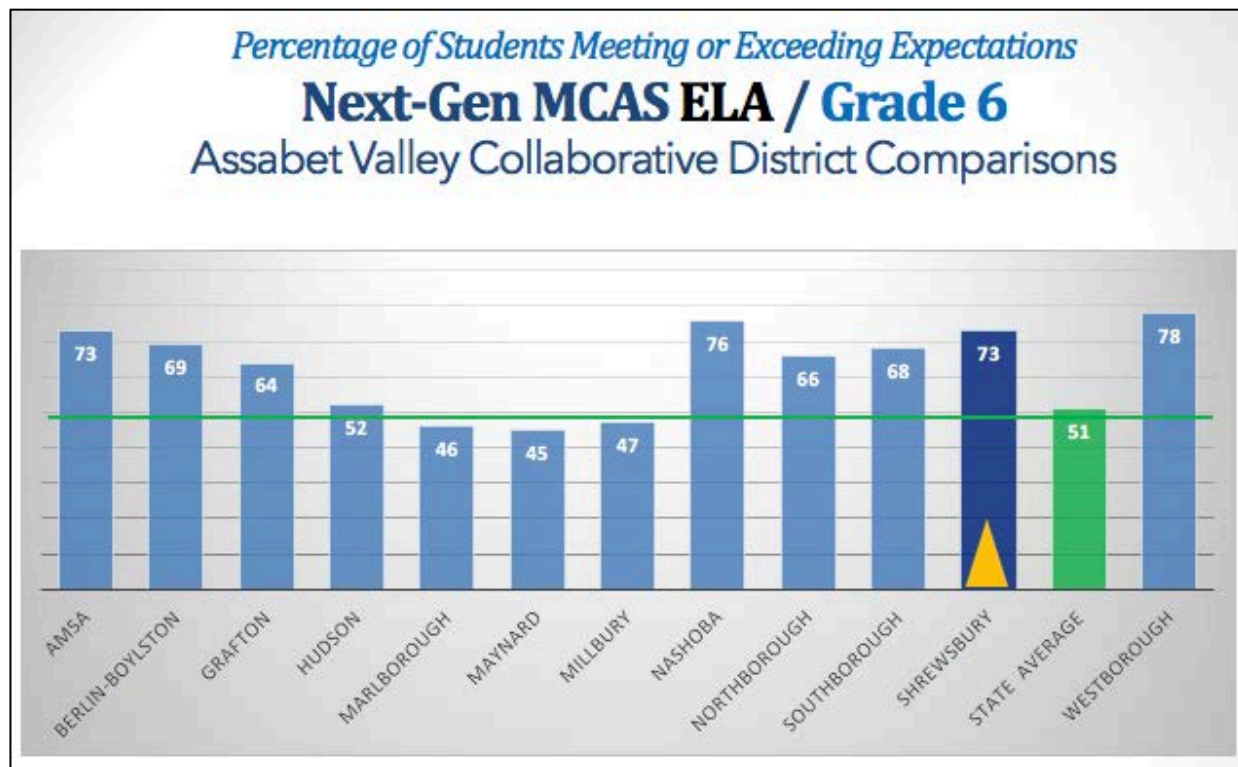


## Grade 6

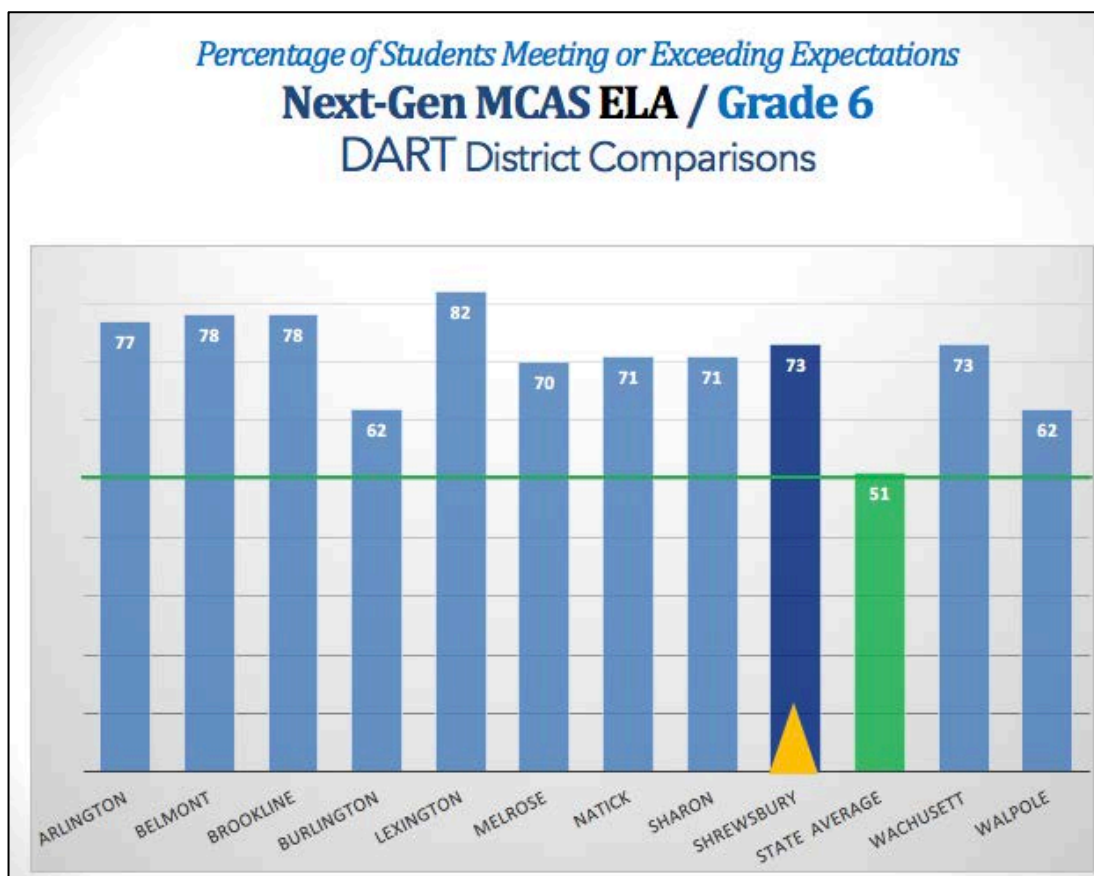
% by level	2017	2018
Exceeding	14	22
Meeting	57	51
Partially Meeting	23	23
Not Meeting	6	4

Scores for English Language Arts in Grade 6 rose slightly over last year.





Again, Shrewsbury's results in Grade 6 put us among the highest performing school districts in the Assabet Valley Collaborative group and in our DART district comparison group.

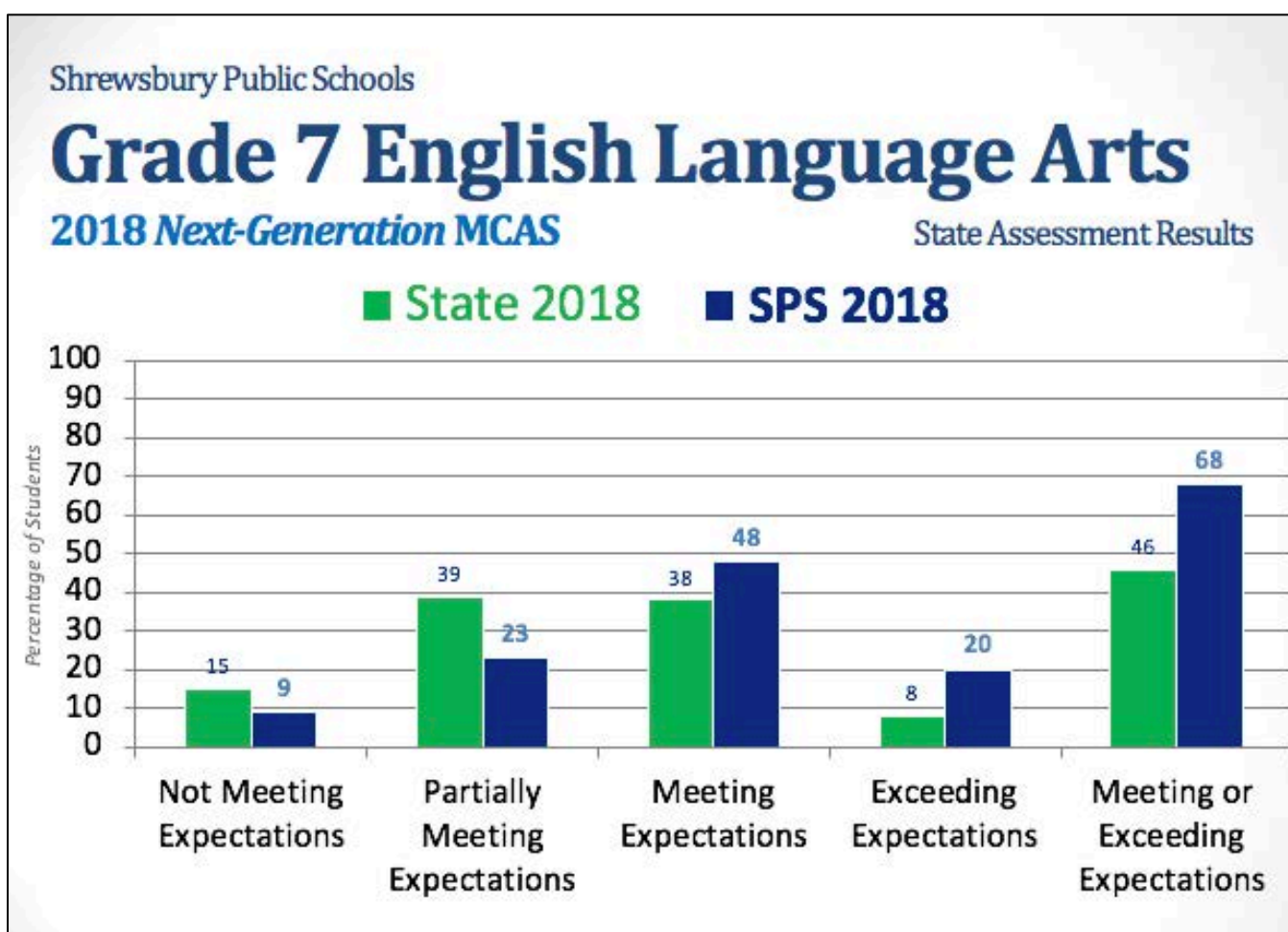




## Grade 7

% by level	2017	2018
Exceeding	9	20
Meeting	57	48
Partially Meeting	28	23
Not Meeting	6	9

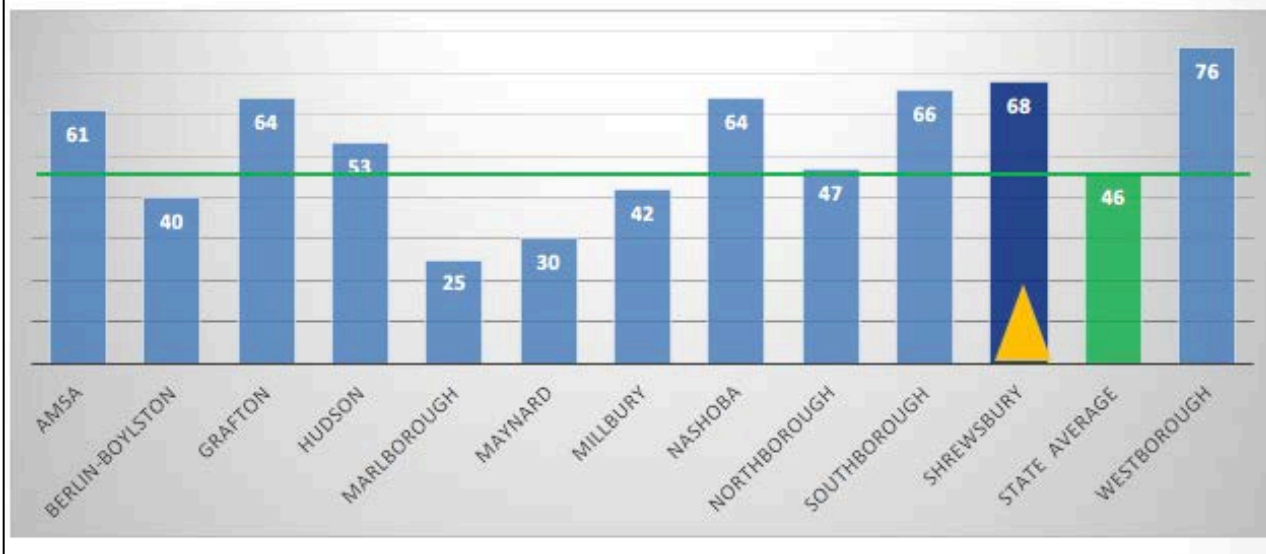
Rates of student performance on the Grade 7 English Language Arts assessment rose slightly. However, scores for this grade span are lower across the state and lower at this grade level in Shrewsbury than scores at other grade levels.



*Percentage of Students Meeting or Exceeding Expectations*

## **Next-Gen MCAS ELA / Grade 7**

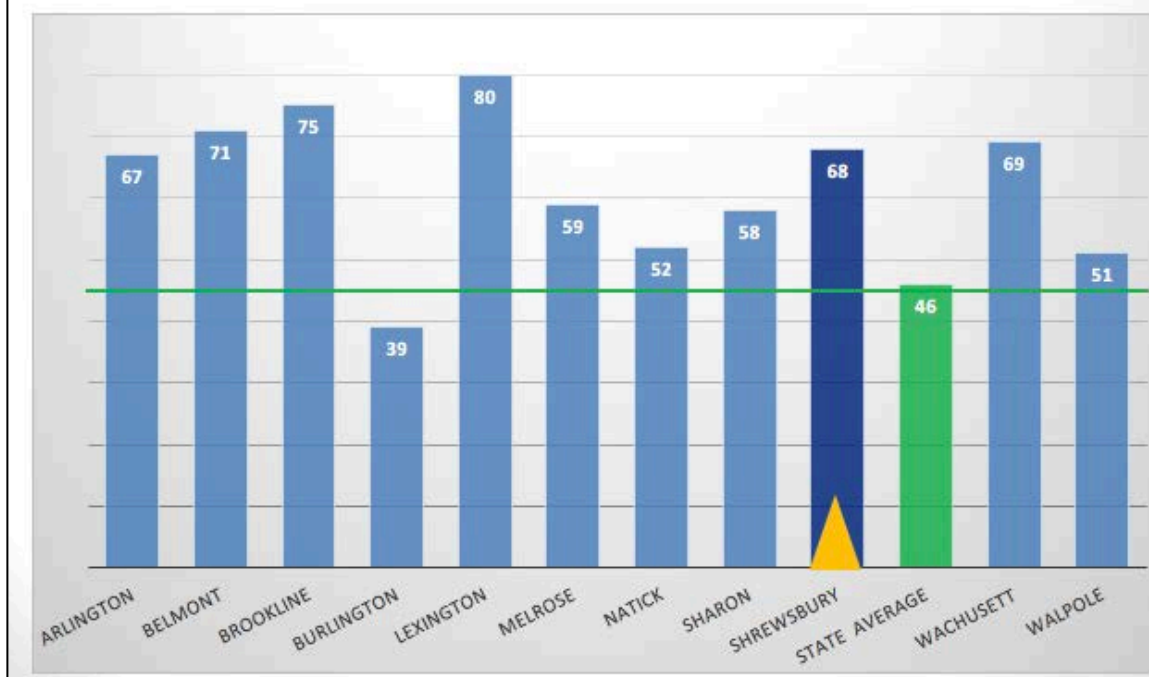
Assabet Valley Collaborative District Comparisons



*Percentage of Students Meeting or Exceeding Expectations*

## **Next-Gen MCAS ELA / Grade 7**

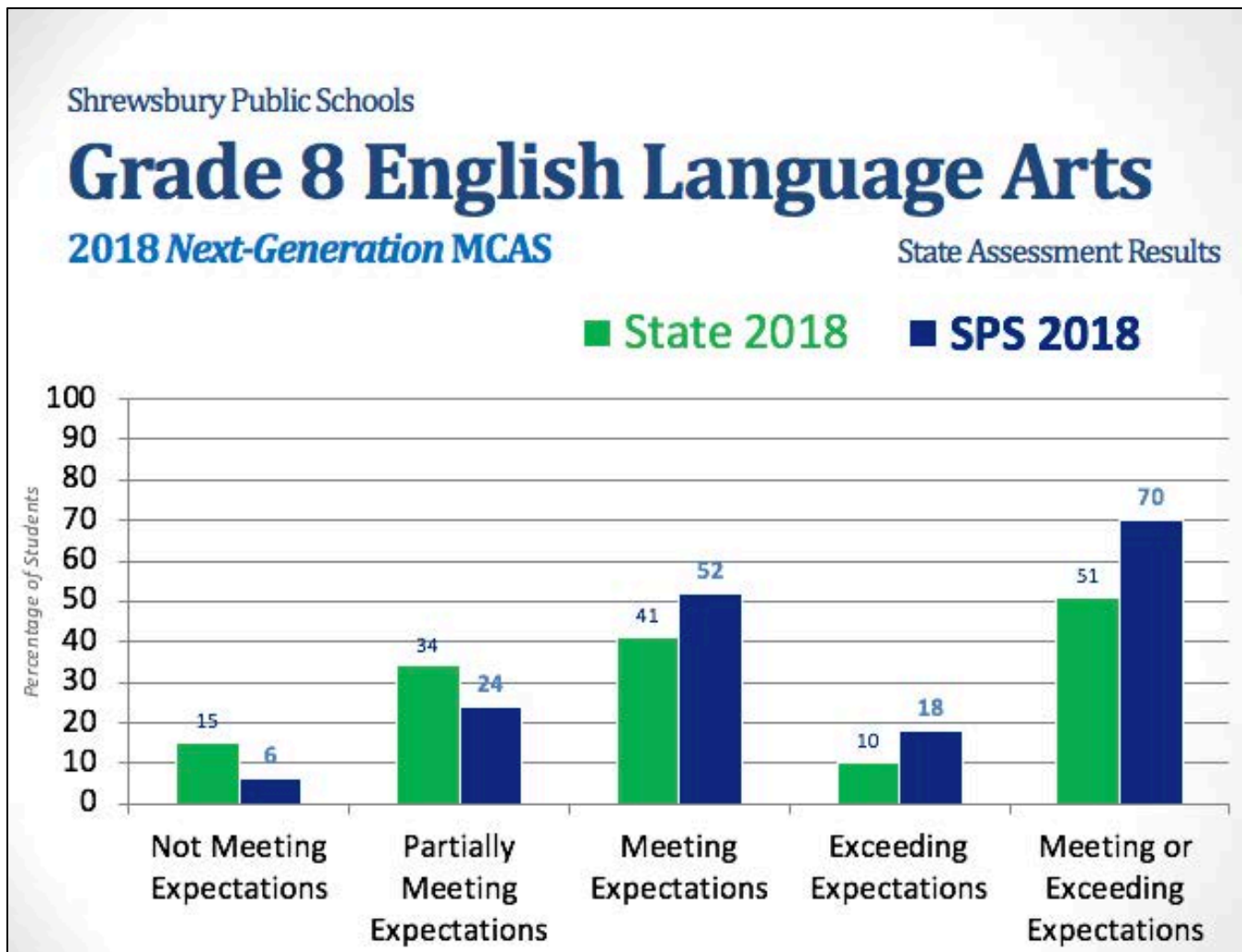
DART District Comparisons



## Grade 8

% by level	2017	2018
Exceeding	15	18
Meeting	50	52
Partially Meeting	31	24
Not Meeting	5	6

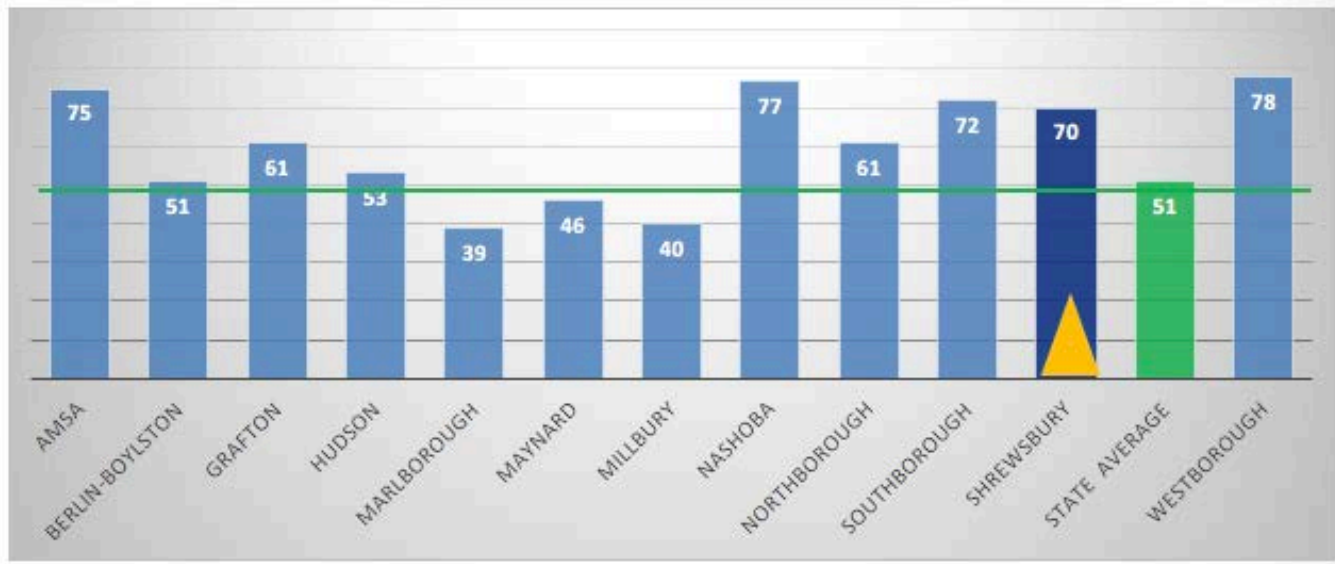
Grade 8 scores in ELA also rose this year.



*Percentage of Students Meeting or Exceeding Expectations*

## **Next-Gen MCAS ELA / Grade 8**

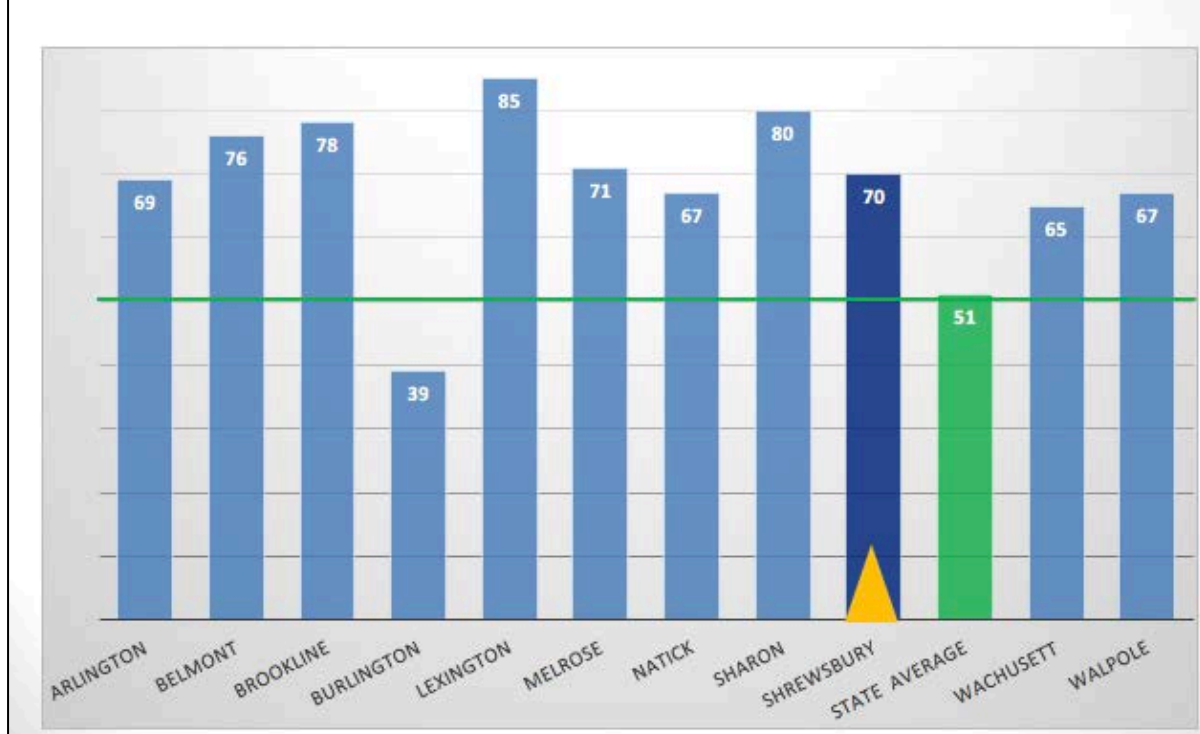
Assabet Valley Collaborative District Comparisons



*Percentage of Students Meeting or Exceeding Expectations*

## **Next-Gen MCAS ELA / Grade 8**

DART District Comparisons



## Grade 10

High School students will take the new test for English Language Arts and Math in 2019.

*Achievement rates 2015-2018 for the "legacy" MCAS in English Language Arts*

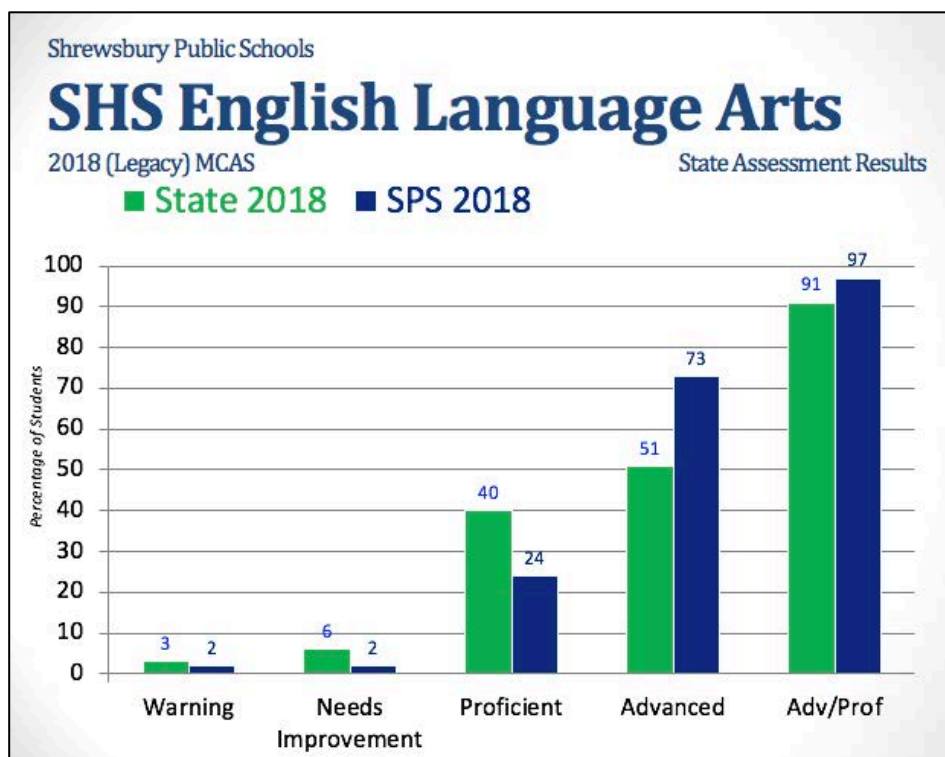
	2015	2016	2017	2018
Advanced	74	73	67	73
Proficient	23	23	29	24
Needs Improvement	1	2	2	2
Failing	1	2	2	2



### Grade 10 English Language Arts Scores: Legacy MCAS 5-year history

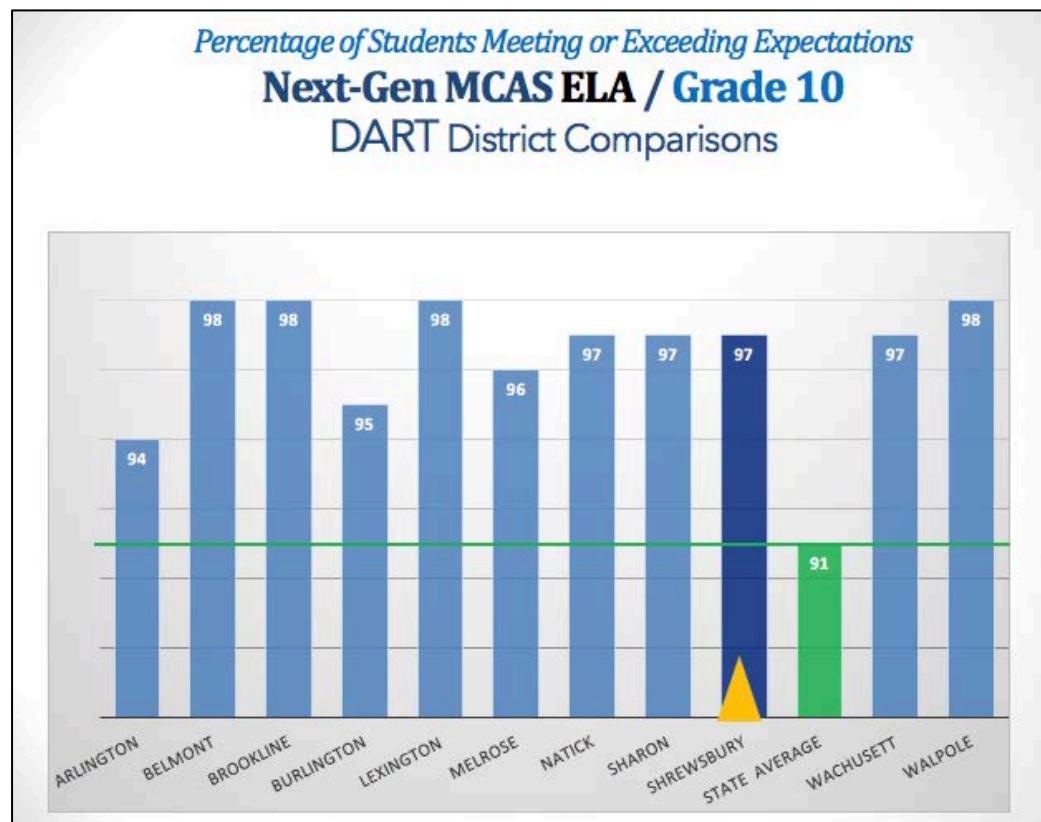
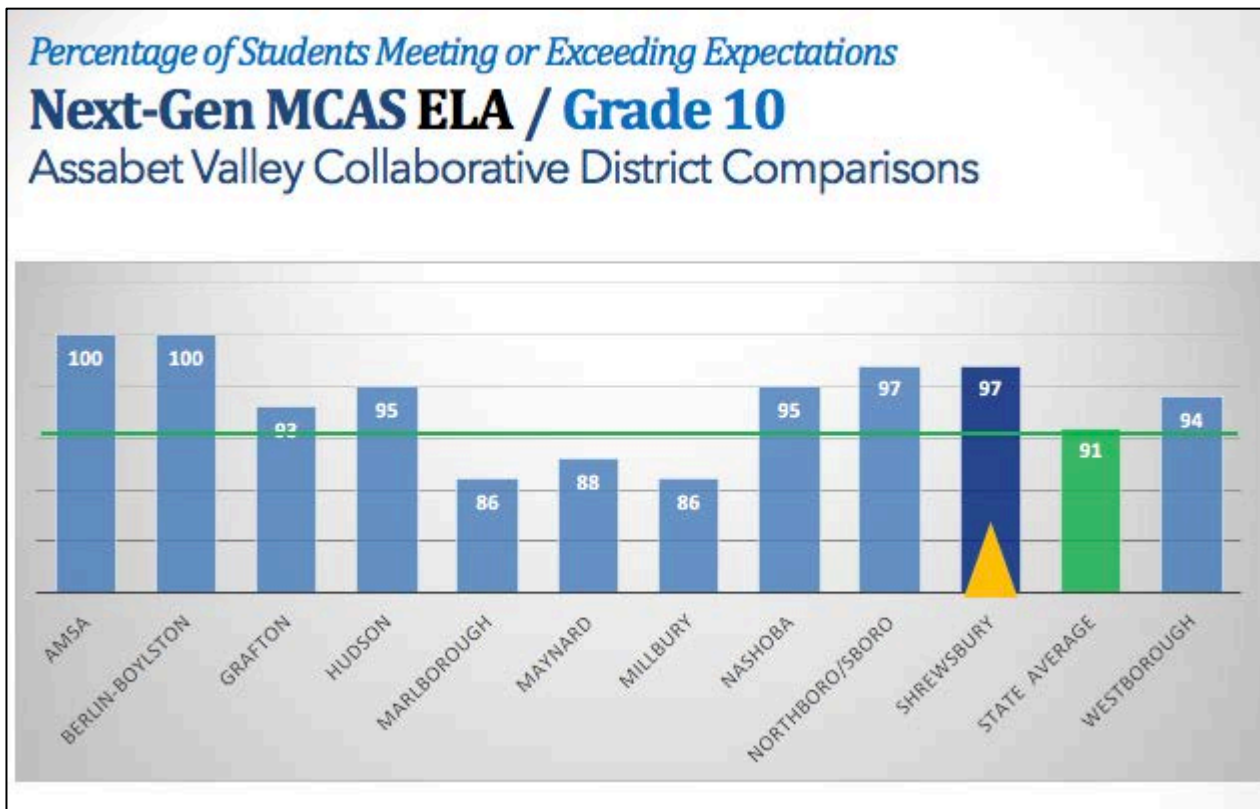
*Percentage of Students Achieving at the Proficient / Advanced Levels*

Year	2014	2015	2016	2017	2018
%	97	96	96	96	97





Very few districts post higher English Language Arts scores than Shrewsbury High School.



### Percentage of Students Meeting or Exceeding Expectations, ELA 2018

\*Note: Gr 10 results from the "Legacy MCAS" version of the state assessment, **not** MCAS 2.0

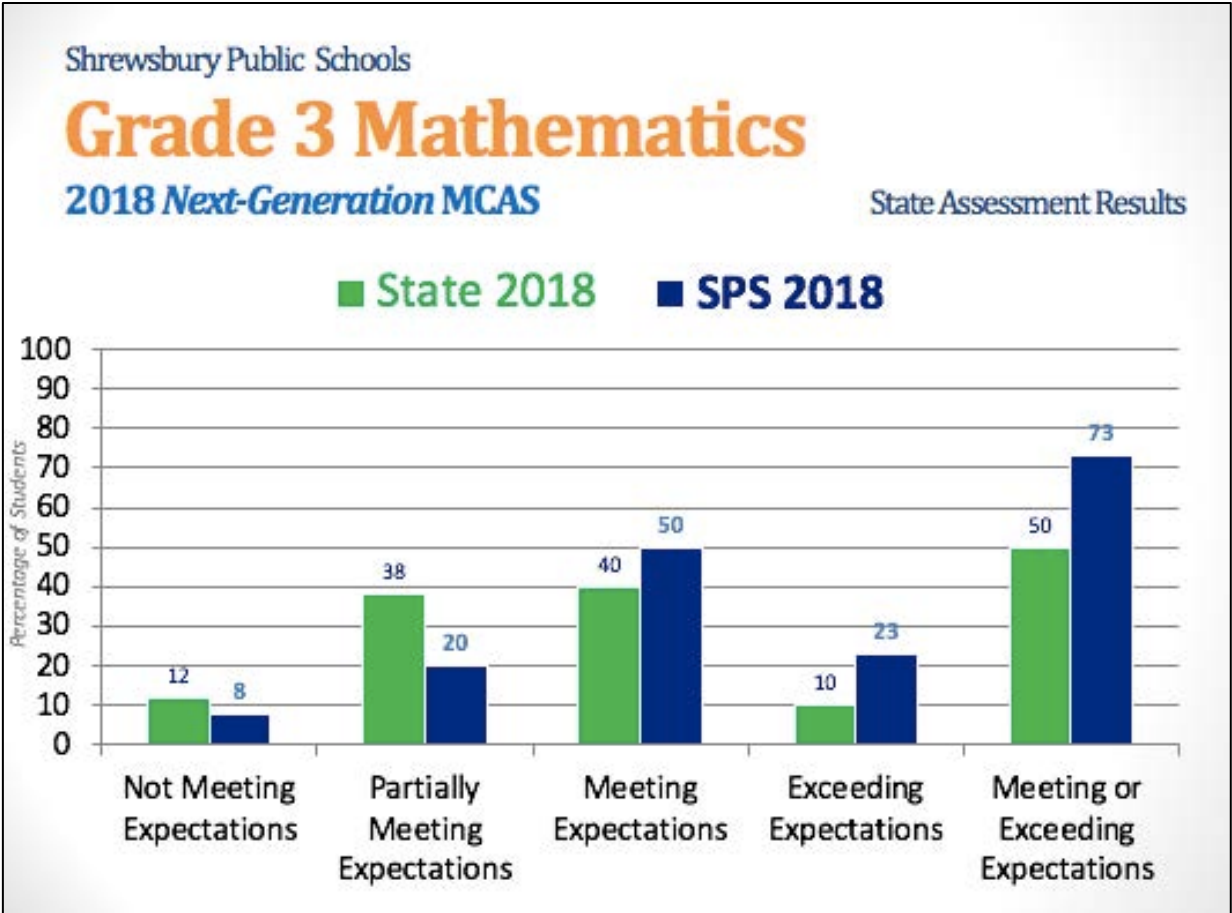
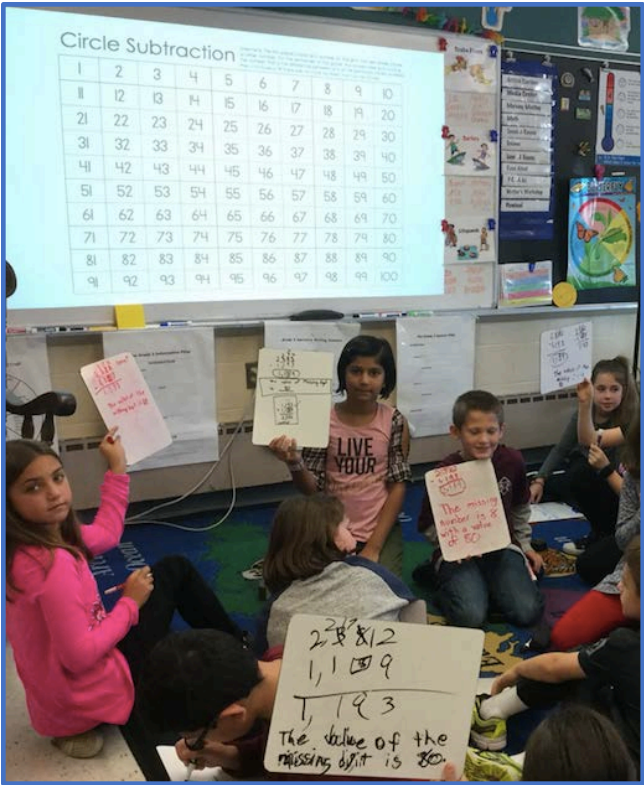
The photograph shows a classroom scene where a teacher, a woman in a blue shirt, stands in the background near a projector screen. Several students are seated at a wooden table, holding up their work. In the foreground, a girl in a pink shirt holds a whiteboard with a math problem: "John bought 16 for all 17 of his friends.  $12 \times 17 = N$ ". Below the text is a diagram of a rectangle divided into sections, with labels like "10 x 10 = 100", "10 x 2 = 20", "4 x 10 = 40", and "4 x 2 = 8". Other students are also holding up papers with math problems and diagrams. The classroom has a bulletin board with various papers, a clock, and a projector screen in the background.

20

# Grade 3

% by level	2017	2018
Exceeding	18	23
Meeting	57	50
Partially Meeting	22	20
Not Meeting	3	8

This year, fewer Grade 3 students met the assessment benchmark on the Mathematics assessment than last year. However, students in Grade 3 posted strong results overall, as evidenced on the charts that follow.

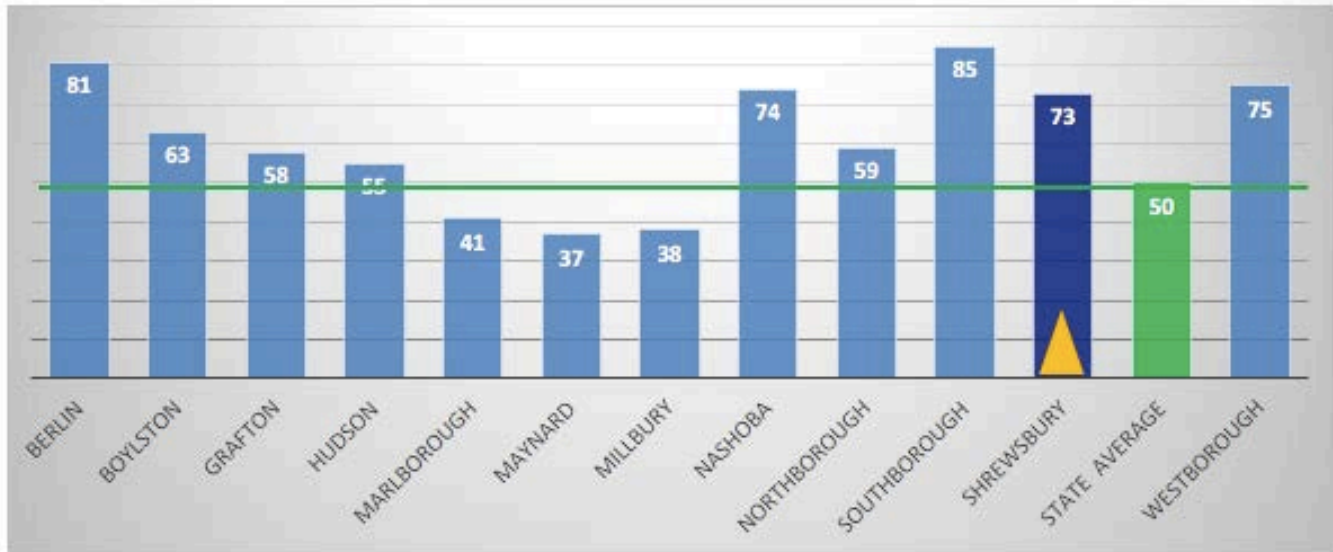




*Percentage of Students Meeting or Exceeding Expectations*

## **Next-Gen MCAS Mathematics / Grade 3**

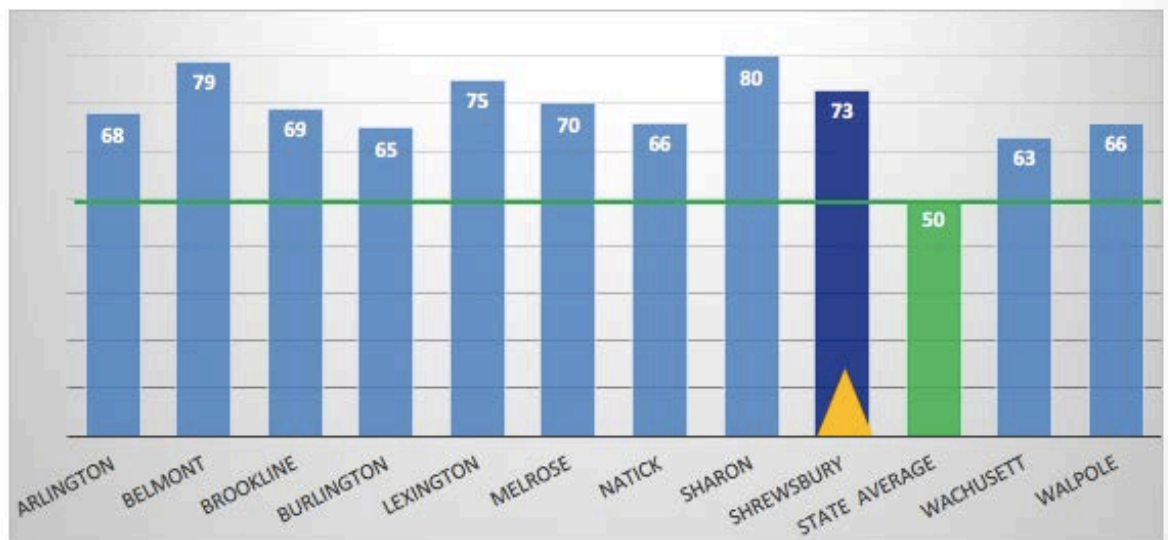
Assabet Valley Collaborative District Comparisons



*Percentage of Students Meeting or Exceeding Expectations*

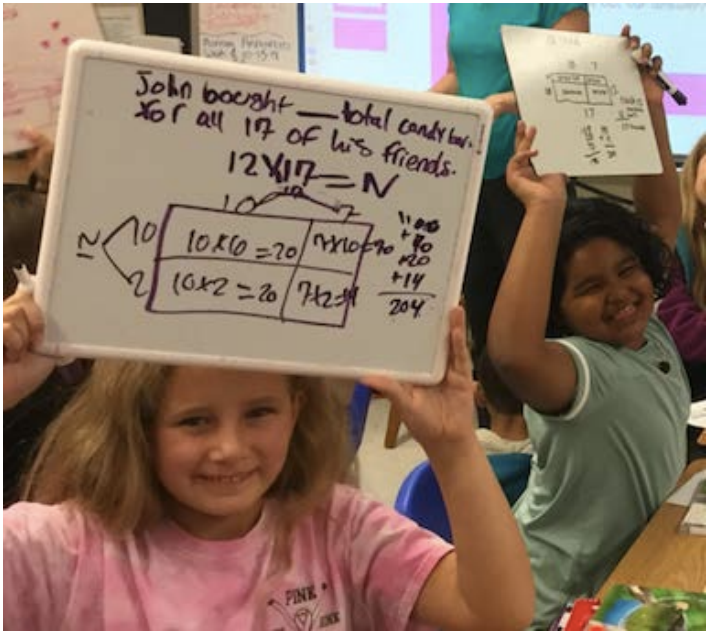
## **Next-Gen MCAS Mathematics / Grade 3**

DART District Comparisons

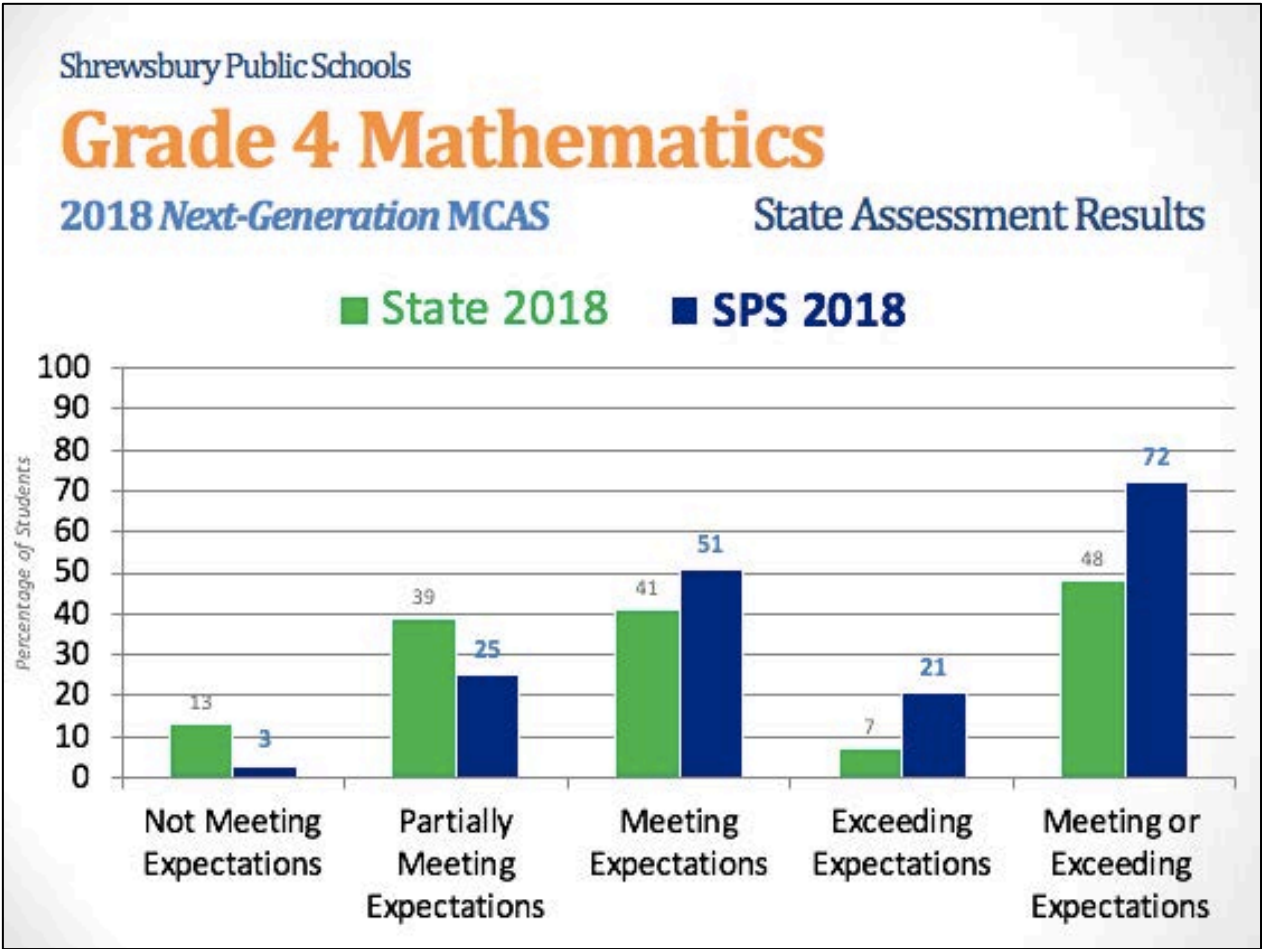


# Grade 4

% by level	2017	2018
Exceeding	21	21
Meeting	54	51
Partially Meeting	20	25
Not Meeting	5	3



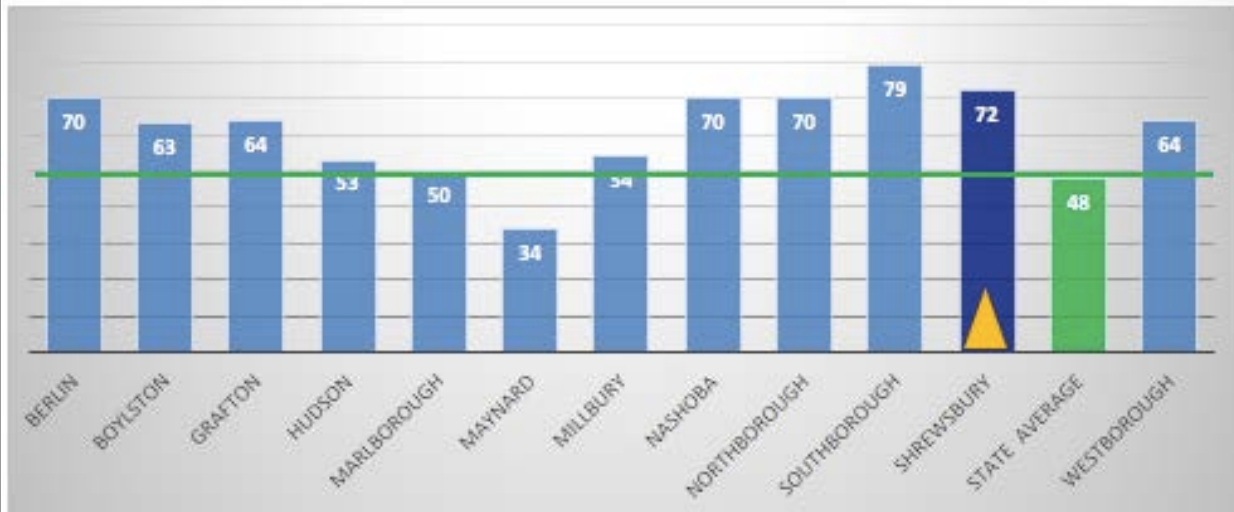
Grade 4 student results in Math are similar to those of Grade 3. Our students consistently achieve higher scores on the MCAS assessment than most children in the state.



*Percentage of Students Meeting or Exceeding Expectations*

## **Next-Gen MCAS Mathematics / Grade 4**

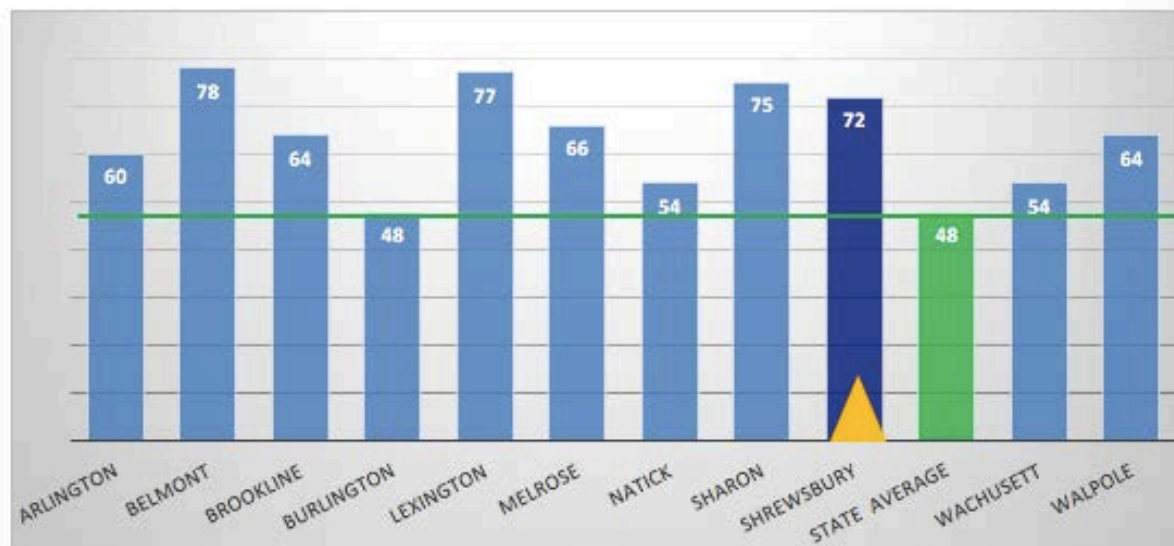
**Assabet Valley Collaborative District Comparisons**



*Percentage of Students Meeting or Exceeding Expectations*

## **Next-Gen MCAS Mathematics / Grade 4**

**DART District Comparisons**

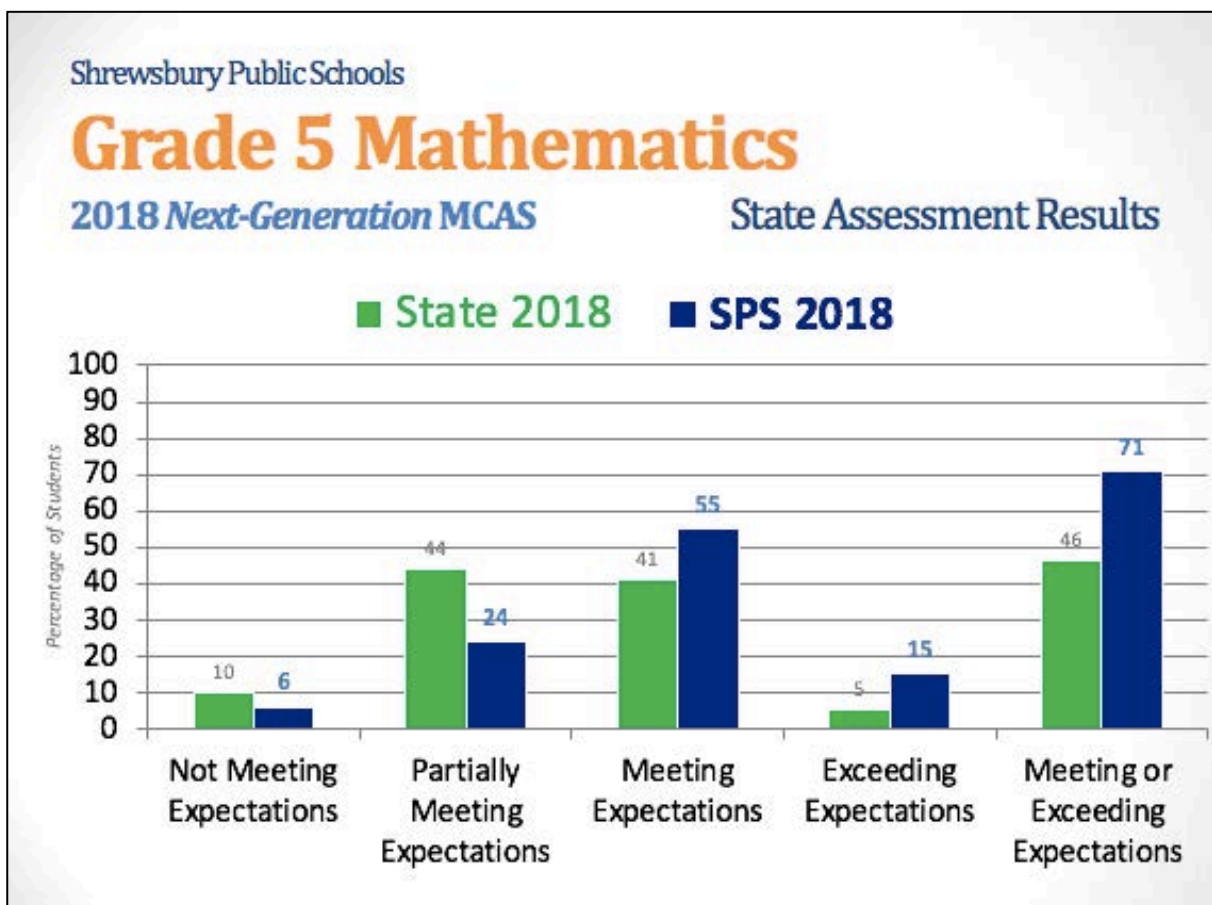


# Grade 5

% by level	2017	2018
Exceeding	20	15
Meeting	52	55
Partially Meeting	24	24
Not Meeting	5	6

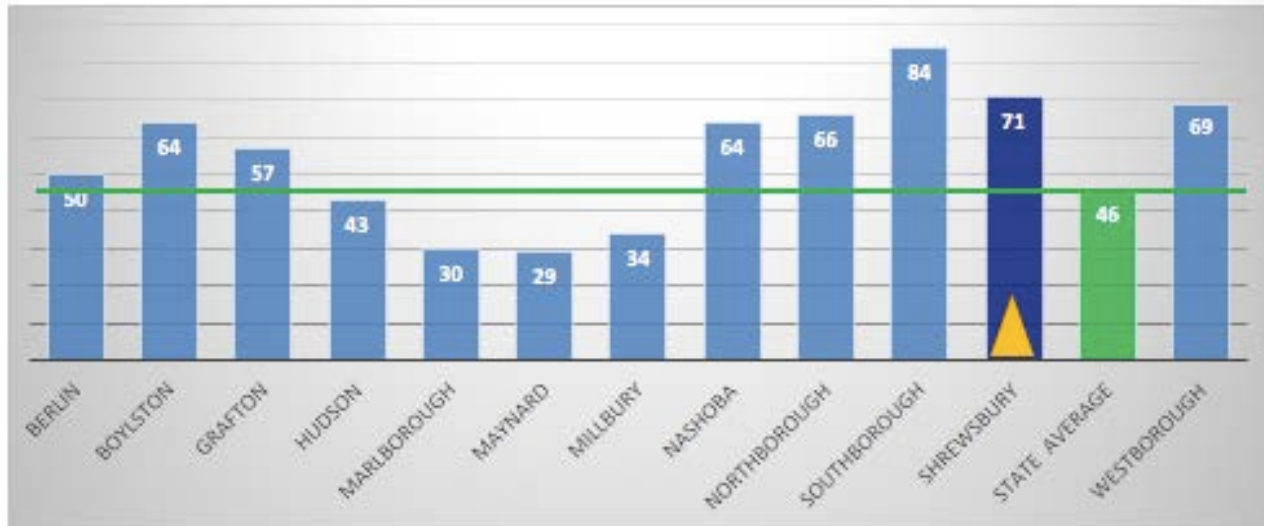
71% of Grade 5 students met the grade level benchmark for Math this year, which shows little change from last year.

Note: Grade 5 DESE reports show a discrepancy worth noting. The total numbers for each category of performance do not match the overall total for Grade 5.

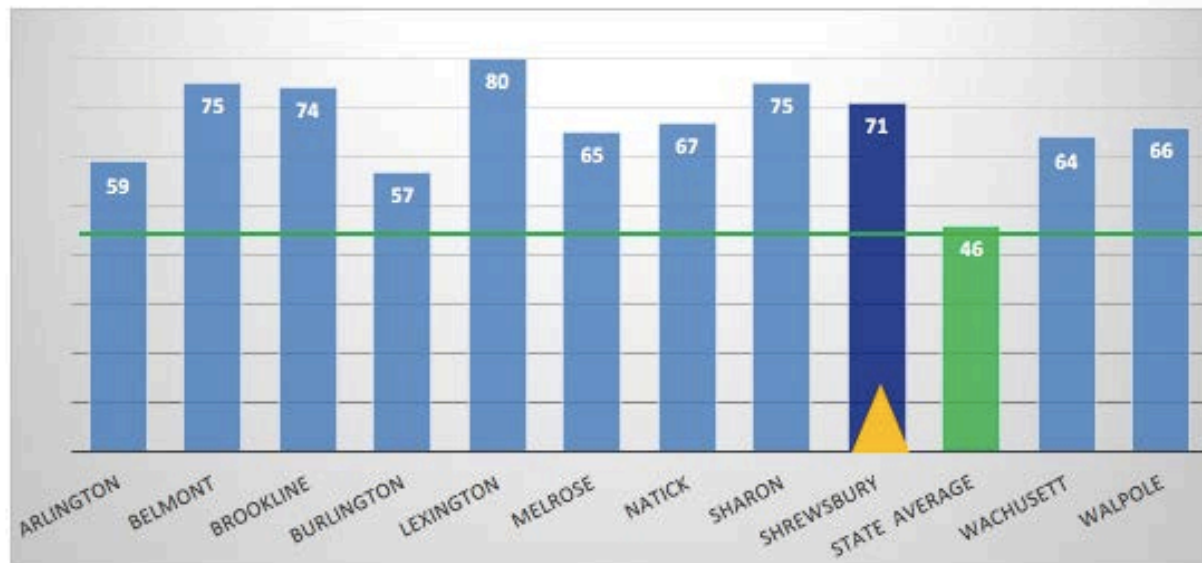




*Percentage of Students Meeting or Exceeding Expectations*  
**Next-Gen MCAS Mathematics / Grade 5**  
 Assabet Valley Collaborative District Comparisons



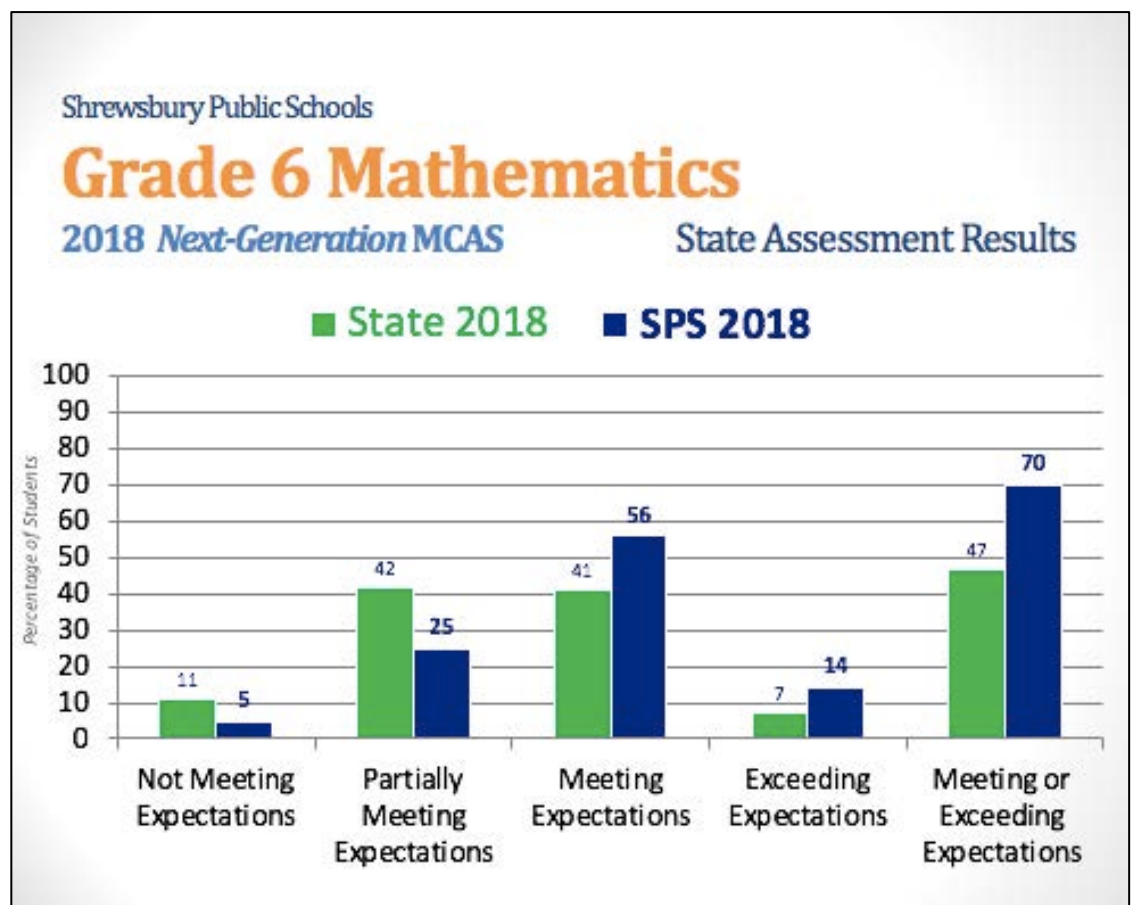
*Percentage of Students Meeting or Exceeding Expectations*  
**Next-Gen MCAS Mathematics / Grade 5**  
 DART District Comparisons



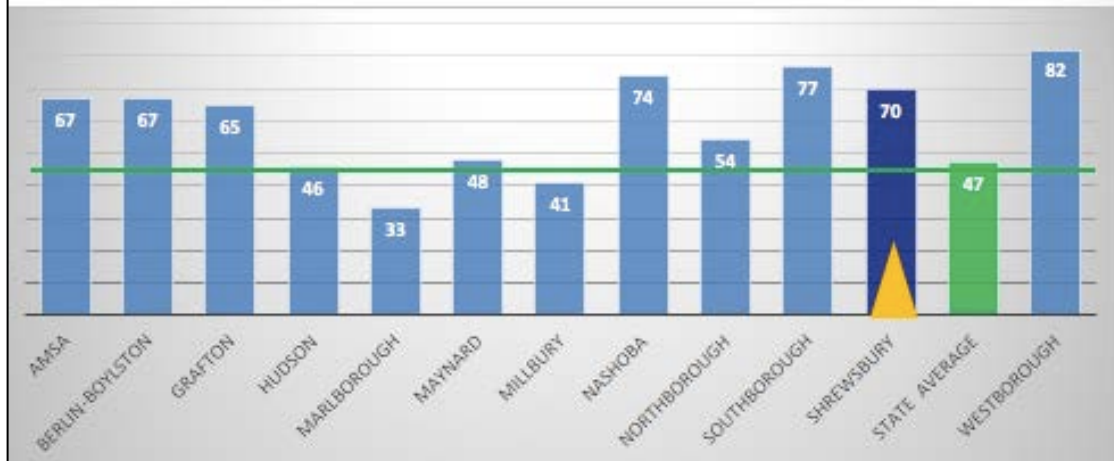
## Grade 6

% by level	2017	2018
Exceeding	11	14
Meeting	58	56
Partially Meeting	26	25
Not Meeting	6	5

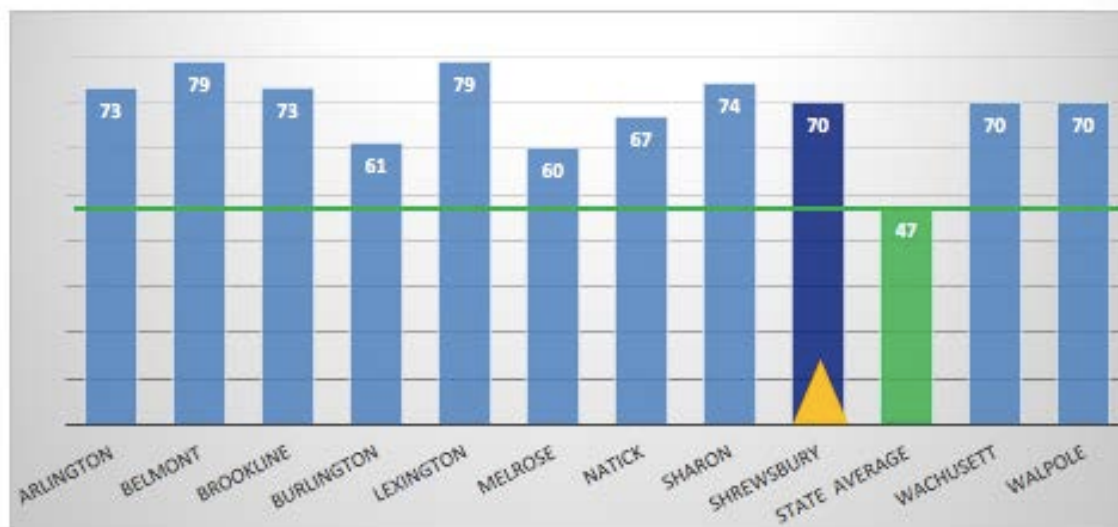
Grade 6 Math scores rose slightly over last year. The charts that follow speak to our overall success in helping more students to master Math standards and practices at this level.



*Percentage of Students Meeting or Exceeding Expectations*  
**Next-Gen MCAS Mathematics / Grade 6**  
 Assabet Valley Collaborative District Comparisons



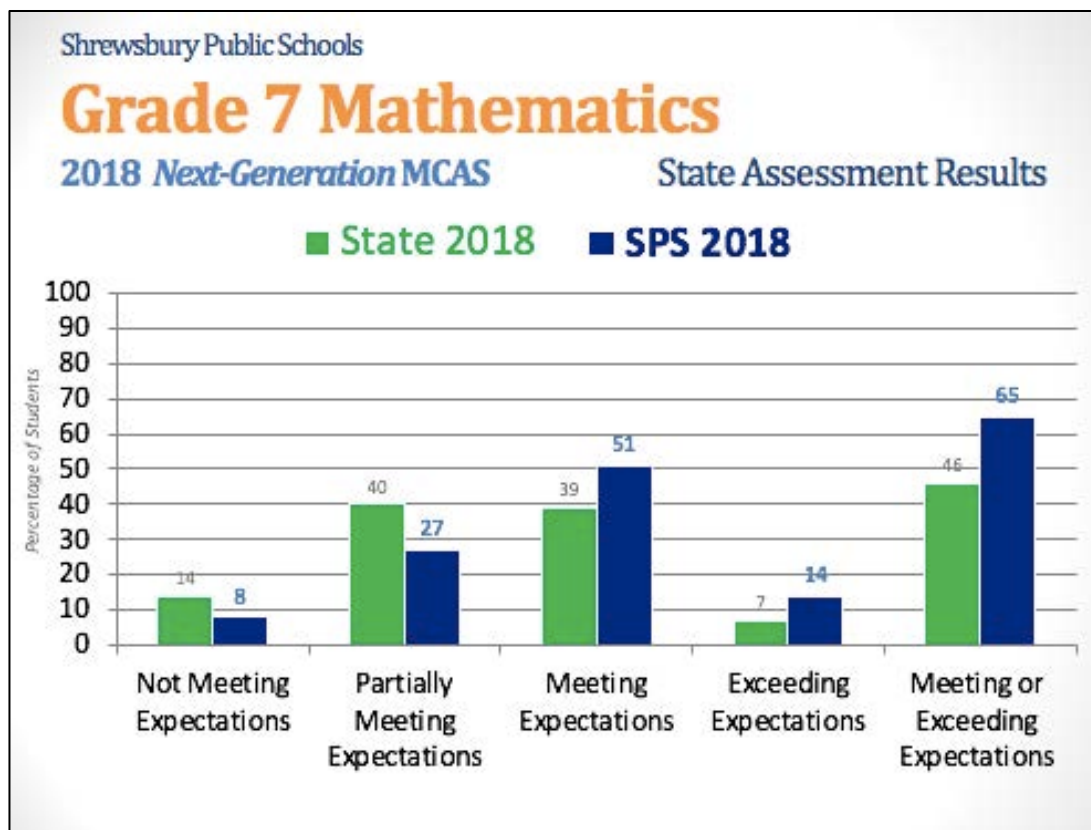
*Percentage of Students Meeting or Exceeding Expectations*  
**Next-Gen MCAS Mathematics / Grade 6**  
 DART District Comparisons



# Grade 7

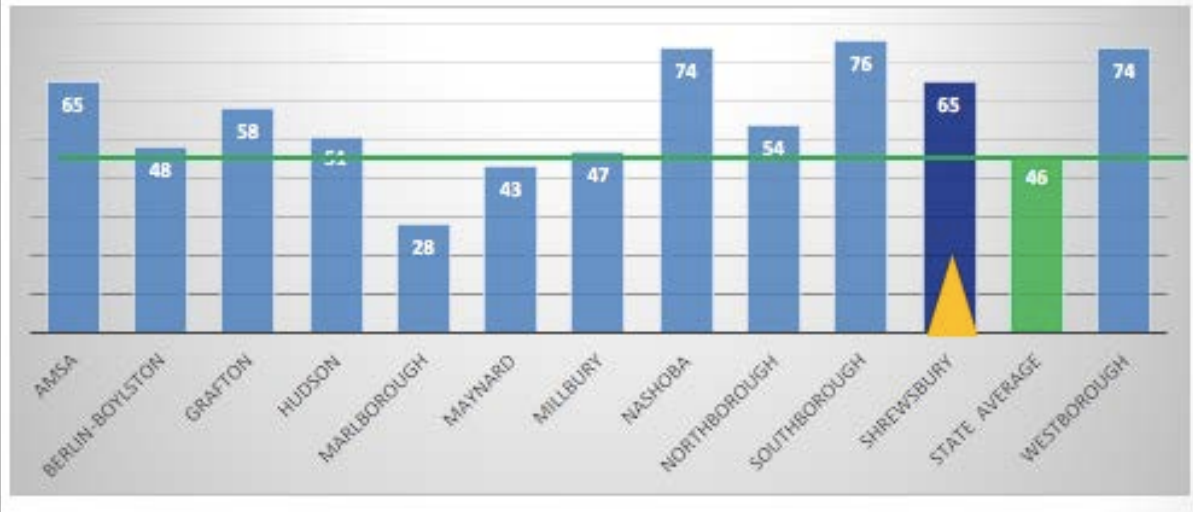
% by level	2017	2018
Exceeding	15	14
Meeting	46	51
Partially Meeting	34	27
Not Meeting	6	8

Math scores for Grade 7 rose this year. Again, results for this grade span are lower overall across the state, which bears further study.

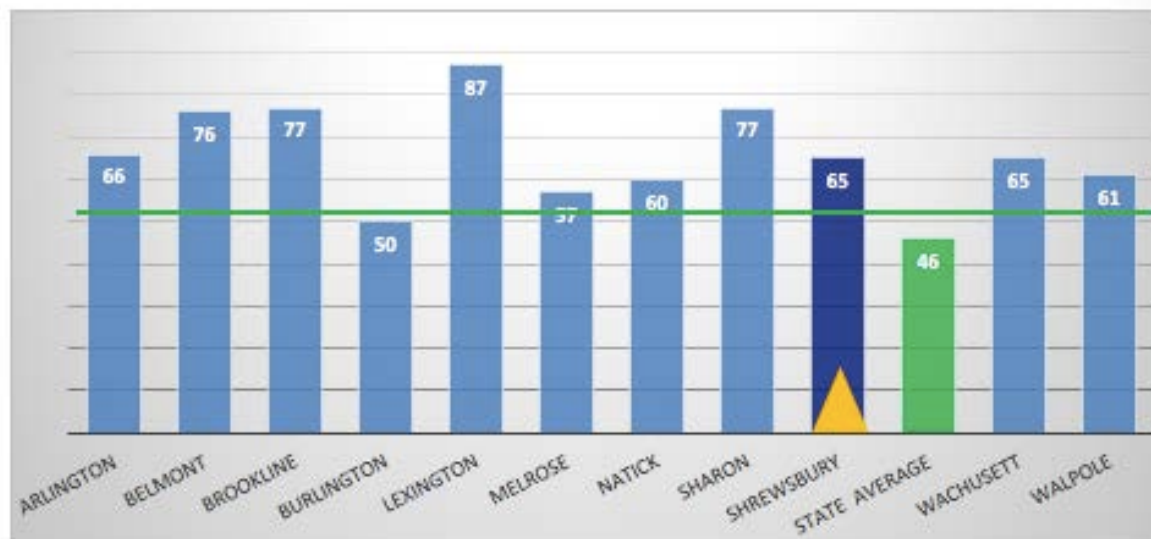




*Percentage of Students Meeting or Exceeding Expectations*  
**Next-Gen MCAS Mathematics / Grade 7**  
 Assabet Valley Collaborative District Comparisons



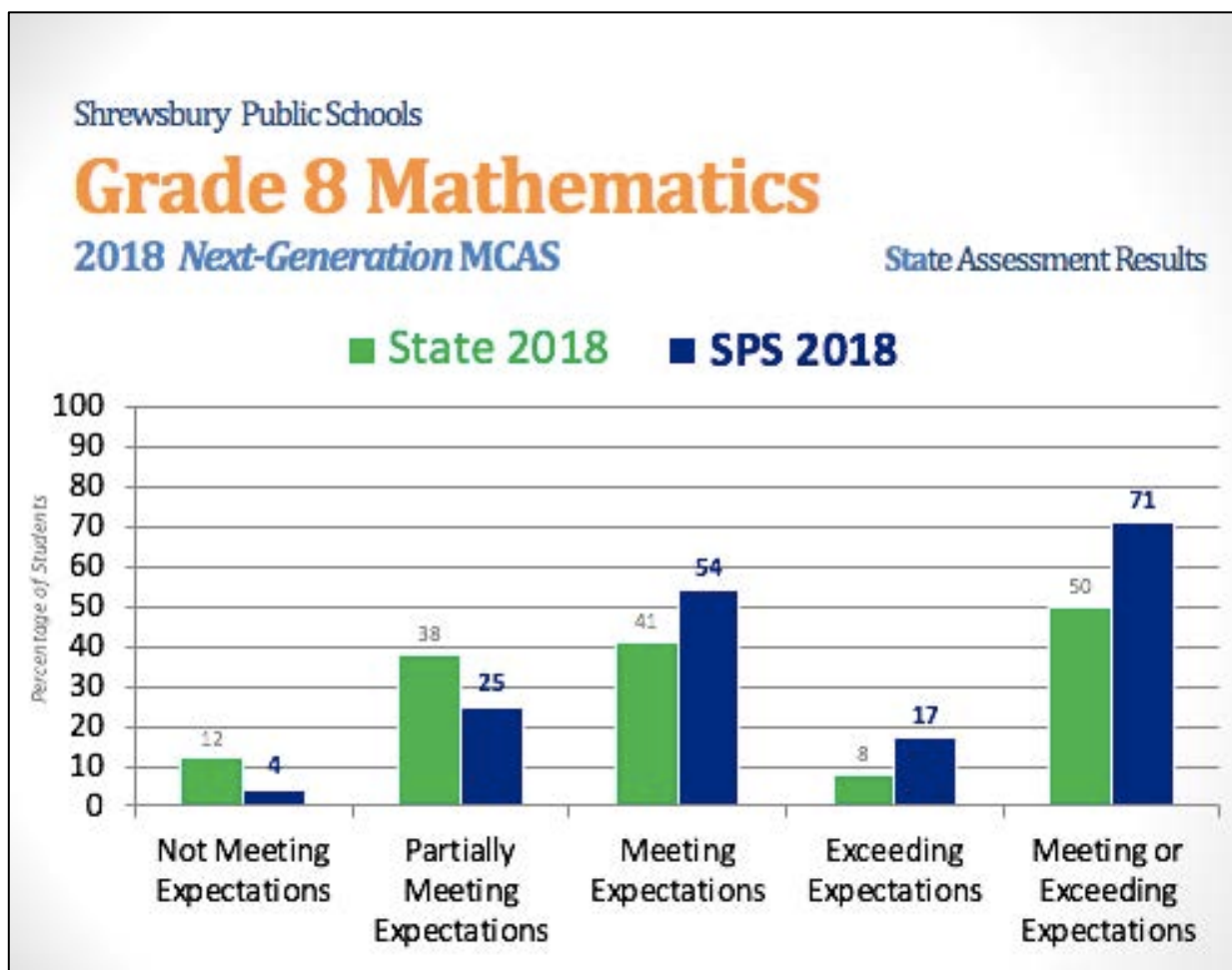
*Percentage of Students Meeting or Exceeding Expectations*  
**Next-Gen MCAS Mathematics / Grade 7**  
 DART District Comparisons



# Grade 8

Math scores rose considerably over last year for Grade 8.

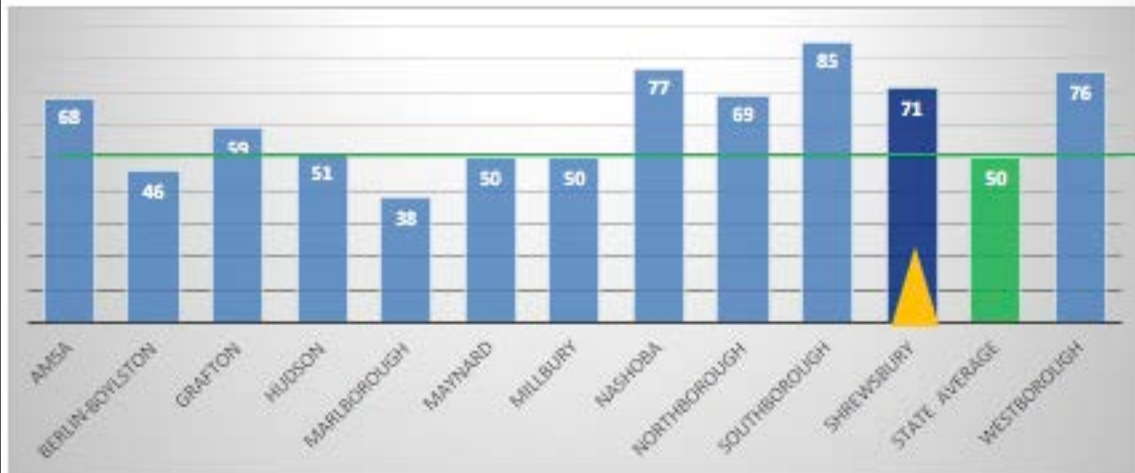
% by level	2017	2018
Exceeding	17	17
Meeting	45	54
Partially Meeting	33	25
Not Meeting	4	4



Percentage of Students Meeting or Exceeding Expectations

## Next-Gen MCAS Mathematics / Grade 8

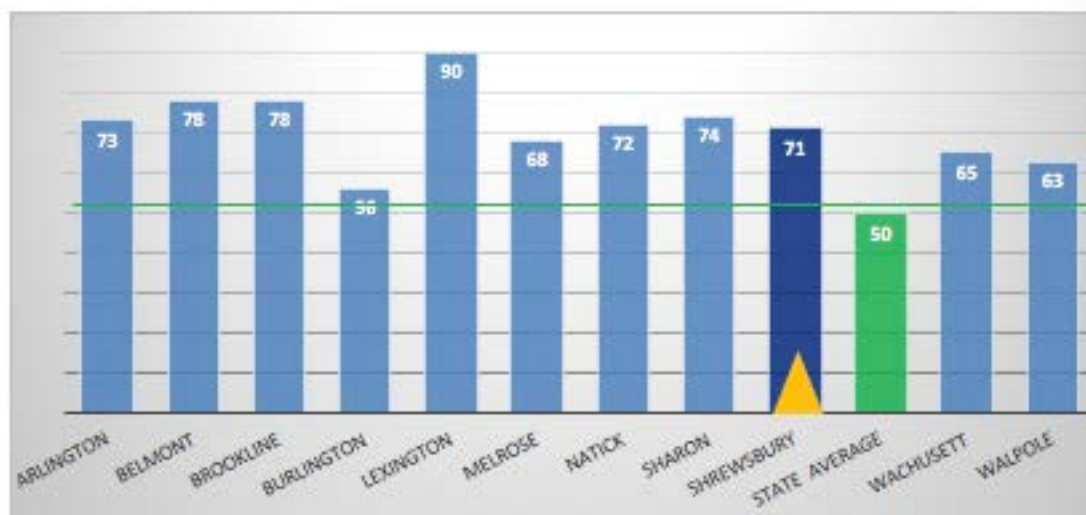
Assabet Valley Collaborative District Comparisons



Percentage of Students Meeting or Exceeding Expectations

## Next-Gen MCAS Mathematics / Grade 8

DART District Comparisons

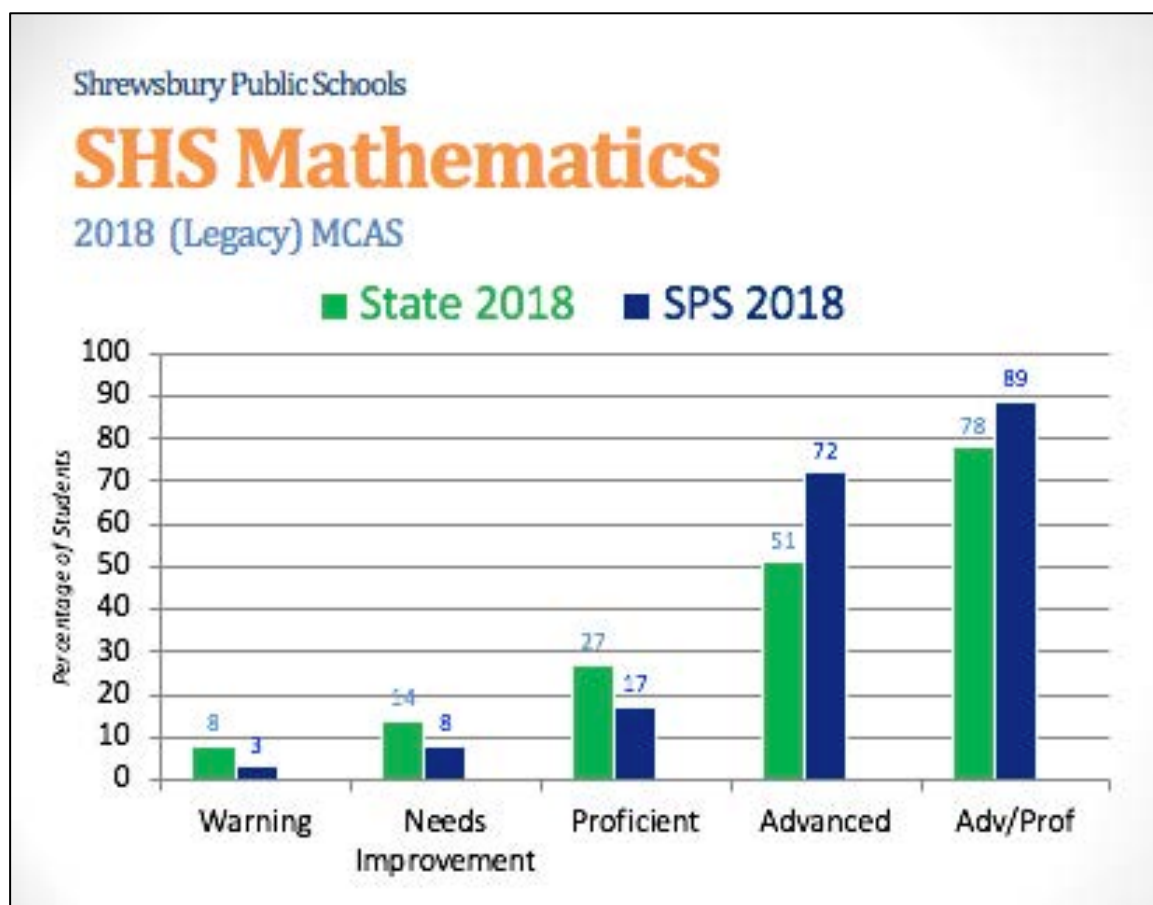


# Grade 10

Achievement rates 2015-2018 for the "legacy" MCAS in Mathematics

	2015	2016	2017	2018
Advanced	79	76	72	72
Proficient	13	17	19	17
Needs Improvement	6	4	6	8
Failing	2	3	3	3

89% of Grade 10 students met the Proficiency benchmark this year. For the past three years, Grade 10 scores in Math at the high school level have dropped slightly. At the same time, Shrewsbury continues to post strong results overall.

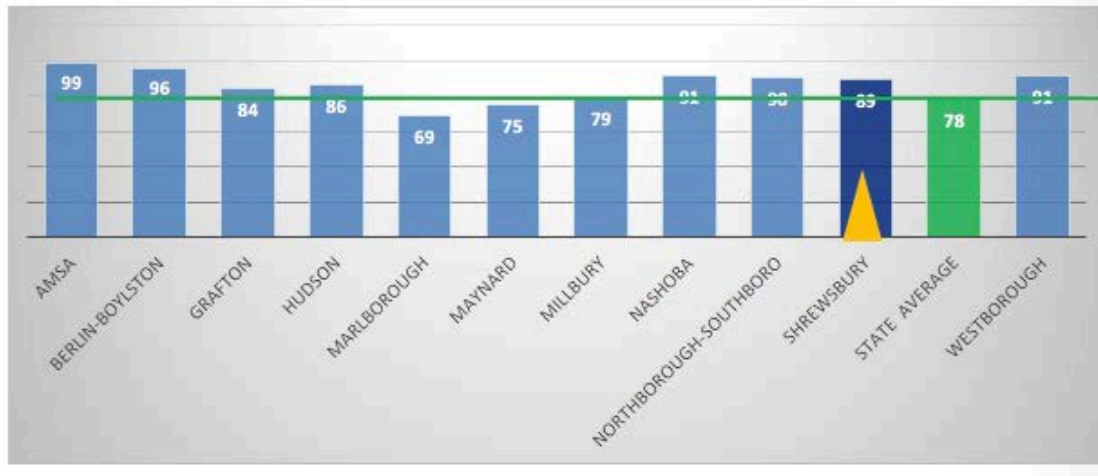




Percentage of Students Meeting or Exceeding Expectations

## Next-Gen MCAS Mathematics / Grade 10

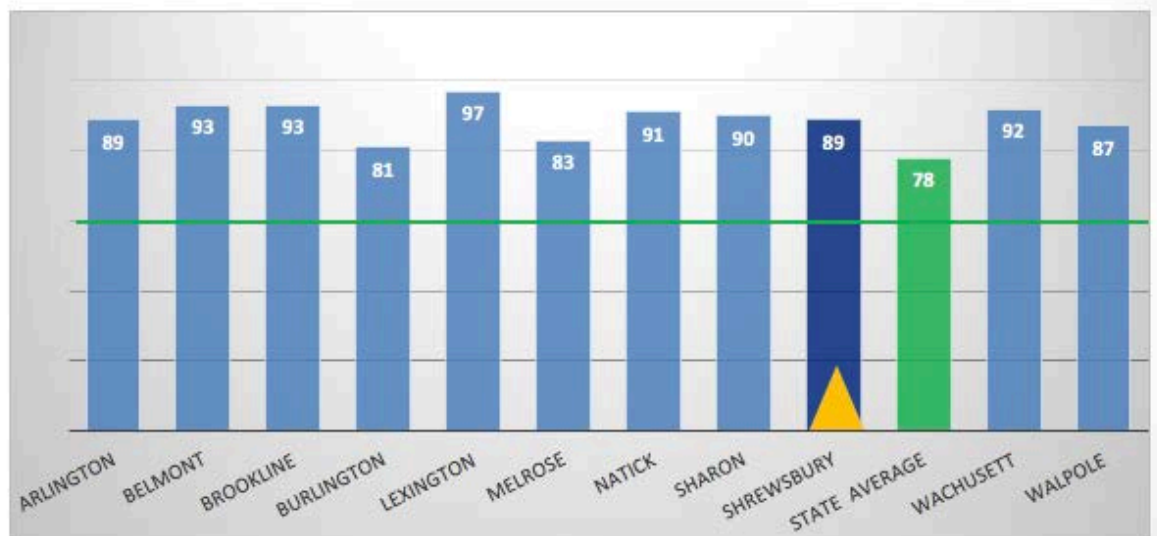
Assabet Valley Collaborative District Comparisons



Percentage of Students Meeting or Exceeding Expectations

## Next-Gen MCAS Mathematics / Grade 10

DART District Comparisons



## Grade 10 Math Scores: Legacy MCAS 5-year history

Percentage of Students Achieving at the Proficient / Advanced Levels

Year	2014	2015	2016	2017	2018
%	95	92	93	91	89

Grade and Subject	Gr 3 Math	Gr 4 Math	Gr 5 Math	Gr 6 Math	Gr 7 Math	Gr 8 Math	Gr. 10
Shrewsbury % Level M/E 2018	73%	72%	70%	70%	65%	71%	89%*
State Results	50%	48%	46%	48%	46%	49%	78%*

Percentage

### of Students Meeting or Exceeding Expectations, Math 2018

A summary of baseline Math scores the Meeting / Exceeding range for students in grades 3-8. \* Note: Gr 10 results from the "legacy" version



## Student Achievement Scores in Science & Technology Grades 5, 8, & 10

Students in three grades took the Science Technology and Engineering test in 2018. It's important to note that these assessments are "legacy" tests.

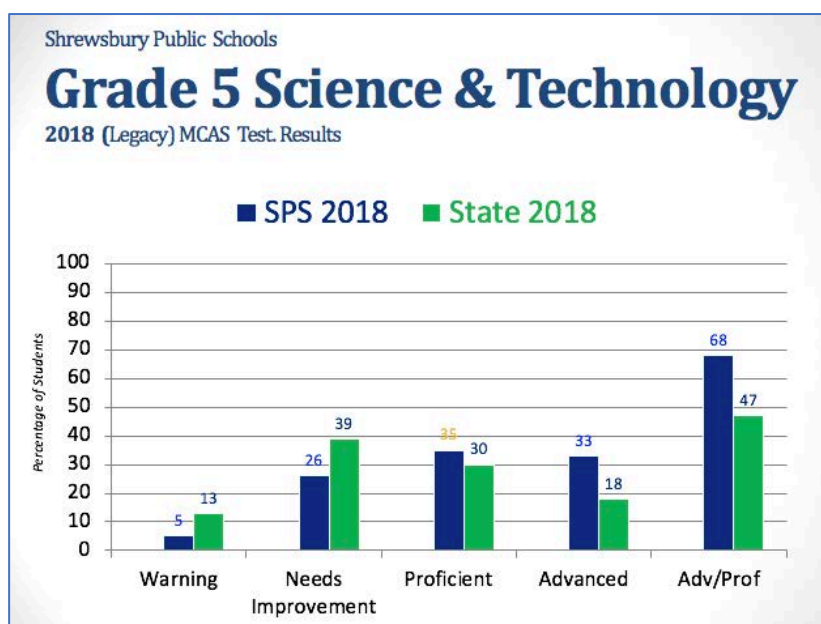
Assessment levels generally indicate how each student is achieving relative to the state standards for that grade level. Here is a snapshot of how our students performed over time by grade:

### Grade 5

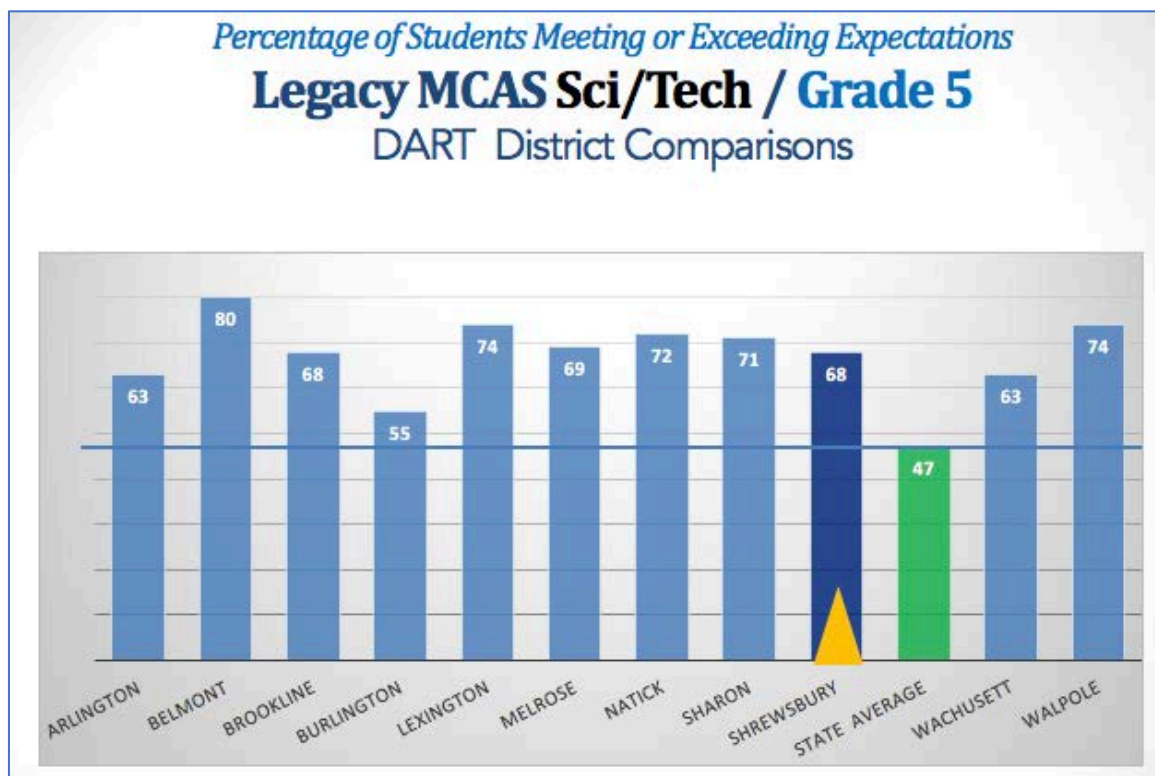
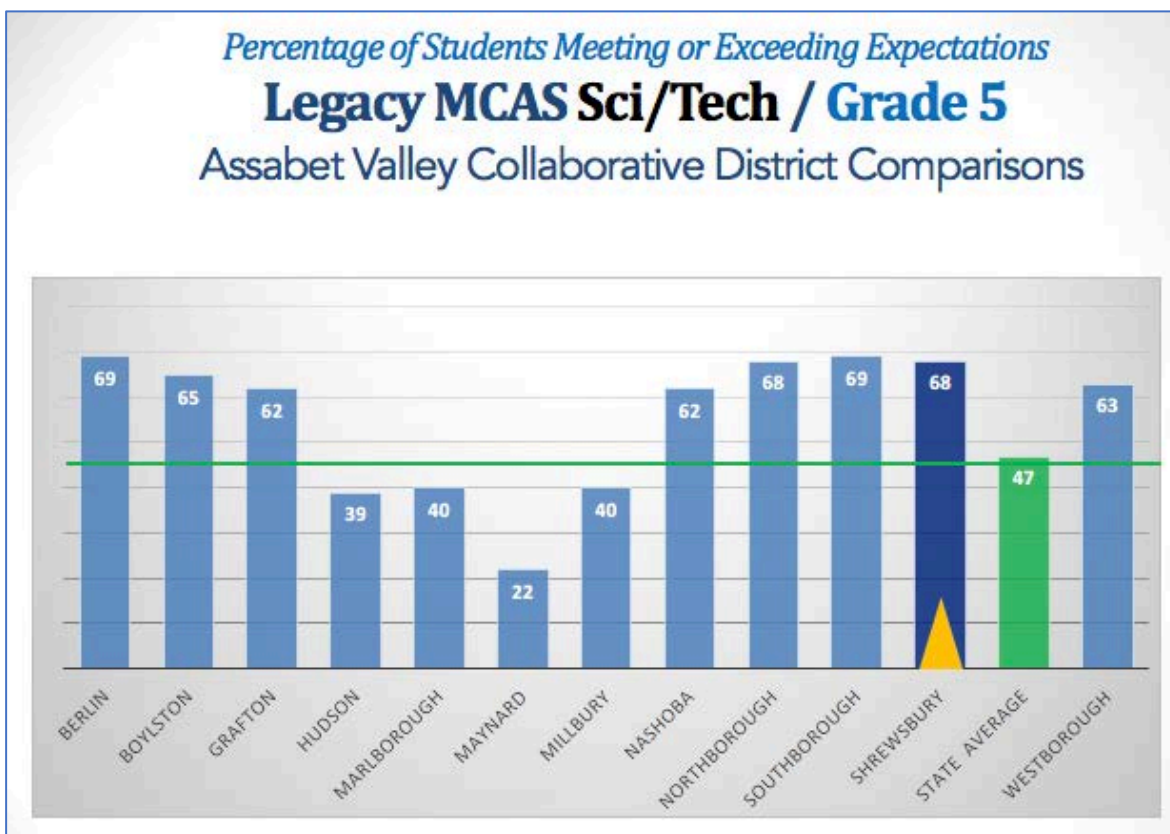
	2014	2015	2016	2017	2018
Advanced	31	31	34	32	33
Proficient	41	40	36	35	36
Needs Improvement	23	25	24	27	26
Warning	4	4	7	7	5



Results in Grade 5 were very similar to past years, with a slight increase in the percentage of students in the Advanced and Proficient levels and a related decrease in the number of students scoring a Needs Improvement.



Grade 5 results on this legacy test are strong, as evidenced below:



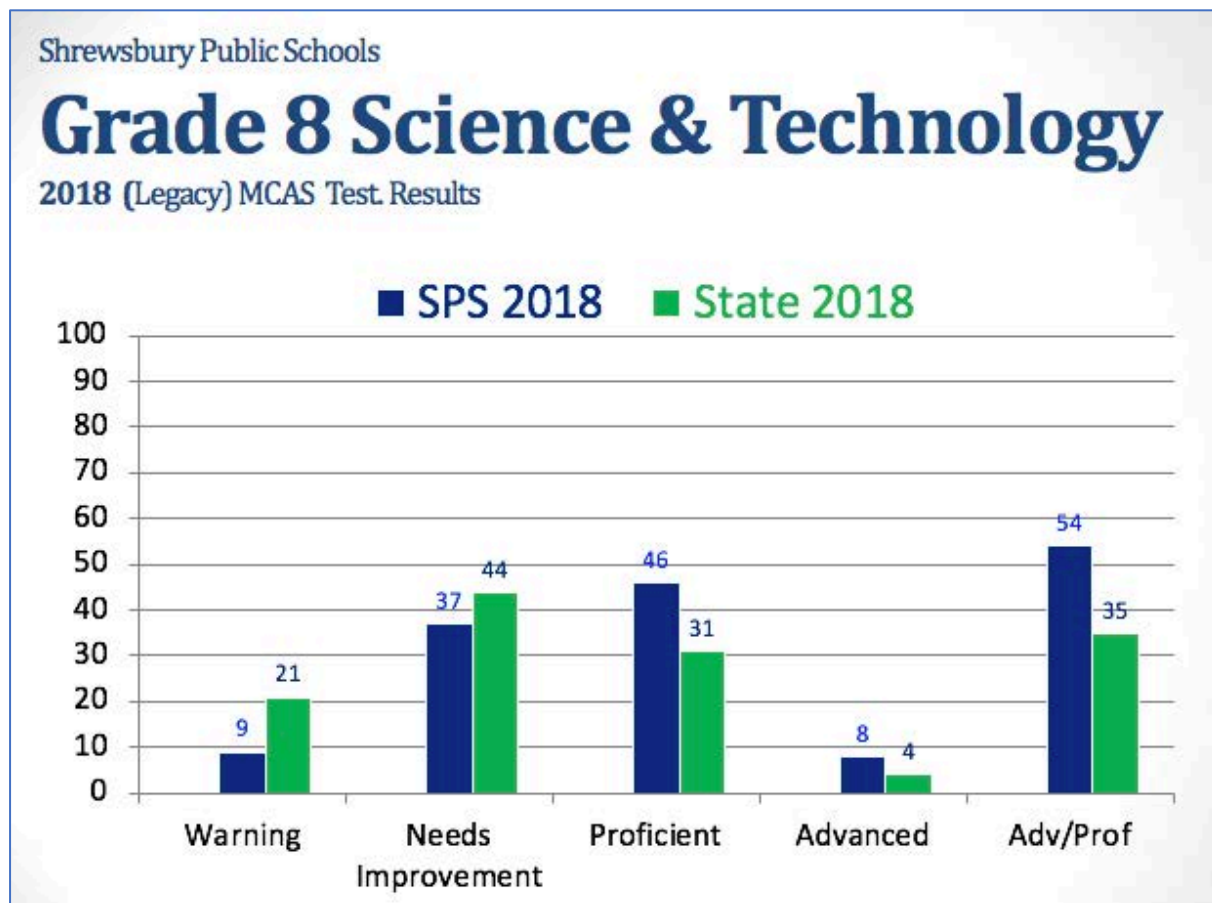


## Grade 8

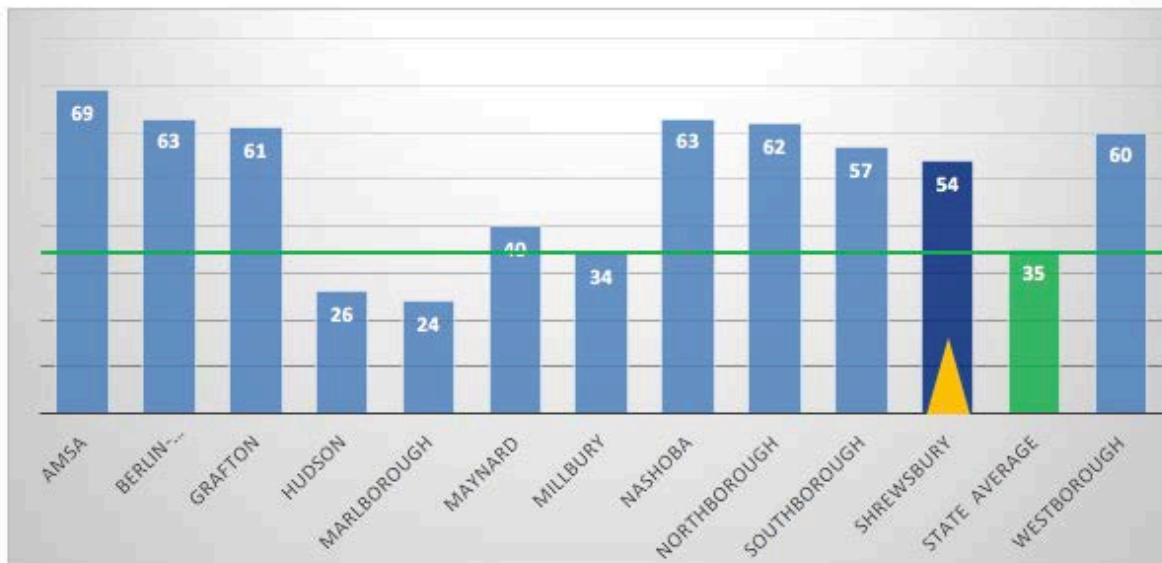
	2014	2015	2016	2017	2018
Advanced	14	9	12	5	8
Proficient	55	53	47	55	46
Needs Improvement	26	33	33	32	37
Warning	5	6	8	8	9

This year more students in Grade 8 scored in the Advanced category than last year. However, fewer students overall scored Proficient or higher.

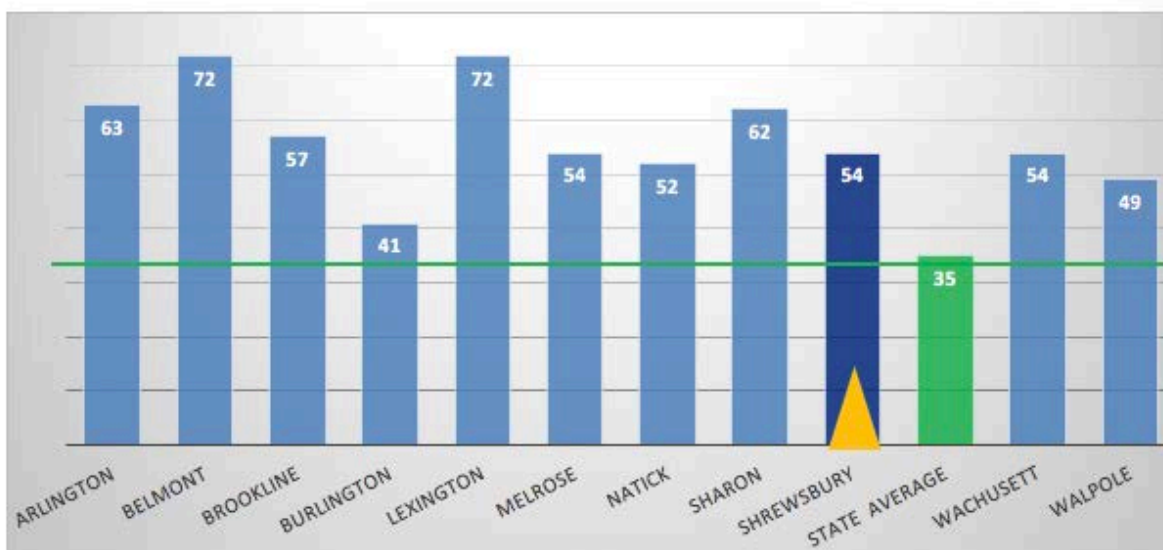
Please note that historically the Grade 8 Science & Technology test has been the most challenging test in all of the legacy MCAS tests in terms of percentages of students scoring at high levels across the state, so while it is appropriate to compare performance of 8<sup>th</sup> graders over time, it is not valid to compare performance on this test against how students fare on the Grade 5 or High School Science & Technology tests. When we look at trends over time, our performance has remained consistent.



*Percentage of Students Meeting or Exceeding Expectations*  
**Legacy MCAS Sci/Tech / Grade 8**  
 Assabet Valley Collaborative District Comparisons



*Percentage of Students Meeting or Exceeding Expectations*  
**Legacy MCAS Sci/Tech / Grade 8**  
 DART District Comparisons

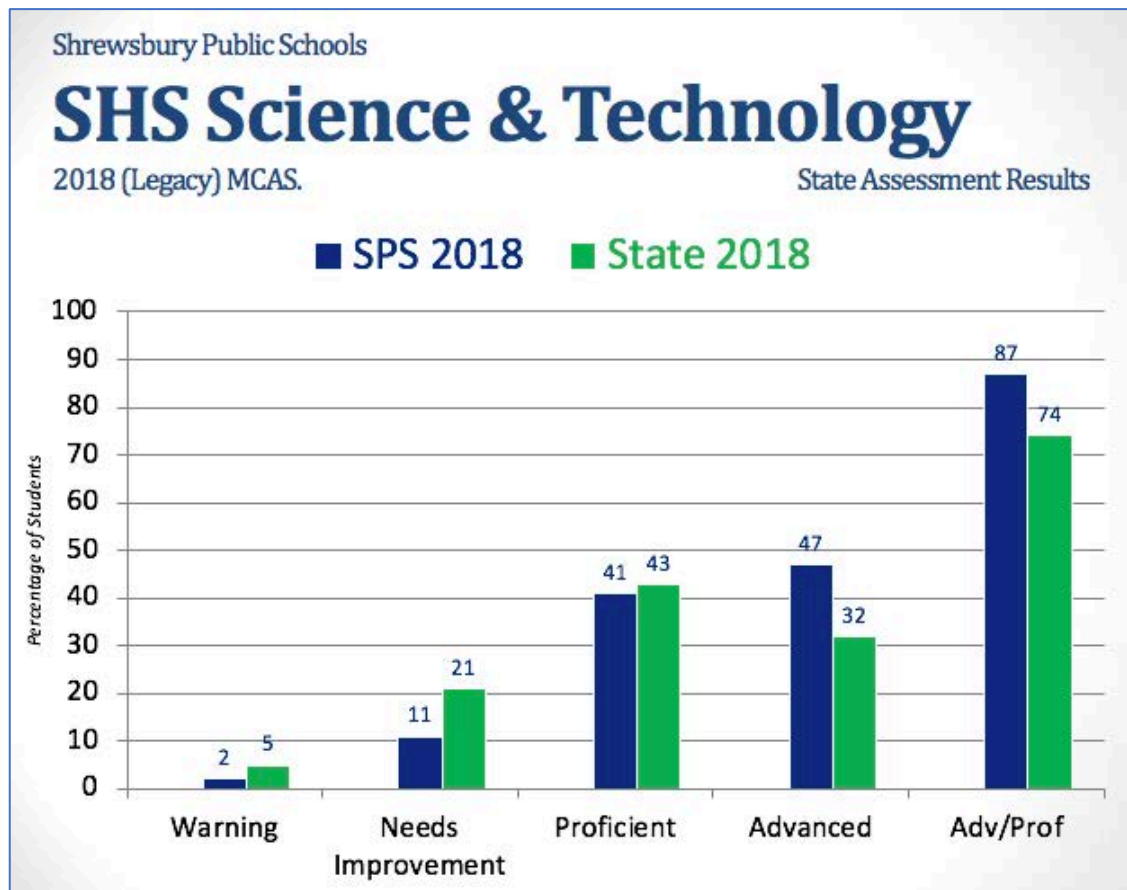


## Grade 10

	2014	2015	2016	2017	2018
<i>Advanced</i>	50	46	54	46	47
<i>Proficient</i>	39	40	36	43	41
<i>Needs Improvement</i>	10	12	8	9	11
<i>Warning</i>	1	1	2	2	2

Overall, our results on the Science and Technology exam compare favorably with districts of similar size, demographics and enrollment. As before, our oldest students continue to post the highest scores.

However, as mentioned above, because the “legacy” tests were created and calibrated at different times by different groups, the progression of expectations from one grade to another is not well aligned.



*Percentage of Students Meeting or Exceeding Expectations*  
**Legacy MCAS Sci/Tech / Grade 10**  
 Assabet Valley Collaborative District Comparisons



As mentioned previously, in Shrewsbury the timing of content delivery also has an impact on student performance. For example, our Grade 5 students are tested cumulatively on content that is taught

in earlier grades, especially fourth grade.

Our current work in Science should help us to align our curriculum to the new Science standards. It's likely that the state assessment for this content area will also change in the future.

*Percentage of Students Meeting or Exceeding Expectations*  
**Legacy MCAS Sci/Tech / Grade 10**  
 DART District Comparisons



## II. Student Growth Percentile Scores (SGPs)

Assessment levels indicate how each student is achieving relative to the state standards for that grade level and content area. Growth scores represent change in an individual student's MCAS performance from one exam to the next. By utilizing a growth measure, the state is attempting to answer the question, "How much academic progress did a student or group of students make in one year as measured by MCAS?"

Massachusetts measures growth for individual students by comparing the change in their achievement on statewide assessments to that of their "academic peers" (all other students in the state who previously had similar historical assessment results). The rate of change is expressed as a percentile, and represents how many students had greater or lesser improvement on this year's test as compared to the performance of the cohort of students with the same achievement score history.

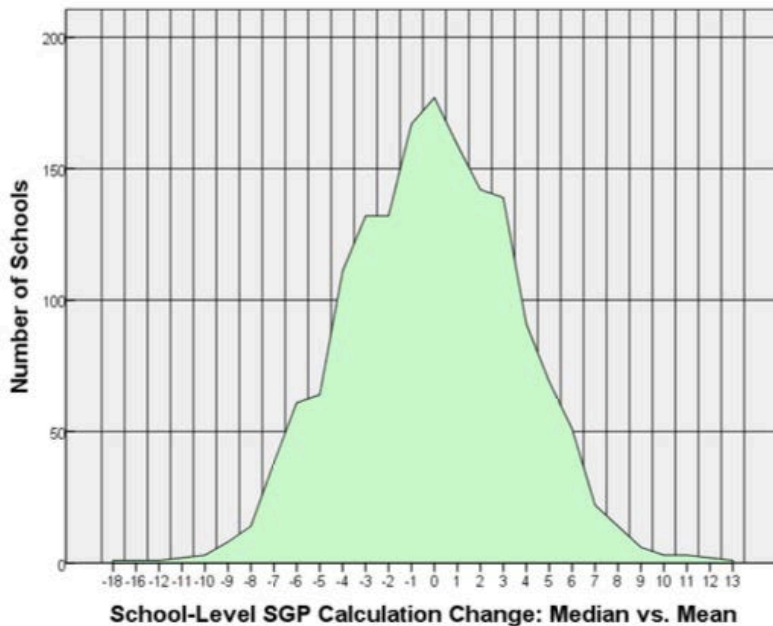
The state defines *moderate* (or expected) growth to be between the 40-60 percentile, with *low* growth as below the 40<sup>th</sup> percentile and *high* growth as above the 60<sup>th</sup> percentile. In reviewing an individual student's result, teachers and parents might wonder, "*How much did Rishi improve her math score on MCAS in 6<sup>th</sup> grade, relative to students who had the same math scores on the 4<sup>th</sup> and 5<sup>th</sup> grade math tests?*" SGP scores help to answer that question: if Rishi had a higher score than more than 65 percent of her academic peers with the same score history, then her Student Growth Percentile (SGP) would be 65.

The growth model method operates independently of MCAS performance levels. As a result, all students, no matter what their scores were on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles on the next year's test. Growth percentiles are calculated in ELA and Mathematics for students in Grades 4 through 8 and 10, because the model requires at least two years of MCAS results to calculate growth percentiles. Therefore, no growth scores are available for Grade 3; Grade 4 growth percentiles are only in comparison to Grade 3 scores; and Grade 5 and up are in comparison to the two previous years of scores. In addition, because the Science and Technology test is only administered in grades five, eight, and nine/ten there is no growth data produced for this test.

Analyzing student test scores over time provides us with additional information; this data helps us monitor individual students and subgroups within the district. Importantly, it may also us identify "bright spots", grade level practices that yield exceptional outcomes for students.



## Aggregate Growth Percentiles



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

Initially the Department of Elementary and Secondary Education (the DESE) reported growth as a median percentile (the middle score if one ranks the individual student growth percentiles from highest to lowest). A typical school or district in the commonwealth would have a median student growth percentile of 50. Beginning in 2018, the DESE moved to a growth model that uses the average student growth percentile (SGP), replacing the median SGP model at the aggregate level for school and district data.



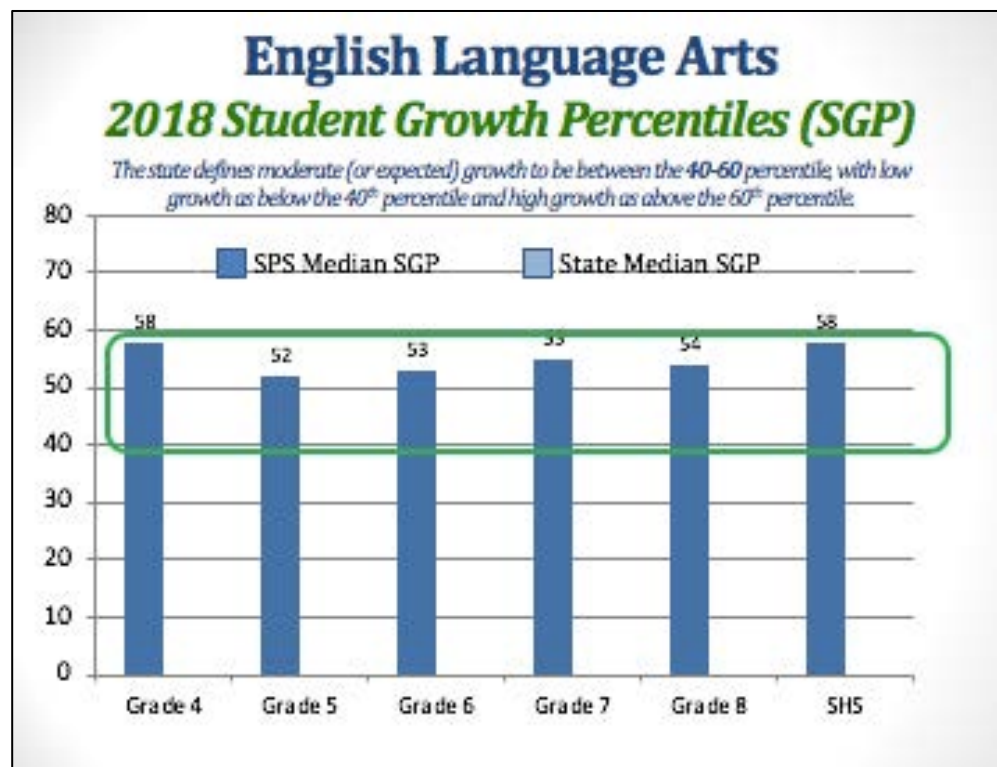
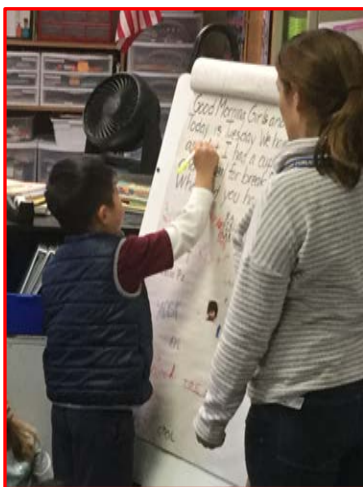
Although there are areas to target for improvement in achievement levels at several grade levels, the growth percentiles for each grade level in both subject areas were well within the moderate (or expected) growth range this year.

## Shrewsbury Public Schools Average SGP by Grade:

English Language Arts 2018

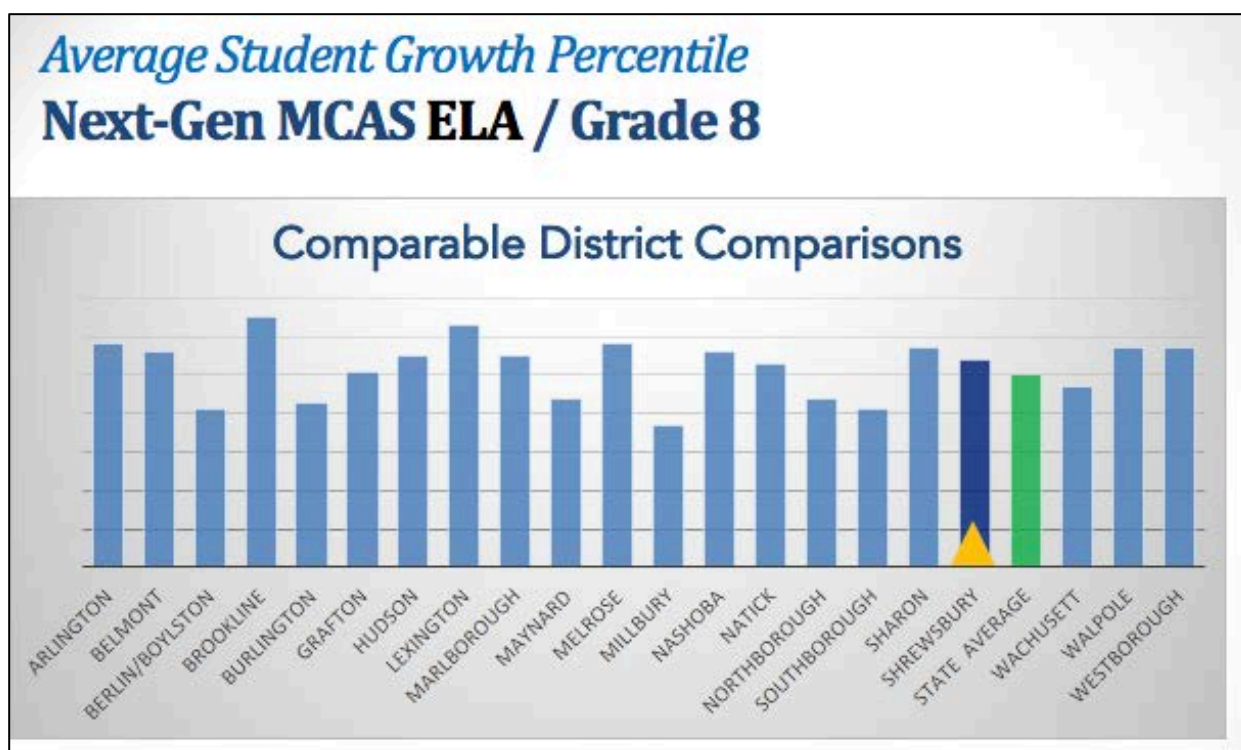
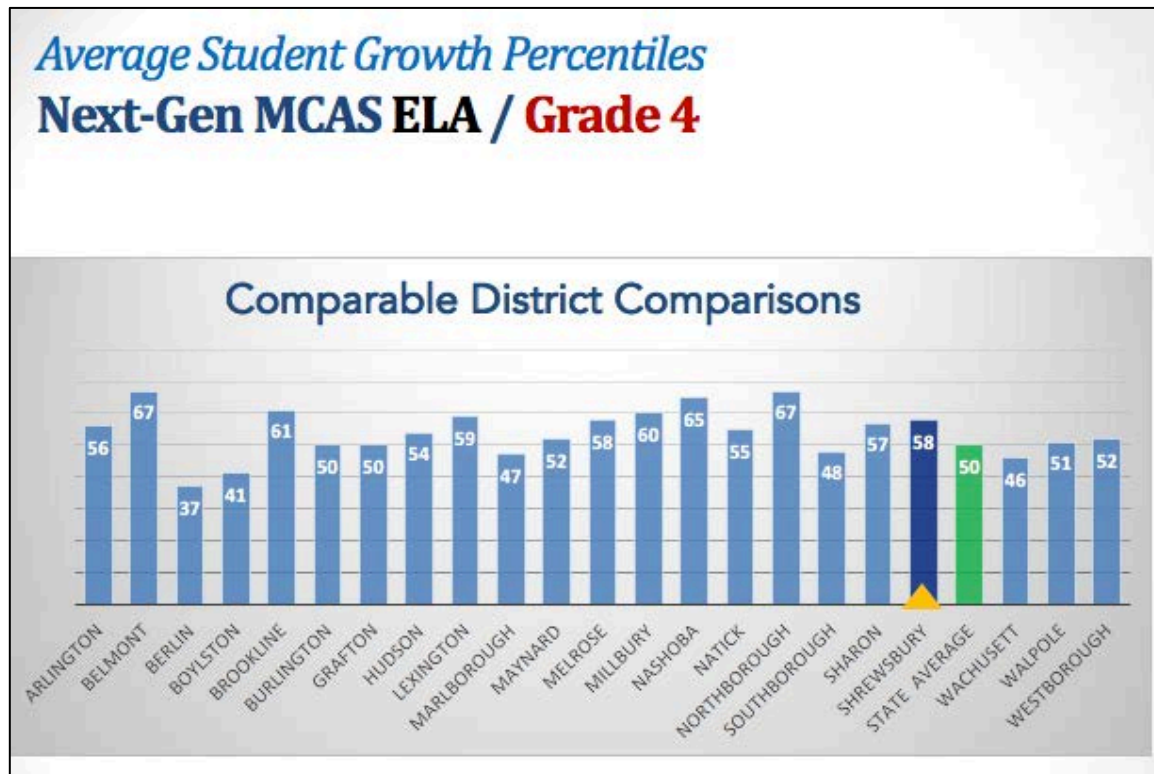
SGP Results for the English Language Arts Assessment, 2013-2018

ELA	2013	2014	2015	2016	2017	2018
Gr 4	77	65	69	53	58	58
Gr 5	42	45	37	46	49	52
Gr 6	56	50	46	46	51	53
Gr 7	47	42	37	34	39	55
Gr 8	48	51	50	45	52	54
Gr 10	60	54	53	46	48	58



## Shrewsbury Public Schools Average SGP by Grade:

Comparison SGP Data in English Language Arts, 2018 for Grades 4 & 8



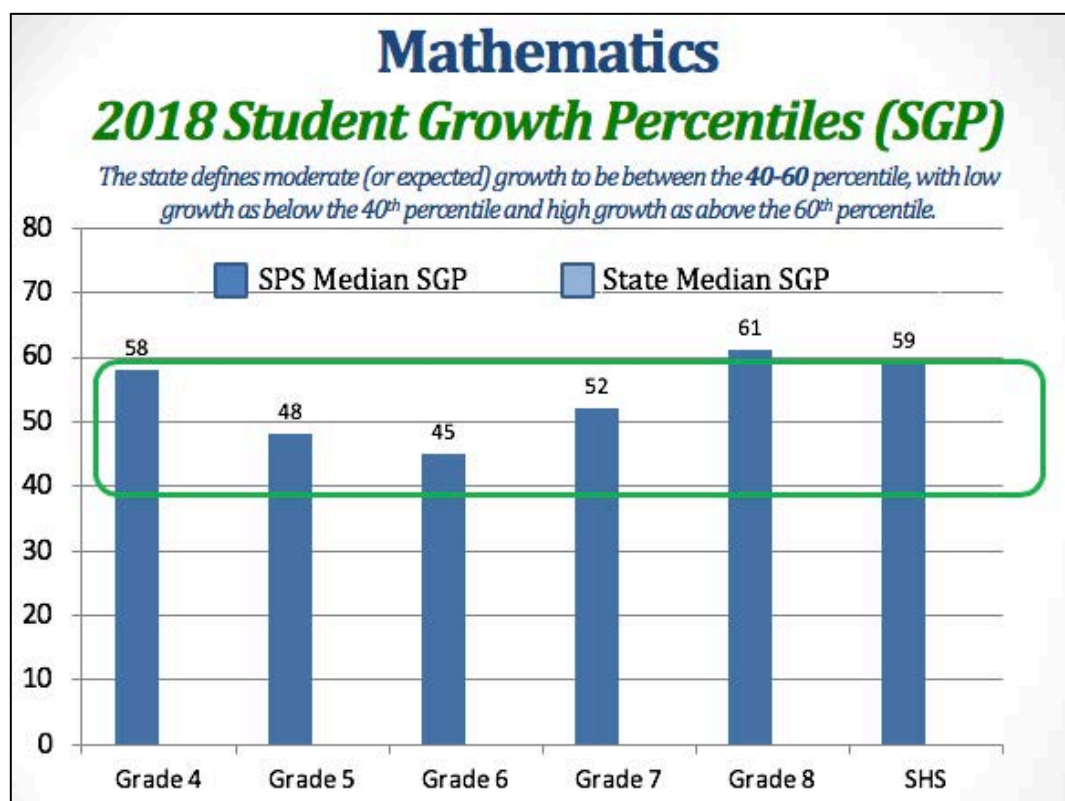


## Shrewsbury Public Schools Average SGP by Grade:

SGP Results for the Mathematics Assessment, 2013-2018

Math	2013	2014	2015	2016	2017	2018
Gr 4	58	67	65	59	58	58
Gr 5	42	45	44	41	47	48
Gr 6	57	54	38	38	44	45
Gr 7	42	36	30	38	40	52
Gr 8	61	45	39	50	54	61
Gr 10	55	62	53	58	57	59

Again, growth percentile scores are expected to fall within 40-60. Note the relative higher rate of growth in grades 4, 8 and 10.

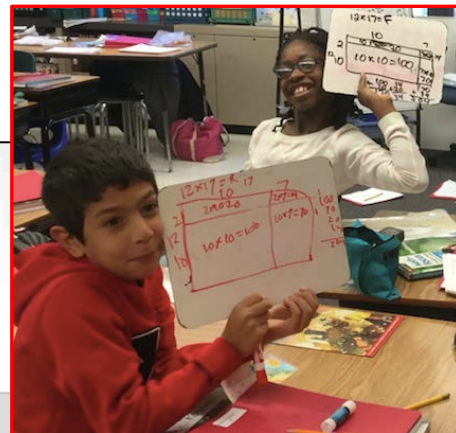


Shrewsbury Public Schools Average SGP by Grade:  
Comparison SGP Data in Mathematics 2018 for Grades 4 & 8

*Average Student Growth Percentile*  
**Next-Gen MCAS Math / Grade 4**



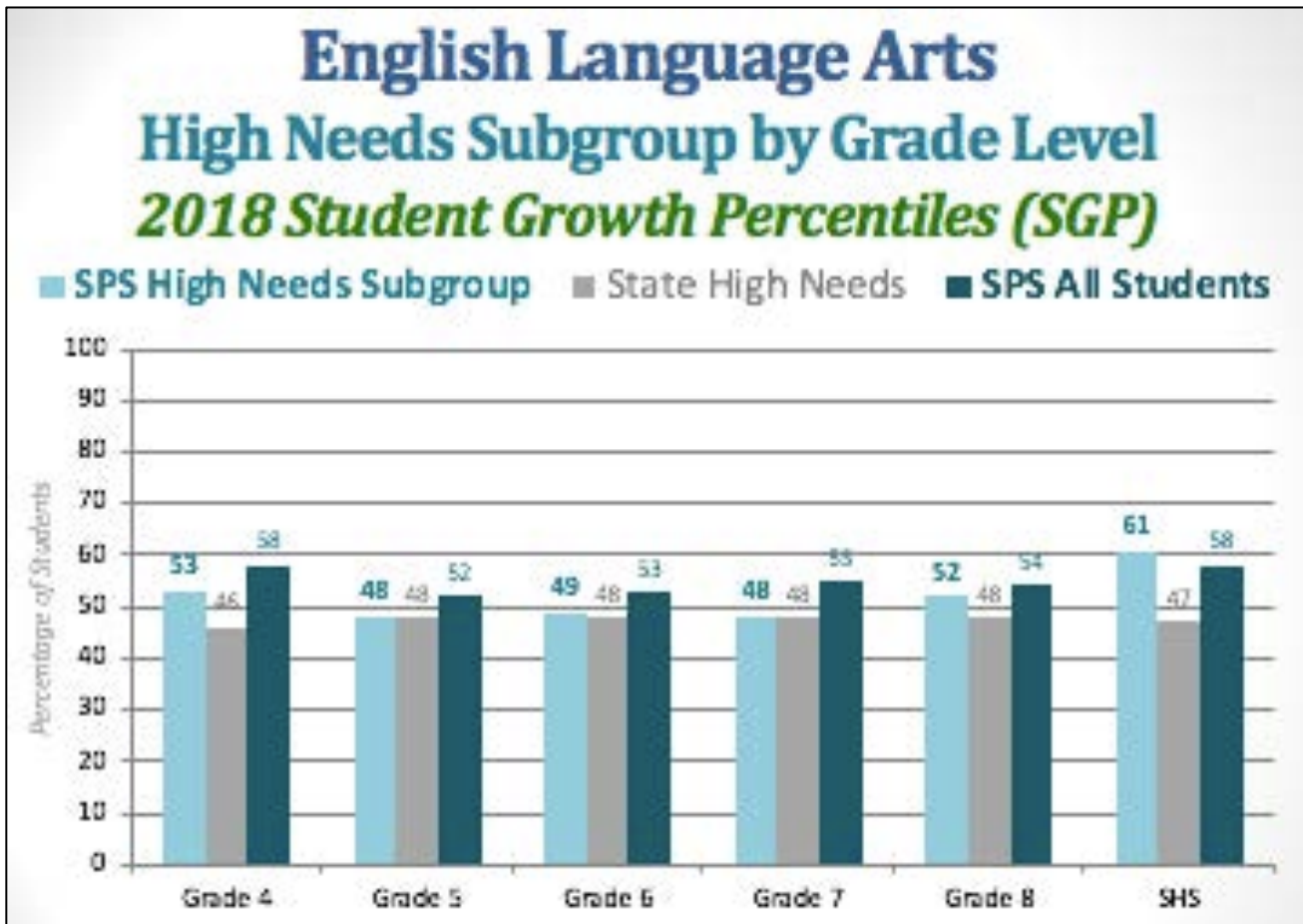
*Average Student Growth Percentile*  
**Next-Gen MCAS Math / Grade 8**



## District Subgroup Performance

Another important way we demonstrate our commitment to student growth is by monitoring groups of children. These cohorts are called 'subgroups'. Comparing their results to aggregate data helps educators to identify and close achievement opportunity gaps.

### ELA Student Growth Percentiles 2018



Staff look closely at the achievement gap between the high needs subgroup and the "all students" group in various ways. While this chart shows that our overall SGP scores consistently outperform the state, there is still progress to be made in closing gaps for some subgroups.



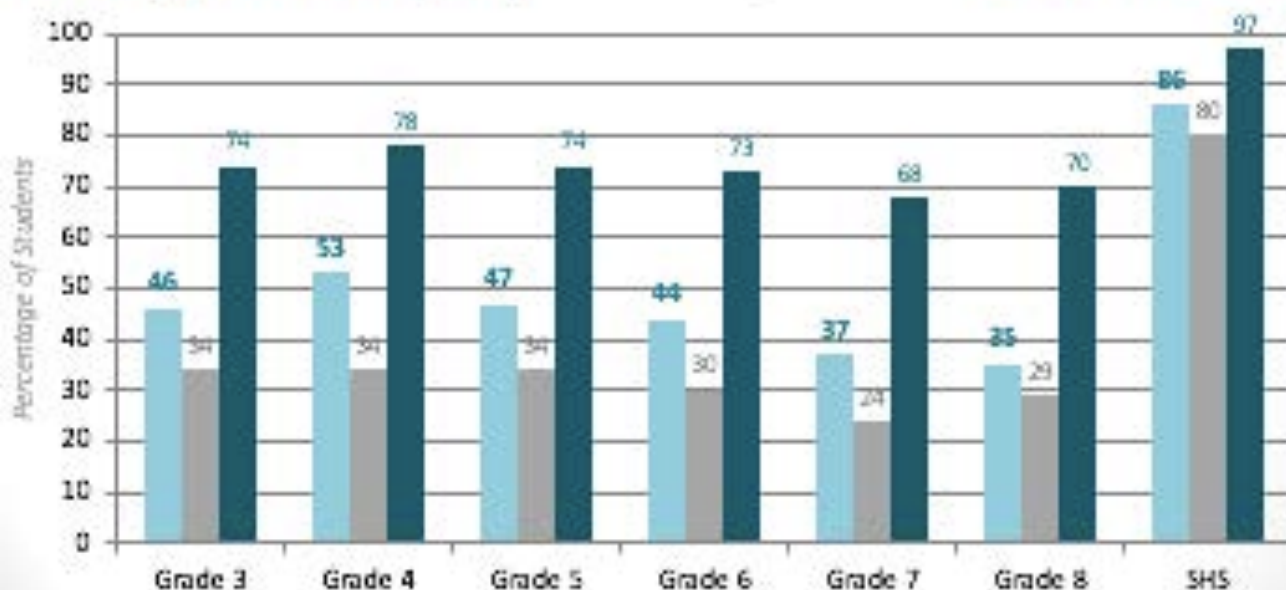


# English Language Arts

## High Needs Subgroup by Grade Level

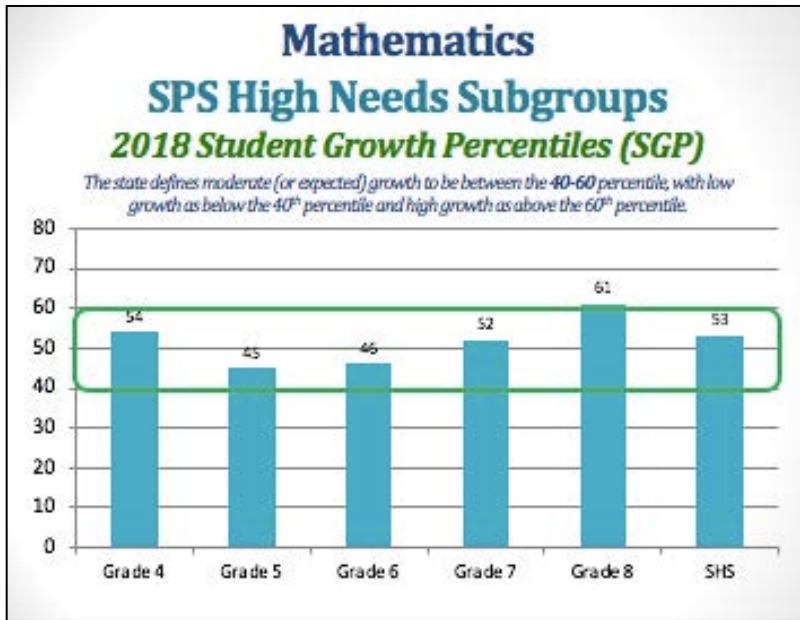
*2018 Percentage of Students Meeting or Exceeding Expectations*

■ SPS High Needs Subgroup ■ State High Needs ■ SPS All Students



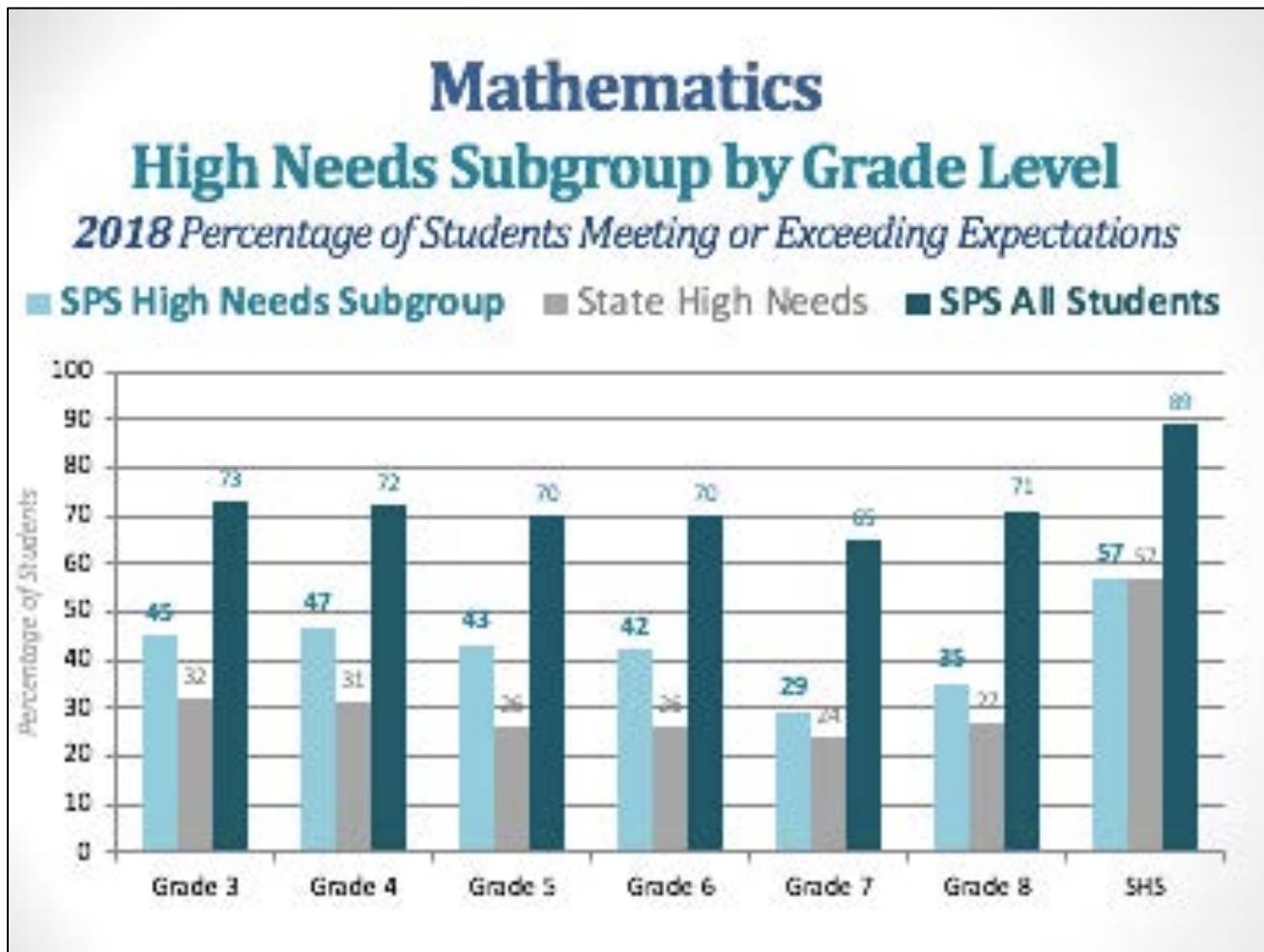
For example, in Grade 4 the growth percentiles for students with “high needs” is similar to those for most Grade 4 students. This suggests that students in both groups are growing at a similar rate. Moreover, students with disabilities (a portion of this larger group) have similar SGP to their “high needs” peers.

However, only 33 % of students with disabilities meet or exceed expectations for the Grade 4 MCAS test in ELA, as compared to 53% of students with high needs. When we consider achievement, there is a wide range of performance scores among subgroups, in Shrewsbury and across the state.



Students in the high needs subgroup faced similar achievement challenges in Mathematics. For these students, a higher growth percentile is critical to their ability to “catch up” to their peers.

While there is still improvement to make in achievement levels for the high needs subgroups, the rise in student growth percentiles is promising.



## Item Analysis

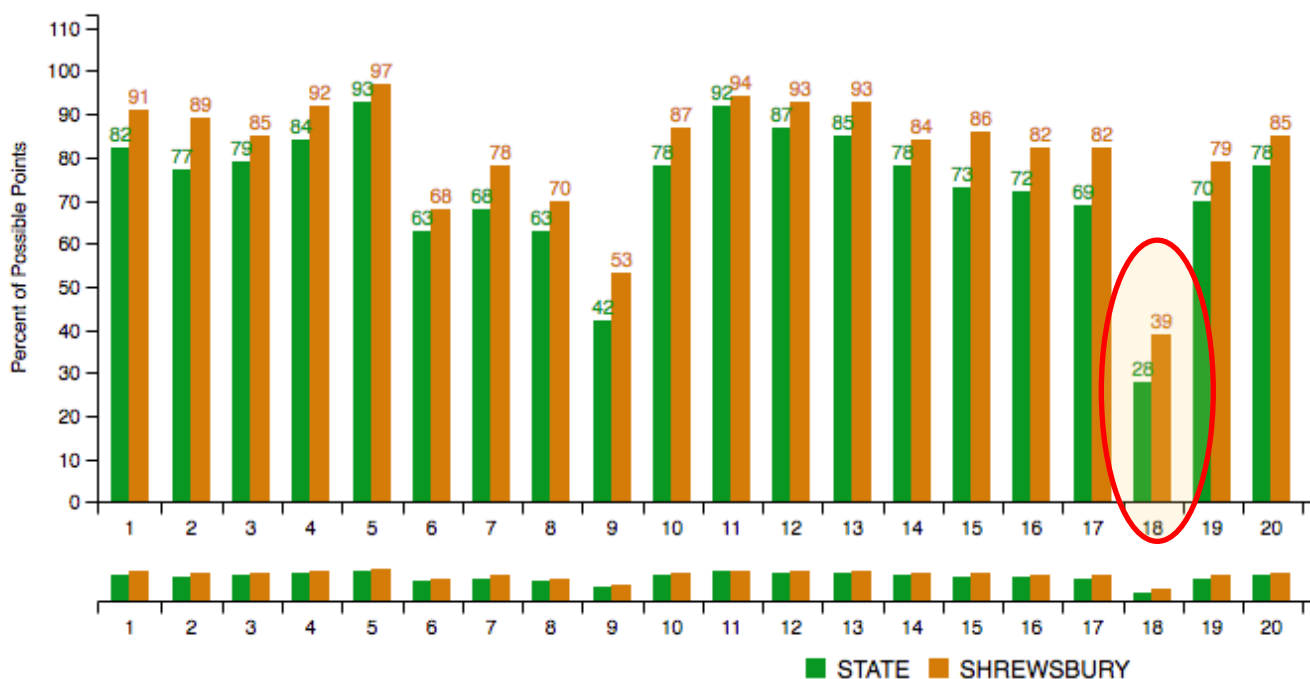
Staff analyze MCAS data from the DESE portal to review student performance and to identify strengths and weaknesses in specific standards. Grade level teams also look to released questions and student responses to determine how well students apply their understanding of concepts on the test.

The DESE district profile portal allows anyone to access data about standards, question types and even to compare item scores across districts. Click here to see how it works:

<http://profiles.doe.mass.edu/mcas/mcascharts2.aspx?linkid=33&orgcode=02710000&fycode=2017&orgtypecode=5&>

Scrutinizing student results by question helps educators to align their practice with the expectations inherent in the assessment. The chart below depicts an item analysis. Looking at the results in this way allows teacher teams to visually spot areas of instruction to target for reteaching.

**Number of Students Included: 454    Mode: Paper**



This graph depicting scores by question allows educators to focus on strengths and needs. Question number 18 (above) is an “open response” question, which presents a greater degree of challenge to most students than multiple choice items.

18	ES	CCSS.ELA-Literacy.Not Available	Write an essay that explains how the author uses text features to help the reader understand the topic. Use information from the passage as evidence.
----	----	---------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------

## Looking Forward

With the release of a new state Science framework, a K-12 committee was formed to review the Science curriculum and to prepare for anticipated changes in content and practice. Work is underway at both the Elementary and Middle levels to help educators adjust and plan, with the goal of implementing units and lessons aligned with the new standards in the coming year. This is a small step in the continuous improvement process, and we are at the early stages. Similar work will begin soon in Social Sciences, as we anticipate similar changes at the state level. However, some of the most important work we have committed to is ongoing.

As we aspire to make our schools more inclusive, we are also learning how to translate achievement data into meaningful, timely interventions for students. Collecting the right information at the right time requires ongoing collaboration and helpful data tools. As the district builds capacity for data analysis, we are confident that our teaching staff will be better able to assess, to intervene and to support students and their families with the areas of challenge that are identified in student performance data. To that end, we have begun to look at online assessment tools, with a specific need to find effective and efficient ways to track and support students' literacy skills.

Most anniversaries provide occasion to look back and look forward. That's certainly the case for the Education Reform initiative in Massachusetts. In Shrewsbury, we are fortunate to have so many reasons to celebrate the success of our students and their teachers. While there is work to do, there is also cause for hope. Our school communities are supportive of our efforts, and our educators are collaborative professionals. As we respond to this data, implementing learning experiences that empower students and devoting resources to monitor and support student growth will be important fuel for future progress.





**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **11/14/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:





**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **11/14/18**

**A. Fiscal Year 2020 Budget Calendar & Fiscal Year 2020 Fiscal Priorities & Guidelines: Votes**

**BACKGROUND INFORMATION:**

At the School Committee meeting on October 10, 2018, Mr. Collins presented an initial Fiscal Year 2020 Budget Calendar. At the School Committee meeting on October 24, he presented a draft of Fiscal Priorities & Guidelines for the Fiscal Year 2020. These documents are enclosed.

**ACTIONS RECOMMENDED:**

That the Committee vote to approve the Fiscal Year 2020 Budget Calendar.

That the Committee vote to approve the Priorities & Guidelines for Fiscal Year 2020 Budget Development.

**STAFF AVAILABLE FOR PRESENTATION:**

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations

**FY20 BUDGET CALENDAR-FINAL: NOVEMBER 14, 2018**

Date	Event/Action
10/10/2018	Discuss Initial FY20 Budget Calendar.
October 2018	Review Budget Development Timeline with SLT, DLT, School Councils
October 2018	Administration begins development of Level-Services Budget with known/estimated cost forecasting.
10/24/2018	Discussion: School Committee FY20 Budget Priorities and Guidelines Vote: FY20 Budget Calendar
11/14/2018	Vote School Committee Guidelines and Fiscal Policies
12/12/2018	Budget Workshop#1
1/16/2019	School Committee Budget Workshop#2
1/23/2019	Governor Baker Releases his State Budget Plan. State aid figures for Shrewsbury included.
January or February 2019	Presentation of Superintendent's Budget Recommendation
February 2019	Town Manager Releases Initial Town-wide Budget Recommendation
2/27/2019	Special Education Budget Presentation
3/13/2019	FY20 Budget Topics include: -Curriculum & Instruction Budget Presentation -Technology Budget Presentation -Public Hearing
3/16 2019	Finance Committee Hearing [Saturday morning]
3/27/2019	Vote on full-day kindergarten, preschool tuitions and school fees
April 2019	Budget Workshop#3, if needed
4/12/2019	House Ways & Means Committee budget released. Updated state aid figures to Shrewsbury.
4/18/2019	Finance Committee Public Hearing on ATM Warrant Articles and Operating Budget
4/23/2019	Board of Selectmen Vote on FY20 Budget
4/24/2019	School Committee Vote FY20 Budget Recommendation for Town Meeting
4/25/2019	Finance Committee Votes on ATM Warrant Articles and Operating Budget
5/16/2019	Pre-Town Meeting
May 20,22,23	Annual Town Meeting
July	State Legislature Finalizes State Budget-Final State Aid Figures Determined. Adjust budget plans as necessary.



## **Shrewsbury School Committee**

### **Priorities & Guidelines for Fiscal Year 2020 Budget Development**

#### **Overview**

This document provides the community with information about the School Committee's priorities for the Fiscal Year 2020 School Department Budget. It also is designed to provide guidance to the Superintendent of Schools and the School Department administration regarding the development of its initial Fiscal Year 2020 School Department Budget proposal.

#### **Priorities**

The initial FY20 School Department Budget proposal shall include resources to address each of the following priorities for Fiscal Year 2020:

- To sustain the improvements in class size realized through the Fiscal Year 2015 budget by keeping as many sections as possible within School Committee guidelines for class size. These guidelines are: Preschool: 15; Kindergarten: 17-19; Grades 1 & 2: 20-22; Grades 3-8: 22-24; Grades 9-12: 18-20.
- To continue investing in instructional materials, curriculum personnel, and staff professional development in order to ensure that the district's educational program meets local expectations for academic rigor, as well as state mandates.
- To make sufficient investments in technology in order to realize the educational and operational benefits available through digital resources and to provide sufficient capacity for the state's new testing system, while creating opportunities to benefit from short and long term cost efficiencies.
- To make investments in district-based programming and resources in order to provide high quality, cost effective opportunities to educate students with all forms of specialized needs within their own community's schools rather than specialized placements outside of the district.
- To evaluate and assess the level of administrative support and adjust accordingly to: 1) adequately serve our growing student population, 2) meet the ever-increasing compliance and reporting requirements of the federal and state governments, and 3) ensure successful achievement of the 2018-2020 District Goals.

#### **Assumptions**

It is assumed that the initial FY20 School Department Budget proposal will:

1. Provide adequate resources to meet all legal mandates required of the school district.
2. Reflect the terms of collective bargaining agreements and other contractual obligations.
3. Provide sufficient resources to maintain a) the existing educational program and b) staffing levels necessary to meet mandates and priorities.
4. Utilize the best available information to project changes in costs (such as tuitions) and revenues (such as state funding through the Chapter 70 and Circuit Breaker programs, grants, etc.).
5. Estimate the level funding of all federal and state grants and factor known increases or reductions from FY19.
6. Review fee levels for all programs and adjust, as necessary, to reflect market price conditions and specific cost structure of each program. With respect to the Full-Day Kindergarten Program, the administration should prepare a financial plan that eliminates the tuition fee over the next three years in anticipation of providing universal, full-day kindergarten starting in the Fall 2021 in connection with the completion of the Beal Project.
7. Examine ways to reduce or shift costs in order to achieve district priorities without requiring additional funding allocations wherever possible.
8. Given space constraints the administration should assume no new School Choice seats will be voted by the School Committee for approval.

9. Consistent with prior practice, the initial budget proposal will take into consideration the town's tax levy constraints.
10. Budget document preparation will align with the best practices inherent in the Association of School Business Officials International (ASBO) Meritorious Budget Awards Program.

### **Guidance**

The School Committee recommends that the administration's initial FY20 Budget proposal should reflect the School Committee's fiscal and strategic priorities so that there are sufficient allocations for the following (categorized by strategic priority in no particular order):

#### **Strategic Priority: Space and Resources to Support Effective Learning**

##### *Address stressed enrollment capacity by increasing physical space and making programmatic adaptations:*

- Assess Preschool through Grade 12 facility needs, including completion of a space and enrollment capacity study to facilitate planning
- Partner with the community to build a new Beal School to address Kindergarten through Grade Four space needs and to provide access to a full-day program with no tuition to all kindergarten students
- Relieve overcrowded conditions wherever necessary by providing additional space and/or revising use of existing space, especially at Shrewsbury High School

##### *Secure the necessary resources for a high quality educational program:*

- Address growing enrollment with adequate staffing to maintain appropriate class sizes according to School Committee guidelines
- Ensure that students have access to personnel, technology, and instructional materials to achieve expected levels of learning
- Provide effective professional learning opportunities for staff to build teaching and leadership capacity
- Further educate the community regarding the costs and benefits of a high performance school system

#### **Strategic Priority: Learning Environments Where Everyone's Success Matters**

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

### **Strategic Priority: Enhanced Well-Being for All**

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

### **Strategic Priority: Connected Learning for a Complex World**

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



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **11/14/18**

**B. Substitute Pay Rate Adjustment: Vote**

**BACKGROUND INFORMATION:**

In the current economic climate, Shrewsbury Public Schools (SPS) has experienced challenges procuring substitute teachers. Rates of the nearest neighbor districts are provided in the enclosed memo. Ms. Malone and Mr. Collins are recommending a two-step rate increase to allow SPS to be competitive with neighboring districts for substitute teachers.

**ACTIONS RECOMMENDED:**

That the Committee vote to approve an increase in the day-to-day substitute teacher rate from \$75/day to \$85/day for the remainder of the 2018-2019 school year, and again from \$85/day to \$90/day for the 2019-2020 school year.

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Barbara A. Malone, Director of Human Resources

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations

Dr. Joseph M. Sawyer, Superintendent of Schools



To: Shrewsbury School Committee  
From: Barbara A. Malone, Director of Human Resources  
Re: Day-to-Day Substitute Teacher Rate  
Date: November 14, 2018

Shrewsbury Public Schools employs approximately 110 day-to-day substitute teachers who may be called on a day-to-day basis, typically between 6:00-8:00 a.m. each day, to fill in for absent teachers and Applied Behavior Analyst Technicians to fulfill IEP requirements. As many of these potential substitute teachers are also signed up with other districts, it is not always possible to fill each absence each day.

Since the beginning of the 2018-2019 school year we have been able to obtain a substitute teacher 92% of the time at the elementary level, 80% of the time at Sherwood Middle School, and 83% of the time at Oak Middle School. While these percentages seem relatively healthy, there have been a number of times when we were not able to procure substitute teachers, especially at the middle school level (28 times at Sherwood and 17 times at Oak, August 28, 2018 through October 12, 2018). "Fill" percentages for the high school are not available at this time.

Please note that teachers may be absent from the school because they are attending approved, much-needed professional development, as well as pre-approved personal days for medical, legal or family business, or illness.

Currently our daily sub rate for a teacher is \$75/day. An aide at Step 1 will make \$86.22/day for six hours of work, according to our current contract with the Shrewsbury Paraprofessional Association. It is more lucrative for an individual to work as an aide in one of our schools than to accept a day-to-day substitute teaching assignment. The day-to-day substitute rate has not increased at Shrewsbury Public Schools since the beginning of the 2013-2014 school year. Anecdotally we are hearing that substitutes are turning down work with us in order to accept an assignment with Westborough, which pays \$85 per day, or Northborough, which pays \$95 per day.

Along with Assistant Superintendent for Finance and Operations, Mr. Patrick Collins, I am proposing an increase in our day-to-day substitute teacher rate from \$75/day to \$85/day for the



remainder of the 2018-2019 school year, and again from \$85/day to \$90/day for the 2019-2020 school year. This two-step increase would allow us to be competitive with our neighboring districts for substitute teachers. Mr. Collins has calculated that an increase for the remainder of the 2018-2019 school year, with a December 1, 2018 adoption, would cost approximately \$32,000, and would represent a 13% wage increase for day-to-day substitute teachers. It is important to note that we incur other direct and indirect costs when we cannot fill an absence with a substitute, as we often end up paying a differential to a paraprofessional to cover the class, and then the school goes without the support services of the paraprofessional, which compromises the ability of the school to provide appropriate support for the educational program that day.

Rates of our nearest neighbors range from \$65-\$95 per day and are provided below:

Algonquin	\$95
Auburn	\$80
Berlin-Boylston	\$65
Fitchburg	\$75
Grafton	\$70
Hudson	\$78
Marlborough	\$85
Millbury	\$80/\$85 with Master's degree
Northborough	\$95
Shrewsbury	\$75
Southborough	\$95
Wachusett	\$80
Westborough	\$85
Worcester	\$70

Mr. Collins and I are available for questions.

Thank you for considering an increase in the day-to-day substitute teacher rate.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **11/14/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **11/14/18**

**A. Assabet Valley Collaborative Update: Report**

**BACKGROUND INFORMATION:**

The state law governing educational collaboratives requires four updates each year to member school districts; this is the first update this year. The report is enclosed.

**ACTION RECOMMENDED:**

That the School Committee hear an update on the status of the Assabet Valley Collaborative and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

*School Committee Update – 1<sup>st</sup> Report (1 of 4)*

October 26, 2018

**HIGHLIGHTS**

***Collaborative Statutes, Regulations, and Oversight***

- Legislative Update: [HB2867](#) and [SB2330](#) currently in committee and expected to pass soon:
  - improve [Chapter 43 of the Acts of 2012](#)
  - remove DESE Appointee to Board
  - enable services to adults beyond age 22 if other state agency approves

***DESE Guidelines***

- [Duties & Responsibilities of Collaborative Board Members & Boards of Directors](#)
- [Responsibilities of School Committees as Members of a Collaborative](#)

***AVC's website – [www.avcollaborative.org](http://www.avcollaborative.org)***



***AVC [Amended Collaborative Agreement](#) approved and officially admits Auburn as newest member!***



### ***FY18 Accomplishments***

- AVC engaged staff and stakeholders in strategic planning activities that led to refinement of priorities for FY19 on the path to long-range design of AVC: A) infrastructure and systems; B) strengthening & deploying expertise in equity-centered educational leadership ; C) human-centered design thinking
- At the conclusion of FY18, AVC learned of the award of 2 projects
  - \$100,000 contract with MA DESE to provide a professional learning series for 60-100 educators in “[Developing Cultural Proficiency](#).” Project partners include renowned equity expert [Zaretta Hammond](#) and AVC’s equity mentor, [Patti DeRosa](#)
  - \$25,000 award from Sudbury Foundation to support capacity-building in Service Design Thinking facilitated by [Design Impact](#) to train AVC consultants in [design thinking facilitation](#)
- Shannon VanderSwaagh served as a representative on DESE’s [Principal’s Advisory Committee](#)
- Evolution launched [Coffee Cart](#) @ Lord Road
- New contracts in Auburn, Needham, Mendon-Upton, Marlborough, and Hudson: psychiatric services, equity professional learning, program evaluation, and strategic planning facilitation

### ***Major Priorities & Challenges for AVC in FY19***

- AVC Board of Directors adopted [2018-2019 Goals](#)
- Deep inquiry with member district leaders regarding needs, capacity, and ideas for their collaborative
- Continued learning with Design Impact to support new service refinement & long-range design of AVC
- Hiring vital to AVC’s redesign efforts - Information Systems Specialist & Educational Equity Specialist
- Expand consulting and professional development to diversify services and to leverage use of PD space
- Stabilize and strengthen enrollment in AVC programs
- Locate community-based home for Evolution 2020





**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **11/14/18**

**BACKGROUND INFORMATION:**

The minutes are enclosed.

**ACTION RECOMMENDED:**

That the Committee vote to approve the minutes from the School Committee Meeting on October 24, 2018, and the School Committee Workshops held on October 17 and October 18, 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 24, 2018**

Present: Mr. Jason Palitsch, Chairperson; Ms. Erin Canzano, Vice Chairperson; Ms. Sandy Fryc, Secretary; Mr. Jon Wensky; Dr. B. Dale Magee; 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.

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

The meeting was convened by Mr. Palitsch at 7:01 pm.

**I. Public Participation**

None.

**II. Chairperson's Report & Members' Reports**

None.

**III. Superintendent's Report**

Dr. Sawyer acknowledged a successful Spirit Week and Homecoming celebration at Shrewsbury High School (SHS); attended the home-opener of the SHS Unified Basketball Team; noted an upcoming Family Fall Festival at Beal Early Childhood Center; noted an upcoming Shrewsbury Coalition for Addiction Prevention & Education (SCAPE) and Shrewsbury Youth & Family Services, Inc. (SYFS) event for families at Oak Middle School (OMS) addressing public health issues; thanked Shrewsbury Electric and Cable Operations (SELCO) for arranging a recent visit by the C-SPAN bus at SHS; and noted that the American Studies program at SHS had recently hosted guest speakers on a variety of topics.

**IV. Time Scheduled Appointments:**

**A. Superintendent's Awards: Student Recognition**

Dr. Sawyer recognized SHS students Chi Ki "Keith" Chan and Ian Chandra, the two currently highest ranked students in the senior class, with Superintendent's Awards for Academic Excellence from the Massachusetts Association of School Superintendents, and seniors Carolyn Lynch and Christopher



Matthews with Awards for Academic Growth and Student Leadership in Learning (new this year) from the New England School Development Council. Dr. Sawyer provided highlights of each student's achievements, and they were invited to make remarks. The students acknowledged family members and school personnel who have supported them throughout their educational careers at Shrewsbury Public Schools (SPS). The students were invited up to be recognized by the Committee and presented with award certificates.

### **B. Beal Building Project: Update**

Dr. Sawyer began his report by thanking Town Meeting members for voting to authorize the debt for the Beal Building Project with overwhelming support at the recent Special Town Meeting. Dr. Sawyer provided background information on the current Beal School; gave a project overview of the proposed new school that included information on the educational program and building design; noted how the new school would meet space needs across the district; gave information on costs and Massachusetts School Building Authority (MSBA) reimbursement; and recommended that the community vote "Yes" to approve passage of the upcoming ballot question relative to the Beal School Project. Mr. Palitsch added that the Committee had previously voted unanimously to adopt a resolution in support of the Beal building project.

### **C. Student Enrollment & Class Sizes: Report**

Dr. Sawyer's report on preschool through grade 12 enrollment and preschool through grade 8 class sizes noted key data points; included enrollment history by grade, by school, for Special Education Out of District Placements (noting the district continues to work to create programming that allows students to be educated in the district), and for Vocational Education (which increased slightly this year); and provided kindergarten data that included the percent of students attending a full day program (59% ) noting opportunities for full day kindergarten are limited by lack of space in the district. Committee members asked clarifying questions on space challenges at the middle schools, and about areas of study for vocational students from the district (they are spread across the 17 programs) and how often they return to Shrewsbury Public Schools without finishing their vocational education program (estimated at 5-10 students per grade).

Mr. Todd Bazydlo, Principal, and Mr. Gregory Nevader, Assistant Principal, Shrewsbury High School, presented an overview of Shrewsbury High School enrollment and class size, and gave detailed information on class size; class size relative to School Committee guidelines; co-taught English Language Learning (ELL) and Special Education courses; building capacity (98% of rooms are utilized on average) and shared classrooms; increasing school counselor caseloads (noting Mr. Bazydlo and assistant principals are assisting by overseeing students in the new work study program given the high demand on the school counselors for the other aspects of their roles); and future considerations. The Committee asked clarifying questions about access to electives and cut sports (an E-sports team is being added at SHS and additional unified sports opportunities like unified bocce and bowling teams are being considered) relative to high enrollment, stress related to the college search, and the challenges associated with shared classrooms and the resultant moving of materials.

#### **D. Student Health Survey Data: Report**

Dr. Sawyer began by describing the Shrewsbury Wellness Advisory Committee (SWAC) and its work, and noting that Dr. Magee represents the School Committee on SWAC. Noelle Freeman, Director of Nursing, reported that separate student health surveys (which are a joint venture between the district and the Worcester Department of Public Health) were given in June 2017 at Oak and in December 2017 at SHS. The surveys provided a tremendous amount of data, and in her presentation Ms. Freeman highlighted these areas of concern: emotional health; future plans; top issues reported by students (stress rated highest); vaping and marijuana; and physical activity and screen time. Dr. Sawyer again noted the upcoming SCAPE and SYFS event at Oak Middle School (OMS) on November 13 that will address related topics including vaping and marijuana. The Committee noted that stress can result from a variety of factors that may or may not be school-related and that it may be difficult to tease out normal from abnormal responses given individual student differences. Dr. Sawyer noted the district's continued focus on social and emotional wellness, and cited the increased level of vulnerability around the responses of LGBTQ students to survey questions on emotional health as warranting additional attention.

#### **E. Nursing & Concussion Data: Annual Report**

In her annual report, Ms. Freeman provided information on student visits to the Health Office by category; Screening, Brief Intervention, Referral to Treatment (SBIRT) screenings (which are optional) of students in grades 7 and 10; student 504 plan development; and concussions (noting the SHS Transitions Program as a valuable resource), which included historical data for student athletes. Ms. Freeman provided additional information to the Committee on data privacy, time spent on mental/emotional health issues (4% of visits were for mental health issues, but more than 4% of staff time was spent addressing them), and sharing best practices with other districts. Dr. Sawyer noted the level of complexity of student medical needs is increasing, and acknowledged the work of Margaret Belsito, Assistant Superintendent of Student Services, in helping to meet the complex needs of students.

#### **V. Curriculum**

None.

#### **VI. Policy**

None.

#### **VII. Finance & Operations**

##### **A. Fiscal Year 2020 Priorities & Guidance: Draft**

Mr. Palitsch noted that he and Dr. Magee, who are on the Fiscal Projections Subcommittee, had reviewed the draft of Fiscal Priorities & Guidelines for the Fiscal Year 2020 being presented. Mr. Collins advised that an initial Fiscal Year 2020 Budget Calendar was presented at the last meeting. In his report Mr. Collins listed the priorities of the proposed Fiscal Year 2020 budget; detailed assumptions inherent in it; and described how it would provide guidance in allocating resources to support the goals and strategic priorities of the district. Ms. Fryc liked the priority of reviewing the level of administrative support to

ensure the needs of the district are being met. Dr. Sawyer noted that the draft reflects what the district is trying to achieve with its strategic goals and priorities, and welcomed feedback in advance of the Committee's votes on the Fiscal Priorities & Guidelines and the Budget Calendar for FY 2020 at its November 14 meeting.

### **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 October 10, 2018 were accepted as distributed.

### **XI. Executive Session**

**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**

Mr. Palitsch requested a motion to adjourn to 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. On a motion by Dr. Magee, seconded by Mr. Wensky, on a roll call vote: Dr. Magee, yes; Mr. Wensky, yes; Ms. Fryc, yes; Ms. Canzano, yes; and Mr. Palitsch, yes, the School Committee voted to adjourn to executive session at 8:54pm.

### **XII. Adjournment**

On a motion by Ms. Canzano, seconded by Mr. Wensky, the committee unanimously agreed to adjourn the meeting at 9:08 pm. Roll call votes were as follows: Dr. Magee, yes; Mr. Wensky, yes; Ms. Canzano, yes; Ms. Fryc, yes; and Mr. Palitsch, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. PreK-12 Enrollment/PreK-8 Class Size Report
2. Enrollment Presentation Slides
3. SHS Class Size Report
4. SHS Class Size Slide Presentation
5. Beal Building Project Update Slide Presentation
6. Student Health Survey Data Report
7. Student Health Survey Data Slide Presentation
8. Student Health Survey Data Summary Sheets
9. 2017 SHS Youth Health Survey
10. 2017 OMS Youth Health Survey
11. Nursing Annual Report
12. Concussion Annual Report
13. Nursing & Concussion Slide Presentation
14. FY 2020 Priorities & Guidelines Draft
15. Set(s) of Minutes as Referenced Above

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

**MINUTES OF SCHOOL COMMITTEE WORKSHOP**

**Shrewsbury High School – 64 Holden Street  
Class of 2002 Conference Room & Media Center  
Wednesday, October 17, 2018**

**Present:** Mr. Jason Palitsch, Chairperson; Ms. Erin Canzano, Vice Chairperson; Ms. Sandra Fryc, Secretary; Mr. Jon Wensky; Dr. Dale Magee; Dr. Joseph Sawyer, Superintendent of Schools; Ms. Amy Clouter, Assistance Superintendent of Schools; Ms. Barb Malone, Director of Human Resources; Mr. Patrick Collins, Assistant Superintendent of Finances and Operations; and Ms. Meg Belsito, Director of Special Education and Pupil Personnel Services; Chris Girardi, Principal, Beal Early Childhood Center; Jean Fitzgerald, Interim Principal, Coolidge School; Lisa McCubrey, Principal, Floral Street School; Gina Kelly, Assistant Principal, Floral Street School; Wendy Bell, Principal, Paton School; Bryan Mabie, Principal, Spring Street School; Dr. Jane Lizotte, Principal, Sherwood Middle School; Heather Gablaski, Assistant Principal, Sherwood Middle School; Karen Gutekanst, Assistant Principal, Sherwood Middle School, Dr. Ann Jones, Principal, Oak Middle School; Scott Yonkers, Assistant Principal, Oak Middle School; Todd Bazydlo, Principal, Shrewsbury High School; Jeffrey Lizotte, Assistant Principal, Shrewsbury High School; Maureen Monopoli, Assistant Principal, Shrewsbury High School; Gregory Nevader, Assistant Principal, Shrewsbury High School; and PJ O’Connell, Assistant Principal, Shrewsbury High School

Workshop opened at 6:30 pm.

**Topic I: Welcome, Introduction and meeting overview**

**Topic II: Workshop**

Dr. Sawyer outlined for the group the agenda for tonight’s workshop:

- 1) Attendees were broken into smaller groups and asked to review the *SPS District Goals 2018-2020*
- 2) Individual groups were then asked to discuss a series of questions related to identifying one or two goals they believed are achievable; one or two goals they are least confident as achievable; and what needs to be done in the District to improve the chances that the goals identified as “least confident” will be achieved by 2020.

Each group then shared with the larger audience their answers to each question as well as the reasoning and thoughts behind their conclusions.

## **IX: Adjournment**

The workshop adjourned at 7:45 pm

Respectfully submitted,

Sandra Fryc - Secretary

Documents referenced:

1. Shrewsbury Public Schools District Goals 2018-2020
2. October 17, 2018 - Shrewsbury School Committee & Administration Workshop Task List

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

**MINUTES OF SCHOOL COMMITTEE WORKSHOP  
Media Center  
Sherwood Middle School  
28 Sherwood Street  
Shrewsbury, Massachusetts**

**Thursday, October 18, 2018**

**Present:** Mr. Jason Palitsch, Chairperson; Ms. Erin Canzano, Vice Chairperson; Ms. Sandra Fryc, Secretary; Dr. Dale Magee; Dr. Joseph Sawyer, Superintendent of Schools; Mr. Patrick Collins, Assistant Superintendent of Finances and Operations

**Absent:** Mr. Jon Wensky

Workshop was opened by Mr. Palitsch at 5:38 pm.

**Topic I**

Discuss District's Use of Expanded Polystyrene

At the Special Town Meeting on October 22, 2018 Article 8 is a citizen's petition asking Town Meeting Members to vote to adopt a Polystyrene Reduction bylaw. The Committee concluded that it would not take a position on Article 8. The Committee instructed Dr. Sawyer and Mr. Collins to provide a memo for distribution to Town Meeting Members at the Special Town Meeting on October 22, 2018 that discusses the school district's use of Styrofoam and the potential actions the district might take should Article 8 pass.

**Topic II**

The Committee discussed how to approach environmental concerns expressed by members of the community. The Committee discussed that Shrewsbury Public Schools are interested in sustainability and public health; however, we are not experts in environmental issues nor a public health entity. The school district relies on experts for guidance.

The Committee concluded that the district does not need a policy regarding environmental concerns. However, a statement from the Committee regarding how the district should address environmental issues that are expressed by members of the community is needed.

Jason and Erin will provide the Committee with a draft statement regarding how the district addresses environmental issues for review at a future School Committee Meeting.



**Adjournment**

On a motion Dr. Magee, seconded by Ms. Canzano, the meeting was adjourned at 6:36 pm. On a roll call vote: Dr. Magee, yes; Ms. Canzano, yes; Ms. Fryc, yes; and Mr. Palitsch, yes.

Respectfully submitted,

Ms. Sandra Fryc, Secretary

**Documents Referenced:**

October 5, 2018 – Copy of Article 8 for the Special Town Meeting on October 22, 2018

September 19, 2018 – Memo: 2017-2018 Food Service Department Executive Summary

School Committee Statement re: May 2018 Annual Town Meeting Warrant Article re:  
Polystyrene Ban



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **11/14/18**

**A. For the purpose of collective bargaining with the Shrewsbury Education Association**

**B. 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 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**